



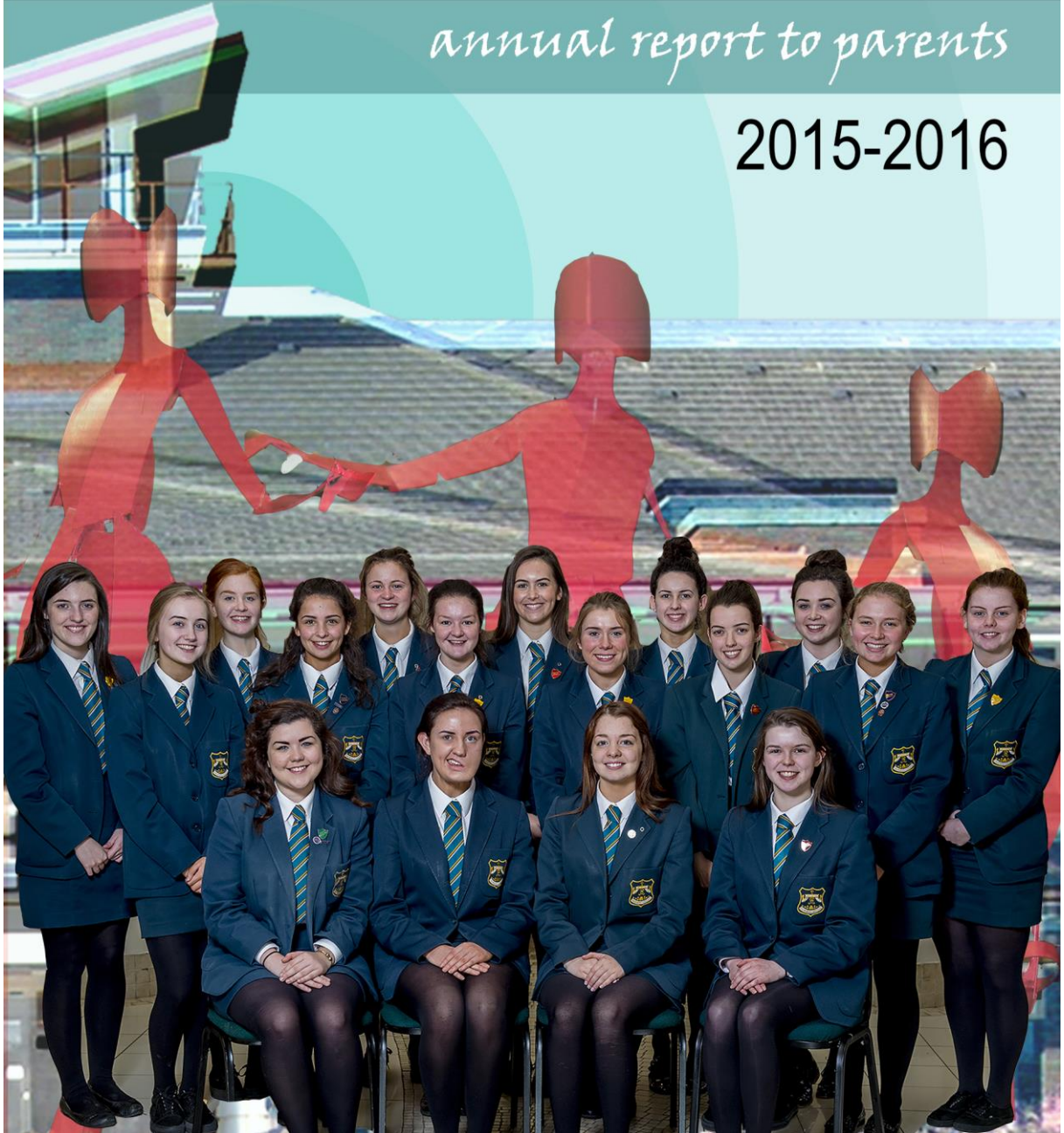
Thornhill College

SPECIALIST SCHOOL IN MATHEMATICS & PHYSICS

BOARD OF GOVERNORS

annual report to parents

2015-2016



CONTENTS

	Page
Foreword	
Vision Statement	1
Membership of the Board of Governors	2
Staffing	3
Financial Report	3
Faith Development	4
Curriculum	6
Pastoral	9
The Extended School	16
Pupil Achievements	17
Public Examinations by Results	17
Extra-Curricular Achievements	21
School Prayer	

FOREWORD

Parents, Guardians, Staff and Students,

The Annual General Report affords us the opportunity for exchanging information and forging communication links between the Board of Governors and the Parents of Thornhill College. As a Board we truly value your support and encouragement. We are particularly pleased this year with the very high approval ratings from the parental questionnaires carried out at Parent Teacher Meetings.

The Governors' Report chronicles the organisation and work of our College, summarising the results of public examinations and whole school events, while giving a flavour of some of the opportunities afforded to students through the commitment of the teaching and support staff.

I am pleased to report that our students attained high standards in external examinations at all levels, with some being placed amongst the highest achievers in Northern Ireland. This excellent work was recognised at the Education and Training Inspection in November when the school was awarded "outstanding" in Achievements and Standards. As Chairman of the Board of Governors, I am also pleased to record that Thornhill College was given the highest overall level of effectiveness for school improvement.

The College continues to place the religious, social and personal development of the students as central to its life and work, believing that a happy and stimulating environment, enhanced by many links beyond our school walls, contributes to achievement in all areas. This could not be achieved without the excellent support of our staff. I sincerely thank all our staff members of Thornhill College for their continuing hard work, their dedicated professionalism, and their commitment to our culture of self-evaluation and review.

I value this opportunity to inform you about the life of our College and to share with you the continued success of our students. As parents you play such a major role in the achievements of the students, and I thank you for all the support you give to the College, the Principal, our Staff and our Governors.

John MacCrossan
Chairman of the Board of Governors
December 2016



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	2017
	Mrs Elizabeth McCloskey	2017
	Mrs Siobhan Porter	2017
DENI Representatives:	Mr Ciaran Hampson	2017
	Mrs Ann Toner	2017
	Mr Darren Ward	2017
Teacher Representative:	Mr Brian Douglas	2017
Parent Representative:	Mrs Eimear McCauley	2017
Principal:	Ms Marguerite Hamilton	(non-voting member)
Co-opted:	Miss Elaine Harkin	
	Mr Shaun McAteer	

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 206, and the overall enrolment number was 1410.

STAFFING COMPLEMENT

TEACHING STAFF:

Principal and 80 full-time equivalent teachers, 3 foreign language teaching assistants and 4 classroom assistants. Job-share arrangements included 2 teachers in 1 department - Physical Education.

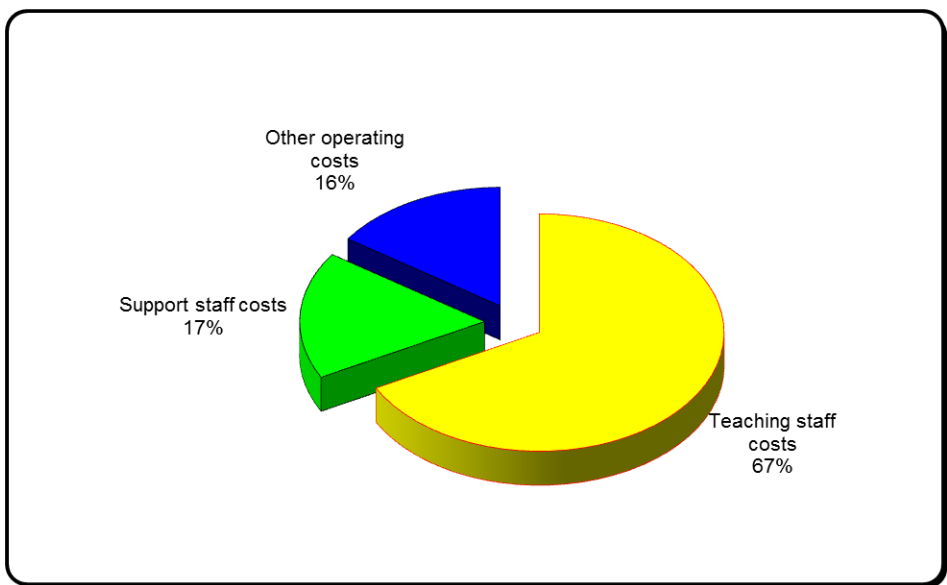
SUPPORT STAFF:

General Manager, 7 Administrative and Clerical, 1 Librarian, 9 Technicians, 2 Study Supervisors, 5 Caretaking and General Staff, 8 Supervisory Assistants, 16 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	2015/16	RECURRENT EXPENDITURE	2015/16
	£	Expenditure	£
Dept. of Education Grants	6,680,522	Teaching Staff Costs	4,419,325
Income from Other Sources	<u>123,978</u>	Support Staff Costs	1,139,409
Total Income	6,804,500	Total Operating Costs	1,013,971
2015/16 surplus carried forward	231,795		
	<u><u>6,572,705</u></u>	Total Expenditure	<u><u>6,572,705</u></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.

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, we endeavour to present all members of our school community with numerous opportunities for sacramental time and meaningful faith formation.

In 2014/15 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 ably assist at local and diocesan events such as Fan the Flame and the Diocesan pilgrimages to Lourdes and Croagh Patrick.

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. During the liturgical seasons of Advent and Lent we offer a time of Exposition to the school community.

In June 2016, we celebrated a connected learning project on the theme of Mercy. As a community deeply rooted in the **Mercy tradition**, it had been our pleasure **to connect all our areas of learning**, in what we believe was a creative and lively presentation of this tradition. All departments were asked to **reflect** on how we can understand the Corporal Works of Mercy in our lives and the resultant day was a most joyful and creative celebration of connected learning and shared prayer. The RE department celebrated the Life of Catherine McAuley with Year 8 creative PowerPoint presentations, Year 10 as Ambassadors of St Paul focused on Mercy through working with Children in Crossfire and all RE classes supported Mrs Green throughout the day in her six hour Walk of Mercy. All departments played an active role in highlighting the theme of Mercy in their subject areas. A sample of displays included the theme of Our Lady of Mercy in Spanish, French words and phrases for Mercy, statistics of the North-South divide in Maths and many practical activities such as the Year 10 Singer/Song Writer Competition on Mercy. Invited guests watched a powerful Drama called 'Jesus was a Refugee' by Year 10 Drama students and the day ended with a joyful celebration of Eucharist.

Board of Governors Report 2015/16

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

RETREATS	YEAR 14 LITURGY PREFECTS TO IOSAS PRAYER GAREN YEAR 14 COLUMBA HOUSE LENTEN STATIONS YEAR 10 STUDENTS TO IOSAS CENTRE DERRY YOUTH COMMUNITY SCHOOL RETREAT PROGRAMME (YEARS 8,9,11)
VISITS	YEAR 9 METHODIST/PRESBYTERIAN CHURCH VISITS YR13/14 STUDENTS OF RELIGIOUS STUDIES A LEVEL CONFERENCE, BELFAST (PROVIDED BY TRINITY COLLEGE DUBLIN)
SCHOOL BASED VISITS	RSE : LOVE FOR LIFE YEARS 8/11 AND LIFEWORKS YEAR 12 CHILDREN IN CROSSFIRE: YEAR 10 AMBASSADOR OF ST PAUL AWARD (WHOLE YEAR GROUP RECEIVED AWARD) LOYOLA INSTITUTE TRINITY COLLEGE DUBLIN SPOKE TO AS/A2 STUDENTS OF RELIGIOUS STUDIES REGARDING DEGREE IN THEOLOGY. GIDEONS PRESENT NEW TESTAMENT AND PSALMS TO ALL YEAR 8 STUDENTS.
POPE JOHN PAUL AWARD	56 GOLD AWARDS , 7 SILVER AWARDS, 2 BRONZE AWARDS
FAITH FRIENDS	CURRENTLY 4 SCHOOLS WORKING WITH YEAR 13 STUDENTS: HOLLYBUSH PS / BUNSCOIL CHOLMCILLE / CULMORE / ST PAUL'S SLIEVEMORE

LITERACY ACROSS THE CURRICULUM

The RE department has made a concerted effort to promote Literacy across the Key Stages. To this end, all RE classrooms have developed a Literacy Display Board and has subject specific key words displayed which are used across the Key Stages. We have also revised departmental schemes of work to include Literacy tasks such as comprehension tasks, spelling tests, development of word banks and definitions in student notes. The following key skills are also promoted in RE:

Talking and Listening

- listen to and take part in discussions, explanations, role plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

Reading

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts;
- use evidence from texts to explain opinions.

CURRICULUM

2015-2016 saw the implementation of actions identified in the new School Development Plan 2015-2018. Our planning was also informed by the affirmation and recommendations provided by the report which followed the ETI whole school inspection which took place during the first term, from 2 to 6 November 2015. In addition, preparations were on-going in all departments to ensure readiness to deliver the revised specifications at A Level produced by CCEA, for first delivery in most subjects in September 2016. We remain committed to ensuring that the clear focus continues to be on the provision of quality, informed teaching, enriched learning and the provision of a curriculum centred on individuals' learning needs. During this school year the Heads of Department forum was widened to include Key Stage 3 coordinators. We wish to ensure that all those with curricular responsibility have a voice in this important staff forum which plays a key role in driving improvement in the quality of teaching and learning across all key stages. Heads of Department worked collaboratively to ensure a consistent, coherent quality classroom experience, identified as a key aim of the SDP and specific targets were identified in departmental plans of action. A key focus this year was the development of strategies to ensure more effective and consistent practice in the use of data to inform target setting for improvement at all levels. The effective use of new and emerging technologies to promote and enrich learning also remains a key focus, reflected in whole school PRSD targets.

At KS3 teachers continued to focus on embedding teaching and learning strategies for the delivery of a skills-based curriculum. In English teachers confirmed that the good practice embedded in Year 10 Communication tasks had been disseminated into Years 8 and 9. The increased focus on the development of Talking and Listening skills was reflected in schemes of work and assessment. The Accelerated Reading and Cued Spelling programmes in Key Stage 3 continued to deliver real and quantifiable improvement in the literacy skills of the pupils who participated. Their progress will continue to be monitored by the Literacy Coordinator in association with subject and form teachers. In Mathematics updating of schemes of work was completed and tasks were mapped to the GCSE specification. Skills checks for all KS3 pupils were introduced in September 2015 and fully embedded by June 2016. The practice of using GCSE style questions in all assessment tasks in KS3 is now fully embedded, with new booklets, based on the GCSE specification, developed for Year 10 pupils. The Accelerated Maths programme was piloted with three classes from Year 8, however after thorough monitoring and evaluation, it was decided that the programme did not deliver the benefits hoped for and will not be taken forward. Work continued on the development of cross-curricular assessment tasks for KS3 Using ICT, with History the latest department to come on board. The revised Year 10 discrete ICT programme, with the emphasis on portfolio building skills and innovative applications of ICT, continues to be delivered. Year 10 pupils were presented with a school generated Certificate of Assessment in recognition of the completion of their KS3 ICT portfolios. The school was successful in its application to participate in the KS3 Post Primary Partnership Programme run by the Nerve Centre. The benefits of this will impact on all elements of the KS3 ICT programme. The ETI report acknowledged the quality of the work on-going in KS3, stating that *"the curriculum offer at KS3 is broad and balanced and meets well the needs of the pupils."*

Departments continue to work collaboratively to identify and develop a range of common cross-curricular themes so that students can experience connected learning experiences. This is clearly evident in the collaboration

between the Art and Design and History Departments in the teaching of the 'Native Americans' theme. A new scheme for the more effective delivery of Learning for Life and Work was developed by the Head of Junior Careers and operates alongside Personal Development, providing a comprehensive programme of study for all pupils in years 8 to 10. Departments continued to prepare and plan for the implementation of the revised GCE Specifications due for first teaching in September 2016. Time was given on INSET days in April to facilitate work on schemes of work and resources. At KS 4 and 5 we continued to make provision for statutory Entitlement Curriculum in a way that is meaningful, relevant and tailored to the individual strengths, needs and career aspirations of our pupils. This was recognised in the ETI report which stated that *"the school is meeting the requirements of the Entitlement Framework through a largely traditional, self-sufficient curriculum offer."* We currently offer our pupils the amended (phased) statutory requirement of Applied and General GCSEs and A Levels and in 2015-2016 the school offered 24 courses of study at KS4 (8 Applied Courses and 16 General Courses) and 32 courses of study at KS5 (14 Applied Courses and 18 General Courses). We continue to review our curriculum offer at KS4 and KS5 to ensure that we are meeting the specific needs of our pupils and the demands of the labour market.

We continue to ensure that good practice in the use of all available Benchmarking and other relevant data is disseminated so as to enrich the pupils' curricular experience and achievement. This informs all departmental and classroom intervention and target setting. We are exploring the introduction of CAT 4 for Years 8 and 11. This will give us reliable and robust data which will consolidate the range of information on which we base school and individual targets. The organisation of the February Intervention Day was revised following the review of that held during the previous year. Pupils whose progress gave cause for concern were interviewed with their parents by a wide range of senior staff. This enabled very focused support to be put in place to ensure that all pupils were enabled to meet their target grades in GCSE/GCE examinations. The Head of Careers continued to work with Heads of Department to disseminate good practice in cross-curricular Careers provision. This work was recognised in the ETI Inspection report-*"good progress is being made in extending the contribution to the pupils' careers education by subject departments"*. We will continue to work to progress this further. Staff development, e.g. on STEM was on-going and strong links with outside agencies continue to be developed to enhance the career advice available to our pupils, again recognised in the ETI report, *"the extensive range of...careers-focused events provided the pupils with many opportunities to develop and apply a wide range of transferable skills"*.

We maintain a 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 to ensure that pupils are prepared for the specific demands of public examinations. Monitoring and evaluation of classroom intervention remains a central focus for, and is increasingly embedded in, departmental structures and practice e.g. Departmental Meetings, Departmental Moderation, Common Assessments, use of benchmarking and other data, analysis of examination results. Improvement in these areas is identified as a key target in the new SDP, strategies and success criteria are clearly identified in departmental action planning. We remain committed to ensuring that all curriculum development, planning and classroom practice is focused on providing the most effective teaching and learning experience for all of our pupils. Continuous monitoring, evaluation and review, with a focus on being absolutely clear about *how we know that our pupils are achieving to their full potential* ensures that the curriculum in this school facilitates optimum Learning Outcomes and achievement in relevant, useful and high level qualifications. This will enable our pupils to make informed, enhanced career and life choices. The ETI report deemed the school to be *"outstanding"* in Achievements and Standards and our curriculum practice is focused on maintaining this.

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	#	#		
Design and Technology (A)	#	X	X	X
Employability	#	#	#	#
English	cc	*		
English Literature		*	*	*
French	#	*	*	*
Geography	#	*	*	*
Government and Politics			*	*
History	#	*	*	*
Home Economics (A)	#	*	X	X
ICT (A)	cc (deferred by DENI)	*	*	*
Irish	#	*	*	*
Mathematics	cc	*	*	*
Moving Image Art (A)			X	X
Music (A)	#	*	*	*
Personal Development	#	#	#	#
Physical Education (A)	#	# *	*	# X
Physics		*	*	*
Psychology			*	*
Religious Studies	#	*	*	*
Science DA	#	*		
Space 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

Thornhill College has an excellent reputation for providing outstanding Pastoral Care. The welfare of each girl is paramount to everything we do. Pastoral Care, placing considerable importance on the welfare of pupils, is all pervasive and fully integrated into Thornhill College's daily routines, our curriculum and extra-curricular activities. Thornhill College operates a Year Group system within three schools: Junior School (Years 8-10), Middle School (Years 11-12) and Senior School (Years 13-14). A Year Head has overall responsibility for each respective Year Group and each individual form class is cared for by a Form teacher. Special responsibilities for each key stage are held by the Heads of Junior, Middle and Senior School and the Senior Leadership Team.

In our recent school inspection (Nov 2015), ETI stated: ***“that the arrangements for care and support in the school are highly effective. The school has a warm, nurturing, inclusive ethos and demonstrates a strong commitment to the welfare of both pupils and staff. There is a clear focus in empowering all pupils to reach their full potential, which is underpinned by the school’s mission statement “Educating concerned, informed, adaptable members of the world community”. A particular strength of the school’s provision is the quality and range of enrichment and leadership opportunities for pupils of all ages. Through the active junior, middle and senior leadership teams, pupils are empowered to make decisions which have a positive impact on the school community and enrich their learning. The school has well established external partnerships including close links with universities, employers, charities and local schools. These partnerships are skilfully harnessed to develop innovative, relevant and rigorously evaluated programmes for personal development and provide the pupils with valuable experiences to develop their interpersonal skills, resilience and an empathy for others”.***

Within Thornhill College there is an emphasis on developing in pupils a real awareness of their dignity as children of God and in promoting courtesy, co-operation and commitment to make the school a safe and caring place of learning, in which all pupils receive an education that nurtures and develops them to become confident, aspiring individuals and successful, independent learners.

We celebrate pupil achievements and challenge them to aim high and be the best they can be in all that they do. We help our pupils to achieve their potential and to take their place in society as healthy, resilient and responsible citizens, who have respect for themselves, one another and the wider community.

In Thornhill College, we believe that the fostering of trust and good relationships with parents/guardians of our pupils is very important. A close partnership between home and school will ensure that all our young people learn and develop to their full potential in a caring, supportive and safe environment.

Junior School - Key Stage 3

We in Thornhill College have established a programme which incorporates the ten “In Sync” themes while maintaining and developing our unique school ethos. The programme was delivered by Form Teachers in Year 8, 9 and 10 and rigorously evaluated. This year target setting received an extensive evaluation. The programme was supplemented with other school initiatives and regular input from external support agencies.

In addition to the LLW programme, a number of extra-curricular activities were available both during school and as part of the Extended Schools programme. All Junior School students were encouraged to take an active part in these activities some of which were Young Enterprise, whole class and individual fund-raising, School Council, Sports Day, Science Fair, Anti-Bullying week, school trips and outings, competitions, drama performances and socials organised by the Parents’ Association. Study skills were developed through the revision programme and booklets. Data generated from the formal school exams was analysed to inform the progress monitoring process.

The Junior School Form Class programme aims primarily to promote and develop Emotional Intelligence in the students through a holistic approach. It provided diverse learning opportunities aiming to instil values in the students, develop positive thinking and attitudes and ensuring students had acquired the skills needed for life-long learning.

The Junior Leadership team played a central role in supporting both staff and pupils and provided excellent leadership.

Year 8 students experienced a comprehensive induction programme starting with the Summer School in June and culminating in the Service of Light which provided a solid foundation for their school life. All successes and achievements were celebrated at the end of term Prize-giving ceremonies or at the weekly assemblies.

Details of the programme are:

	Year 8	Year 9	Year 10
<i>Settling in</i>	Induction – info on school life and procedures/ dealing with nerves/ being prepared	Exploring Friendships Circle time	Self-report worksheet to log achievements to date Skills development
<i>Learning about Learning</i>	How do I learn best? The “Learning Cycle” Developing self esteem	Examining learning styles -visual, auditory and physical	Encouraging positive attitude and motivation to learning Effective study habits
<i>Target Setting</i>	How am I getting on? Self-contracts Self-report sheet	Short and long term goals SMART targets	Setting individual and collective goals to effect positive personal and academic change
<i>Health and the Whole Person</i>	Getting to know yourself better / Positive things and areas for improvement	Healthy diet / Importance of fitness / Positive health habits / Vaccinations	Stress Management Relaxation techniques

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	Assertiveness and developing personal safety plan
Preparation for Exams	Why/What/How of effective revision Planning for success Revision Books	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	Examining teenage scenarios and exploring appropriate behaviours in relation to these
Careers	Employability	Employability	GCSE subject choices Reflecting on career paths
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 Awareness of types of 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 PSNI NIABF	Advances in technologies and their impact NIABF	Talk from external agency PSNI NIABF
Drugs and Alcohol	Table of drugs and their effects Alcohol and peer pressure	How alcohol affects us Impact of smoking Effects of misuse SHAHRP PROGRAMME	Exploring consequences of drug abuse and addiction on self and others. Types of drugs and how they work.

Mrs L Walls, Head of Junior School

Middle 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 first element of the Learning for Life and Work programme, Personal Development, is to provide opportunities for students to develop strong relationships with their new classmates and teachers. Year 11 students had an induction morning in early September and undertook a series of practical problem-solving exercises and fun activities designed to allow them to work together and begin to build new relationships. They were given a presentation entitled *'From Junior School to GCSE'*. This focused on the differences between KS3 and KS4 and outlined the assessment arrangements for GCSE and our expectations of pupils in Middle School. During Form Class students set targets for the first year of their GCSE programme and concentrated on developing further the skills nurtured during Years 8 to 10 with regard to study and learning.

The key elements of the Personal Development Form Class programme in Year 11 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 and subject classes• Setting academic and personal targets for Year 11
Unit 2: Promoting Positive Mental Health	<i>MINDOUT PROGRAMME</i> <ul style="list-style-type: none">• Understanding Mental Health• Managing emotions• Getting help
Unit 3: Study and Life Skills	<ul style="list-style-type: none">• Getting Organised• Skills for Learning• Skills for Life
Unit 4: Preparing for Christmas/Exams	<ul style="list-style-type: none">• Contribution to the Shoebox Appeal• Contribution to the HANDS Appeal• Exam timetables, revision techniques

The skills nurtured in our pupils were recognised in the Education and Training Inspectorate report. *'Through their participation in a broad range of extra-curricular and enrichment activities, including voluntary and charity work, the pupils acquire highly developed social, personal and team-working skills. Their involvement in community and international initiatives underpins the pupils' sense of responsibility and social justice.'*

External agencies were invited into the school to supplement the Personal Development programme, for example in June Year 11 took part in a workshop on Five Ways to Wellbeing.

During Term 2 students followed a programme on Citizenship. Target Setting ran alongside this in preparation for the Year 11 modules. In Term 3 the Employability element of LLW was covered. At the end of Term 3 pupils carried out, in consultation with their Form Teachers, a review of their progress during Year 11. They also compiled a Personal Statement, incorporating a record of their extra-curricular activities.

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. Target Setting and Careers (CEIAG) are two key elements of the Pastoral Programme. The Personal Development programme in Form Class continues to ensure the holistic development of every student in Middle School.

The key elements of the Personal Development programme in Year 12 are as follows:

Unit 1: CEIAG Unit 1 Target Setting	<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
Unit 2: Personal Safety	<ul style="list-style-type: none">• Having Fun/Staying safe
Unit 3: Coping with Stress	<ul style="list-style-type: none">• Causes, effects and warning signs of stress• Looking after yourself• Techniques to manage or prevent over stress
Unit 4: Preparation for mock GCSE exams	<ul style="list-style-type: none">• Self-assessment- review of progress during first term• Characteristics of a successful learner• Revision strategies: tips and skills
Unit 5: CEIAG Unit 2 and Employability	<ul style="list-style-type: none">• Post-16 options• AS subject choices-booklet• Discussions with Form / Subject Teachers, Parents, Mentors, Careers Teachers• Completion of Personal Career Plan• Choice of AS Subjects
Unit 6: Final Preparations for GCSE exams	<ul style="list-style-type: none">• Success in exams• Learning to cope with exams• Exam nerves-don't panic!

Year 12 students took part in workshops organised by the *Tree of Knowledge* organisation. The workshop entitled "*Laugh in the Face of Exams*" aimed to motivate our students by increasing their confidence and self-esteem. Young Enterprise provided a workshop on "*Success Skills*". This was to help students develop further the skills essential for exam success. As well as the rigorous Target Setting programme, all Year 12 students received mentoring and career guidance from a senior member of staff. A special Careers Day was arranged for Year 12 to support students in making the right A-level choices and all Year 12 students were invited to attend information sessions on new subjects on offer at A-level. Year 12 students also had the opportunity to attend a careers information session provided by Queen's University. In addition to the advice and support provided by the school's Careers Department, every student in Year 12 had an individual interview with a Careers Officer from Careers Service NI. Students and their parents were 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 were explained.

Mrs F Kearney, Head of Middle School

Senior School – Key Stage 5

The pastoral programme in Sixth Form is rooted in the vision and ethos of Thornhill College and aims to enable the senior students to develop intellectually, emotionally and spiritually.

In Year 13, the main focus 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 and their experience is a positive one. In September 2015, 10 students were admitted from other schools. During terms two and three, preparation for internal January modules, target setting and focus on emotional well-being form the outline of the programme. The leadership team who consist of the Head Girl, Deputies and Senior Prefects are also elected and given their responsibilities mid-way through Term 2. Specific details of the pastoral programme are:

TERM 1 Unit 1 Induction & Form Teacher/Student Interviews & Target Setting	The interviews allow Form Teachers to informally talk to students about their new subjects, concerns they may have as they embark upon A-Level study and set targets for each subject. While the interviews are conducted, students read and discuss the contents of materials in their Pastoral Programme, 'Senior School Reference Book', 'Advice from Former Students' and introductory materials on UCAS and student finance to familiarise them with the issues pertinent to sixth form.
Unit 2 Study Skills	During the second half of Term 1 the pupils will focus on Study Skills. In groups, students discuss methods of study that have worked for them in preparation for GCSEs. In ICT rooms, pupils have the opportunity to complete their own group research on study skills. Groups can use their personal experience and evidence from research to produce a PowerPoint on 'The key to success at A-Level'.
TERM 2 Unit 3 Target Setting Review	Students prepared for internal exams during the first week of Term 2. After data is available from internal examinations Form Teachers identify students who are causing concern in terms of results on their reports or attendance and intervene where necessary with support from the Head of Year and Head of School. January and February will also include voting for the Head Girl and Senior Prefect Team.
Unit 4 Emotional Health & Dealing with Stress	This section of the programme intends to teach students how to improve emotional health and cope with stress in preparation for external modules in May / June.
Unit 5 Exam Preparation	Exam Preparation In the final weeks of term, Form Class is used by students to prepare for their AS modules.

External agencies involved with Year 13 included REACH Across and the PSNI who gave a talk to students about the dangers of alcohol and drug abuse including specific information on 'legal highs'. Students had a range of careers related talks and activities. Year 13s attended a Careers Fair in St Columb's College. Representatives from Queens University Belfast and Trinity College Dublin spoke to the Year 13 students about the various courses on offer at their institutions.

In a relatively short year which commenced for Year 14 after work experience and ends in mid-May, the initial focus of the Pastoral programme was to use 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 Target Setting Interviews	Form class up to the mid-term break is devoted to Form Teacher Mentoring Interviews. This is an opportunity for Form Teachers to take note of where the students are at in terms of AS grades and what they need to do to improve. While the interviews are conducted, students work to prepare for personal statements and course choices for their UCAS forms.
Unit 2 Road Safety and Interview skills	The final weeks of term one are used to follow the road safety lessons and interview skills section of the booklet and accompanying DVD.
TERM 2 Unit 3 Target Setting Review	Students prepared for internal exams during the first week of Term 2. After data was made available from internal examinations, Form Teachers identified students who were causing concern in terms of results on their reports or attendance and intervened where necessary with support from Head of Year and Head of School.
Unit 4 Alcohol Awareness	Alcohol Awareness / Review of Results and Target Setting Before the mid-term break, the topic of alcohol awareness was explored using the DVD 'Booze: A Young Person's Guide'. In March we have the distribution and review of External Module results and target setting is reviewed again and were addressed.
Unit 5 Exam Preparation	In March a number of final issues e.g. Student Finance presentation, Lenten retreat and in the final weeks of term, Form Class is used by students to complete the End of Year Prayer Book, prepare for Leavers' Mass and prepare for their A2 modules.

External agencies were invited into school to enhance the experience of the students. For example, members from AWARE Defeat Depression delivered workshops to each Form Class on strategies to help deal with stress and ways to improve emotional health. Students also visited Columba House for a Lenten Retreat. Representatives from the Education Authority visited the school to support students with their applications for student finance.

Within the Senior School, the use of Learning Agreements and, this year, Tracker assessments 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. Time to complete this process every two months is an essential component of the pastoral programme and a significant number of Form Class lessons are devoted to this very valuable tracking process. The inspection report published by ETI in January 2016 was very complimentary of this tracking process and commented: "The well informed tracking of the pupils is a key strength of the post-16 provision in particular."

During May, a range of very successful leaver's events for the class of 2016 took place. This included the celebration Mass with the Year 14 students, parents and the school community.

Mr D McCay, Head of Senior School

THE EXTENDED SCHOOL

The concept of the Extended School, launched in May 2006, became part of a ten-year government policy which attempted to provide a holistic environment for young people to learn and to develop skills that would 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 8 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, St. Brigid'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). For a fourth year, additional funding from DENI (£10,000) was secured for the development of the Irish Language across the area, allowing extra funding of classes and associated activities for the schools and community groups within the Cluster 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 asset of the Homework Club is the availability of the ICT study facilities and the Library. The ICT facilities are also available from 8.30 each morning, with substantial up-take throughout the school year groups. This extension to the school day permits 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 and Engineering Club, Netball, Soccer and Gaelic Coaching, Language Clubs, Debating, Basketball, Hockey, Athletics, Ceili Dancing, Traditional Music and Cookery Club, 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 four key routes: Carnhill/Shantallow/Creggan areas, Foyle Street Bus Depot, Waterside/Prehen area and Strathfoyle/Eglinton/Greysteel areas.

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 College organised and ran its twelfth annual Summer School on 30th June/1st July. Over 180 prospective Year 8 students attended this year, the highest number ever to attend. 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 place names. The day was split into four sessions per day - two morning and two afternoon sessions. The activities included Sport, Science, Art, Treasure Hunt, Dance, Drama, Cookery and Maths Trail. 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. It is now well established as a traditional part of the Thornhill experience.

PUPIL ACHIEVEMENTS 2016

**TOP CANDIDATES IN NORTHERN IRELAND
IN CCEA EXAMINATIONS**

GCSE Level

- Megan McGlinchey** - Joint 2nd Place in N. Ireland GCSE Irish
Ciara De Burca - Joint 3rd Place in N. Ireland GCSE Child Development
Megan Gormley - Joint 3rd Place in N. Ireland GCSE Child Development

GCE Level

- Emma O'Hare** - Joint 2nd Place in N. Ireland GCE Further Mathematics
Marielle Hinggan - 3rd Place in N. Ireland GCE ICT

PUBLIC EXAMINATIONS BY RESULTS 2016

The following tables summarise students' performances in external examinations in the format required by the Government.

Key Stage 3 Assessment Outcomes

2016 Levels of Progression				
Levels		5	6	7
% of pupils	Communication	3.5	44	52.5
	Using Maths	5.5	21.6	72.9

PUBLIC EXAMINATIONS BY RESULTS 2016

Results Subject/Grade Analysis: Summer Exams 2016																	
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					
Art & Design(3510)	41	No.	6	11	9	9	6	0	0	0	0	0	0	17	35	41	12.1
		%	14.6	26.8	22	22	14.6	0	0	0	0	0	0	41.4	85.4	100	
Biology(1010)	19	No.	8	8	3	0	0	0	0	0	0	0	0	16	19	19	14.5
		%	42.1	42.1	15.8	0	0	0	0	0	0	0	0	84.2	100	100	
Business Studies(3210)	17	No.	3	4	8	2	0	0	0	0	0	0	0	7	17	17	12.9
		%	17.6	23.5	47.1	11.8	0	0	0	0	0	0	0	41.1	100	100	
Chemistry(1110)	19	No.	8	6	3	2	0	0	0	0	0	0	0	14	19	19	14.1
		%	42.1	31.6	15.8	10.5	0	0	0	0	0	0	0	73.7	100	100	
English Language(5030)	201	No.	21	85	78	17	0	0	0	0	0	0	0	106	201	201	13.1
		%	10.4	42.3	38.8	8.5	0	0	0	0	0	0	0	52.74	100	100	
English Literature(5110)	201	No.	18	61	91	28	3	0	0	0	0	0	0	79	198	201	12.6
		%	9	30.35	45.27	13.9	1.5	0	0	0	0	0	0	39.35	98.5	100	
French(5650)	62	No.	10	10	17	21	4	0	0	0	0	0	0	20	58	62	12.0
		%	16.1	16.1	27.4	33.9	6.5	0	0	0	0	0	0	32.2	93.5	100	
Geography(3910)	94	No.	17	31	34	12	0	0	0	0	0	0	0	48	94	94	13.1
		%	18.09	32.98	36.17	12.8	0	0	0	0	0	0	0	51.06	100	100	
History(4010)	87	No.	37	26	18	6	0	0	0	0	0	0	0	63	87	87	14.2
		%	42.5	29.9	20.7	6.9	0	0	0	0	0	0	0	72.41	100	100	
Home Economics(3310)	12	No.	0	1	10	1	0	0	0	0	0	0	0	1	12	12	12.0
		%	0	8.3	83.3	8.3	0	0	0	0	0	0	0	8.3	100	100	
Home Economics: Child Devt(3330)	45	No.	11	16	13	5	0	0	0	0	0	0	0	27	45	45	13.5
		%	24.4	35.6	28.9	11.1	0	0	0	0	0	0	0	60	100	100	
Information Technology(2650)	30	No.	19	7	3	0	1	0	0	0	0	0	0	26	29	30	14.9
		%	63.3	23.3	10	0	3.3	0	0	0	0	0	0	86.6	96.7	100	
Irish(5550)	69	No.	25	30	11	2	1	0	0	0	0	0	0	55	66	67	14.2
		%	36.2	43.5	15.9	2.9	1.4	0	0	0	0	0	0	79.71	98.6	100	
Mathematics Further(2330)	45	No.	11	9	15	9	0	1	0	0	0	0	0	20	44	45	12.8
		%	24.4	20	33.3	20	0	2.2	0	0	0	0	0	44.4	97.8	100	
Mathematics(2210)	201	No.	45	71	55	23	7	0	0	0	0	0	0	116	194	201	13.2
		%	22.4	35.3	27.4	11.4	3.5	0	0	0	0	0	0	57.71	96.5	100	
Music(7010)	42	No.	4	20	15	3	0	0	0	0	0	0	0	24	42	42	13.2
		%	9.5	47.6	35.7	7.1	0	0	0	0	0	0	0	57.1	100	100	
Performing Arts(LC11)	10	No.	1	3	4	2	0	0	0	0	0	0	0	4	10	10	12.6
		%	10	30	40	20	0	0	0	0	0	0	0	40	100	100	
Physics(1210)	18	No.	3	8	3	4	0	0	0	0	0	0	0	11	18	18	13.1
		%	16.7	44.4	16.7	22.2	0	0	0	0	0	0	0	61.1	100	100	
Religious Studies(4610)	201	No.	52	82	51	13	3	0	0	0	0	0	0	134	198	201	13.7
		%	25.87	40.8	25.4	6.5	1.5	0	0	0	0	0	0	66.67	98.5	100	
Science Double Award(1370)	362	No.	66	135	126	30	5	0	0	0	0	0	0	201	357	362	13.3
		%	18.2	37.3	34.8	8.3	1.4	0	0	0	0	0	0	55.5	98.6	100	
Spanish(5750)	76	No.	20	23	22	9	2	0	0	0	0	0	0	43	74	76	13.3
		%	26.3	30.3	28.9	11.8	2.6	0	0	0	0	0	0	56.6	97.4	100	
Sports Studies(MA1)	10	No.	2	4	1	2	1	0	0	0	0	0	0	6	9	10	12.8
		%	20	40	10	20	10	0	0	0	0	0	0	60	90	100	
Statistics(RB71)	34	No.	1	7	21	5	0	0	0	0	0	0	0	8	34	34	12.2
		%	2.9	20.6	61.8	14.7	0	0	0	0	0	0	0	23.5	100	100	
Total	1896	No.	388	658	611	205	33	1	0	0	0	0	0	1046	1862	1896	13.2
		%	20.5	34.7	32.2	10.8	1.7	0.1	0	0	0	0	0	55.17	98.21	100	
Number of pupils in Year 12 = 201																	
Overall																	
Number of GCSEs taken		=	1896														
Number of GCSEs passed A*-A		=	1046	% passed A*-A		=	55.2 %										
Number of GCSEs passed A*-C		=	1862	% passed A*-C		=	98.2 %										
Number of GCSEs passed A*-G		=	1896	% passed A*-G		=	100 %										

PUBLIC EXAMINATIONS BY RESULTS 2016

Results Subject/Grade Analysis: Summer Exams 2016														
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)	11	No	4	4	3	0	0	0	0	8	11	11	11	10.2
		%	36.4	36.4	27.3	0	0	0	0	72.8	100	100	100	
Biology(1010)	72	No	8	22	17	20	5	0	0	30	47	67	72	8.2
		%	11.1	30.6	23.61	27.78	6.9	0	0	41.7	65.31	93.09	100	
Business Studies(3210)	12	No	0	1	4	4	3	0	0	1	5	9	12	6.5
		%	0	8.3	33.3	33.3	25	0	0	8.3	41.6	74.9	100	
Chemistry(1110)	20	No	4	9	5	2	0	0	0	13	18	20	20	9.5
		%	20	45	25	10	0	0	0	65	90	100	100	
Drama(5210)	10	No	0	1	4	5	0	0	0	1	5	10	10	7.2
		%	0	10	40	50	0	0	0	10	50	100	100	
English Literature(5110)	38	No	2	3	19	12	2	0	0	5	24	36	38	7.5
		%	5.3	7.9	50	31.6	5.3	0	0	13.2	63.2	94.8	100	
French(5650)	10	No	1	1	3	0	3	2	0	2	5	5	10	6.2
		%	10	10	30	0	30	20	0	20	50	50	100	
Geography(3910)	42	No	3	8	20	9	2	0	0	11	31	40	42	8
		%	7.1	19	47.6	21.4	4.8	0	0	26.2	73.8	95.2	100	
Health & Social care	52	No	4	6	17	23	2	0	0	10	27	50	52	7.5
		%	7.7	11.5	32.7	44.2	3.8	0	0	19.2	51.9	96.1	100	
History(4010)	35	No	4	7	11	10	3	0	0	11	22	32	35	7.9
		%	11.4	20	31.4	28.6	8.6	0	0	31.4	62.8	91.4	100	
Information Technology(2650)	34	No	1	9	6	8	10	0	0	10	16	24	34	7
		%	2.9	26.5	17.6	23.5	29.4	0	0	29.4	47	70.5	100	
Irish(5550)	17	No	2	10	3	2	0	0	0	12	15	17	17	9.4
		%	11.8	58.8	17.6	11.8	0	0	0	70.6	88.2	100	100	
Mathematics Further(2330)	1	No	1	0	0	0	0	0	0	1	1	1	1	12
		%	100	0	0	0	0	0	0	100	100	100	100	
Mathematics(2210)	42	No	10	17	12	2	1	0	0	27	39	41	42	9.6
		%	23.8	40.5	28.6	4.8	2.4	0	0	64.3	92.9	97.7	100	
Music(7010)	13	No	0	3	6	4	0	0	0	3	9	13	13	7.8
		%	0	23.1	46.2	30.8	0	0	0	23.1	69.3	100	100	
Physics(1210)	15	No	2	2	7	3	1	0	0	4	11	14	15	8.1
		%	13.3	13.3	46.7	20	6.7	0	0	26.6	73.3	93.3	100	
Politics(4830)	14	No	1	3	6	3	0	1	0	4	10	13	14	7.9
		%	7.1	21.4	42.9	21.4	0	7.1	0	28.5	71.4	92.8	100	
Psychology(4850)	46	No	1	9	19	11	3	3	0	10	29	40	46	7.3
		%	2.2	19.6	41.3	23.9	6.5	6.5	0	21.7	63.0	87.0	100	
Religious Studies(4610)	48	No	1	16	20	10	1	0	0	17	37	47	48	8.3
		%	2.1	33.3	41.7	20.8	2.1	0	0	35.4	77.1	97.9	100	
Science	18	No	0	7	11	0	0	0	0	7	18	18	18	8.8
		%	0	38.9	61.1	0	0	0	0	38.9	100	100	100	
Spanish(5750)	6	No	1	3	1	1	0	0	0	4	5	6	6	9.3
		%	16.7	50	16.7	16.7	0	0	0	66.7	83.4	100	100	
Totals	556	No	50	141	194	129	36	6	0	191	385	514	556	8.1
		%	9.0	25.4	34.9	23.2	6.5	1.1	0	34.4	69.2	92.4	100	

Number of pupils in Year 14 = 182														
Overall														
Number of A Levels/ Applied taken	=	556												
Number passed A*A	=	191	% Pass A*A	=	34.4									
Number passed A*-B	=	385	% Pass A*-B	=	69.2									
Number passed A*-C	=	514	% Pass A*-C	=	92.4									
Number passed A*-E	=	556	% Pass A*-E	=	100									

Board of Governors Report 2015/16

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%	99.5%

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
182	90.1%	100%

OTHER EXAMINATIONS

GCSE - Other Year Groups 2016

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

Year 8

CCEA	Irish	4	A*=2 A=1 B=1	100%
------	-------	---	--------------	------

Year 10

AQA	Polish	1	A*=1	100%
-----	--------	---	------	------

Year 13

PEARSON	Astronomy	10	B=3 C=5 D=2	80%
---------	-----------	----	-------------	-----

AS-Level - Other Year Groups 2016

Year 10

Awarding Body	Qualification	Entries	Result	% Achieving Qualification
CCEA	Irish	4	A=1 B=3	100%

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

No. of Leavers 2015/16	Higher Education	Further Education	Another School	Employment	Other
	217	159 73.27	35 16.13	14 6.45	6 2.77

ADDITIONAL INFORMATION

87.36% 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 95.6%

EXTRA CURRICULAR ACHIEVEMENTS

Our 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 are evidence of the variety of talent which exists among our students.

ART

Derry Credit Union Poster Competition

- 14-17 Years Category - 1st Place Aine Donnelly 10C; 2nd Place Julliana (Macy) Martin 10F
- 11-13 Years Category - 3rd Place Louise Derges-Harkin 10E

Ulster University Mental Health Art Poster Competition - 2nd Place Caitlin McLoone Year 11

BBC SCHOOL REPORT

The BBC School Report News team created and published highly successful and informative reports on the:

- Refugee Crisis
- Year of Mercy Celebrations including one for Mrs Green's Walk for Mercy Day

BIOLOGY

- NI Bioscience Olympiad held by Queens University Belfast - 3rd Place Biology Team including Marianne Lappin, Emer McCarron, Jennifer Harkin, Emer Logue and Eimear Johnson

BUSINESS & ENTERPRISE

- Young Enterprise Company Programme - Year 13 company PhoneBox won awards at the North West Trade Fair and YE Big Celebration 16 Award Event.
North West Trade Fair:
 - Best Sales Person Award
 - Social Media Award
 - Best Overall Company Award
- At the YE Big Celebration 16 Award ceremony in the Titanic Building PhoneBox won the prestigious award for Innovation along with the Twitter Award
- Fifteen Year 13 Students achieved their Level 3 Wider Key Skill Working with Others - worth 20 UCAS points
- Seven students from Business and Science were awarded places to attend the NISP CONNECT Generation Innovation event for 15-18 Year olds organised by NISP CONNECT in Belfast

CERTIFICATE OF PERSONAL EFFECTIVENESS (WORTH 70 UCAS POINTS)

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

DEBATING & PUBLIC SPEAKING AWARD

- Ni School Debating Competition - Senior Debating "A" Team including Marianne Lappin and Emer McCarron reached the semi-final
- European Youth Speak Public Speaking Competition - Hannah Lappin and Amber Jackson won the Regional Final
- NI Soroptomist Public Speaking Competition for Women - Caron McColgan won the North West Regional Final

DUKE OF EDINBURGH / PRESIDENTS AWARD

- 18 students achieved their Duke of Edinburgh/ President's Award at Bronze level
- 16 students achieved their Duke of Edinburgh/ President's Award at Silver level

FRENCH

- Northern Ireland A Level French Debating Competition -Year 14 pupils reached the Semi-final stage of the competition with **Orlaith Breen** winning an award for Best Speaker in the Competition
- Homestay Programme in Bordeaux - 2 Year 13 pupils, Chloe Mitchell and Ciara Stevenson participated in a two week Homestay Programme staying with families in Bordeaux

GEOGRAPHY / ECO SCHOOLS / FAIR TRADE

- Eco-Schools Silver Award
- Other Eco Schools Awards:
 - Community Education Awards - Runner Up for 'A Journey To Zero Waste'
 - Community Education Awards - Highly Commended for 'Eco-Art Competition'
 - ECO-UNESCO Young Environmentalist of the Year Award - (Leah Casey and Karolina Zebrowska reached the All Ireland Final)
 - Wrigley's Litter Less Competition - £320 was won for the recycling scheme
- Fair Trade Foundation - Fair Active School Award

IRISH

- Ashbourne Shield - The Ashbourne Shield has been won by Thornhill College for a record 10th time. The Shield is presented annually to the Grammar School in Northern Ireland which has the most fluent A level students of Irish. 6 Scholarships worth £150 each, (£900 in total) were awarded by virtue of winning the Ashbourne Shield.

Feis Dhoire Cholmcille

- Individual Conversation in Irish -1st Place in two age-groups. Muireann Nic an Ultaigh (10E) agus Safia Elshafie (8D)
- 2 £100 Gaeltacht Bursaries were awarded by Feis Dhoire Cholmcille
- Gael Linn Grammar School Irish Language Table Quiz - 1st Place. The members of the winning team, all from 10D were Jessica Coyle, Orla Duignan, Aoife McCarron and Aisling McElholm
- Irish Public Speaking AS - 1st Place in Irish Language Public Speaking and Sciath NicLochlainn - Hannah Campbell, Year 13
- 2 Full Gaeltacht Scholarships (Gael Linn, each worth £375) were awarded to 2 pupils
- 103 students were awarded their Silver Fáinne at the Presentation Céilí

MANDARIN

- 13 pupils in Year 13 achieved the HSK1 Certificate
- 30 pupils in Year 10 achieved the YCT1 Certificate

MUSIC

Feis Dhoire Cholmcille

- The Post Primary D&D NST Cup and Bursary for Best Three-Part Choir
- The Bishop McGuinness Cup and Bursary for Sacred Music
- Michael Mason Cup and Bursary for Best Post-Primary Choral Item
- Year 10 Vocal Ensemble

PHYSICS

- First Lego League Competition - Robotics and Innovative Design - 10 students took part winning the Robot Design Category

RELIGIOUS EDUCATION

- Ambassador of St Paul Award - All Year 10 students took part in this award
- Pope John Paul II Award - 65 Students achieved this award
- 2016 Lifeworks Essay Writing Competition - 2nd Place Aoife Canning, Year 13

SCIENCE

- First Lego League Competition - KS3 students won a trophy for their project on Biogas Generators

PE

Cross Country

- Year 8 Cross Country Team - 1st at District Cross Country Championships
- Year 9 Cross Country Team - 3rd at District Cross Country Championships
- Senior Cross Country Team - 1st at District Cross Country Championships
- 2nd at Ulster Cross Country Championships
- Irish Schools' Cross Country Finalists

ATHLETICS

Ulster Schools Athletics Championships

- Year 8 Athletics Team won four individual medals
- Silver Medal in the Relay Event
- Top School Award for Outstanding Overall Achievement

Netball

- NI Schools Netball Cup Championships - Year 9 Netball Team were Runners Up
- NI Schools Netball Plate Championships - Senior Netball team were semi-finalists
- Derry Schools Year 8 Tournament - Year 8 Netball were Winners

Swimming

- Ulster Grammar and Secondary School Championships - 2nd Place Freestyle and Medley Relays -Senior Swim team
- Ulster Grammar School Championships - Eva Spencer and Maria Cooley (Year14) achieved Bronze Medals in the individual events
- North West Schools Swimming Gala -Year 9/10 and 11/12 Swim Teams won the overall team event

OTHER

Mr Kevin Abbot (Physics Teacher) was accepted as part of the National Space Academy's latest mission, Astro Academy: Principal. This mission, part of the education remit of ESA's first British astronaut, Tim Peake, linked the school science with experiments conducted on board the International Space Station (ISS).

Dr Henry Jefferies (Head of History) presented a lecture at Cambridge University. He addressed historians and theologians about the fierce, on-going controversies surrounding the Reformation of Henry VIII and his Protestant children, Edward and Elizabeth.



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.