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## ***FOREWORD***

Parents, Guardians, Staff and Students,

I welcome the opportunity that this report affords for providing information and strengthening communication between the Board of Governors and Parents of Thornhill College. As a Board, we value your support and encouragement.

This report details the work of the College, summarising the results of public examinations and whole school events. It also gives a flavour of some of the opportunities afforded to our students through the commitment and dedication of our teaching and support staff.

I am pleased to report that the School Year 2016-2017 was most rewarding for the students of Thornhill College. Excellent teaching and pastoral support have contributed to high academic achievement in a happy and secure environment. Some of our girls were recognised as the highest achievers in Northern Ireland and have been awarded bursaries and scholarships as they take up their university courses. There were significant achievements, too, on the sporting fields, on stage, in art and in music. On behalf of the Governors, I offer our sincere thanks to all our staff for their continuing hard work and dedicated professionalism.

In the past academic year Mr Brian Douglas, Mr Tom Mallon, Mrs Eileen Doherty, Mrs Rosemary McCafferty and Mrs Geraldine O'Neill retired from our teaching and support staff. We wish them every blessing and thank them for their years of dedicated service. We welcomed Miss Kerri McGurk, Mrs Louise Quigg and Mrs Eimer Hutton to our teaching staff.

I must also mention that this has been the last full academic year under the superb guidance of our Principal, Miss Marguerite Hamilton. Miss Hamilton is retiring at 31 October 2017, handing over her demanding role to Ms Sharon Mallett. We thank Miss Hamilton for her forty years of excellent service to Thornhill College and wish Ms Mallett every blessing and success as Principal.

Parents and guardians, you play a major role in the achievements of our students, and I thank you sincerely for the support you give to Thornhill College, our Principal and our Governors. I look forward to our ongoing co-operation and the future success of our students.

**John MacCrossan**  
**Chairman of the Board of Governors**  
December 2017



**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**

<b>Chairman:</b>	Mr John MacCrossan	
<b>Secretary:</b>	Ms Marguerite Hamilton	
<b>Trustee Representatives:</b>	Rev Father Colum Clerkin	2017
	Mrs Elizabeth McCloskey	2017
	Mrs Siobhan Porter	2017
<b>DENI Representatives:</b>	Mr Ciaran Hampson	2017
	Mrs Ann Toner	2017
	Mr Darren Ward	2017
<b>Teacher Representative:</b>	Mr Brian Douglas	2017
<b>Parent Representative:</b>	Mrs Eimear McCauley	2017
<b>Principal:</b>	Ms Marguerite Hamilton	(non-voting member)
<b>Co-opted:</b>	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 202, and the overall enrolment number was 1410.

### STAFFING COMPLEMENT

**TEACHING STAFF:**

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

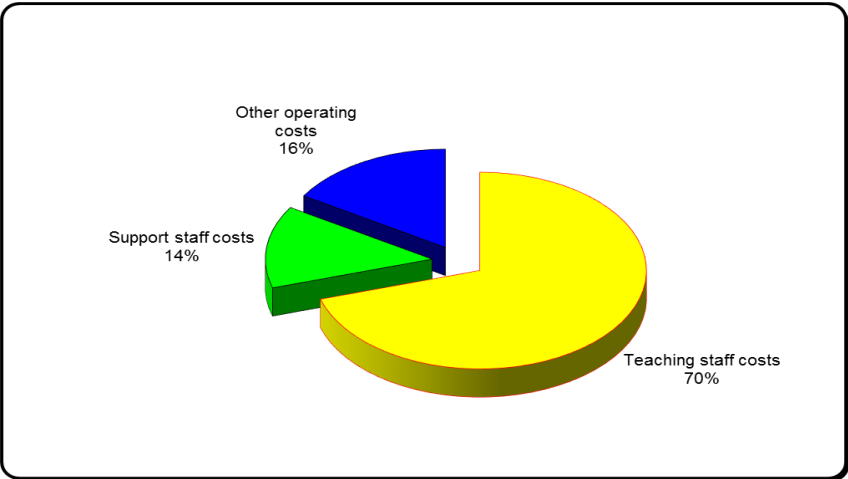
**SUPPORT STAFF:**

General Manager, 7 Administrative and Clerical, 1 Librarian, 10 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	<b>RECURRENT EXPENDITURE</b> 2016/17	Expenditure	2016/17
	£		£
Dept. of Education Grants	6,460,850	Teaching Staff Costs	4,535,881
Income from Other Sources	<u>44,415</u>	Support Staff Costs	873,312
Total Income	6,505,265	Total Operating Costs	1,044,877
2016/17 surplus carried forward	<u>51,195</u>		
	<u><u>6,454,070</u></u>	<b>Total Expenditure</b>	<u><u>6,454,070</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 2016/17 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, a Service of Light (Year 8), 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.

The Derry Youth community provided an Advent retreat programme for all Year 8, Year 9 and Year 11 students. This ended with a joyful celebration of Eucharist with visiting clergy from various parishes.

In November 2016 all of Year 10 were enrolled in the Ambassador of St Paul Award during a beautiful mass celebrated by Fr Clerkin. As part of this award the girls raised over £300 for Children in Crossfire. Richard Moose visited the school to thank the girls for their continued support to his charity.

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

<b>RETREATS</b>	YEAR 14 LITURGY PREFECTS AT IOSAS CENTRE PRAYER GARDEN YEAR 14 COLUMBA HOUSE RETREAT LENTEN STATIONS YEAR 10 STUDENTS AT IOSAS CENTRE DERRY YOUTH COMMUNITY SCHOOL RETREAT PROGRAMME (YEARS 8,9,11) YEAR 13 CHRISTIAN MINDFULNESS PROGRAMME
<b>VISITS</b>	YEAR 9 METHODIST/PRESBYTERIAN CHURCH VISITS YR13/14 STUDENTS OF RELIGIOUS STUDIES A LEVEL CONFERENCE, BELFAST (PROVIDED BY TRINITY COLLEGE DUBLIN)
<b>SCHOOL BASED VISITS</b>	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) GIDEONS PRESENT NEW TESTAMENT AND PSALMS TO ALL YEAR 8 STUDENTS. CHILDREN IN CROSSFIRE VISIT BY RICHARD MOORE
<b>POPE JOHN PAUL AWARD</b>	61 GOLD AWARDS, 7 SILVER AWARDS, 2 BRONZE AWARDS
<b>FAITH FRIENDS</b>	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

2016-2017 was Year 2 of our School Development Plan 2015-2018 with our planning informed by departmental evaluations of progress made towards the action plans of Year 1. All departments were focused on delivery of CCEA revised specifications for AS Level, while continuing preparations for the introduction of new specifications for A2 and GCSE in September 2017. In so doing, all 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 union action prevented after school meetings therefore impacting negatively on the work planned for the Curriculum Committee established in June 2016. The Heads of Department forum has also been unable to meet although Heads of Department continue to work hard to ensure a consistent, coherent quality classroom experience.

Numeracy was a key focus this year with emphasis on ensuring that all Departments have a shared understanding of Numeracy, allowing pupils to have a consistent experience and develop their skills in a cross-curricular way. An extensive programme of events took place throughout the year, engaging all departments and key stages. These included whole school events such as Maths Week Ireland, in October, the Great Thornhill Mathematical Bake-Off, the Big Number Quiz for Year 9 pupils and a visit from the Happy Puzzle Company. A Maths-themed Treasure Hunt was piloted with Year 8 pupils and was incorporated very successfully into the programme of events during the Summer School for new Year 8 pupils. A team of Numeracy Prefects was recruited to assist the Numeracy Coordinator in the organisation of these events. Numeracy boards were placed at various locations throughout the school where Departments could display numeracy work within their subject areas. We also continued to work on strategies to ensure more effective and consistent practice in the use of data to inform target setting for improvement at all levels. Tracking was introduced successfully into KS4, following the good practice established in KS5. 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 continuing 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. All classes in Years 8 and 9 participated in Accelerated Reading, and two cohorts of pupils from Years 8 and 9, (80 students in total), in Cued Spelling. Their progress will continue to be monitored by the Literacy Coordinator in association with subject and form teachers. In Mathematics the skills check for all KS3 pupils, in addition to the new booklets, based on the GCSE specification, developed for Year 10 pupils, have enabled teachers to track pupils progress very effectively. A Drop-In Clinic for KS3 pupils was established, based in the school Library, and a Maths Club was set up for pupils in KS4. The Department revised the process of allocating students to the various routes available at GCSE, based on pupil progress and attainment, and advised parents and pupils accordingly. Work continued on the development of cross-curricular assessment tasks for KS3 Using ICT, with new tasks developed in Art, History and Maths. These tasks, and others in Geography and RE, were accredited by CCEA as meeting the standards set for levels of progression. New units, covering



programming and gaming, have been introduced into the Year 10 ICT programme of study. These have added more breadth to the overall programme, building on the skills developed in Year 9 and thus enhancing the experience of the pupils. The KS3 Post Primary Partnership Programme with the Nerve Centre commenced in September with the initial focus on video making. Three classes in KS3, one each in History, French and Geography, participated in the pilot. This provided both staff and pupils with the support and expertise to undertake and complete a video project. Their work will be showcased on the School Development Day to be held in December 2017. The Code Club was established in Term 3 and is now up and running. A peer mentoring programme has been put in place with the appointment of Digital Literacy Prefects. The girls received training from Una McDermott, Regional Coordinator of Code Club in Northern Ireland. The benefits of this will impact on all elements of the KS3 ICT programme as we prepare for Year 3 of the SDP, where the whole school focus will be on ICT.

Departments continued to prepare and plan for the implementation of the revised GCE A2 and GCSE Specifications due for first teaching in September 2017. Some time was given on INSET days 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. For example, during this school year we introduced Health and Social Care (Single Award) in response to a growing demand for this valuable vocational subject. We currently offer our pupils more than the statutory requirement of Applied and General GCSEs and A Levels; in 2016-2017 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). We will 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.

One of the key priorities in the current School Development Plan is 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. To that end we have introduced CAT 4 into Years 8 and 11. The new system in which we have invested provides information about individual pupils, with specific strategies advised where action/intervention is necessary. Thus, the new system will not only provide reliable and robust data year on year, but focused advice on how best to bring about improvement. We have also arranged staff training in the use of the data generated to take place during October 2017. The format of the February Intervention Day was revised following the review of the previous year. Pupils whose progress gave cause for concern were interviewed with their parents by a wide range of senior staff and very focused support was put in place to ensure that all pupils could meet their target grades in GCSE/GCE examinations. The Head of Careers explored the possibility of enrolling Thornhill College in the Quality Assurance Framework promoted by FLC however this was rendered impossible due to ongoing industrial action.

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, (*subject to union action*), Departmental Moderation, Common Assessments, use of benchmarking and other data, analysis of examination results. Improvement in these areas will always be a key target of our School Development Plan, 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 pupils. Continuous monitoring, evaluation and review, with a

## Board of Governors Report 2016/17

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 inspection of November 2015 deemed Thornhill College 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
Art and Design (A)	#	*	*	*
Applied Health & Social Care Double Award (A)			*	*
Applied Health & Social Care Single Award (A)			*	
Applied Science Double Award (A)				*
Biology		*	*	*
Business Studies (GCSE A)		*	*	*
Chemistry		*	*	*
Child Development(A)		*		
Citizenship	#	#		
Design and Technology (A)	#	X	X	X
Digital Technology		*	*	*
Employability	#	#	#	#
English	CC	*		
English Literature		*	*	*
French	#	*	*	*
Further Maths		*	*	*
Geography	#	*	*	*
Government and Politics			*	*
History	#	*	*	*
Home Economics (A)	#	*	X	X
ICT (A)	cc (deferred by DENI)			
Irish	#	*	*	*
Life and Health Sciences			*	
Mathematics	CC	*	*	*
Moving Image Art (A)			X	X
Music (A)	#	*	*	*
Personal Development	#	#	#	#
Physical Education (A)	#	# *	*	# *
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 on 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.

In addition to the Learning for Life and Work programme (LLW), 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.

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. The launch of the Anti-Bullying Ambassadors Programme along with their more developed role as mentors for Junior students, has meant that the Junior Leadership Team will gain valuable management experience in their roles.

Year 8 students experienced a comprehensive induction programme, starting with the Summer School in June, 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. With the introduction of Pupil Tracking in Year 8, parents were able to access a comprehensive snapshot of their child’s academic performance across all of their subjects.

**Details of the programme are:**

	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<b><i>Settling in</i></b>	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
<b><i>Learning about Learning</i></b>	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
<b><i>Target Setting</i></b>	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
<b><i>Health and the Whole Person</i></b>	Getting to know yourself better / Positive things and areas for improvement	Healthy diet / Importance of fitness / Positive health habits / Vaccinations	Stress Management Relaxation techniques

	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<b>Feelings and Emotions</b>	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
<b>Managing Influences and Making Decisions</b>	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
<b>Self- Concept</b>	Examining the uniqueness of each individual My life journey	Liking oneself Awareness of influences Self esteem	Assertiveness and developing personal safety plan
<b>Preparation for Exams</b>	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
<b>Managing Change</b>	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
<b>Careers</b>	Employability	Employability	GCSE subject choices Reflecting on career paths
<b>Morals, Values and beliefs</b>	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
<b>Safety and Managing Risk</b>	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
<b>Pupil Progress File</b>	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
<b>Cyber safety</b>	Talk from external agency PSNI NIABF	Advances in technologies and their impact NIABF	Talk from external agency PSNI NIABF
<b>Drugs and Alcohol</b>	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**

In Form Class in **Year 11** all students follow the Learning for Life and Work programme, which includes Personal Development, Employability and Citizenship. The Form Teacher leads this programme, in addition to input from external agencies. The focus of the first element, Personal Development, is to facilitate the effective transition of all students from Junior to Middle school. Year 11 students had an induction morning in early September 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.

Opportunities were provided, through the Study and Life Skills unit, for Year 11 students to further develop the study skills nurtured during Years 8-10. Students were encouraged to take responsibility for their personal learning through the Target Setting process. Individual progress was rigorously tracked and monitored, and interventions were put in place to support any students experiencing difficulties in their learning, in order to ensure that they gained in confidence.

Personal and collaborative approaches to helping others were developed through various Form Class extra-curricular activities. Wellbeing is central to the Personal Development programme that we have in place in Middle School and we are vigilant to the emotional needs of individuals and respond with counselling and support where necessary. In June, Year 11 took part in a workshop on ‘Five Ways to Wellbeing’ to supplement the Promoting Positive Mental Health unit in the programme.

**The key elements of the Personal Development programme in Year 11 are as follows:**

<b>Unit 1: Induction into Year 11</b>	<ul style="list-style-type: none"><li>• Transition into Year 11/GCSE studies</li><li>• Settling into new Form Class and subject classes</li><li>• Setting academic and personal targets for Year 11</li></ul>
<b>Unit 2: Promoting Positive Mental Health</b>	<b><i>MINDOUT PROGRAMME</i></b> <ul style="list-style-type: none"><li>• Understanding Mental Health</li><li>• Managing emotions</li><li>• Getting help</li></ul>
<b>Unit 3: Study and Life Skills</b>	<ul style="list-style-type: none"><li>• Getting Organised</li><li>• Skills for Learning</li><li>• Skills for Life</li></ul>
<b>Unit 4: Preparing for Christmas Exams</b>	<ul style="list-style-type: none"><li>• Contribution to the Shoebox Appeal</li><li>• Contribution to the HANDS Appeal</li><li>• Exam timetables, revision techniques</li></ul>

During Term 2 students followed a programme on Citizenship and in Term 3 the Employability element of LLW was covered and supplemented through workshops by Young Enterprise. Representatives from each Year 11 Form Class were elected to become Middle School Prefects. Excellent attendance, academic and extra-curricular achievement were recognised and celebrated throughout the year.

At the end of Term 3 all 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 preparation for progression into Year 12.

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:**

<b>Unit 1: CEIAG Unit 1 Target Setting</b>	<ul style="list-style-type: none"><li>• Introduction to Careers Planning</li><li>• Review of Personal Skills and Qualities</li><li>• Discussion of Job Families; ICT Suite-Job Searches</li><li>• Getting Connected Survey</li><li>• Setting targets for GCSE (in consultation with Subject Teachers)</li><li>• Interviews with Form Teacher</li></ul>
<b>Unit 2: Personal Safety</b>	<ul style="list-style-type: none"><li>• Having Fun/Staying safe</li></ul>
<b>Unit 3: Coping with Stress</b>	<ul style="list-style-type: none"><li>• Causes, effects and warning signs of stress</li><li>• Looking after yourself</li><li>• Techniques to manage or prevent over stress</li></ul>
<b>Unit 4: Preparation for mock GCSE exams</b>	<ul style="list-style-type: none"><li>• Self-assessment- review of progress during first term</li><li>• Characteristics of a successful learner</li><li>• Revision strategies: tips and skills</li></ul>
<b>Unit 5: CEIAG Unit 2 and Employability</b>	<ul style="list-style-type: none"><li>• Post-16 options</li><li>• AS subject choices-booklet</li><li>• Discussions with Form / Subject Teachers, Parents, Mentors, Careers Teachers</li><li>• Completion of Personal Career Plan</li><li>• Choice of AS Subjects</li></ul>
<b>Unit 6: Final Preparations for GCSE exams End of KS4</b>	<ul style="list-style-type: none"><li>• Success in exams</li><li>• Learning to cope with exams</li><li>• Exam nerves-don't panic!</li><li>• Celebration Assembly and Mass</li></ul>

Year 12 students took part in workshops organised by the *Tree of Knowledge* organisation. This workshop entitled "*Laugh in the Face of Exams*" aimed to motivate our students by increasing their confidence and self-esteem. Young Enterprise also 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. The Middle School Prefect Team were trained to become Digital Leaders for the future. 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 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 that their experience is a positive one. In September 2016, 11 students were accepted 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:

<b>TERM 1 Unit 1 Induction and Form Teacher/Student Interviews and Target Setting</b>	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.
<b>Unit 2 Study Skills</b>	During the second half of Term 1 the pupils 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'.
<b>TERM 2 Unit 3 Target Setting Review</b>	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.
<b>Unit 4 Emotional Health &amp; Dealing with Stress</b>	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.
<b>Unit 5 Exam Preparation</b>	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'. Other talks included 'Body Aware', promoting the physical health of young women. Students also benefited from a range of careers related talks and activities. Year 13 pupils attended a Careers Fair in St Columb's College. Representatives from Queen's University Belfast, Scottish and English universities spoke to the Year 13 students about the various courses on offer at their institutions. Students were also encouraged to apply for the Sutton Trust US Programme: one student was a successful applicant and spent her summer attending workshops at Ivy League Universities.

Year 13s completed work experience during the week before Easter holidays.

Enrichment activities continued to give students a broad range of experiences outside the classroom. Students continued to visit many local Primary Schools on academic and faith-based projects. Students worked with elderly residents at Owen Mór Care Home and worked with the young adults involved with 'Something Special.' Once again, the Pope John Paul II Award was a very popular option for students.



## Board of Governors Report 2016/17

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In **Year 14**, 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:

<b>TERM 1</b> <b>Unit 1</b> <b>Target Setting</b> <b>Interviews</b>	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.
<b>Unit 2</b> <b>Road Safety and</b> <b>Interview skills</b>	The final weeks of term one are used to follow the road safety lessons and interview skills section of the booklet and accompanying DVD.
<b>TERM 2</b> <b>Unit 3</b> <b>Target Setting</b> <b>Review</b>	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.
<b>Unit 4</b> <b>Alcohol</b> <b>Awareness</b>	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 concerns were addressed.
<b>Unit 5</b> <b>Exam Preparation</b>	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 e.g. talks on Road Safety for young drivers were delivered. Students also visited Columba House for a Lenten Retreat and visited the Playhouse to attend a Sole Purpose production on Suicide Awareness. Representatives from the Education Authority visited the school to support students with their applications for student finance.

Students benefited from a range of careers related talks and activities. In September former head girl Marissa Wallace and her team visited the school to assist the Year 14s with their UCAS applications. Throughout the year we had a number of success stories with winners at the British Educational Awards in London and the Pramerica Spirit of Community Awards in Dublin.

Within the Senior School, the use of Learning Agreements and, this year, Tracker assessments are an integral component of the pastoral programme. This 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 leavers' events for the Class of 2017 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, was initially 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 a member of the expanded cluster of schools in the area, working closely with the local community group, the Greater Shantallow Area Partnership (GSAP). Thornhill College originally worked 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. Since early 2016, this cluster has now expanded to include 7 additional schools, including Ardnashee School and College, Belmont Nursery School, Bunscoil Cholmcille Primary School, Carnhill Nursery School, Greenhaw Primary School, St. Patrick's Primary School and Steelstown Primary School. This cluster also works closely with the new Education Authority (EA), and membership also includes the local office of the Department for Social Development (DSD). For a fifth year, additional funding from DENI was secured for the development of the Irish Language across the area, allowing extra funding of classes and associated activities for the original cluster schools and community groups within the area.

### **HOMEWORK CLUB**

The Homework Club is the collective name for the activities that take place before and after school each day. These take place 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, 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**

The school has remained a focus for the local community, with a number of sporting and community groups utilising some of the facilities available. An Irish language group, knitting class, Irish dancing, all feature along with a host of sporting clubs catering for all age ranges, and genders.

### **SUMMER SCHOOL**

Thornhill College organised and ran its thirteenth annual Summer School on 3<sup>rd</sup>/4<sup>th</sup> July. For the second successive year, over 180 prospective Year 8 students attended, a record attendance level. 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 on the transition of the new students into Thornhill, with co-operation from the senior prefects, junior school buddies and prefects. When the new intake of pupils arrives in September, part of the transition has taken place and students are ready to begin their academic career in Thornhill College. It is now well-established as a traditional part of the Thornhill experience.

**PUPIL ACHIEVEMENTS 2017**

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

- Caitlin Browne** - Top Achieving Candidate in N. Ireland GCSE (100%) in Art and Design (Grade A\*)  
**Jenna Levi** - Top Achieving Candidate in N. Ireland GCSE (100%) in Art and Design (Grade A\*)  
**Edan Morris** - Top Achieving Candidate in N. Ireland GCSE (100%) in Art and Design (Grade A\*)  
**Sarah O'Callaghan** - Top Achieving Candidate in N. Ireland GCSE (100%) in Art and Design (Grade A\*)  
**Erin Ward** - Top Achieving Candidate in N. Ireland GCSE (100%) in Art and Design (Grade A\*)

- Sofya Dobrynina** - 2<sup>nd</sup> Place in N. Ireland GCSE Biology (Grade A\*)  
**Sofya Dobrynina** - Joint 2<sup>nd</sup> Place in N. Ireland GCSE French (Grade A\*)  
**Ciara Ward** - Joint 3<sup>rd</sup> Place in N. Ireland GCSE Physics (Grade A\*)

**GCE Level**

- Aoibhe McCarron** - Joint 1<sup>st</sup> Place in N. Ireland GCE Art and Design (Grade A\*)  
**Maeve O'Boyle** - Joint 1<sup>st</sup> Place in N. Ireland GCE Art and Design (Grade A\*)  
**Blessy Biji** - Joint 1<sup>st</sup> Place in N. Ireland Geography (Grade A\*)  
**Aimee McLaughlin** - Joint 2<sup>nd</sup> Place in N. Ireland GCE Religious Studies (Grade A\*)  
**Kristen Wallace** - Joint 3<sup>rd</sup> Place in N. Ireland GCE Religious Studies (Grade A\*)

**PUBLIC EXAMINATIONS BY RESULTS 2017**

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

**Key Stage 3 Assessment Outcomes**

2017 Levels of Progression				
Levels		5	6	7
% of pupils	Communication	4	46	50
	Using Maths	5.5	27.9	66.6

**PUBLIC EXAMINATIONS BY RESULTS 2017**

Results Subject/Grade Analysis: Summer Exams 2017																	
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	0	0		0
Art & Design(3510)	36	No.	12	14	3	3	4	0	0	0	0	0	0	26	32	36	13.5
		%	33.3	38.9	8.3	8.3	11.1	0	0	0	0	0	0	72.2	88.9	100	
Biology(1010)	16	No.	8	4	4	0	0	0	0	0	0	0	0	12	16	16	14.5
		%	50	25	25	0	0	0	0	0	0	0	0	75	100	100	
Business Studies(3210)	20	No.	0	7	5	6	2	0	0	0	0	0	0	7	18	20	11.7
		%	0	35	25	30	10	0	0	0	0	0	0	35	90	100	
Chemistry(1110)	16	No.	9	2	5	0	0	0	0	0	0	0	0	11	16	16	14.5
		%	56.3	12.5	31.3	0	0	0	0	0	0	0	0	68.8	100	100	
D&T Resistant Materials(9040)	10	No.	0	0	4	2	4	0	0	0	0	0	0	0	6	10	10.0
		%	0	0	40	20	40	0	0	0	0	0	0	0	60	100	
English Language(5030)	191	No.	19	87	67	16	2	0	0	0	0	0	0	106	189	191	13.1
		%	9.9	45.5	35.1	8.4	1	0	0	0	0	0	0	55.4	99	100	
English Literature(5110)	191	No.	16	46	84	43	2	0	0	0	0	0	0	62	189	191	12.3
		%	8.4	24.1	44	22.5	1.0	0	0	0	0	0	0	32.5	99	100	
French(5650)	64	No.	9	9	10	20	16	0	0	0	0	0	0	18	48	64	11.2
		%	14.1	14.1	15.6	31.3	25	0	0	0	0	0	0	28.2	75	100	
Geography(3910)	40	No.	7	21	10	1	1	0	0	0	0	0	0	28	39	40	13.6
		%	17.5	52.5	25	2.5	2.5	0	0	0	0	0	0	70	97.5	100	
History(4010)	81	No.	14	34	22	10	0	1	0	0	0	0	0	48	80	81	13.2
		%	17.3	42	27.2	12.3	0	1.2	0	0	0	0	0	59.3	98.8	100	
Home Economics: Child Devt(3330)	47	No.	1	8	20	18	0	0	0	0	0	0	0	9	47	47	11.7
		%	2.1	17	42.6	38.3	0	0	0	0	0	0	0	19.1	100	100	
Information Technology(2650)	47	No.	29	15	3	0	0	0	0	0	0	0	0	44	47	47	15.1
		%	61.7	31.9	6.4	0	0	0	0	0	0	0	0	93.6	100	100	
Irish(5550)	46	No.	15	21	10	0	0	0	0	0	0	0	0	36	46	46	14.2
		%	32.6	45.7	21.7	0	0	0	0	0	0	0	0	78.3	100	100	
Journalism(KD1)	1	No.	0	0	1	0	0	0	0	0	0	0	0	0	1	1	12.0
		%	0	0	100	0	0	0	0	0	0	0	0	0	100	100	
Mathematics Further(2330)	53	No.	10	19	15	5	0	0	2	0	2	0	0	29	49	51	12.5
		%	18.9	35.8	28.3	9.4	0	0	3.8	0	3.8	0	0	54.7	92.5	96.2	
Mathematics(2210)	191	No.	29	69	50	40	3	0	0	0	0	0	0	98	188	191	12.8
		%	15.2	36.1	26.2	20.9	1.6	0	0	0	0	0	0	51.31	98.43	100	
Music(7010)	38	No.	7	20	8	3	0	0	0	0	0	0	0	27	38	38	13.6
		%	18.4	52.6	21.1	7.89	0	0	0	0	0	0	0	71.05	100	100	
Performing Arts(LC11)	25	No.	5	10	6	4	0	0	0	0	0	0	0	15	25	25	13.3
		%	20	40	24	16	0	0	0	0	0	0	0	60	100	100	
Physics(1210)	16	No.	8	2	6	0	0	0	0	0	0	0	0	10	16	16	14.3
		%	50	12.5	37.5	0	0	0	0	0	0	0	0	62.5	100	100	
Religious Studies(4610)	191	No.	47	90	39	11	3	1	0	0	0	0	0	137	187	191	13.7
		%	24.6	47.1	20.4	5.8	1.6	0.5	0	0	0	0	0	71.7	97.9	100	
Science Double Award(1370)	350	No.	49	132	116	46	5	2	0	0	0	0	0	181	343	350	13.0
		%	14	37.7	33.1	13.1	1.4	0.6	0	0	0	0	0	51.7	98	100	
Space Science	3	No.	0	0	3	0	0	0	0	0	0	0	0	3	3	12.0	
		%	0	0	100	0	0	0	0	0	0	0	0	100	100		
Spanish(5750)	86	No.	24	20	25	15	2	0	0	0	0	0	0	44	84	86	13.1
		%	27.9	23.3	29.1	17.4	2.3	0	0	0	0	0	0	51.2	97.7	100	
Sports Studies(MA1)	22	No.	10	7	2	2	1	0	0	0	0	0	0	17	21	22	14.1
		%	45.5	31.8	9.09	9.09	4.55	0	0	0	0	0	0	77.27	95.5	100	
Statistics(2510)	26	No.	0	8	18	0	0	0	0	0	0	0	0	8	26	26	12.6
		%	0	30.8	69.2	0	0	0	0	0	0	0	0	30.8	100	100	
Total	1807	No.	328	645	536	245	45	4	2	0	2	0	0	973	1754	1805	13.0
		%	18.2	35.7	29.7	13.6	2.5	0.2	0.1	0	0.1	0	0	53.8	97.1	99.9	

Number of pupils in Year 12 = 201																
<b>Overall</b>																
Number of GCSEs taken	=	1807														
Number of GCSEs passed A*-A	=	973				% passed A*-A	=	53.8 %								
Number of GCSEs passed A*-C	=	1754				% passed A*-C	=	97.1 %								
Number of GCSEs passed A*-G	=	1805				% passed A*-G	=	99.9 %								

## PUBLIC EXAMINATIONS BY RESULTS 2017

Results Subject/Grade Analysis: Summer Exams 2017														
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	6	1	4	0	0	0	0	7	11	11	11	10.4
		%	54.5	9.1	36.4	0	0	0	0	63.6	100	100	100	
Biology(1010)	70	No	3	21	27	17	1	1	0	24	51	68	70	8.1
		%	4.3	30	38.6	24.3	1.4	1.4	0	34.3	73	97	100	
Business Studies(3210)	15	No	0	0	7	4	3	1	0	0	7	11	15	6.3
		%	0	0	46.7	26.7	20	6.7	0	0	47	73	100	
Chemistry(1110)	28	No	5	9	12	1	1	0	0	14	26	27	28	9.1
		%	17.9	32.1	42.9	3.6	3.6	0	0	50	93	97	100	
Drama(5210)	10	No	0	0	3	6	1	0	0	0	3	9	10	6.4
		%	0	0	30	60	10	0	0	0	30	90	100	
English Literature(5110)	40	No	4	8	10	14	4	0	0	12	22	36	40	7.7
		%	10	20	25	35	10	0	0	30	55	90	100	
French(5650)	6	No	0	1	3	2	0	0	0	1	4	6	6	7.7
		%	0	16.7	50	33.3	0	0	0	16.7	67	100	100	
Geography(3910)	36	No	3	14	10	8	1	0	0	17	27	35	36	8.6
		%	8.3	38.9	27.8	22.2	2.8	0	0	47.2	75	97	100	
Health & Social Care(0003)	68	No	1	10	35	17	5	0	0	11	46	63	68	7.6
		%	1.5	14.7	51.5	25.0	7.4	0	0	16.2	68	93	100	
History(4010)	35	No	1	11	15	7	1	0	0	12	27	34	35	8.2
		%	2.9	31.4	42.9	20	2.9	0	0	34.3	77	97	100	
Information Technology(2650)	30	No	0	12	11	4	3	0	0	12	23	27	30	8.1
		%	0	40	36.7	13.3	10	0	0	40	77	90	100	
Irish(5550)	24	No	5	8	9	1	1	0	0	13	22	23	24	9.3
		%	20.8	33.3	37.5	4.2	4.2	0	0	54.1	92	96	100	
Mathematics(2210)	38	No	8	13	9	4	3	1	0	21	30	34	38	8.8
		%	21.1	34.2	23.7	10.5	7.9	2.6	0	55.3	79	89	100	
Music(7010)	13	No	0	1	7	4	1	0	0	1	8	12	13	7.2
		%	0	7.7	53.8	30.8	7.7	0	0	7.7	62	92	100	
Physics(1210)	10	No	1	4	3	1	1	0	0	5	8	9	10	8.6
		%	10	40	30	10	10	0	0	50	80	90	100	
Politics(4830)	15	No	0	4	8	1	1	0	1	4	12	13	14	7.6
		%	0	26.7	53.3	6.7	6.7	0	6.7	26.7	80	87	93	
Psychology(4850)	18	No	1	4	2	6	4	1	0	5	7	13	18	6.8
		%	5.6	22.2	11.1	33.3	22.2	5.6	0	27.8	39	72	100	
Religious Studies(4610)	54	No	6	19	21	7	1	0	0	25	46	53	54	8.8
		%	11.1	35.2	38.9	13	1.9	0	0	46.3	85	98	100	
Spanish(5750)	11	No	0	3	6	2	0	0	0	3	9	11	11	8.2
		%	0	27.3	54.5	18.2	0	0	0	27.3	82	100	100	
Science(0008)	14	No	0	2	6	3	3	0	0	2	8	11	14	7.0
		%	0	14.3	42.9	21.4	21.4	0	0	14.3	57	79	100	
Sport/PE Studies(7210)	11	No	0	7	1	3	0	0	0	7	8	11	11	8.7
		%	0	63.6	9.1	27.3	0	0	0	63.6	73	100	100	
Totals	557	No	44	152	209	112	35	4	1	196	405	517	556	8.2
		%	7.9	27.3	37.5	20.1	6.3	0.72	0.18	35.2	72.7	92.82	99.82	

Number of pupils in Year 14 = 185														
<b>Overall</b>														
Number of A Levels/ Applied taken	=	557												
Number passed A*A	=	196	% Pass A*A	=	35.2									
Number passed A*-B	=	405	% Pass A*-B	=	72.7									
Number passed A*-C	=	517	% Pass A*-C	=	92.82									
Number passed A*-E	=	556	% Pass A*-E	=	99.82									

## Board of Governors Report 2016/17

### 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%	96.3%	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
185	92.4%	100%

#### OTHER EXAMINATIONS

GCSE - Other Year Groups 2017
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Awarding Body	Qualification	Entries	Result	% achieving qualification
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##### Year 8

CCEA	Irish	3	A*=3	100%
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##### Year 9

CCEA	Irish	1	A=1	100%
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##### Year 10

CCEA	Irish	2	A*=2	100%
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AS-Level - Other Year Groups 2017
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Awarding Body	Qualification	Entries	Result	% Achieving Qualification
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##### Year 10

CCEA	Irish	5	A=4, C=1	100%
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#### SCHOOL LEAVERS' DESTINATIONS (FROM YEARS 12, 13 & 14)

No. of Leavers 2016/17	Higher Education	Further Education	Another School	Employment	Other
	228	175 76.75	28 12.3	18 7.89	1 0.43

#### ADDITIONAL INFORMATION

92.10% of students leaving after 'A' Level (Year 14) have gone on to Higher Education.

#### ANNUAL ATTENDANCE RATE (ALL STUDENTS) %

95.5% - Total days attended by all students on roll as % of total possible days of attendance.

## **EXTRA CURRICULAR ACHIEVEMENTS 2016-17**

Our students have participated in a wide range of academic, cultural, spiritual, social and sporting activities at local, provincial and national level. Their many achievements are evidence of the variety of talent that exists among our students.

### **ART**

#### **Ulster University Mental health Art Poster Competition**

- 1<sup>st</sup> Place - Aine Donnelly 11H
- Joint 3<sup>rd</sup> Place - Emily Roddy 11D

#### **Derry Credit Union Poster Competition**

- General 14-17 category - 2<sup>nd</sup> Place, Maria Donnelly 10F

#### **Garden of Reflection Schools Exhibition**

- 1<sup>st</sup> Prize - Caoimhe Devine Year 13, winning £250

### **BAR MOCK TRIAL**

The Bar Mock Trial competition held in Derry Courthouse saw Karolina Zebrowska named as 'Best Barrister' of the competition by the three judges. The judges complimented Karolina on her excellent style of questioning and ability to use the information she gained from her examination of witnesses effectively, particularly in her closing speeches.

### **BBC SCHOOL REPORT**

BBC School News Report Teams from years 10, 11 and 12 were successfully trained in both reporting, production and editing skills.

The Year 12 team travelled to Belfast with Miss Cullen Byrne and took part in a nationwide debate hosted by the BBC's Barra Best. Aoibhinn O' Doherty Year 12 asked a question live on air to the panel on funding for the Arts.

### **BRITISH EDUCATION AWARDS**

British Education Awards for Excellence Finalists included

- Jessica O'Hare - GCSE Examinations and Sport
- Jayne Condren - A'level Examinations and Irish Dancing
- Niamh McCay - A'level Examinations and Music

### **BUSINESS & ENTERPIRSE**

- Breaking Bank – Won the Derry Credit Union Business and Entrepreneurship Award
- Young Enterprise Company Programme – Our Year 13 Company "Are We There Yet?" won the Innovation Award at The Big Celebration '17 Award Ceremony in Belfast

### **CHEMISTRY**

Royal Society of Chemistry Schools' Analyst Competition NI Regional Heat Winners were Aoibh Graham, Amy English and Jessica O'Hare (Year 13). The team went on to compete in the National Finals at the University of Sussex in June 2017.

**DEBATING & PUBLIC SPEAKING AWARD**

Voice of The Future

Mekha Saji Year 11 won the Voice of the Future Public Speaking Competition organised by Derry City Council and Junior Chamber. Mekha's winning speech saw off strong competition from other schools in the city. She spoke on the topic of whether English should be the main language of Europe.

Concern Worldwide

Two Thornhill teams qualified to the knock-out round, coming 19<sup>th</sup> out of a total of 80 schools from the whole island of Ireland. The girls debated on global topics of concern such as climate change and the role of the United Nations and Africa. The Year 11, 12, 13 and 14 students included Aimee Doherty, Hannah O'Brien, Meabh Lynch, Rebecca Harrigan, Hollie McConnellogue, Orla McAllister, Sofya Dobrynina and Eimear O'Brien.

Queen's Literific

Thornhill had an outstanding success at the Queen's University Literific Schools Debating Competition in Belfast. Our two Thornhill teams went through to the final and were chosen to play against each other on the motion of "Whether the teaching of Irish should be compulsory?". Rebecca Harrigan and Hannah Doherty claimed victory against a very strong team with Hannah Lappin and Sofya Dobrynina.

Fairtrade Debate

Thornhill College hosted a debate against St Columb's College to mark Fair Trade Fortnight arguing the motion that "Cadbury's were wrong to give up their Fair Trade status". Our Thornhill team with Hannah Lappin and Aimee Doherty from Year 11 were the winners.

**DERRY CREDIT UNION AWARDS**

Seven very worthy nominees were entered in a number of categories at the Derry Credit Union Awards with several taking awards. These included -

- Volunteering Award Runner Up - The Elshafie Sisters: Mona, Manal, Safia and Iman
- Contribution to Sport - Anna Mc Ginley
- 2<sup>nd</sup> place in the Caring Category - Eve McCafferty
- Caring £30 Award Winner - Blathnaid Ceasar
- Courage £30 Award Winner - Amy Mullan
- The Young Peoples Award Runner Up went to our Senior Prefect Team. The team generously donated their prize money to Foyle Search and Rescue.

**DRAMA**

Year 10 Shakespeare Festival - All Year 10 classes performed an extract from Shakespeare's 'Romeo and Juliet'.

Year 8 Poetry Aloud Competition - Each class competed in a Choral Verse competition themed on Roald Dahl's 'Revolting Rhymes'.

**DUKE OF EDINBURGH / PRESIDENTS AWARD**

- 18 students were presented with their Duke of Edinburgh/ President's Award at Bronze level
- 20 students were presented with their Duke of Edinburgh/ President's Award at Silver level

**FRENCH**

- One Year 10 class successfully completed the KS3 Post Primary Partnership Programme with the Nerve Centre with an initial pilot on video making.
- Homestay Programme in Bordeaux – Sarah Hargan (Year 13) participated in a two-week Homestay Programme staying with a family in Bordeaux.

**GEOGRAPHY / ECO SCHOOLS / FAIR TRADE**

- Opportunity Europe Quiz (Derry Regional Heat) – 1<sup>st</sup> Place (in conjunction with Spanish).
- Opportunity Europe Quiz (NI Final) – 3<sup>rd</sup> Place (in conjunction with Spanish).
- Fair Trade Foundation Fair Trade Schools Award – Thornhill were awarded the Fair Achiever Award. This is the highest award a Fair Trade School can achieve.
- John Muir Award Scheme - 11 students were awarded the John Muir Discovery Award & the Geography Department was Certified as a John Muir Award Provider.
- Eco-Schools – Thornhill received the Silver Award.



**IRISH**

- AshbourneShield/Sciath Mhic Giolla Bhríde.- Participation in the Ashbourne Shield gained Gaeltacht scholarships totalling £1,200.
- Feis Dhoire Cholmcille Individual Conversation in Irish – 1<sup>st</sup> Prize in Year 11/12 Áine Donnelly (11H)
- Gael Linn Grammar School Irish Language Table Quiz - 1<sup>st</sup> place - The members of the winning team, all Year 10, were Eava Hudson, Rachel Tracey, Anna O’Hagan and Clare McCorkell.
- Irish Public Speaking AS – externally judged - 1<sup>st</sup> Prize in Irish Language Public Speaking / Sciath NicLochlainn – Saoirse NíDhabhóc, Year 13.
- Silver Fáinne Examination - externally assessed - 102 Year 10 pupils were awarded Silver Fáinnes at the Presentation Céilí.

***Bursaries, Sponsorships awarded to pupils included -***

- 1 Gaeltacht Bursaries awarded as above by Feis Dhoire Cholmcille - £100.
- 2 Full Gaeltacht Scholarships (Gael Linn, each worth £385) were awarded to 2 pupils, through Department led applications to the Líofa Project.
- 6 Scholarships (worth £150 each, £1,200 in total) were awarded through Ashbourne Shield participation.

**MANDARIN CHINESE**

- 6 pupils in Year 13 achieved the HSK1 Certificate.
- 42 pupils in Year 10 achieved the YCT1 Certificate.

**MATHS**

- Stock Market Challenge Finalists - Year 11 Numeracy Prefects: Muireann McNulty, Eimear Mc Quaide, Mia Mc Kinney and Eliza Saji.
- Children in Crossfire Maths Challenge - All year 10 pupils participated with 10A winning the overall prize of a cheque for £250 and a plaque.

**MUSIC**

- Derry International Choir Competition - Bernadette Kelly Award for Most Promising School – 2<sup>nd</sup> place.

**PHYSICS**

- Lego League Robotics Competition - Robot Design Category Winners.

**PRAMERICA SPIRIT OF COMMUNITY AWARD**

This was won by Hannah Lyons 14E who received a Silver Medallion and €500 for her volunteering work with Foyle Down Syndrome Trust and Childline.

**SPANISH**

- Opportunity Europe Quiz (Derry Regional Heat) – 1<sup>st</sup> Place (in conjunction with Geography).
- Opportunity Europe Quiz (NI Final) – 3<sup>rd</sup> Place (in conjunction with Geography).

**SPORT**

- NI Schools Netball Championships – Minor and Junior Plate Winners.
- Irish School Swimming Championships - Una McDermott (8C) – 5<sup>th</sup> Place Individual Freestyle.
- NI Grammar Schools Swimming Championships - Senior Relay Team Silver Medallists – Freestyle & Medley.
- NI Netball Regional Development Squads - 16 Year 9 and Year 10 Netballers were selected onto the NI Future International Squads.
- Irish Schools Cross Country Championships - Cara Lavery (9G) Minor Champion.
- Year 8 Ulster Athletics Team Championships - 2<sup>nd</sup> Place.
- Irish Schools Athletics Championships - Cara Lavery (9G) 4<sup>th</sup> in 800m.
- North West Schools Swimming Gala - Year 8 and Year 11/12 Best Overall Team.
- NI Netball Under 17 Squad Trials - Aoife Collins selected onto International Squad.
- Ulster Schools Champion in High Jump- Cate Kirby, 9B.
- Ulster Schools 100m bronze medal winner - Mollie Nicholl, 8H.



## **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.