

**ANNUAL REPORT**  
of  
**THE BOARD OF GOVERNORS**  
of



***ST GENEVIEVE'S HIGH SCHOOL***  
TRENCH HOUSE  
87 Stewartstown Road  
BELFAST  
BT11 9JP

**School Year 2016-17**

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## Foreword

I am happy to present the Annual Report for the 2016-17, our Jubilee school year. It contains a summary of some of the more important happenings in the life of the school over the past year, in particular our 50<sup>th</sup> anniversary celebrations and provides information about the nature of the school and its management. Better acquaintance with the life of the school and the opportunities provided for all its students is aided by an energetic, well-motivated and enthusiastic teaching staff.

The school concentrates on developing the physical, personal, academic and spiritual potential of each student. The efforts made in the school build on the good work already taking place in the home. On behalf of all those involved in the school, I would like to thank the many parents who appreciate, actively support and encourage all those involved in the education of their children. I thank particularly, all the staff who have worked so hard to make this year a special one for pupils and staff, past and present.

We would like to thank Sr. Anne McCourt and all the priests who generously give time to the school despite the enormity of their parish commitments. They are a great support to the teachers and together they strive to enrich the spiritual dimension within the school. Our 50<sup>th</sup> anniversary Mass in St Agnes' Parish was a huge success and special thanks is extended to Fr McGlynn for allowing us to use the Church and for his inspirational ministry.

On behalf of the Governors, I express our sincere appreciation of the great work being done in the school, by the Principal, the Senior Leadership Team, the Teaching and Auxiliary Staff and those working for Interserve Facilities Management and Mount Charles Caterers. Without the whole-hearted support and effort of all members of the school community none of the good work identified in the Report could be accomplished.

SR MARY KELLY, SSL  
CHAIRPERSON, BOARD OF GOVERNORS

## 2 ST GENEVIEVE'S HIGH SCHOOL BOARD OF GOVERNORS

Name	Position	Term of Office End Date
Sr Mary Kelly, SSL	Chairperson	Aug 2018
Mrs B Doherty	Vice Chairperson Trustees' Representative (Parent)	Aug 2018
Very Rev T McGlynn, PP	Trustees' Representative	Aug 2018
Dr G Maguire	Trustees' Representative	Aug 2018
Mr M Pucci	DENI Representative	Aug 2018
Mrs A O'Neill	BELB Representative	Aug 2018
Miss E Lyons	BELB Representative	Aug 2018
Mr R McDonald	Teachers' Representative	Aug 2018
Mrs C Hunter	Parents' Representative	Aug 2018
Mrs M Smith	Principal/Secretary to Board of Governors	

As a result of the 1989 Education Reform Order, Governors have been given responsibility for the overall management of the school.

These responsibilities include:

- (i) The establishment of aims and objectives for the school and the drawing up of policy statements for those areas of management where a written policy is required.
- (ii) ensuring the implementation of the Northern Ireland Curriculum and keeping it under review and in particular fostering links with the local community and pursuing the objectives of Education for Mutual Understanding;
- (iii) selecting staff, making promotions and undertaking other personnel responsibilities;
- (iv) drawing up an admissions policy and applying it to prospective pupils;
- (v) managing the school's finances;
- (vi) ensuring that the premises are properly maintained;
- (vii) providing parents with information about the school through the issue of a Prospectus and Annual Report.

### **3      REVIEW OF THE YEAR**

#### **Admissions**

Pupil enrolment was 1,066 for the year 2016/2017 and the school admitted 160 Year 8 pupils, plus two extra-numerary, in September 2016.

The Governors of St Genevieve's recognise the hard work of the Principal and Staff and their dedication to the development of the pupils.

#### **Curriculum**

In St Genevieve's, the individual needs of each pupil is at the centre of all curriculum planning. We wish to give each girl the opportunity to realise her potential to the full. While aiming for high academic standards, we understand the importance of building self-confidence in our pupils so that they can put their achievements to good use and utilise all the talents God has given to them. In addressing the statutory requirements of the N. I. Curriculum, we offer learning experiences that are broad and balanced, and which meet the needs of our pupils as individual learners. We hope that our girls will see their years in St Genevieve's as a challenging but a happy and rewarding experience.

#### **Key Stage 3**

Pupils were offered experiences in each of the Areas of Learning as defined by the requirements of the Revised Curriculum:

- English with Media Education
- Mathematics and Numeracy
- Home Economics
- The Arts (*Art & Design, Drama, Music*)
- Environment and Society (*Geography, History*)
- Learning for Life and Work (*Citizenship, Employability, Careers Education*)
- Modern Languages (*Irish, French*)
- Science and Technology
- Physical Education
- Religious Education

- Using ICT

In addition, pupils followed a Personal and Social Education Programme that included 'values education' and CRED.

### **Key Stage 4**

A new strategy has been developed for our students in Key Stage 4 called 'Pathways: Planning for Success'

At the end of Year 10, pupils choose their subjects from one of three 'Pathways'. The Pathways are planned to suit their different and individual 'learning styles' and are aimed at maximising each pupil's performance at GCSE level. Each Pathway will have a different mix of subjects and will have a different level of challenge, especially in terms of commitment to learning and the effective use of time outside class. Pupils at KS4 are encouraged to take responsibility for their learning and realise that 'you learn yourself'. Pupil performance in Year 10 is very important and teacher recommendations will inform the offer to pupils.

**Pathway One** will contain 'traditional academic' subjects and will have assessments based on examinations at the end of the two-year course. Because of the terminal examination format, these courses are more challenging and require discipline and rigour in private study by the pupil outside school time. The target is for each pupil to achieve 8-10 GCSEs at A\*-C. The core target destination for pupils in this Pathway is Higher Education (Degree Course).

The offer will include the core GCSE subjects of:

- English Language
- English Literature
- Mathematics
- Religion
- Learning for Life and Work

Students will choose FOUR Optional Subjects from:

- Double Award Science
- Single award Science
- Geography
- Digital Technology
- Business Studies
- Home Economics
- History
- Technology & Design
- Moving Image Arts
- Art and Design
- Drama
- Child Development

- Irish
- French
- Physical Education
- Music

Enrichment courses will include: Careers Education, Personal Education, and Physical Education

**Pathway Two** will include 'applied' subjects which have a vocational focus. Assessments will involve a coursework element as well as final written test. Some subjects are modular. The target is for each pupil to achieve 6-8 GCSEs at A\*-C. The core target destination for pupils in this Pathway is Further Education (including Foundation Degree Course) and Higher Education (Degree Course).

The offer will include the GCSE core subjects of:

- English Language
- Mathematics
- Learning for Life and Work

and Religion at Level 2 (equivalent to GCSE grade B)

Enrichment courses will include: Careers Education, Personal Education, and Physical Education

Students will choose FOUR Optional Subjects from:

- Art & Design
- Business and Communication Systems
- Child Development
- Drama
- Digital Technology
- Home Economics
- Moving image Arts
- Single Award Science
- Double Award Science
- Occupational Caring
- Occupational Hospitality
- Occupational Technology
- Travel Tourism
- Music
- Physical Education
- Technology & Design
- French
- Irish

**Pathway Three** is designed to give students more time and more structure in designated core subjects. Subjects will include Level 2 courses as well as GCSE courses. There will be a strong focus in developing '21<sup>st</sup> Century Skills' sought by employers. The target is students to achieve 6 GCSEs, or equivalent, at A\*-C. The core target destination for each student in this Pathway is Further Education (Level 3 and Level 4 courses) or employment.

There are two class groups in Pathway 3. Placement in the classes is determined by your daughter's choice to study either Level 2 Occupational Studies Child Care and Development or Level 2 Occupational Studies Hospitality.

Core GCSE Subjects will include:

- English Language
- Mathematics
- Business and Communication Systems
- Occupational Studies Child Care and Development **or** Occupational Studies Hospitality

and Information Technology Applications Level 2 (equivalent to GCSE Grade B)

Enrichment courses will include: Religious Education, Careers Education, Personal Education, and Physical Education

Students will choose **TWO** Optional Subjects from:

- Art & Design
- Child Care
- Drama
- Occupational Caring
- Occupational Hospitality
- Occupational Technology
- Moving Image Arts
- Single Award Science
- Physical Education
- Travel tourism
- Technology & Design
- Irish
- French

### **Key Stage 5 - Sixth Form (Years 13 - 14)**

At Sixth Form level, a consortium arrangement operates between St Genevieve's and De La Salle College. This progressive partnership enables a wider range of subject choices to be offered to the students and ensures that the Entitlement Framework for Key Stage 5 is met. Classes at this level are often co-educational. In Sixth Form, with the exception of a programme of Religious and Personal Education, all subjects are optional. The curriculum at Sixth Form is student-centred and



is designed to meet the needs of learners as individuals. The curriculum offer is planned to maximise flexibility of choice for students and facilitates combining A-Level subjects with new Level 3 Applied courses and Level 2/GCSE courses.

The AS/A2 Level Consortium Curriculum Offer included:

Applied ICT	Geography	Physical Education
Art	History	Politics
Biology	Home Economics	Psychology
Business Studies	Irish	Religious Education
Chemistry	Mathematics	Sociology
Drama & Theatre Studies	Media Studies	Technology
English Literature	Moving Image Arts	
French	Music	

Applied GCE Courses/Level3 Courses were offered in:

Applied Business - Single Award  
Applied Leisure – Single Award  
Applied Travel &Tourism - Single Award  
Child Care Learning and Development  
Health and Social Care

Level 2 Programmes included:

BTEC First Certificate in Health and Social Care  
BTEC First Certificate in Children’s Care, Learning and Development  
BTEC First Certificate in Creative Media  
NVQ Level 2 in Beauty Therapy

GCSE Subjects offered were:

English Language                      Mathematics

Enrichment courses were offered in:

Cambridge Technical Level 3                      Text Production & Word Processing

## **Religious Education**

Religious Education is a compulsory subject for all pupils and follows the teaching and traditions of the Catholic Faith.

In the Junior Years (8, 9, and 10) Religious Education is combined with a programme of Personal Education. In Key Stage 4 most pupils follow a definite syllabus which leads to a recognised examination. The Year 13/14 students have classes in Religious and Personal Education. In addition, many students opt to study Religion at AS and A2 level.

### **Term 1:**

Year 8 pupils enjoyed their beginning of term Mass celebrated by V Rev A Brankin.

Year 13 Retreats

SEARCH: St Louis network.

Gideon Society visits the school.

Advent assemblies: Chaplains

Carol Service: Fr Delargey

### **Term 2:**

John Paul II Awards presentation.

Easter Service with Niall McNally (Cast).

GIFT (Growing in Faith Together): years 8 and 13.

Lenten assemblies: Chaplains.

### **Term 3:**

Year 14 attended their end of school career Mass celebrated by V Rev R Sheehan

Year 8 retreats with Maeve Carlin.

Corpus Christi Procession: St Michael's.

The School Chaplains, together with priests from contributory parishes, visited the school regularly to assist the Religious Education teachers, and to work with the pupils in the different year groups.

John Paul II Awards – This award named after Pope John Paul II is to reward sixth form students who have taken an active part in the life of their church and their community. This year 17 students received the award.

## **4 SCHOOL AND COMMUNITY**

The Governors wish to establish and maintain strong links between the school and the community. We see the school as a vital part of our main contributory parishes and take every opportunity to contribute to the life of those parishes. We have established close links with our local contributory primary schools.

### Youth Cells

Continuation of Youth Cell groups in St Michael's as part of the SEARCH Outreach. It continues to attract young people from the parish, including St Genevieve's past pupils.

### Give That Others Might Live!

Pupils were given the opportunity to put the Christian message into action by helping others in practical ways. At Christmas, each class in the school provided a food hamper for an elderly person living locally and provided Catholics Caring with toys for a disadvantaged child. Fund raising took place throughout the year for our school projects in Ethiopia and Nigeria.

### Community Relations

Our pupils are linked with other Christian Churches. During the past five years, students have been involved in 'Summer Madness' and 'Street Reach' programmes as well as accredited courses.

### SEARCH Weekend

Large numbers of St Genevieve's and De La Salle College sixth form students have taken part in a SEARCH weekends this year; many were team leaders. SEARCH is a programme in which young people come together to explore the meaning of their faith and develop friendships with others. We are linked with a number of other schools in the Diocese.

### New Day

Large numbers of St Genevieve's and De La Salle sixth form students have taken part in the New Day Programme in St Louis House this year under the supervision of Sister Anne. Residential weekends contributed to team-building and leadership skills.

### Faith Friends / Peer Ministry

Year 13 students are involved in working with Year 8 students to foster faith development.

### Spirit of Youth Liturgy Group:

Many of St Genevieve's pupils are involved in both the Spirit of Youth Junior and Senior Liturgy Groups which meet twice weekly in St Louis House.

### Sixth Form Retreats:

Year 13 pupils attended one-day retreats given by the St Louis House Team.

## **Community Links September 2016 – June 2017**

### **Link with Conor House Fold**

The St Genevieve's High School pupils continue to be praised for Intergenerational Work.

'Improving life opportunities' is an initiative jointly hosted by residents of Conor House sheltered scheme and St Genevieve's School which aims to improve the relationship between the generations. This work has received recognition and praise from all those involved in this programme.

Pupils from St Genevieve's continue to actively contribute to many of the events held in Conor House under the supervision of Miss Davison. The pupils visit Conor House on a weekly basis participating in and organising afternoon tea on a Wednesday and other activities. In turn residents enjoyed events and plays held in St Genevieve's including attending our Christmas Fair. Some of the residents also came to the school production of 'Annie' this year. ARK Housing have used images of St. Genevieve's girls with the residents of Conor House in their Corporate Strategy and the girls have been highly commended by the organisation's management committee. The link between the school and Conor House was celebrated at ARK Housing's 25<sup>th</sup> Anniversary dinner in June 2017.

### **St Louis Network Links**

Mrs McCann continues to be in close contact with the Louis Network. This has provided the opportunity to share ideas on Development Education and look at how we can further develop this within our own school.

### **St Genevieve's Parents Teachers and Friends Association**

At St Genevieve's High School, we strive to ensure every child enjoys a positive learning experience here and are always seeking new ideas as to how we can enhance the current education package that we provide. The staff and Board of Governors firmly believe in the genuine parental partnership that we have in the school and our desire is to take the relationship a step further and set up a PTA.

Work has begun on the establishment of a PTFA (Parents Teachers and Friends Association) for our school, we are keen to try and involve parents who are also past pupils. The NCPTA continue to provide advice and guidance on this matter.

We have formed a lot of new links with past pupils who are now parents during this year as a result of the celebrations for the anniversary year. We are keen that these new relationships will work towards the firm establishment of a PTFA association.

## **St Genevieve's Facilities**

The school has provided access to its facilities for a number of clubs in the local area. Suffolk Swifts use the pitch for their home matches. St. Paul's GAA have been using the facilities for training purposes. We are grateful to De La Salle College for the use of the Pavilion for changing facilities. Grosvenor Youth used the St. Genevieve's pitch to host a weekend soccer competition. The event included people from the local and wider community as well as teams from the south of Ireland. This event is now in its fourth year.

## **Christmas Fair**

We held our sixth Christmas Fair this year. The fair is now well established within the community and has become a greatly anticipated event.

## **Child Protection**

St. Genevieve's School has a primary responsibility for the care, welfare and safety of the pupils in its charge. The school will carry out this duty through its Pastoral Care Policy which aims to provide a safe environment, valuing individuals for their unique talents and abilities. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills they need to keep themselves safe. This policy is supported by the Anti-Bullying Policy, Drugs Education Policy and The Child Protection Policy. All teaching staff, non-teaching staff and others working in the school have a duty to protect children from abuse or the risk of abuse.

In St. Genevieve's the welfare of each child is our paramount consideration. Everyone who works in our school, teachers, non-teaching staff and volunteers have clear guidance on the action which is required where the abuse or neglect of a child is suspected. The problem of child abuse will not be ignored in our school. All staff are fully aware of the procedures to be followed in the case of suspected child abuse. These are detailed below.

1. Staff are aware through policy of the signs and symptoms of possible abuse. Any concerns must be made known to the Designated Teacher, Mrs Nadine Carr or in the case of her absence to the Deputy Designated Teachers, Mrs Siobhan Kelly or Mrs Caroline Vize.
2. The Designated Teacher will inform the Principal, the BELB designated officer and Social Services. The Principal will notify the Chairperson of the Board of Governors.
3. No teacher will promise confidentiality where abuse is alleged. The young person will however be assured that information will be disclosed only to those professionals who need to know.
4. The teacher or non-teaching member of staff who suspects possible child abuse must make a note of the conversation and pass this on to the Designated Teacher. The note should record the time, date, place and people present, as well as what was said. Signs of physical injury observed should be described in detail or sketched.
5. The Designated Teacher will record such records and these will be stored in a secure area.
6. All staff receive Child Protection training each September. All staff are issued each year with a copy of the Child Protection Policy. All pupils are made aware of the names of the

Designated Teacher and Deputy Designated Teacher through the school Homework Diary, website and at assemblies.

## **Learning Support**

Learning support in St Genevieve's permeates the whole school, from specialist support of pupils at either Stage 3 or Stage 5 of the Code of Practice (C.o.P.) to adult assistant support for individuals or groups. This support is allocated as part of the pupil's Statement of Educational Need (Stage 5 of the C.o.P.). Also, depending on the type of need, some pupils are allocated a general assistant and their support is used to help movement around the school, and equipment used in class.

### **Stage 1**

Currently there are 93 pupils on Stage 1 of the Code. Their needs have been identified on information received from primary schools, parents, enrolment forms and C.A.T. 4 D assessment which is carried out in St Genevieve's when a place is allocated in May of the primary 7 school year. Stage 1 pupils are usually in a smaller class placement with one extra hour of English per fortnight.

### **Stage 2**

Currently there are nine pupils on Stage 2 of the C.O.P. These pupils have been identified as having extra support from an outside agency for a specified period of time in primary school. The support may have been from Down Outreach Support or a Beechlawn Support Worker and they may have recommended for support in secondary school. Pupils may also have been identified for I.C.T. support which now means training in secondary school for keyboard skills, the use of an I-Pad or lap-top when producing longer pieces of writing.

### **Stage 3**

There are fifty pupils on Stage 3 of the C.O.P. The needs of these pupils include dyslexia, A.D.H.D. a combination of both dyslexia and A.D.H.D, pupils with A.S.D. (Autistic Spectrum Disorder) and pupils who attend Outreach Support. Four of the pupils have difficulty coming to school and were offered A.E.P. in September 2016.

### **Stage 4**

There are six pupils who are at Stage 4 which involves more information gathering and or support in an Alternative Education Provision (A.E.P.) or home tuition. Two pupils are attending Lagan Valley A.E.P., one pupil is attending Conway Mill A.E.P, one pupil is attending New Start A.E.P, one pupil is attending Loughshore and one pupil has been allocated home tuition.

### **Stage 5**

Currently there are forty-one pupils at this stage with a Statement of Educational Needs. The needs for these pupils are wide ranging and not all have an entitlement for adult or general assistance. In the last five years a lot of the adult assistance hours for pupils in a year group have been grouped together and come as a package of hours. Only three pupils have a one to one adult assistant because of their complex needs. Some pupils have lunch duty hours built into their support.

### **Pupils Learning Plans**

From stage two of the Code of Practice pupils are issued with Individual Education Plans. The model we previously used was a commercially prepared bank of issues and statements. Over the past two years the Learning Support Team, in consultation with the staff through the S.E.N. working party, have produced a “home grown” pupil learning plan. As a result of evaluations from staff the length of the plan has been reduced without reducing the content for the next year. Pupil Learning Profiles are produced bi-annually, October to January and February to May. The current P.L.Ps are stored in pupil files on SIMS and previous years’ P.L.PS are located in the staff shared area.

### **Overview of Learning Support for all Teaching Staff**

At the beginning of each academic year each teacher is given a complete overview of Learning Support Information. This is updated via e-mail as needs of pupils change or new pupils are added. Teachers are also able to check the pupils in their teaching or form class who are on the Learning Support Register from their class lists.

### **Adult and General Assistants**

There are 11 permanent classroom assistants, 4 temporary classroom assistants and two general assistants. At the beginning of each academic year the assistants are given an induction booklet. Any curricular issues are discussed with the co-ordinator and assistant while staffing issues are addressed through the office manager. A joint meeting with the co-ordinator and office manager takes place each morning 9.00 am – 9.10 am. Assistants make sure pupils are in form class before attending the meeting. Pupil events and timetable changes are discussed and replacements for absent colleagues where possible is sorted out.

Assistants are encouraged to attend any INSET courses provided by the Education Authority and a record of attendance is kept. In house INSET is planned and carried out by the co-coordinator. Anyone who has attended current courses will present an overview of the course and share information on these days as well. Each adult assistant completes a monthly report on each pupil under the headings of achievements and concerns. Reading, learning support and other pertinent issues are discussed.

### **Marie Sheridan Suite**

During this academic year the learning support team set up a learning programme based on three areas of literacy in which pupils need support. The room was led by a trained teacher who is employed as a classroom assistant.

Pupils are assessed for **writing skills** based on the Education Authority B.R. Write Now Programme; assessed for Reading skills based on the Education Authority B.R. Reading Partnership Programme and spelling skills based on the Vernon Spelling Levels. Advice was sought for this from our Outreach Teacher from St Gerard’s School and Support Services. This support has proved to be very successful with the pupils who attended. Twenty-one year 8 pupils and one year 9 pupil took the writing support class for one half hour per week. All pupils improved their Write Now score. The programme time and content has been evaluated and recommendations for next year are for four pupils per hour with some amendments to some lessons for very weak pupils. A short refresher of their beginning and ending story may be useful to start the new term.

The reading support class offered support to 11 Year 8 and 9 pupils. The lessons involved a fifteen minutes session per week for 30 weeks. Evaluation of the programme would recommend 3 x 15 minute sessions for a period of 10 weeks next year. Reading results will be finalised after the tests. Spelling support was offered to 10 pupils in terms 1 and 2 and 6 pupils in term 3. The results that are completed show progress for all pupils. Evaluation of term 3 shows that this group of pupils may need to re-engage in September.

### **Support from Outside Agencies**

We avail of outside agency support as follows:

#### **Outreach Support**

Allocation for our school is 8 hours a week. This is taken by Mrs Mervyn from St Gerard's Outreach Support Service. Pupils avail of this support either from their statement of Educational Need or from the CAT 4D assessment scores for children with a below average literacy score. Pupils requiring this support are assessed by the Learning Support Co-ordinator using the diagnostic Reading Analysis Assessment at the beginning of the programme. Those who are eligible are given an hour per week with Mrs Mervyn. Often we are oversubscribed with need and have a waiting list. Mrs Mervyn keeps a weekly report on each pupil of the work she does. Pupils are continually assessed. Salford Reading and Vernon Spelling lists are used for the assessments throughout the year. The Learning Support Co-ordinator and Mrs Mervyn review pupils at Christmas with a view to moving pupils off the support or reducing support to accommodate more pupils, or continue support. Mrs Mervyn has worked with nine pupils each year. All pupils have improved in both reading and spelling.

#### **Vision Support**

Ms Rosemary Campbell visits partially sighted pupils once a term. We have one year 13 pupil at Stage 5. She advises on size of font, paper, exam papers etc. The Vision Support Co-ordinator speaks to pupils and their adult assistant. She will also accept referrals from the Learning Support Co-ordinator which must have parental approval. The paperwork for all applications for support must be appropriately completed. Rosemary also attends Annual Reviews.

#### **Hearing Support**

There are five pupils with a statement of educational need for profound hearing loss. Each pupil has teaching hours from Mrs Mary Gordon. Pupils may also be referred for hearing tests by the Learning Support Co-ordinators. Mrs Gordon has given advice on Pupil Learning Profiles and the need for modified papers form partially hearing pupils.

#### **Educational Psychology Support**

St. Genevieve's has an allocation of 20 hours per year to enable access to support for pupils. LINK placements and EOTAS places through referrals from the pastoral-academic team as well as diagnosis of pupils with Dyslexia support for ASD referrals to Oakwood Support Services are all referred to the Educational Psychologist. The Educational Psychologist completes a summary sheet and details hours spent on a particular assessment to facilitate an in-depth assessment. The Educational Psychologist will often carry out a classroom observation assessment and may have discussion with parents.



### **A.S.D. Support Services**

Learning Support Co-ordinator (L.S.C) may request an Education Psychology assessment for a pupil with possible A.S.D. needs and then make an application for an A.S.D. support. Our identified teacher is Mrs Heather Kennedy who visits the school and makes classroom observations and interviews the pupil and parents. Appropriate support is put in place. Currently we have one pupil who has undergone an A.S.D. assessment. The pupil is also attending CAMHS appointments arranged by the Education Psychologist. A diagnosis has not yet been made. A.S.D. support has been provided to the L.S.C. in the form of advice for teachers. An A.S.D. classroom assistant is working for one hour per week for 8 weeks on social skills with the pupil. Parental support and agreement is sought at all stages of the process.

### **Environmental Assessments**

If pupils have issues with the surroundings of school or have a diagnosis that may cause changes to their free movement or ability to sit on designated furniture, the L.S.C. will apply for an environmental assessment to the education authority who will contact Mitchell House School where a designated teacher and an Education Authority representative in conjunction with the L.S.C., parent and pupil will follow the pupil's daily timetable and recommendations will be made to support reasonable adjustments.

### **I.T. Assessments**

Previous I.T. assessments have been replaced by the Education Authority's provision of 10 lap-tops for pupils with writing difficulties to use during the school day. These along with 9 iPads given to the Learning Support Assistant are being used to support pupils in the classroom as well as for internal and external examinations. A DVD demonstrating keyboard skills was recommended and purchased. This is being used to enhance keyboard skills. The Learning Support Assistant has attended an introductory course entitled 'Read, Write Gold'. This is an application recommended for use with Dyslexic pupils and those in need of literacy support. Before either can be used to advantage the adult assistants are familiarising themselves with the programme and the skills DVD.

### **Access Arrangements**

Mrs Craig has had additional training to enable her to fulfil this role. Every year the Learning Support Assistant will use Access Arrangement Papers A – D with year 10 pupils with a history of literacy need and Dyslexic pupils to determine who may be entitled to extra time and/or a reader for internal and external exams. This is a timed and assessed test and an online application will be made to JCQ (through CCEA in Northern Ireland) for those pupils with a standardised score of below 85. Test results are only valid for 26 months. The process is repeated again using another paper in year 13. If a pupil needs a reader a further test (the Edinburgh Reading Test) must be administered.

CCEA inspects the access arrangement administration process each year. This year we had a rigorous inspection which examined the administration of pupil testing. A successful report was obtained. The Learning Support Assistant also produces a list for all staff of pupils from year 11 – 14 who are entitled to access arrangements and what they are entitled to. A digital version of the Access Arrangements is stored on the Staff Shared Area.

### **In-school Assessments**

The Learning Support Co-ordinator and the Learning Support Assistant are CCET trained to enable them to carry out assessments on pupils in school. On-line testing for dyslexia (Dyslexic Screener) has been introduced and used with pupils who are having literacy problems. Further detailed information can be accessed by using the Dyslexic Portfolio test. We are not in a position to diagnose dyslexia but there are tests which can offer more information re appropriate types of support. Upon the issue of results and following discussion with parents, a referral may be made to the Education Psychologist if it is deemed that extra support may be offered which is not available in school.

### **P.E.E.P.S.**

Pupil Emergency Evacuation Plans (PEEPS's) are completed for pupils with physical disabilities at the beginning of every school year. A P.E.E.P. outlines the procedures for the pupil to leave the school safely in the event of an emergency. Forms are completed in school by the parents.

### **E-Vac Chairs**

There are seven e-vac chairs situated around school. Each year they are inspected by the firm who supplied them. E-Vac training is updated annually at this inspection visit. Once a month and on INSET days the adult assistants will practise the use of the chairs with each other. Once a term, the adult assistant will use the chair with her pupil.

### **Extended Schools**

Through effective management of the Extended Schools Programme a significant enhancement of of the extra-mural learning experiences of our pupils is provided. Last year the following events were delivered:

<b>Action Plan Name</b>	<b>School Status</b>	<b>EA Status</b>	<b>Committed Budget</b>
Homework Club	<b>Final</b>	<b>Submitted</b>	£1,653
Cookery Club	<b>Final</b>	<b>Submitted</b>	£2,075
Drama ESP - Drama/Dance Club. Theatre Arts Project. Theatre visits/technical support.	<b>Final</b>	<b>Submitted</b>	£4,308
Instrumental tuition	<b>Final</b>	<b>Submitted</b>	£3,000
Ks3 Reading Support and Development	<b>Final</b>	<b>Submitted</b>	£1,400
Outreach Programmes	<b>Final</b>	<b>Submitted</b>	£3,835
PIANO TUITION	<b>Final</b>	<b>Submitted</b>	£920
Specialist Guitar/Technology Lessons	<b>Final</b>	<b>Submitted</b>	£1,550
Sports activities: Basketball-Gaelic football/camogie- athletics-netball - dance-swimming and AS/A2 Learning support	<b>Final</b>	<b>Submitted</b>	£4,756

<b>Action plan Name</b>	<b>Status</b>	<b>Impact</b>	<b>Attendance</b>
Homework Club	As Planned	Fully	60

Cookery Club	As Planned	Fully	40
Drama ESP - Drama/Dance Club. Theatre Arts Project. Theatre visits/technical support.	As Planned	Fully	145
Instrumental tuition	As Planned	Fully	25
Ks3 Reading Support and Development	As Planned	Partial	200
Outreach Programmes	As Planned	Fully	80
Piano Tuition	As Planned	Fully	4
Specialist Guitar/Technology Lessons	As Planned	Fully	8
Sports activities: Basketball-Gaelic football/camogie- athletics-netball -dance- swimming and AS/A2 Learning support	As Planned	Fully	90

## 5 **CELEBRATING SUCCESS**

### **Recent Departmental Achievements/Activities**

#### **Art & Design Department**

As always, the past year has been very busy, particularly with lots of celebratory events for the Schools 50<sup>th</sup> Anniversary. The Art Department played an important role in the creation of the scenery and props for Annie. This event was closely followed by the book launch, for which the Art department were delighted to set up an exhibition of last year's exam work. The next event we helped facilitate was the past pupil reunion. The department exhibited a large range of Art work from the archives of past pupils. This exhibit included painting, textiles and ceramics. All these events were greeted with great enthusiasm. A small group of Year 9 pupils helped design and produce ceramic Christmas decorations, whilst Year 13 & 14 girls painted small canvases. This was done as an extracurricular activity and resulted for the first time in the Art department holding a stall at the school Christmas Fair. All proceeds went to Ajosepo and the girls raised a grand total of £400.

In KS3 the existing scheme of work for Years 8–10 has been built upon and been very successfully developed. The use of PowerPoint presentations to share learning intentions and success criteria with students has been of great benefit to teacher and pupil. These resources are constantly being reviewed and added to. Colleagues have developed and added to an existing bank of digital learning resources for all Key Stages. The innovation of producing our own in-house sketchpads for KS3 has been a great success for the third consecutive year. These have now been revised and continue to make significant savings for the departmental budget. Resources are condensed and all teachers are working in conjunction with each other. The present KS3 teacher Assessment Mark sheet has been reviewed and changed.

The Art Department participated in several external and in-house competitions. Yr8 were involved in the annual Credit Union competition with three pupils winning prizes and the department received a very welcome prize of £400 which was used to buy extra materials and resources for use by all class groups. A collaborative competition between the English and Art departments ran successfully for a second year. The brief allowed the Year 9 girls to revisit skills that were learnt in Year 8 as well as learning new Design concepts. All entries were displayed throughout the school.

At GCSE Level, examination results were outstanding and continued the long established record of excellence. Several of the girls were awarded full marks in some units.

At both AS and A2 Level examination results confirmed a long established trend of high performance and excellence. We were particularly pleased this year as while class numbers continued to be very high, teaching was clearly not compromised.

Within the department we further developed digital imagery on fabric by manipulating material in many innovative ways. This was a technique we used for the first time last year and it has resulted in the creation of very unique final outcomes. The revised AS Specification was delivered for the first time this year. This proved to be a very 'hands-on' course and was very much teacher led. This was a challenging course to deliver as class numbers were high for such a practical and innovative course but we are hopeful of good results.

Yr11 students visited the Royal Academy Exhibition as part of an educational trip to the Ulster Museum and Botanic Gardens. This resulted in a very productive visit, as the girls took lots of photographs which were used as first hand evidence in their GCSE and AS/2 examination. Pupils were also set tasks in order to add more purpose to the trip. Pupils also took resources to record first hand images through drawing.

### **Business Studies (Inc. Travel & Tourism)**

The department continues to offer courses at both Key Stage 4 and Key Stage 5. This year saw the continued success of attracting healthy numbers to both our GCSE Business Studies and GCSE Business & Communication Systems courses with 34 pupils starting the courses in Year 11. This was added to by our GCSE Leisure & Tourism class which attracted a healthy number of 18 pupils.

We have now completed the delivery of the new CCEA GCSE Leisure & Tourism course. The Year 12 group taking the subject are now at the end of their two years. We have adapted well to the demands of the new course. The Year 13 group studying 'A' Level Travel & Tourism will be the final group to do this Advanced Level course as it is being discontinued and replaced with a new Level 3 course. The department is very happy to remain with the WJEC (Welsh Board) and is optimistic of a successful outcome at AS level.

All members of the department were involved in CPD through attending courses in relation to the requirements of the new specifications in GCE A Level Business Studies, GCSE Business & Communication Systems, GCSE Business Studies, and GCSE Leisure, Travel & Tourism. The members of the department then returned to school and disseminated information that is vital in preparation of the delivery of these new courses in September 2017.

Within school, professional development was also availed of as all members of the department attended INSET on Google classroom, use of the iPad and a range of updated software options which allow for a more fluent and efficient administration and management of teaching resources and data recording.

At Advanced level we have continued to attract healthy numbers to Business Studies and Travel & Tourism attracted sufficient numbers to run again this year after a lot of interest had been shown at our very successful KS5 open evening.

Both open evenings were very productive in generating interest in courses offered by the department and the number of pupils visiting our displays was very encouraging and again suggests that there will be a good uptake of our subjects in 2017/18.

**Titanic Belfast Visit** – The Year 11 GCSE Leisure & Tourism class made the short trip to the Titanic Quarter to visit the Titanic Belfast experience. Here they took part in a talk/discussion which allowed them to gain valuable information in relation to their unit assignment on Customer Service within an organisation.

**Rea Sawmills Guest Speaker** – The Year 12 GCSE Business Studies class had the opportunity to question a manager from Rea Sawmills which, for the second successive year, was the company used for the controlled assessment unit of their course. They found the information very useful and many pupils obtained very high marks in their work submitted.

**Central Library:** The Year 13 AS Level Travel & Tourism class headed to the Central Library in February to allow independent research on the travel & tourism industry. The group were aided by librarian Gary Patterson and obtained information from both Mintel and Keynote reports that was to prove very useful in aiding their understanding of the use of statistics and data in the management of travel and tourism organisations and initiatives in Ireland.

### **Careers Education, Information, Advice and Guidance**

Careers Education, Information, Advice and Guidance, continues to play a prominent part in the life of the school, enhanced and supported by a number of industrialists, business people and Careers Advisers from the Department for the Economy (DfE).

CEAIG makes a major contribution in preparing our pupils for the opportunities, responsibilities and experiences of life. Our CEAIG provision in school motivates learners to make informed, appropriate and realistic decisions about their education, training and employment options at the transitional periods of their school life especially in years 10, 12, 13 and 14.

### **Year 10 Transition – Making Subject Choices for KS4**

We had a full “Preparing for Success” programme organised to ensure that the year 10 pupils make the correct choices from which they can achieve success. To complement the programme we again this year held a Career Planning Evening for the pupils and parents of year 10. Here we asked all subjects departments to display information on their subject with clear career pathways relating to that subject. The Heads of Departments attended their “stalls” to discuss any concerns parents may have regarding their children’s subject choices. Our Careers Adviser from DfE was also on hand to speak and give impartial careers advice to parents.

Over a two-week period in January, we had a “Subject Awareness Fortnight”, where each subject area focused on why a student would study a particular subject and accessible career pathways if they were to choose that subject.

Key personnel held one to one interviews with parents and pupils to ensure year 10 subject choices matched the needs of each individual pupil.

**Career Planning Skills** - delivered by Sentinus: All Year 10 pupils participated in a course which took a fresh, dynamic approach to helping them develop the skills and knowledge required to identify, prepare and plan for their future careers. The focus was on -

- knowledge of themselves
- action planning
- goal setting
- careers research
- personal skills.

### **Year 10 Careers Service NI**

All year 10 pupils got an induction into the careers service website which was delivered by members of DfE. They used this to research their career options and discuss their findings with their family.

### **STEM CEAIG**

As part of the Government’s strategy to promote the need for pupils to consider STEM subjects (Science, Technology, Engineering and Maths) for the future prosperity of our economy, all pupils across key stage 3 had opportunities to attend STEM related learning activities in a number of locations in the province as well as in-house presentations.

Year 12 pupils studying Double Award Science attended a STEM event “Women into STEM” in BMC in the Titanic Quarter. Key stage 3 pupils attended a STEM “Quest quiz” as part of the Northern Ireland Science festival.

**Work Experience:** All Year 12 students had the opportunity to participate in a one-week work experience programme enabling them to develop a knowledge and understanding of the skills and personal qualities which employers look for and the expectations which employers have of them.

Year 13/14 students following a vocational course also completed a period of work experience.

### **Year 11 pupils**

**Mock Interviews Programme:** All Year 11 students had the opportunity to participate in a ‘Mock Interview’ with invited local business employers. The programme was designed to help pupils market themselves effectively in an interview situation, whether for employment, higher

education or training programmes. All pupils got the opportunity to evaluate their performance and consider how they may improve in future interviews.

All year 11 pupils engaged with Sentinus to complete an Interview Skills programme to prepare them for upcoming future interviews and to prepare them in relation to interview technique and how to approach questions effectively.

### **Year 12 Transition – Making subject choices for KS5**

At the end of January all year 12 pupils attended the Careers Convention which was hosted this year in St Genevieve's High School and was organised by the West Belfast Business Education Partnership, of which the Head of Careers is a member.

A Career Planning Evening was held in March for the parents and pupils of year 12. All subject departments displayed information on their subject detailing clear career pathways. Parents were addressed by the Key Stage Five Director of Studies, the Principal, the Key Stage Four Director of Studies and The Head of Careers. Parents were given information on making informed choices as well as an overview of the Northern Ireland Labour Market and the role STEM plays in our economy. The Heads of Departments were later available to discuss any concerns parents may have had regarding their children's subject choices. A member from the Department of Employment and Learning was on hand to give impartial careers advice.

### **Sentinus**

All Year 12 pupils attended a presentation from Pat Jamison from Sentinus on study skills and experience of work to prepare them effectively for going out on work experience.

### **Getting Connected**

All year 12 pupils were introduced to our DfE Careers Advisers and **all** pupils received a one-to-one interview with a careers adviser.

### **Open Days and Visiting Speakers:**

Year 14 students attended Open Days at Universities and Institutes of Further and Higher Education. Visiting speakers outlined course content, assisting students with university/college selection.

St Mary's University College  
BMC  
Scottish University Tour  
Liverpool JM University  
CAO Universities  
QUB

Open day  
Information on HND/Foundation Degree  
Information on all universities in Scotland  
Information on Liverpool JM University  
Information on all South of Ireland Universities  
Taster days/open day at the university

UCAS Convention	Information on a range of universities from UK and Southern Ireland
University of Ulster	Open day/ Entry requirements presentation
Sentinus	UCAS - How to complete your personal statement
Workforce Training Agency	Information on courses available
O'Hare and McGovern	Apprenticeships in Engineering

**The University Roadshow** also visited the school for Year 14 pupils in September which involved a large number of University representatives from Northern Ireland, Scotland and England. Year 14 pupils had a chance to speak to the University representatives on an individual basis.

Two pupils attended the **Queen's University Pathway Programme**, where they gained an insight into student life and the format of courses they may be interested in. Queen's also provided personal tutors to assist with exam preparation throughout the year. One pupil also participated in the **Senior Academy programme at Queen's University, Belfast**.

One pupil in Year 14 attended the Pharmacy open day in Queen's University to gain an in-depth insight into this field of work.

### **West Belfast Area Learning Community**

It is a group comprising all the West Belfast Post Primary School Heads of Careers who work in partnership with a range of local, national and global employers and other key stakeholders who endeavour to develop the future workforce of West Belfast and to raise funds to assist the delivery of many employability programmes. Two teachers attended a **"Careers Insight Day"** in Stormont and at NI Water which was organised through WBALC. The Head of Careers also attended regular WBALC meetings throughout the Year and worked in partnership with the Heads of Careers in many local schools.

### **School Bank**

We have our own school bank in association with the Bank of Ireland. Andersonstown Branch. Our School Bank is set up and run by four of our very own Year 14 students. This year the Bank of Ireland presented a cheque of £250.00 to the school as a result of the number of new accounts that were activated.

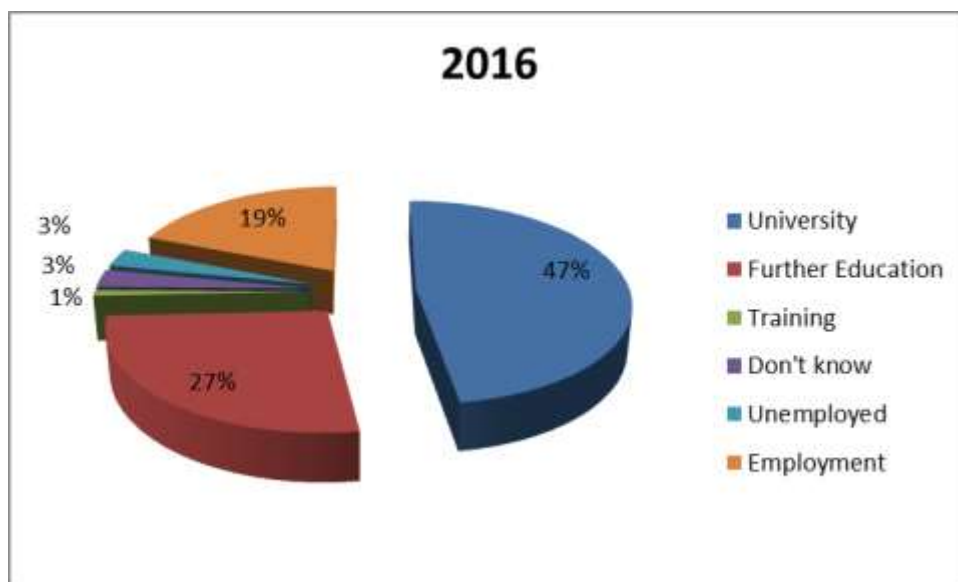
The introduction of our School Bank supports us in providing financial education to our students. It gives our School Bank Team the opportunity to work across a variety of roles from Bank Manager to Customer Service Official and all students who avail of the services will learn about personal finance and banking. The School Bank provides the opportunity for students to open a bank account on site in school and makes it easy for them to save on a regular basis. Customers of the School Bank will learn how to operate and look after their own bank account.

### **Whole School Careers/Communication**



The Careers Department works in conjunction with all the departments throughout the school to deliver a high quality careers programme. A Careers Virtual Learning Environment (Fronter) has been introduced for the whole school and pupils. It is hoped that it will become a one-stop careers information and advice area for teachers, pupils and parents.

### **LEAVERS DESTINATIONS 2016-2017**



### **Drama**

2016/2017 was a very busy year for the Drama department and we had huge success with the school show this year, "Annie" with all three shows sold out. This provided great fun for all the cast as well as the feeder primary schools who came to watch, along with the local community. The success of the show has now positively impacted our numbers in the department, with even more pupils choosing Drama for GCSE in September, which therefore creates a need for another Drama teacher within the department.

Practical and written work were both of a very high standard and this resulted in outstanding results overall. Practical learning was aided by the Extended School tutors, Roisin Gallagher and Brendan Quinn, and this was of great benefit to GCSE and A level pupils in preparation for their practical examinations.

KS3 and KS4 pupils were given the opportunity to join the Junior Drama Club and participated in the Belfast Speech and Drama Festival. They achieved 1<sup>st</sup> place in the Choral Speaking category for their two poems; making this the ninth consecutive year that St Genevieve's Speech and Drama club have won the Choral Speaking trophy. The choral group consisted of Year 8-Year11 pupils and they rehearsed their poems every Tuesday, as well as performing for Open Day. Our second years competed in the Duologue section of the competition, being placed in first, second and third places. Our third year pupils entered the improvised duologues category at the Festival, achieving first, second and third places overall: a fantastic victory for the girls! Our first years also competed

in the group improvisations category, again winning first, second and third place overall. It was our first time entering KS4 pupils into the festival and they achieved first, second and third place in the scripted duologues, improvised duologues and group improvisations. On the whole, a very successful year for the Junior and senior Drama Club! We also had Drama mentors for junior students: year 13 and 14 pupils who helped the pupils in preparing for the competition and the girls enjoyed attending the festival.

As part of the new GCSE schemes of work, stage make-up and dance modules were introduced; allowing for professionals from the creative arts industry, through the Extended Schools Programme, to provide their expert knowledge and skills; thus giving our pupils a better insight in to careers within the industry. Pupils thoroughly enjoyed both modules and it allowed for appropriate and insightful cross-curricular links with Careers.

A number of trips to the theatre as well as inviting local theatre companies into the school to perform; e.g. **Bruiser** Theatre Company and **Spanner in the Works** Theatre Company, which were attended by all KS3, KS4 and KS5 drama students throughout the year. Theatre trips also contributed to pupils' overall success in their GCSE and A level exams.

### **Learning for Life and Work**

Learning for Life and Work was supported by a number of workshops at Key Stage Three. Young Enterprise delivered a workshop on study skills to the Year 8 pupils which links to the Employability strand of the Specification. In year 9 "Explore Enterprise" was also delivered by Young Enterprise which allowed students to learn through teamwork and participation and what it means to be enterprising.

In Key Stage four a guest speaker visited the school and made a presentation to all Year 11 GCSE LLW students on the physical and social effects of drinking alcohol. The speaker was Jenny Magee from YMCA and this topic had to be covered as part of the pupils' Controlled Assessment Task which is worth 30% of their overall GCSE in Learning for Life and Work.

### **English**

2016-2017 was a lively and busy year for our English department, with a range of trips, clubs and reading and writing projects on offer.

The entire year 8 group attended the cinema in December as a pre-Christmas treat, to see *Fantastic Beasts and Where to Find Them* by J K Rowling to support their work on genre.

David Gatward, author, visited the school for a day in October and gave a highly entertaining talk to all of Year 9 followed by four writing workshops with selected year 9 and 10 classes. He signed copies of his latest novel as prizes for our KS3 award ceremonies at the end of the year.

Storyteller Liz Weir and author Bernie McGill also visited in October to run a creative writing workshop with a year 10 class. In November, Jim McCool performance poet and storyteller gave two performances for all of year 8 and year 10 pupils.

In term 1, poet Shelley Tracy visited a year 10 class for a series of poetry workshops as part of the Poetry In Motion Schools Project run by Community Arts followed by a final event at the Ulster Hall at which Year 10 Naoise McCabe was nominated for the Seamus Heaney Award for Achievement and Mrs Marais the class teacher was commended for her participation. Naoise and two other Year 10 poets were published in the accompanying anthology and two of them read their work on the stage in the Ulster Hall. In Term 2, Sheena Wilkinson, a local author, did a series of short story writing workshops with a Year 10 class with very positive results.

Also in Term 2, all eight Year 9 classes enjoyed trips to the “Fighting Words” writing workshops at the Skainos Arts Centre in Belfast organised by Young at Art.

A Creative writing club operated in the English Department on Tuesday afternoons throughout the year. A Year 11 Narrative 4 group also met weekly throughout the year to share stories and took part in a number of visits organised in conjunction with Belfast City Council and Belfast Welcome centre, to meet with immigrants and refugees and hear their stories and to visit the Belfast Islamic centre.

All junior school classes participated in an in-house poetry competition on the theme of ‘Messages’, to mark National Poetry Day. Over 300 entries were judged and prizes for each year group were awarded at Year Group assemblies. The standard of work was excellent.

Eight Year 9 pupils represented the school admirably at the Kids’ Lit Quiz in Wellington College in October 2016.

The Accelerated Reading programme, (an individualised, computerised, reading programme), continued to run for all Year 8, 9 and 10 pupils. Individual pupils in years 8 and 9 were once again offered reading support with reading mentors from Years 13 and 14.

All year 9 pupils were registered for the Book Buzz reading initiative. Ten Year 13 pupils provided individual reading support for Year 4 pupils at neighbouring St John the Baptist primary school once a week through Terms 1 and 2, while once again a Year 10 class thoroughly enjoyed the reading project with St Michael’s Nursery School over a series of 9 visits, first to observe and then to read to groups of pupils.

In December we ran a highly successful book fair in conjunction with Scholastic Books earning £800 worth of books for the school library.

**Staff Development:** Individual members of the department continued their professional development by attending a variety of available courses including: The Sovereign Education conference on The Great Gatsby at A-level; the Outstanding Leadership of Literacy in Manchester delivered by literacy guru, Geoff Barton; agreement trials for GCSE English Literature; CCEA GCSE English Language Launch & Support Events for new GCSE English Language and Literature specifications and for new A Level Specifications. Feedback from all courses was shared with other members of the department and used to inform planning for the year ahead.

## **French**

This year the French assistant took GCSE and a few junior classes to improve oral skills. In all terms extra tuition after school was offered by the French Assistant and teachers of Exam classes.

The French club was offered this year and will hopefully run again next year as an after school club for junior pupils. Years 10, 11 and 12 watched various films chosen by the French Department around Christmas or end of term.

## **Irish**

This year the Year 10 and Year 12 attended the Gael Linn table quiz. After school classes were held by the Irish assistant for Year 13 and 14 and teachers of exam classes. Pupils attended the Feis Bhéal Feirste and we won many awards.

Some pupils attended Gaeltacht courses. In school St Patrick's Day was celebrated with our annual St. Patrick's Day Mass, a Céilí for year 8 was also organised and pupils' work was displayed in the foyer.

## **Home Economics**

The Home Economics department had a busy year with high demand for courses in both Key Stage 4 and Key Stage 5. The department had two classes beginning the new AS level specification in Health and Social Care. There were 14 classes running in Key Stage 4, of subjects offered by the department and selected by students, and 8 classes in Key Stage 5.

Members of the Home Economics department were involved with the 50<sup>th</sup> celebrations with members on the 50<sup>th</sup> committee and other departmental members assisting with the preparation of food and drink refreshments for both the book launch and the past pupils' evening. The department also provided refreshments for guests after the 50<sup>th</sup> anniversary mass.

Departmental members also ran, as normal, the tea and coffee refreshments stall for the school Christmas Fair, helping to add to the ambience of the Fair and raising some monies for the school A Josepo charity.

Open night was very successful with the French food themed room being very popular, in addition to prospective pupils getting the opportunity to decorate a cupcake as well. The department also provided P6 pupils with a taster experience of Home Economics on the school's taster days.

Year 10 pupils had a talk from Tasty Careers where a product development technologist from Dale Farm gave a talk on her job role and the industry. Pupils found it informative and interesting.

The Home Economics department also received extended schools funding for the departmental cookery club. This greatly enhanced the experiences of many pupils where they had the opportunity to make a range of exciting dishes. The cookery club made Christmas gifts for the residents of Conor House which were presented at the school's annual carol service. The cookery club allowed the pupils to develop skills and raise self-esteem which will have a positive impact on their overall performance in school. Cookery club was very popular this year especially among the Year 8 students and two groups ran simultaneously for the Year 8s for a number of weeks due to

the high numbers wishing to participate. 65 KS3 pupils had the opportunity to participate in cookery club which shows that it is a valued extra-curricular activity amongst the pupils. The pupils who participated went on an end of year treat to Maple Moose Ice-cream parlour which they thoroughly enjoyed. All pupils who participated were also rewarded with a certificate and goodie bag at the key stage 3 awards ceremonies in June.

In Term 2 two Year Ten students participated in a Mount Charles/Irish News cookery competition. St Genevieve's hosted the competition for the Antrim area heats. Morgan Kennedy and Megan Walsh were the students representing the school and were delighted to win the heat. As part of Megan and Morgan's prize the whole class got to experience a cookery masterclass from the executive chef from Mount Charles. They went to the finals in June held in James Street South Cookery School but unfortunately were unsuccessful in getting placed on the day.

### **Human, Social and Environmental Studies**

All Year 8 and 9 Geography students undertook field study within school grounds investigating the school environment and microclimates. This work was displayed within the department.

Year 11 and Year 12 GCSE students investigated the changing characteristics of the Yellow Water River, Rostrevor, County Down as part of their GCSE controlled assessment task.

Year 11 History students undertook a site visit to Derry as part of their GCSE History course where they went on a Bloody Sunday commemorative walking tour and visited the Free Derry Troubles Museum. Year 8 History students went to Carrickfergus to study the Norman Invasion and view historical artefacts. Also this year the Ulster Plantation Outreach visited the school to allow Year 9 to view artefacts, weapons and uniforms as well as take part in role plays relating to the Spanish Armada, King James and the Ulster Plantation.

### **ICT**

#### **Key Stage 3**

ICT, as a whole school initiative, continues to evolve with it being taught as a Cross-curricular Skill across the Areas of Learning, as specified by the Northern Ireland curriculum. The number of hours for dedicated ICT lessons at Key Stage 3 is one hour per week in Year 8 and one hour per week in Year 10. While the key stage 3 ICT accreditation moderation was suspended in 2015/2016 and 2016/2017 due to union action, it is still being taught but not formally assessed.

To follow up on the initiative of "Women into Coding" from last year, we held a two-day coding workshop for all year 8 students in December. The STEM Digital Futures Programme was delivered by Sentinus. The pupils developed their creative and problem-solving skills by programming robots, building apps and learnt the basics of coding. We built on these skills in our after school coding club.

We were invited to attend the Digital Youth Event held in the Whitla Hall. This gave several year 10 pupils the opportunity to listen to leading ICT/Digital ambassadors and also get practical experience of the future developments in ICT.

To promote the use of E-Learning we created “Digital Leaders” in year 8. They were trained in using our Virtual Learning Platform, Fronter and will be class leaders in promoting online learning.

### **Key Stage 4/5**

The double award Applied ICT GCSE results continue to exceed all expectations, at 96% A\*-C, especially considering the limited, single award timeframe the course is delivered within. It was also introduced, in 2014, to all pupils in classes 10C and 10H as part of the “pathways” initiative. The first results have shown it was a successful initiative with 96% pupils achieving the employability key skill of ICT. This year the number of GCSE classes rose from 4 to 6.

The demand for ICT at level 3 continues. In order to facilitate the learning styles and abilities of the cohort we offered two pathways:

- Cambridge Technical Level 3 Certificate
- Applied GCE A Level ICT continues and we offer 2 classes. Our A Level results continue to improve, with 81% A\* – C and 100% A\*-E.

Word Processing continues to offer many of our Key Stage 5 students practical skills they can apply in workplaces and during further study. The results for Word Processing KS5 continue to improve. However, this is the last year this exam will be offered as it is being withdrawn by examining boards.

### **Celebrating Success**

One of our Pupils, Ciara McGrath, was awarded the 3<sup>rd</sup> highest GCSE mark in Northern Ireland.

### **Careers in ICT - Guest Speakers**

The Northern Ireland labour market Information highlights a shortage of software engineers/ICT professionals and women working in these fields. To highlight the demands and skill shortage of our labour market, we invited Pat Jamison from Sentinus, to present the “BringITOn” programme to all A Level IT Students.

### **Staff Development**

The teaching staff within the department are committed to continuous personal and curricular development, in the ever-changing environment of ICT.

The HOD attended Key Stage 3 Digital Skills Curriculum Consultation and new GCSE/GCE specification clinics

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### **Mathematics/Numeracy**

The cross-curricular tasks for Using Mathematics were suspended due to union action and the assessment process for the end of Key Stage 3 is currently being evaluated by the relevant bodies. New assessment and reporting arrangements should be communicated to schools in the near future.

The Maths Department continues to work to enhance its results. Initiatives this year have included the use of Signature Support Classes, Hot Housing for Year 11 and Year 12 exam classes, targeted help for students on the D/C borderline, and also the continuation of the extra class for Year 12 on a Tuesday period 5.

### **Digital Media Department**

A number of our Moving Image Arts students from AS and A2 Media were entered into the CCEA Moving Image Arts showcase again this year. The standard of work from the pupils improves every year. We are awaiting word on the shortlist of candidates and will attend the showcase in November this year.

Pupils also attended lectures and film viewings in the QFT this year, which coincided with the curriculum for GCSE and A Level Moving Image Arts. The A2 Moving Image Arts pupils attended a lecture on Cinema realism by Scottish Lecturer and Author Tony McKibbin. This course was beneficial as pupils get asked questions on film styles such as Italian Neo-Realism, French New Wave and Social Realist cinema in their exam.

AS and A2 Moving Image Arts students got the opportunity to take part in various workshops over the year in order to increase their film-making skills. As a department we worked closely with Giga Training and Nerve Belfast who delivered the courses. Pupils gained skills in using Final Cut Pro software, Animation software and Adobe After Effects. The practical skills that the pupils gained from the workshops were invaluable as pupils used these skills to create some creative films and animations this year for their coursework. All A' level Moving Image Arts pupils really enjoyed the workshops this year on how to create special effects, using Final Cut Pro software. Pupils gained skills in chroma keying, using green screen and key-framing. Pupils experimented with creating explosions in film, muzzle flashes and using graphics. Pupils responded well to the course and transferred their skills into their films and animations.

Graphics tablets and Manga software were purchased in the department this year as more pupils are interested in experimenting with different forms of animation. Myself and the pupils trained ourselves in how to use the software by watching various YouTube tutorials. Animations produced by the A' level pupils this year are excellent. Going forward I would like all pupils to get trained more in this area by taking part in more workshops with Nerve Belfast.

The Cinemagic Film Club continues to run as an after-school activity every Tuesday. This is a film initiative supported by the local children's film festival organisation Cinemagic, which is part of the Northern Ireland Film and Television Commission. As part of the film club many members were given the opportunity to become film extras in numerous films that were shot in Belfast. Film Club members were also given the opportunity to write their own film reviews online and were then entered into various competitions throughout the year. The club has got more members this year and it's a great way to promote our subjects to our Key Stage 3 students.

A few of our Media and Moving Image Arts pupils have taken part in GIGA Training, which is a community run project, which had taken place over the February mid-term break. Pupils gave up their free time and were involved in producing music videos and short films with industry professionals. The experience and skills that the pupils gained in the workshops are fantastic. The people running the project were very impressed with our pupils and they mentioned that they would like them to be involved in future GIGA Training projects.

Two of our A Level Moving Image Arts pupils also applied for the BFI film Academy this year but were unsuccessful. Hopefully next year some pupils will get a chance to take part in the Academy.

As part of the department's action plan this year, all members used Google Drive to aid with teaching and to further the use of ICT in the department. Teachers used it to share work with pupils and each other, to assess, mark work and to communicate with other, as meetings were unable to take place this year due to union action. Members found Google classroom a useful resource and will continue to use it next year and attend more training on how to use it fully.

The Department is really growing each year and we are finding that the subjects we offer are very popular with the pupils. Within the next year Miss McGivern (HOD) would like to have GCSE Media Studies included in the 2018/2019 timetable. This would be a great stepping stone for pupils who would like to continue the subject through to A Level. It would also be useful for OCR Cambridge Technical students in media to progress to level 3. I would like to consider expanding this qualification so pupils can continue to year 14 and achieve more qualifications in this subject.

This year Miss McGivern (HOD) would like to look into purchasing Adobe Creative Cloud for both media rooms. Creative Cloud contains all different forms of Adobe software such as Photoshop, InDesign, After Effects Premiere, Illustrator, Dreamweaver, Acrobat pro, Flash, Story Plus and Gaming development apps. Going forward this would save the department money as separate pieces of software and licences would normally have to be bought along with separate licences for each computer. Miss McGivern will look into this further.

The new C2k Open Guest Wi-Fi login has also helped the department to upload new software, use google classroom, update the computers and iPads and has aided pupils in completing essential coursework tasks.

All members of the department including our Audio-Visual Technician have been attending training courses with Nerve Belfast throughout the year. These courses are fantastic and our department members have acquired new skills in using software such as Final Cut, Adobe After-Effects, Photoshop and I Stop Motion. We are very excited about showing the pupils how to use this new software.

Miss McGivern has trained Mrs Caldwell in using Final Cut Pro throughout the year. Mrs Caldwell was able to use these skills with her Occupational Film class so that they could edit their films for their coursework.

A few of our Year 14 students have secured places in Universities in Scotland and Wales in Film and Media courses. These pupils created some great films and graphic design work for their portfolios and interviews which really impressed the Universities. Rebecca Gouldie from year 14



has also been successful in her application on the BBC Media apprenticeship scheme. She will be learning new skills and involved in media marketing.

We have been extending our contact list in the Department this year and have been in touch with BBC, UTV, Movie House Cinemas, Screen Northern Ireland, Cool FM, INTO Film, Giant Training, I Teach, Giga Training and Digital Media Choices. We are hoping that our pupils get the opportunity next year to hear more about working in the Media industry and the different types of careers that are available to them.

We have been really pushing to improve our results in the Department this year. We have been having more standardised assessments, revision classes and have been marking to improve on the pupils' grades. Miss McGivern and Mrs White have put on extra classes after school this year so that pupils could complete coursework and revise for exams. Revision classes for both year 13 and 14 pupils from both De La Salle College and St Genevieve's had taken place during the month of April 2017 in order to help pupils complete work. These classes were on until 7pm on Tuesday and Thursday nights. The Staff in the department have to be commended for their hard work and dedication to helping the pupils achieve their best. The staff had also given up their free time to do this. We are hoping as a result that pupils' grades will improve as they got a lot of support this year to help them through the examinations.

Next year will be a challenge within the department as two members of staff are returning from a career break. In addition, there are two new members in the department - Mr Collins and Miss Scullion - who are new to teaching Media so they will need trained up and Mrs White is also on maternity leave. There will also be new specifications being taught this year which will be challenging for all of the staff.

Overall Miss McGivern is happy with how the department is expanding and the new initiatives being put forward.

### **Music Department**

2016/2017 was by far the most outstanding and busy year for the music department which began with the annual prize night in September. The senior choir and past music pupils got the opportunity to share their talents showcasing a wide range of musical styles. Ciara Jackson, Angelica Rosbotham and Nicola McCord, all music graduates, performed to a very high standard and started the 50<sup>th</sup> celebrations off in style.

Rehearsals for the show Annie proved to be the most popular show ever staged in the school and the enormous cast wowed the public each night with superb drama and music.

In November, the senior choir and 'Trad' Group performed for the launch of the 50<sup>th</sup> anniversary book and this night was a tremendous success. A large number of past pupils sang in the choir and lots of memories were made.

In December the very talented Year 8 pupils participated in the Year 8 mass with Father Brankin and a large number of parents took the time to come and see their daughters perform to a very high standard. The Year 8 pupils have made a valuable contribution to the music department and a large number of pupils have participated in music lessons in a wide variety of instruments from

the Belfast School of Music.

To raise money for Ajosepo, the choir went down to Sainsbury's and sang Christmas carols which put everyone, including the choir, into the Christmas spirit. The choirs went to a number of retirement homes on the run up to Christmas including Suffolk Centre, Ballyowen, and Glenowen court and also performed at the Bank of Ireland all of which was appreciated by staff and residents.

The Christmas Fair brought former pupils and staff back together to play some festive carols in the band and the junior and senior choirs performed well known Christmas songs to a large number of parents and others from the local community who came along to support the school charity, Ajosepo. The pupils in the junior and senior choirs got the opportunity to perform in front of the whole school community at the school carol service.

The Ulster youth choir visited the school to conduct a workshop and auditioned most of the senior choir pupils and we are delighted that 4 of them will take part in a residential course in July culminating in a concert in Clonard on 21<sup>st</sup> July.

The GCSE music class performed a recital for staff and parents in March and this was an opportunity for their parents to hear the excellent work which goes on weekly in the department.

All choir pupils attended Sister Act in the opera house and enjoyed the experience greatly. In February, the members of the Annie cast took part in the 60<sup>th</sup> anniversary concert with St Agnes' choral society and this was a great experience for the music pupils to perform in the Ulster Hall.

The choir set off for their choir trip to Paris and performed in Disneyland, Paris which was one of the major highlights of the year. 28 pupils and the music department teachers travelled to Paris and had a wonderful time.

In May, the leavers' mass with Fr Sheehan was a celebration of all their musical talents and successes and the music performed was of a very high standard.

The specially commissioned Mass of St Genevieve was rehearsed at weekends coming up to June and the whole school and invited guests enjoyed the superb music on the 12<sup>th</sup> June in St Agnes' church finishing off the celebrations.

Exams for musical theatre /music theory, Trinity Singing Exams and ABRSM exams for all orchestral instruments took place throughout the academic year and a larger number of pupils than in previous years received distinctions for their performance. A record number of pupils attended instrumental lessons this year and the number for GCSE and A level has increased substantially.



### **PHYSICAL EDUCATION AND SPORT**



## **OUTDOOR PURSUITS**

GCSE PE students were given the opportunity to bond whilst learning new skills, such as rock climbing, abseiling, wet bouldering, canoeing, sailing, mountain walking, archery and orienteering in a residential Outdoor Pursuits trip to Delamont in October for 3 days. This is an annual trip for the new Year 11 intake at the start of their GCSE PE course.

## **SPORTING SUCCESSES**

Activities on offer this academic year included: aerobics, athletics, basketball, camogie, Gaelic Football, netball, fitness suite and soccer. We had some outstanding successes in sport this year.

### **ATHLETICS**

Athletics training takes place on a Wednesday and Friday afternoon from 3.30-4.30pm at the school playing fields. Pupils involved range from Years 8-13 and training usually consists of approximately 20-24 pupils. The athletics team has been very successful this year, with a number of pupils competing and having considerable success in Cross Country and Track & Field School Championships at District and Provincial levels.



### **Cross Country Running Championships**

In the 1<sup>st</sup> term we hosted a series of Inter-school Cross Country running competitions. Schools in attendance at the regular meets included St Malachy's, OLSPCK, Rathmore, St Mary's, De La Salle, Aquinas and Victoria College.

The race meets proved to be very popular and were a great pre-competition warm-up for all schools involved.

#### **Belfast Districts:**

Intermediate Team 1st place medal winners District Champions.

#### **Ulster Finalists Cross Country Runners:**

Seven athletes from the school qualified for the Ulster Schools' Cross Country Championships in Mallusk, the Intermediate team and one individual minor athlete, Tierna Bell.

### **Track and Field Championships**

#### **Belfast Districts' Schools:**

After outstanding performances from Confidence Nich at the District Championships, she became Intermediate Shot Putt Champion and was an Intermediate Bronze medallist for the 100 metres, going on to compete in the Ulster Finals.

#### **Ulster Schools Final:**

One individual athlete qualified for the Ulster Schools' Finals in Antrim.



## **BASKETBALL**

The school has teams in Year 8, 9 & U16.

### **Year 8**

The Year 8 Basketball team competed in the Queen's Annual Tournament & the Vince Halloran Tournament and improved in both but, most importantly, thoroughly enjoyed the tournaments.

### **Year 9**

Competed in the regional competition and did not progress out of their pool.

### **Year 10**

Competed in the regional competition and did not progress out of their pool.

### **U16 Basketball Team**

The U16 Basketball Team won the regional league & got to the quarter finals of the Basketball Ireland A U16 Cup.

### **Special Achievements**

Naoise Burns & Alex Mervyn, Year 11, Eimile Rogers-Duffy, Year 10 as well as Aoife, Cora and Brid Turley, Year 13 were selected for the BNI (Basketball Northern Ireland) Squads & the SHEHOOPS tournament in UUJ. Naoise Burns Year 11 was selected for the Ireland U15 Basketball Squad. All teams this year have been great ambassadors for St Genevieve's High School.\_

## **CAMOGIE**

The camogie team competed in the Junior D league this year, however, despite some great performances they were unlucky to not progress out of the group stages.



### **Year 8 squad**

The year 8 squad attended a promotional camogie seven aside tournament in UUJ.

## **GAELIC FOOTBALL**

The school also has U14, U16 and U20 Gaelic teams.

All teams competed at 'C' grade

The U14 team after a busy & competitive league campaign lost out in a play-off.

The Under 16s finished 2nd in their group.

While the Under 20's lost out in a play-off in Armagh

### **Host Tournament (yr 8 + 9 Blitz)**

This year St Genevieve's hosted the annual invitation Gaelic tournament at the end of June.

This was again a very exciting and fun day for all participants.

Special thanks has to go to Patricia Morris, Enya McCafferty & Orlagh McCall along with that of the PE dept, without whose help and support, we could not have fielded the teams we did.

## **NETBALL**

This year the school had representative players in years 8-12: in Year 8 (1<sup>st</sup> year), Year 9 (Minor), Year 10 (Junior) and Year 11/12 (Intermediate). The teams competed in the N.I. League competition and the Junior Squad also competed in the N.I. Cup and Plate competition.



### **St Genevieve's at the Belfast Area Netball Finals:**

**Junior Team:** The Junior Squad were winners of their section and Runners up in the District Junior League Finals.

### **Netball Trials- National and Regional Development Squad**

**Under 13:** Eimear Burns, Year 9 was selected at trials onto the RDA.

**Under 15:** Lara Dahunsi and Confidence Nich, Year 11 were both selected at Trials onto the RDA.

**Under 17 N.I. National Squad:** Favour Nich was selected onto the Northern Ireland National Squad - a fantastic achievement! Favour represented NI in international competitions this year.

**Under 19:** Chloe Dahunsi, Abbey Dahunsi, Rebecca Crummey, and Claire Morgan were all selected to play in the combined Belfast schools' Squad.

Chloe Dahunsi was nominated as Player of the Tournament, where the Belfast Area were NI Runners-up.

### **Inter-class netball tournament**

The annual schools inter-class netball tournament for all Year 8 pupils took place in June. In the format of last year, it was another full day event, where the pupils had the opportunity to play against all of the other Year 8 classes in the school. The top player in each class was presented with a trophy, as well as medals for the overall winners and runners-up. A great day was had by all.

## **SOCCER**

Soccer, continued to be a great success in St Genevieve's this year. Having an all-ability range of players on a Friday afternoon of approximately 20 children has allowed the sport to begin to flourish within the school.

This year the team competed in the 11 a side U15 Competition



After some great displays of soccer, the St Genevieve's team emerged as Regional Runners-up in the one day tournament and went on to compete in the National Finals in November where they emerged as Runners-up in the National Final. Some outstanding football skills were evident from all, particularly Caitlin McGuinness, following in her big sister Kirsty's (N.I. senior player) footsteps. Kirsty assisted in coaching the squad.

### **FITNESS**

The fitness suite again proved a popular choice with our students who wanted to participate in non-competitive activities, which were enjoyable and helped to improve fitness levels. Supervised sessions were organised on Tuesday afternoons. This facility is made available to pupils in year 10 as well KS4 and KS5 pupils, as we now complete the Fitness Induction in Year 10. It is popular throughout the year but the 1<sup>st</sup> term is particularly popular with senior girls getting 'fit for the formal'.



### **AEROBICS**

Aerobics was delivered for pupils of GCSE PE class to contribute to their practical, this was ongoing from Oct-Mar. This proved to be very valuable for the students.



### **PERSONAL SURVIVAL**



Swimming and personal survival were delivered to GCSE PE students as an after school activity in preparation for the practical element of their coursework.

## **Science Department**

### **Change to GCSE and A-level Specifications**

The first cohort of GCSE students following CCEA specifications completed their GCSE exams in Biology, Chemistry and Single Award Science in June 2016. Full analysis of results, including percentages achieving A\* to C, will be available soon after the results of several remarks. We anticipate that this will be beneficial / advantageous to students who subsequently study Biology or Chemistry at A-Level. Four girls studied CCEA AS Chemistry for the first time. Results were slightly disappointing (1xB, 2xE, 1xU). These students studied AQA "Double Award" (Science and Additional Science) at GCSE. It remains to be seen if studying Chemistry at GCSE is advantageous.

### **Peer Mentoring**

This was the fourth year of this initiative to support students studying a science at GCSE. It was difficult to get volunteers for this as the most appropriate year 13 students already had a timetable which required a significant commitment. Nevertheless, we will be approaching selected students to support GCSE students again during the new academic year. Science teachers ran after school revision/support classes for GCSE Biology, Chemistry and Single Award Science on Wednesdays and Thursdays. In addition, a support class specifically for KS3 pupils ran on a Tuesday.

### **Science Network Rooms**

Science rooms 4 and 8 were equipped with 24 lap tops each. This primarily allowed the teachers in these rooms to take their Health and Social Care classes in their own rooms as there is a shortage of network rooms in the school. However, this also allowed science teachers to have readily available access to network rooms with their science classes. In time and with the right hardware and software, one of these rooms will be ideal for using sensors and data logging to support the science curriculum. This may require consultation with C2k before purchasing software which is supported by C2k.

### **KEY STAGE 3:**

#### **Key Stage 3 ( Years 8-10)**

Each of the Areas of Learning as defined by the requirements of the revised Curriculum were fully addressed. The following subjects are offered at KS3

- Art and Design
- Careers
- Citizenship
- Drama
- Employment
- English
- English
- French
- Geography
- History
- Home Economics
- Information Technology
- Technology
- Irish
- Mathematics
- Music
- Personal Education
- Physical Education
- Religious Education
- Science
- Technology

#### **Other Events to Support the Curriculum**

##### **Year 8**

- Curriculum Events
- Amazing Brains
- Study Skills – Young Enterprise
- Year 8 Mass
- Parent Teacher Meeting
- Awareness of Bullying Programme (West Belfast Project)
- Firework Safety (PSNI)
- Translink Safety Bus talks
- Translink Schools' Challenge (Winners)
- Sports Day
- Netball Blitz
- Rounders tournament
- Fund Raising A Josepo
- Junior Prize Day

##### **Year 9**

- Young Enterprise Course
- Parent Teacher Meeting
- SHAHRP Project
- Love for Life
- Firework Safety – PSNI
- Awareness of Dangers of Smoking (West Belfast Project)
- HP Vaccination Programme
- Odyssey, Young Engineers Competition
- Internet Safety – PSNI
- Sports Day
- Rounders tournament
- Fund Raising A Josepo
- Junior Prize Day



## **Year 10**

- Subject Awareness Fortnight (January)
- Presentation by Heads of Department (January)
- W5 STEM Event
- Individual interviews with students and parents regarding option choices
- Parent Teacher Meeting
- Project Business (Young Enterprise) – Pupils
- Personal Career Planning Event (Pupils)
- Year 10 Career Planning Event (Parents)
- Firework Safety – Fire + Rescue Representative
- Drugs/ Alcohol (West Belfast Project)
- Fund Raising –A Josepo
- GIFT Programme
- Rounders tournament
- Samaritans – DEAL, Emotional Health Programme
- Class Assemblies
- Sports day
- Rounders Competition
- Junior prize Day
- SOS BUS 3-day alcohol education programme

## **Year 8**

In September of this year, and as part of their Induction programme, all year 8 pupils benefited from a one-day study skills programme presented by a company called Amazing Brains. In the morning session the students worked through a study skills programme and in the evening all year 8 parents were invited to attend a workshop from the same company educating them as to how they can become better in assisting their children and supporting them in their learning.

## **Year 9**

The year 9 pupils were involved with Young enterprise groups on programme called Yeah Nine. This programme delivered information on success and study skills.

## **Year 10**

This year the SOS bus team came into school to hold a three day event with all year 10 students. Two of these days were based on alcohol education awareness, using presentations and speakers to deliver this. On the third day the students carried out their own presentation to a group of five external business people. Every girl in the year group was involved in this. The groups had to firstly name their groups with catchy titles related to alcohol, they then had to decide on the format of their presentation - power points, posters or a short film. The girls were allowed to do this during some of their SE classes and also the IT department allowed the girls use of their facilities when possible. All groups delivered on the day with two winning groups. The panel of experts were so impressed that the Director of the SOS Bus came to a planned assembly to witness the groups carrying out their presentations again.

The year 10 pupils also were involved with Young Enterprise events in the hall encouraging them to become young entrepreneurs.

## **KEY STAGE 4**

### **PSE Events and Enrichment Programmes**

#### **'Drive for Results'**

In order to support all Year 11 students and parents an induction programme was designed to help inform, motivate and encourage a Culture of Study in preparation for the assessment demands of Key Stage 4 and the personal success of each student. A company called 'Amazing Brains' were employed to deliver a study skills event to all students and this was followed by an evening event for parents. During the evening presentation to parents some key staff also spoke about how parents could best support pupils in the transition to Key Stage 4. Information about GCSEs, coursework, personal expectations and pastoral care was presented to parents who were able to identify staff they could contact in relation to any aspect of their daughter's education. These events were well promoted with a high majority of pupils and parents attending. Feedback from the event was extremely positive from both pupils and parents and we will endeavour to develop this programme in future. Subject specific staff were also asked at this time to address Study Skills within their own subject areas to help reinforce and encourage personal study within the year group.

Young Enterprise delivered a number of programmes to help support the curriculum which included:

Year 11	Year 12
Study Skills Pupil and parent event with support materials provided	Learn to Earn (Support financial awareness and understanding) delivered by Young Enterprise and support materials provided,
Personal Economics Young Enterprise event for students with support materials provided	

#### **Curriculum Information Events for Key Stage 3 and 4 Students and Parents**

Year 10 Students entering Year 11 were well supported in making important option choices. A large programme of events was put together to help inform students of all subjects on offer, particularly new subject areas. This programme also included a 'Curriculum Evening' for parents and pupils. Key staff the VP, DOS and Head of Careers presented important information as to courses on offer at Key Stage 4 and Heads of Department set up stalls of information that parents/pupils could visit. Teachers were very happy to advise and inform individual students and it was evident by the extremely high turnout that this is definitely a valuable event. This process was supported with individual interviews allocated to each student and parents invited to attend.

Parents were surveyed following the event to evaluate the content of the presentation, the support materials provided and the contact to subject specialists.

A similar evening was provided for Year 12 students entering Year 13. Once again the event was extremely well attended by pupils and parents and Heads of Department were assisted by their colleagues in De La Salle College.

## **KEY STAGE 5**

This Year, Key Stage 5 students were involved in a number of initiatives and extra-curricular activities. These included:

- Previewing Higher Education at Q.U.B. through Taster days and the Discover Queen's and Headstart projects.
- Two groups of students (34 in total) completed their OCN Level 1 course in Citizenship – Growing up in a Divided Society under the guidance of the facilitators from Northern Ireland Children's Enterprise. Students also attended a presentation ceremony to receive their certificates and spoke about the benefits the course had resulted in.
- A number of students participated in the GIFT 2 programme with Sr. Anne all helping to develop and hand on the Catholic faith and our school ethos. 12 pupils completed their Pope John Paul 11 Awards.

A number of visiting speakers also visited the school to talk to Key Stage 5. Among them were:

The Road Safe Road Show. PSNI  
AWARE (Mental Health)  
Study Skills – Amazing Brains  
Presentation Skills  
Success Skills  
Alcohol Awareness NI - SHARP  
Trainslink  
NICE

The Year 13 students went to Belfast City Hall for the Road Safe Road Show. 135 girls attended this event.

Within our own school, Key Stage 5 students were involved in Buddy Training by Childline and Prefect Training. The girls promoted the school and worked hard at our Open Night which was a huge success. They also volunteered their time at Information evenings and PTMs.

## **School Awards System**

The school rewards system is a key element of the pastoral care system and attempts to highlight encourage and reward good behaviour and academic achievement within the school. It also

encourages pupils to contribute to all aspects of school life building a sense of community and collegiality among pupils.

The merit system continued to run this year with some minor adjustments. Pupils in Key Stage 4 were awarded additional merits for punctuality, attendance and form teacher merits which proved successful in motivating the pupils as good attendance is essential for success. This year Key Stage 4 merit nominations were collected using a collaborative spreadsheet in Google Drive which teachers could access each month and merits could be easily awarded, counted and recorded. This made the system easier to manage and control. We hope to continue with this method next school year. Key Stage 4 specialised prizes, study packs, maths and art packs were introduced to help encourage revision and motivate pupils throughout the school year. Pupils in Key Stage 3 were also awarded additional merits for improvement which allowed the opportunity for form teachers to reward good behaviour, attendance and hard work. We continued with the new merit book folder format of collecting merits and new prizes were introduced this year which proved successful. We aim to keep building and reviewing the merit system in order to motivate pupils to work hard.

The merit system therefore is meeting its aims as it is encouraging and motivating pupils and raising their self-esteem. The range of prizes which pupils could cash their merits in for was also extended to give them more choice. Pupils often comment how it is good that they can cash in their merits for items which are useful for school and help them with their studies.

For the past 4 years the merit system has run alongside the new vertical house system in St Genevieve's High School across Key Stage 3. The house system is a means by which we can allow students to integrate with other members of their key stage. It allows the students to compete against each other in houses in sporting activities and outside activities that pupils are involved in. Houses can also be awarded points from individual pupils who have 100% attendance, those students who are nominated for merits and points for the pupils with the most merit marks in their classes. At the end of each term the house with the most points can win prizes, trips out of school and other special treats like a film in the hall.

Last September the senior school awards ceremony took place, with BBC news reporter Barbara McCann as guest speaker. There were also representations from former teachers and local businesses to present special awards.

In June this year the junior school awards ceremonies ran as they have over the previous 4 years and were again received with much positive feedback from staff and pupils involved. Again three separate ceremonies were arranged for each year group. Form teachers, year heads, heads of department and senior staff were present to award achievements. The Andersonstown News was invited to photograph awards winners. The junior school awards ceremonies are a great chance to celebrate success and improvement in Key Stage 3 and are a great way to welcome the year 8 pupils to St Genevieve's High School and celebrate their first year in secondary school.

In November the Year 12 awards ceremony took place which rewarded the pupils for their academic and vocational success and achievement in their year 11 studies. Again, form teachers, heads of departments and senior staff were present to reward pupils and to celebrate their success. This was also a great opportunity for pupils to showcase their talents in sport, music and other aspects of school life and reward contributions made to the community and school life.

## **Website**

Continuous amendments are being made to the website. We are trying to keep the 'news roll' on the home page up to date so the community can see what is happening each week in the school. This includes any events within the school and achievements made by our pupils.

The website is an ongoing process and we will continue to add and alter information in order to keep the community up to date with events and achievements. We also continue to alter the way the information is displayed so as to make it as easy as possible for guests to the site to navigate around it.

The school Twitter account is now linked directly to the website and all tweets are visible on the home page. The school Facebook page has continued to be very popular with both pupils and parents. It provides a platform to share success stories and information instantly. All social media outlets are monitored very carefully.

## **St Genevieve's Parent School Partnership**

At St Genevieve's High School, we strive to ensure every child enjoys a positive learning experience here and are always seeking new ideas as to how we can enhance the current education package we provide. That is what has led us to pilot a new School App which is hoped will improve school-home communication and allow more immediate distribution of school events, etc.

## **Curriculum Planning and Development**

Curriculum Planning and Development is a dynamic process in St Genevieve's involving a wide range of staff. A discrete Curriculum Team has been established involving the three Key Stage Directors of Study, the HoD Careers and the AVP Curriculum. The key aim of this group is the monitoring and reviewing of the curriculum as a whole school experience, including extra-mural experiences, to ensure continuity and progression between the three Key Stages. Quality assurance of teaching and learning is a collegial responsibility of Subject Leaders, the Key Stage Directors of Study, the AVP Curriculum, and the Senior Leadership Team.

Key areas for development identified for the year included:

- In Key Stage 3 – statutory assessment of UICT for Year 10 Students
- In Key Stage 4 - further enhancement of the Pathways Options initiative
- In Key Stage 5 – review of Applied Courses at Level 2 and Level 3, to broaden vocational range and meet the needs of all returning students, including investigation of collaborative opportunities with other agencies/providers, e.g. SWBALC and BMC, and enhancement of the induction process for Year 13 and Year 14, including identification of students for monitoring.

## **School Policies**

- Curriculum
- Learning and Teaching
- Assessment and Home Study
- Literacy
- Numeracy and Graphicacy
- Careers Education and Guidance
- Learning Support
- Staff Development
- PRSD
- Pastoral Care: Child Protection, Discipline, Drugs and Bullying
- Charges
- Examinations
- Staff Development
- Salary Policy
- Internet
- I.C.T.
- Freedom of Information
- CCTV
- Mobile Phones
- BYOD
- Healthy Eating
- Health and Safety
- Mental Health and Emotional Well-being
- Adult Assistants
- Parental Complaints Procedure

## **STAFFING**

School year 2016-2017

Principal	1
+ Full time teachers	64
+ Part-time teachers	6
+ Temporary	5

Auxiliary

Office and Technical Staff,  
including classroom assistants - 33 plus part-time school counsellor

Ancillary

Lunch-time and toilet Supervisors - 11

## **7      SIGNIFICANT TRENDS AND EVENTS 2016-17**

- 1      Admission requests for 2016-7 consist of applicants and extra-numerary pupils. There were a total of 183 applications, plus four statemented pupils.
- 2      Organisation of transport for Sixth Form for St Genevieve's and De La Salle College continued to operate successfully.
- 3      In addition to the normal Work Experience and Work Shadowing offered in Key Stage 4 and Post-16, 'Mock Interviews' with visiting employers were conducted for all Key Stage 4 pupils.
- 4      Curriculum Evenings for pupils and parents took place for Year 10 and Year 12
- 5      The School of Music continued to provide peripatetic instrumental tutoring. Instrumental time was allocated to current Music Department Staff. Activities continued with various instrumental programmes. This was supported and enhanced by Extended Schools.
- 6      The Leisure Arts Department achieved success in various festivals e.g. All Ireland Basketball Champions, Belfast Musical Festival, various Drama awards; many PE tournaments. Again all these were supported by Extended Schools.
- 7      Links continued with Conor House Fold. Year 9 and Key Stage 5 pupils invited residents to the Carol Service/Easter Service and other school events. Students visited the Fold weekly.
- 8      Positive Behaviour Management initiatives -
  - (i)      Continued production of digital images (personalised for each Year 8 form class) focusing on key behavioural patterns.
  - (ii)      Continuation of Class Behaviour Award for each year group (School Awards).
  - (iii)      Use of Revised Behaviour Plans as an encouragement to pupils to improve their behaviour through focusing on personalised targets. Continued use of Lesson Monitor and reviewed Incident Cards.
  - (iv)      Individual behavioural/emotional support for selected pupils (SPSS/Family Works/SM Counselling Services, Lisburn YMCA, EXTERN).
  - (v)      Peer Mediation - Sixth Year students have worked with selected Key Stage 3 classes.
  - (viii)      Key Stage 3 Personal Development Courses – led by EA West Belfast Project.
  - (ix)      Personal Development/Social Media Safety Course for selected small groups of Year 8/9 pupils – led by Mrs Moya Corcoran and Ciaran McKenzie (Link Centre).
  - (x)      Drug Seminars delivered to Year 10 pupils by SOS Team. SHAHRP Alcohol Awareness Programme delivered to Years 9 and 11/12 run by SHARP and School Personnel.
  - (xi)      "Anti-Bullying Programme" – delivered to Year 8 pupils by EA West Belfast Project.
  - (xii)      Continuation of 'Buddy System'.
  - (xiii)      Induction Programme for Years 8, 11 and 13 pupils.
  - (xiv)      "Love for Life" delivered to Year 9, Year 11 and 13 pupils.
  - (xv)      Induction programme for Year 8 "Amazing Brains" and curricular event for parents, Year 11 "Tree of Knowledge" and evening induction for parents.

- (xvi) School Awards system at Key Stage 3 and Key Stage 4 and continued development of House System Key Stage 3.
  - (xvii) Revised homework diary – all Key Stages.
  - (xviii) 'Pupil Voice' meetings in all year groups led by Head of Year and Director of Study
  - (xix) School Council Meetings
  - (xx) Year 11 pupils attended SPSS Young Women's group in Link Centre.
  - (xxi) PSNI attended assemblies to support safety with Fireworks and Road Safety & Social Media Safety.
  - (xxii) Key Stage 3 pupils continue to be involved in safety bus.
  - (xxiii) Red Chilli Pepper Project – Key Stage 3 pupils continue to participate in this programme.
  - (xxiv) Mentoring Programme was introduced in Key Stage 3 + 4 to support pupil learning
- 9 CAT tests are used with Year 08 and Year 10 pupils to allow for pupil placement, planning Learning support and interventions, and for quantifying GCSE predictions
- 10 In addition to reviewing the curriculum, and various other reviews, the non-teaching days during the school term embraced the following issues:
- Classroom observation
  - Staff contribution to the School Development Plan – Welfare Issues
  - Whole School Evaluation
  - Action Planning – issues from Whole School Evaluation
  - Departmental programmes
  - Departmental moderation
  - Preparation for Open Day
  - Pastoral Issues - Spiritual Dimension
  - Literacy
  - Numeracy
  - Tracking



## 11 SCHOOL CALENDAR FOR 2017-18

First Day of the Autumn Term	Wednesday 23 <sup>rd</sup> August 2017
Last Day of the Autumn Term	Friday 22 <sup>nd</sup> December 2017

First Day of the Spring Term	Monday 8 <sup>th</sup> January 2018
Last Day of the Spring Term	Thursday 29 <sup>th</sup> March 2018

First Day of the Summer Term	Monday 16 <sup>th</sup> April 2018
Last Day of the Summer Term	Friday 29 <sup>th</sup> June 2018

### Dates of Term Time Holidays

Monday 28<sup>th</sup> August 2017

Monday 30<sup>th</sup> October 2017 – Friday 3<sup>rd</sup> November 2017 (inclusive)

Monday 12<sup>th</sup> February 2018 – Friday 16<sup>th</sup> February 2018 (inclusive)

Monday 30<sup>th</sup> March 2018 – Friday 6<sup>th</sup> April 2018 (inclusive)

Monday 7<sup>th</sup> May 2017

### Staff Training Days

#### *INSET \**

23<sup>rd</sup> August 2017

29<sup>th</sup> August 2017

30<sup>th</sup> August 2017

13<sup>th</sup> April 2018

4<sup>th</sup> May 2018

#### *STAFF DEVELOPMENT \**

27<sup>th</sup> October 2017

9<sup>th</sup> February 2018

19<sup>th</sup> March 2018

28<sup>th</sup> May 2018

30<sup>th</sup> May 2017

# APPENDIX 1

## SCHOOL PERFORMANCE STATISTICS 2016-2017

### YEAR 10 KEY STAGE 3 SCHOOL SUMMARY RECORD 2016/2017

	Level 5 or above	Level 6 or above
<b>Mathematics NFER Assessment</b>	<b>80%</b>	<b>46%</b>

<b>YEAR 10</b>	<b>GCSE RESULTS</b>	<b>2016/2017</b>	
<b>Subject</b>	<b>No Entered</b>	<b>% Achieving Success A* - C</b>	<b>% Achieving Success A* - G</b>
<b>Mathematics</b>	<b>88</b>	<b>47</b>	<b>99</b>

<b>YEAR 11</b>	<b>GCSE RESULTS</b>	<b>2016/2017</b>	
<b>Subject</b>	<b>No entered</b>	<b>% Achieving Success A* - C</b>	<b>% Achieving Success A* - G</b>
<b>Mathematics</b>	<b>129</b>	<b>59</b>	<b>98</b>

### YEAR 12 GCSE RESULTS 2016/2017

% of students entered for 5 or more subjects 99%

% of students achieving 5 or more subjects at A\* to C 86%

% of students achieving 5 or more subjects at A\* to E 99%

% of students achieving 5 or more subjects at A\*-C including English and Maths 57.5%

<b>Subject</b>	<b>No Entered</b>	<b>% Achieving Success A* - C</b>	<b>% Achieving Success A* - G</b>
<b>Art and Design</b>	<b>50</b>	<b>96</b>	<b>100</b>
<b>Biology</b>	<b>48</b>	<b>56</b>	<b>100</b>
<b>Business &amp; Comm. Systems</b>	<b>19</b>	<b>68</b>	<b>100</b>
<b>Business Studies</b>	<b>18</b>	<b>50</b>	<b>100</b>
<b>Chemistry</b>	<b>22</b>	<b>52</b>	<b>100</b>
<b>Child Development</b>	<b>41</b>	<b>76</b>	<b>100</b>
<b>Drama</b>	<b>27</b>	<b>100</b>	<b>100</b>
<b>English</b>	<b>162</b>	<b>80</b>	<b>100</b>
<b>English Literature</b>	<b>58</b>	<b>93</b>	<b>100</b>
<b>French</b>	<b>14</b>	<b>85</b>	<b>100</b>
<b>Geography</b>	<b>11</b>	<b>82</b>	<b>100</b>
<b>History</b>	<b>35</b>	<b>71</b>	<b>100</b>
<b>Home Economics</b>	<b>19</b>	<b>32</b>	<b>100</b>
<b>ICT DA</b>	<b>71</b>	<b>96</b>	<b>100</b>
<b>Irish</b>	<b>16</b>	<b>88</b>	<b>100</b>
<b>Learning for Life &amp; Work</b>	<b>122</b>	<b>79</b>	<b>100</b>
<b>Leisure and Tourism</b>	<b>14</b>	<b>21</b>	<b>93</b>
<b>Mathematics</b>	<b>162</b>	<b>62</b>	<b>99</b>
<b>Moving Image Arts</b>	<b>16</b>	<b>81</b>	<b>100</b>
<b>Music</b>	<b>16</b>	<b>81</b>	<b>100</b>
<b>Physical Education</b>	<b>13</b>	<b>85</b>	<b>100</b>
<b>Religious Studies</b>	<b>122</b>	<b>66</b>	<b>98</b>
<b>Science (Core)</b>	<b>43</b>	<b>74</b>	<b>100</b>
<b>Technology and Design</b>	<b>14</b>	<b>86</b>	<b>100</b>

### YEAR 12 OCCUPATIONAL STUDIES RESULTS 2016/2017

Subject	No entered	% Level 2 = GCSE A* - C
Business & Services (Office)	32	100
Business & Services (Childcare)	38	100
Design & Creativity (Hospitality)	34	100
Technology & Innovation	17	94

YEAR 13/14

A LEVEL RESULTS 2016/2017

Number of pupils entered for 2 or more A Levels	% Achieving Success A* - C	% Achieving Success A* - E
87	80	95

Subject	No entered	% Achieving Success A* - E
Art & Design	18	100
Biology	5	60
Business Studies	1	100
Chemistry	3	67
Computer Use	5	100
Drama & Theatre Studies	12	100
English Literature	14	100
Government & Political Studies	4	100
Geography	1	100
History	11	100
Home Economics	10	100
ICT Applied	27	100
Irish	2	100
Leisure Studies Applied	n/a	n/a
Mathematics	1	67
Media Studies	29	100
Moving Image Arts	12	100
Music	n/a	n/a
Psychology	5	71
Religious Education	38	98
Sociology	18	94
Technology	n/a	n/a
Travel & Tourism	n/a	n/a

YEAR 13

GCSE RESULTS 2016/2017

Subject	No entered	% Achieving Success	% Achieving Success
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		<b>A* – C</b>	<b>A* – G</b>
<b>English</b>	<b>22</b>	<b>82</b>	<b>100</b>
<b>Mathematics</b>	<b>34</b>	<b>18</b>	<b>82</b>

**YEAR 13/14**

**Vocational Courses 2016/2017**

<b>Subjects at Level 3</b>	<b>No entered</b>	<b>% Distinction</b>	<b>% Merit</b>	<b>% Pass</b>
<b>BTEC Extended Certificate in Health and Social Care Level 3 subsidiary</b>	<b>18</b>	<b>67</b>	<b>33</b>	
<b>BTEC Level 3 Subsidiary Diploma in Sport</b>	<b>4</b>	<b>67</b>		<b>33</b>
<b>OCR Level 3 Cambridge Technical in IT</b>	<b>22</b>	<b>36</b>		<b>14</b>
<b>Pearson BTEC Level 3 Certificate in Sport</b>	<b>1</b>		<b>100</b>	
<b>Pearson BTEC Level 3 Subsidiary Diploma in Sport</b>	<b>4</b>	<b>75</b>		<b>25</b>

<b>Subjects at Level 2</b>	<b>No entered</b>	<b>% Distinction</b>	<b>% Merit</b>	<b>% Pass</b>
<b>OCR Cambridge Technical Level 2 In Media ( Extended Certificate)</b>	<b>13</b>	<b>23</b>	<b>62</b>	<b>15</b>
<b>OCR Level 2 Cambridge Technical Extended Certificate in IT</b>	<b>4</b>	<b>25</b>	<b>50</b>	<b>25</b>
<b>OCR Level 2 Cambridge Technical Certificate in IT</b>	<b>1</b>		<b>100</b>	
<b>CACHE Level 2 Award in Child Development &amp; Care</b>	<b>15</b>	<b>A*.-C 87</b>		
<b>BTEC First Certificate in Health and Social Care</b>	<b>18</b>	<b>44</b>	<b>6</b>	

**Years 13/14**

**Other Examinations**

**2016/2017**

<b>Subject</b>	<b>No Entered</b>	<b>% Pass</b>
<b>Mathematics Essential Skills</b>	<b>31</b>	<b>100</b>

**YEAR 13/14**

**OCR RESULTS**

**2016/2017**

<b>Year 13</b>	<b>No entered</b>	<b>% Pass</b>	<b>% Distinction</b>
<b>Text Production Level 1</b>	<b>32</b>	<b>70</b>	<b>31</b>
<b>Word Processing Level 1</b>	<b>17</b>	<b>35</b>	<b>53</b>
<b>Text Production Level 2</b>	<b>20</b>	<b>65</b>	<b>25</b>
<b>Word Processing level 2</b>	<b>5</b>	<b>40</b>	<b>-</b>

Staying on rate

	<b>School</b>	<b>NI Average</b>
<b>% Year 12 staying on to Year 13</b>	<b>76</b>	<b>48.4</b>
<b>% Year 13 staying on to Year 14</b>	<b>78</b>	<b>75.2</b>

#### School Attendance

	Total Days
Presents	365256
Possible	387345

Overall percentage attendance 94.3%