



Newry High School

BOARD OF GOVERNORS ANNUAL REPORT

2014 – 2015



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THE BOARD OF GOVERNORS for the term 2015-2019

The Board of Governors has overall responsibility for the effective management of the school. Its membership includes SELB representatives, Transfer representatives, elected Parent Governors, two Teacher Governors elected by the teaching staff and three Co-opted Governors. The Board therefore represents all the main interest groups concerned with the school. The Governors have particular responsibilities in relation to the curriculum, the appointment and dismissal of staff, admissions to the school, discipline, school funds and building.

BOARD REPRESENTATIVES

Mr F Bell, Mr D Ross, Mr P Welsh, Mr C Whiteside

TRANSFEROR REPRESENTATIVES

Mr J Campbell, Mr D Kennedy, Rev E McKenzie, Rev N Reid, Rev K Sutton

PARENT REPRESENTATIVES

Mrs L Clements, Mrs S Cowan, Mr D McCabe, Mr A Stevenson

TEACHER REPRESENTATIVES

Mrs C Lutton, Mr S Nicks

PRINCIPAL

Mr I Brown

Chairman – Mr C Whiteside

Vice-Chairperson – Mrs L Clements

Secretary to the Board of Governors – Mr I Brown

The following Board of Governors' meetings were convened during the 2014-2015 academic year:

Full Board meetings:

9th October, 2014

18th December, 2014

26th February 2015

30th April, 2015

18th June, 2015

Staffing Sub-Committee meetings:

18th March 2015

25th June 2015

Aims and Values

Mission statement

Newry High School exists to serve the community of Newry and surrounding district by providing an appropriate and challenging curriculum for all pupils. Providing:

'Quality Education for All'

Introduction

We believe the success of our students is in part based upon the school aims and shared values. We are committed to providing an excellent standard of education for all students, whatever their ability or background. We aim to foster the all-round development of each individual, so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

Our approach to Teaching and Learning is based upon high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. We aim for Newry High School to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning. We want to demonstrate awareness that students all learn in a variety of ways and that learning is a life long experience.

The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment

Our overarching aim is to provide an inclusive and diverse curriculum which is balanced, broad, relevant and appropriate. The curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of students
- prepare students for the opportunities, responsibilities and experiences of adult life
- actively challenge each pupil ensuring all students reach their full potential

School Aims

- To provide a safe, caring, disciplined and stimulating learning environment.
- To maintain an open and honest partnership with students, parents and outside agencies through effective channels of communication.
- To promote the Christian ethos of the school.
- To have high expectations for all students, monitor progress by effective use of data and enhance standards by target setting, tracking and mentoring.

- To encourage a sense of community through the provision of a wide and varied programme of extra-curricular activities.
- To develop students as responsible individuals and effective contributors to society.
- To ensure that the school is an active and vibrant part of the community.
- To celebrate the success and achievement of all students and staff.

School Values

Our Code of Conduct is focused on three key concepts:

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation.

Responsibility

We encourage our students to take responsibility for their own learning and behaviour and to contribute positively to all aspects of school life.

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

We strive to create an inviting and positive student-centred learning environment where all individuals are valued for their own personal strengths. We expect everyone to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

ORGANISATION AND MANAGEMENT

The Board has delegated to the Principal the responsibility of ensuring that its wishes are carried out in the day-to-day organisation and administration of the school. To achieve these objectives the Principal and School Management Teams take specific responsibility for the management of the main areas in the school's development – Curriculum and Pastoral Care.

The school's Senior Leadership Team, comprising of the Principal and Vice Principal plus 3 Senior teachers and 1 SLT member of staff (SENCO) had scheduled meetings each week.

Management of Pastoral Care is under the oversight of the Pastoral Care Team which is composed of six Year Heads under the chairmanship of a Vice-Principal. Fifteen meetings were held during the school year.

Heads of Department meet under the chairmanship of the Principal. Heads of Department are responsible for the organisation and management of their subject areas and present their Departmental Policy and Development Plans to the Principal and their Line Manager for annual review. Five formal HOD meetings were held during the school year.

Departmental meetings were held on a regular basis throughout the year and minutes are submitted to the Principal/Line Manager.

STAFFING

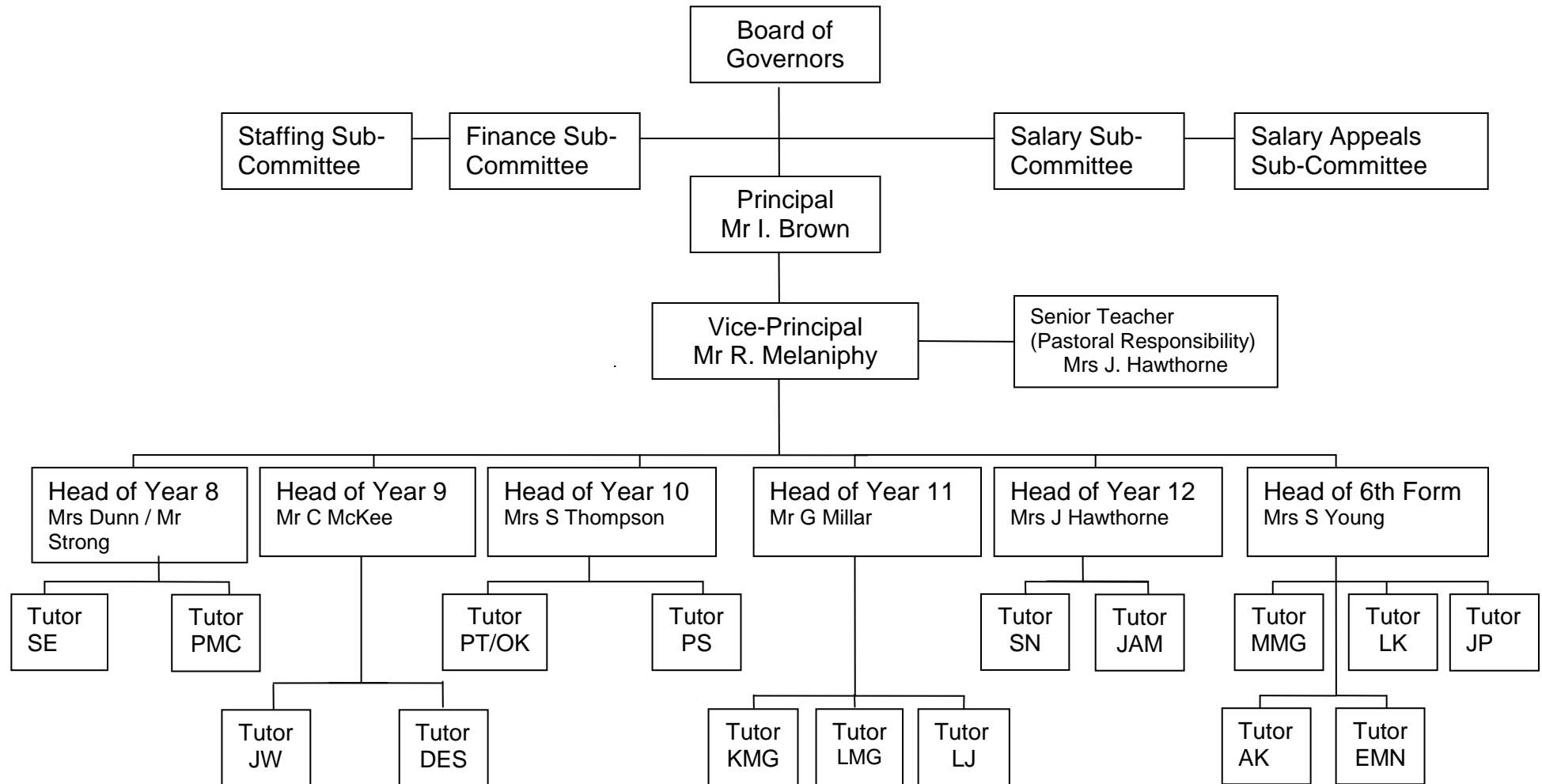
The Staffing for 2014-2015 was as follows:

Principal	1
Vice-principal	1
Teachers	26
Caretakers	2
Technicians	4
Classroom/Domestic Assistants	10
Clerical Staff	2.7

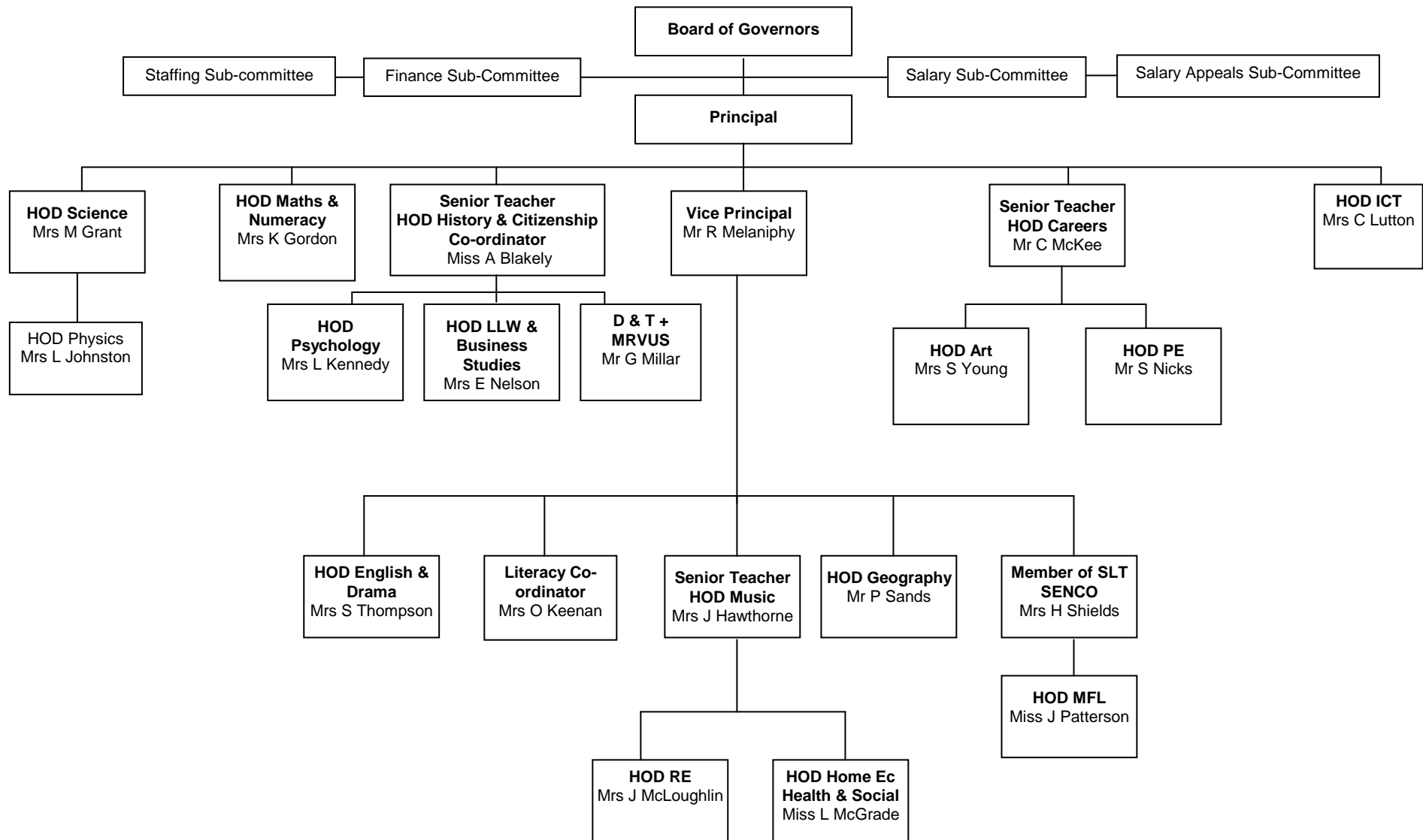
The total number of teachers employed in the school was Principal plus 27 teachers, comprised as follows:

	(equivalent)
▪ 25 full-time permanent	(25.0)
▪ 3 part-time permanent	(2.2)
▪ Total 34 teachers	<u>(27.2)</u>

PASTORAL MANAGEMENT STRUCTURE



LINE MANAGEMENT STRUCTURE 2014-15



GENERAL INFORMATION

Newry High School is a medium sized 11-18 all ability co-educational school. It has a maximum capacity of 580 and draws pupils from all sections of the community. The school prides itself on its academic achievements, not only from top academic stream pupils, but also from those pupils of lower academic ability who are taught in smaller classes where they can receive more individual attention.

Newry High School is a uniquely inclusive school in terms of ability, religion and ethnic diversity. The school has a good reputation for its academic achievement, sporting success and pastoral care and it offers a wide range of extra-curricular experiences to its pupils. Situated on the outskirts of the resurgent new City of Newry the school is well equipped and maintained and well placed to meet the challenges of the future.

SCHOOL HOURS

The school day for pupils commenced with Registration at 8.35 a.m. followed by Assembly at 8.45 a.m. Classes began at 9.00 am except on Thursday when classes start at 8.40am. There were 8 teaching periods of 35 or 40 minutes in each school day.

Morning break: 10.55 – 11.10 a.m.

Lunch break: 1.05 - 1.40 p.m.

The school day ended at 3.00 p.m.

ADMISSIONS

Applications and admissions to Year 8					
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Applications	66	63	46	51	56
Admissions	61	61	46	51	56

ATTENDANCE

% attendance for the 2014-2015 school year was 92%.

PRIZE GIVING

The annual Prize Night was held on Thursday, 23rd October, 2014. Our Guest of Honour was Mr Brian Henning.

13 pupils received Full Attendance Certificates

33 pupils received Class Prizes (Years 8-11)

4 pupils received Duke of Edinburgh Silver Awards

5 pupils received Duke of Edinburgh Bronze Awards

Special Award Winners

The New School of Motoring Cup for Academic Achievement
The Angela Livingston Cup for Outstanding Contribution
to Art & Design at Key Stage 3

The Pat Major Cup for Home Economics
The Warnock Bequest for English Literature
Newry Heritage Shield for Services to the Community

The Janine A. Hanna Cup for GCSE English
The McBlain Memorial Scholarship for GCSE (Boys)
The Strahan Memorial Scholarship for GCSE (Girls)

Newry Heritage Cup for Learning for Life and Work
The Warnock Bequest for Mathematics
The Elaine McClure Cup for English
R.J. Donaghy Cup for GCSE Religious Studies
Bank of Ireland Cup for Business Studies
Judith Lockhart Trophy for A Level Art
The J.H. Reid Cup for Science
The J.M. Clements Prize for Chemistry
The Lorna D. Clements Prize for Physics
The Dorothy Cox Prize for French
The McMinn Award for Geography
The W.B. Neill Cup for Biology
The O'Neill Cup for Music
The Altnaveigh House Cup for History
The Psychology Cup
Applied H&SC Prize
Applied ICT Prize
The Browne Cup for Hockey
The Michael Preston Award for Sporting Achievement

The Newry High School Cup for Endeavour
The R.M. McVeigh Cup for Academic Achievement at A Level
The Applied Travel & Tourism Cup
The Newry High School Cup for History at GCSE
The Samarrah Cup for Religious Studies at A Level
The Thompson Cup for GCSE Motor Vehicle and Road
User Studies
Governors' Award

Shannon Moley
Nicole Abela

Nicola Liggett
Catherine Fitzpatrick
Daryl Bogues &
Aaron McAleenan
Sophie Hempkin
Dean Irwin
Chloe Henning, Sophie Hempkin
& Amber Wilson
Nicola Clements
Lauren McVicker
Rachael McCoy
Nicola Clements
Jessica Magowan
Sarah Cathers
Dean Irwin
Wendy Cochrane
Nicole Hempkin
Sian Keenan
Hannah Henning
Daina Marks
Jessica Magowan
Daina Marks
Amy Anderson
Wendy Cochrane
Mark Irwin
Aimee Magowan
Aaron O'Brien & Mark
McDonald
Rebecca Hunt
Wendy Cochrane
Sarah Hamilton
Amber Wilson
Rachael Ervine
David Goodland

Claire Tilley (Head Girl) &
Mark Irwin (Head Boy)

DESTINATION OF SCHOOL LEAVERS (Years 8-14) in 2014-2015

	<u>2014-15</u>
Number of pupils	115
Transferred	13%
Jobskills/Training/Apprenticeship	1%
Higher Education	26%
Further Education (non-degree)	36%
Employment	11%

STAFFING UPDATE

The end of every school year is always tinged with sadness when we say goodbye to Year 14 and to some of Year 12. Mr Peter Sands joined the teaching staff in June 2014 as HOD Geography. Mrs Tanya Gillanders resigned from her position as Home Economics technician and Miss Emma Smiley was appointed to this post in April 2015.

STAFF TRAINING AND DEVELOPMENT DAYS PROGRAMME

Staff Baker Days 2014 -15

Friday, 22nd August, 2014, PRSD & exam analysis

Tuesday, 26th August, 2014, Literacy & EAL training, School Development planning

Wednesday, 27th August, 2014, ICT training and transformation, Numeracy training

Thursday, 28th August, 2014, Child Protection training, Pastoral and Anti-bullying training

Friday, 29th August, 2014, Department preparation time

STAFF DEVELOPMENT DAYS 2014-2015

14th November 2014, Sharing good practice

5th January 2015, Promoting wellbeing

18th February 2015, CEIAG, Newcomer pupils

16th April 2014, Moderation and Departmental Planning

27th May, 2014, Self-Evaluation & Behaviour Review

CURRICULUM PROVISION

Key Stage 3 - Year 8 students were assigned to three broad ability sets, where arrangements were kept flexible to encourage each pupil to develop his / her individual talents and skills. This was done on the basis of information provided by Primary School Principals, backed up by the school's own internal assessment. Support systems were in place to assist students with difficulties in literacy and numeracy. Key Stage 3 students all followed a common curriculum that included the following subjects:

- Art & Design
- Drama
- Citizenship
- Education for Employability
- English
- French
- Geography
- History
- Home Economics
- Information Technology
- Mathematics
- Music
- Personal Development
- R.E.
- Science
- Technology & Design
- P.E.

Key Stage 4 - Pupils who reached the end of Key Stage 3, following discussions between student, parents and teachers, chose Key Stage 4 courses from a total of 23 subjects. A range of academic and vocational courses were offered. The flexibility that exists within the KS4 curriculum was used to match the courses with the ability, attainment and career aspiration of the student.

In the academic year 2014/15 we organised the four Year 10 classes into two main bands. Pupils in 10A and the majority of 10B were placed in a single Band called 11A (A1 & A2) where the '**A**' stood for '**Academic**'. These pupils studied a minimum of 10 GCSEs. Pupils mainly from 10C were placed into 11V - '**V**' stood for '**Vocational**'. These pupils studied up to 8 GCSEs.

Key Stage 3 students who were interested in pursuing a career in trade were given the opportunity to follow an occupational link course with Southern Regional College and were jointly prepared for the CCEA Occupational Studies qualification. This course allowed pupils to choose options from a range of occupational areas and achieve a single or double award qualification which is equivalent to one or two GCSEs. They were able to choose from six main subject areas:-

- 1) Design & Creativity
- 2) Technology & Innovation
- 3) Construction
- 4) Business & Services
- 5) Environment & Society
- 6) Engineering Services

Pupils at Key Stage 4 study had the opportunity to study:

- Art & Design
- Biology
- Business Studies
- Citizenship
- Chemistry
- Drama (St Paul's)
- Education for Employability
- English Language
- English Literature
- French
- Geography
- History
- Home Economics
- Information Technology
- Learning for Life & Work
- Mathematics
- Motor Vehicle & Road User St
- BTEC Construction (SRC)
- BTEC Media (SRC)
- BTEC Childcare (St Paul's)
- Music
- Occupational Studies
- Personal Development
- P.E.
- Physics
- R.E.
- Science Single Award
- Engineering
- Psychology

Key Stage 5

The range of qualifications provided by Newry High School for the Sixth Form was developed to:

- allow students to choose programmes which meet their needs and gain credit for their achievements;
- ensure that the qualifications offered to students are worthwhile and valued;
- enable students, where desirable and appropriate, to mix and match different types of qualifications;
- offer clear progression routes into further and higher education, training and employment.

Year 13 students were able to choose from 23 subjects offered at GCE and Applied GCE AS Level. Year 13 and Year 14 students, in addition to their AS and A2 classes, were timetabled for periods of private study and had access to the facilities of the 6th Form Study. Supervision in this area is provided to encourage the student to develop the self-discipline needed for success at University or College of Further Education. In Years 13 and 14 our young people were expected to undertake a range of responsibilities in keeping with their new status as Post-Compulsory students.

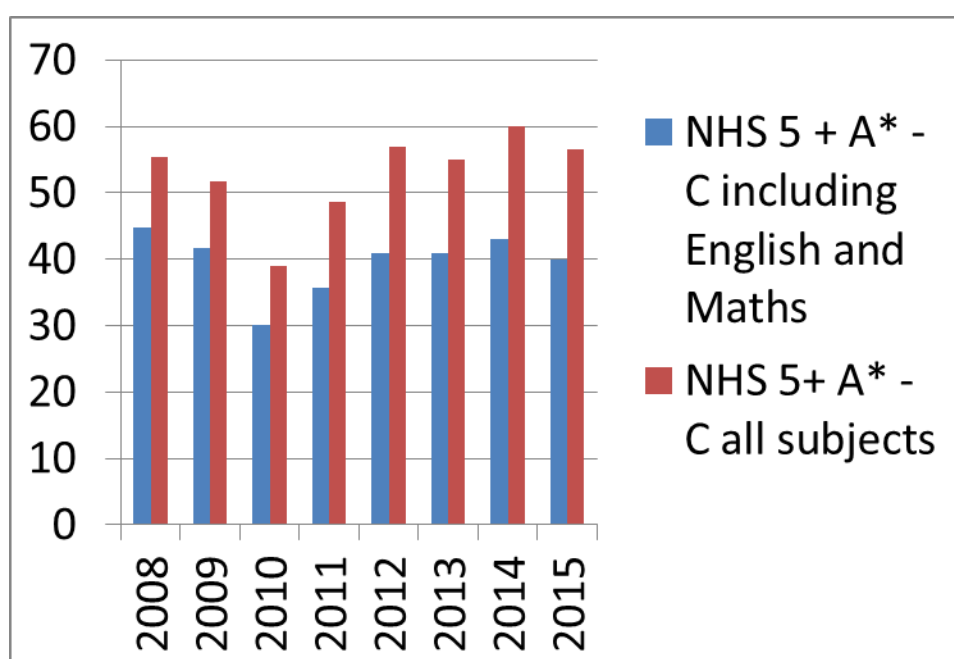
From September 2014 we expanded our curriculum offer and our links in the community by offering more subjects through the Newry & Mourne Area Learning Community.

- | | | |
|---|-----------------------------------|------------------------------|
| ▪ Art | ▪ Health & Social Care (6 units) | ▪ Physical Education |
| ▪ Biology | ▪ Health & Social Care (12 units) | ▪ Physics (St Colman's) |
| ▪ Business Studies | ▪ History | ▪ Psychology |
| ▪ Chemistry | ▪ ICT | ▪ Religious Education |
| ▪ English Literature | ▪ Mathematics | ▪ Spanish |
| ▪ French | ▪ Music (St Colman's & St Paul's) | ▪ Travel & Tourism (6 units) |
| ▪ Geography | | |
| ▪ Government Politics (St Colman's) | | |
| ▪ Sociology (St Colman's) | | |
| ▪ BTEC Engineering & Construction (St Colman's) | | |
| ▪ Moving Image Arts (St Mary's) | | |

Schools with 20 – 29.99% of children entitled to free school meals (46 Schools¹):-

	Lower quartile	Median	Upper quartile	95 th Percentile
% of pupils doing A levels or equivalents achieving 3 or more grades A*-C	32.4	45.5	50.0	66.7
% of pupils doing A levels or equivalents achieving 2 or more grades A*-E	95.7	100.0	100.0	100.0
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C including GCSE English and GCSE maths	25.6	33.8	46.9	58.8
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-C	53.1	61.2	74.2	90.4
% of Year 12 pupils achieving 5 or more GCSEs or equivalent at Grades A*-G	95.4	98.0	100.0	100.0
% of Year 12 pupils achieving 1 or more GCSEs or equivalent	100.0	100.0	100.0	100.0

	2008	2009	2010	2011	2012	2013	2014	2015
5 A* - C including Maths and English	47.8%	41.8	30.00	35.7	40.7	40.6	43.2	40
5A* - C all subjects	56.2	51.7	38.9	48.6	56.8	55.1	59.5	56.5



Provisional GCSE Results 2015

Please note a residual deviation of 6 points is equal to one GCSE Grade

Subject	No	A*	A	B	C	D	E	F	G	U	%	%	Residual
		A*-C	A*-G										
Art & Design	12	0	4	2	2	2	2	0	0	0	66.7	100.0	2.25
		0.0	33.3	16.7	16.7	16.7	16.7	0.0	0.0	0.0			
Business Studies	16	0	0	4	4	4	1	3	0	0	50.0	100.0	-1.94
		0.0	0.0	25.0	25.0	25.0	6.3	18.8	0.0	0.0			
Engineering	7	0	0	1	2	2	2	0	0	0	42.9	100.0	0.76
		0.0	0.0	14.3	28.6	28.6	28.6	0.0	0.0	0.0			
English	45	0	2	10	12	8	9	3	1	0	53.3	100.0	-2.26
		0.0	4.4	22.2	26.7	17.8	20.0	6.7	2.2	0.0			
English Literature	12	1	1	6	1	1	1	1	0	0	75.0	100.0	-0.67
		8.3	8.3	50.0	8.3	8.3	8.3	8.3	0.0	0.0			
French	5	0	0	0	1	2	1	1	0	0	20.0	100.0	-2.01
		0.0	0.0	0.0	20.0	40.0	20.0	20.0	0.0	0.0			
Geography	16	1	2	4	2	1	1	4	1	0	56.3	100.0	-2.61
		6.3	12.5	25.0	12.5	6.3	6.3	25.0	6.3	0.0			
History	18	1	4	5	1	3	3	1	0	0	61.1	100.0	0.28
		5.6	22.2	27.8	5.6	16.7	16.7	5.6	0.0	0.0			
Home Economics	11	0	0	1	2	3	4	1	0	0	27.3	100.0	-2.36
		0.0	0.0	9.1	18.2	27.3	36.4	9.1	0.0	0.0			
ICT	17	0	3	6	6	1	0	1	0	0	88.2	100.0	7.56
		0.0	17.6	35.3	35.3	5.9	0.0	5.9	0.0	0.0			
LLW	35	0	1	12	10	7	3	1	1	0	65.7	100.0	2.15
		0.0	2.9	34.3	28.6	20.0	8.6	2.9	2.9	0.0			
Mathematics	49	2	0	12	15	10	7	3	0	0	59.2	100.0	-0.22
		4.1	0.0	24.5	30.6	20.4	14.3	6.1	0.0	0.0			
MVRUS	8	0	0	1	5	2	0	0	0	0	75.0	100.0	7.59
		0.0	0.0	12.5	62.5	25.0	0.0	0.0	0.0	0.0			
Music	7	0	0	0	2	3	2	0	0	0	28.6	100.0	-6.84
		0.0	0.0	0.0	28.6	42.9	28.6	0.0	0.0	0.0			
Performing Arts	1	0	0	1	0	0	0	0	0	0	100.0	100.0	x
		0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0			
P.E.	19	0	0	1	5	10	2	1	0	0	31.6	100.0	-1.3
		0.0	0.0	5.3	26.3	52.6	10.5	5.3	0.0	0.0			
Polish	7	2	1	2	2	0	0	0	0	0	100.0	100.0	x
		28.6	14.3	28.6	28.6	0.0	0.0	0.0	0.0	0.0			
Psychology	18	0	3	3	8	3	1	0	0	0	77.8	100.0	-1.64
		0.0	16.7	16.7	44.4	16.7	5.6	0.0	0.0	0.0			
R.E.	47	1	2	8	8	5	8	5	7	3	40.4	93.6	-7.23
		2.1	4.3	17.0	17.0	10.6	17.0	10.6	14.9	6.4			
Science DA	72	3	5	26	32	6	0	0	0	0	91.7	100.0	
		4.2	6.9	36.1	44.4	8.3	0.0	0.0	0.0	0.0			
Science SA	17	0	0	2	10	5	0	0	0	0	70.6	100.0	
		0.0	0.0	11.8	58.8	29.4	0.0	0.0	0.0	0.0			
Occupational Studies	24	0	0	3	13	6	2	0	0	0	66.7	100.0	x
		0.0	0.0	12.5	54.2	25.0	8.3	0.0	0.0	0.0			
BTEC Childcare	5	0	0	4	1	0	0	0	0	0	100.0	100.0	x
		0.0	0.0	80.0	20.0	0.0	0.0	0.0	0.0	0.0			
BTEC Media	2	0	0	2	0	0	0	0	0	0	100.0	100.0	x
		0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0			
Total %											63.6	99.4	
Totals	470	11	28	116	144	84	49	25	10	3			
Totals %		2.3	6.0	24.7	30.6	17.9	10.4	5.3	2.1	0.6			
Cumulative %		1.5	8.3	33.0	63.6	81.5	91.9	97.2	99.4	100.0			



Yr 14 Provisional A level Results 2015

Please note a residual deviation of 30 points is equal to one A2 level grade

Subject	No	A*	A	B	C	D	E	U	%	%	Residual
									A-C	A-E	
Art & Design	5	1	2	1	1	0	0	0	100.0	100.0	22
		20.0	40.0	20.0	20.0	0.0	0.0	0.0			
Biology	9	0	4	2	2	0	1	0	88.9	100.0	-1.67
		0.0	44.4	22.2	22.2	0.0	11.1	0.0			
Business Studies	22	1	3	4	9	5	0	0	77.3	100.0	7.61
		4.5	13.6	18.2	40.9	22.7	0.0	0.0			
Chemistry	3	0	0	1	0	1	0	1	33.3	66.7	-80
		0.0	0.0	33.3	0.0	33.3	0.0	33.3			
English Literature	5	0	0	0	2	3	0	0	40.0	100.0	-18
		0.0	0.0	0.0	40.0	60.0	0.0	0.0			
Geography	6	0	1	2	1	1	0	1	66.7	83.3	-16.67
		0.0	16.7	33.3	16.7	16.7	0.0	16.7			
Health & Social Care	20	0	2	4	9	4	1	0	75.0	100.0	3.88
		0.0	10.0	20.0	45.0	20.0	5.0	0.0			
History	12	1	1	4	6	0	0	0	100.0	100.0	10
		8.3	8.3	33.3	50.0	0.0	0.0	0.0			
ICT	23	0	4	8	5	6	0	0	73.9	100.0	7.07
		0.0	17.4	34.8	21.7	26.1	0.0	0.0			
MIA	2	0	0	1	0	1	0	0	50.0	100.0	-40
		0.0	0.0	50.0	0.0	50.0	0.0	0.0			
Maths	3	0	0	1	0	1	0	1	33.3	66.7	-50
		0.0	0.0	33.3	0.0	33.3	0.0	33.3			
Music	1	0	1	0	0	0	0	0	100.0	100.0	10
		0.0	100.0	0.0	0.0	0.0	0.0	0.0			
Physics	4	0	1	0	1	1	1	0	50.0	100.0	-7.5
		0.0	25.0	0.0	25.0	25.0	25.0	0.0			
PE	9	0	0	2	4	3	0	0	66.7	100.0	1.39
		0.0	0.0	22.2	44.4	33.3	0.0	0.0			
Psychology	17	0	2	3	5	4	2	1	58.8	94.1	-21.47
		0.0	11.8	17.6	29.4	23.5	11.8	5.9			
RE	6	0	1	3	1	1	0	0	83.3	100.0	3.33
		0.0	16.7	50.0	16.7	16.7	0.0	0.0			
Sociology	0	0	0	0	0	0	0	0	0.0	0.0	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Travel & Tourism	5	0	0.0	2.0	0.0	3.0	0.0	0.0	40.0	100.0	25
		0.0	0.0	40.0	0.0	60.0	0.0	0.0			

Totals	152	3	22	38	46	34	5	4			
Totals %		2.0	14.5	25.0	30.3	22.4	3.3	2.6			
Cumulative %		2.0	16.4	41.4	71.7	94.1	97.4	100.0			

Category	2015	2014	2013	2012	2011	2010	2009	2008
A* - C	71.1	69.2	77.5	83.7	80.5	80.8	71.6	81.3
A* - E	97.4	92.5	100	100	99.4	98.4	96.1	99.1
%3+ A* - C	46.3	49	50	62.8	50.9	45.5	18.6	13
%3+ A* - E	81.5	76	66.7	84.3	81.4	77.3	41.9	30.4
%2+ A* - E	94.5	100	97.6	100	99.4	95.5	79.1	63
%1+ A* - E	100	100	100	100	99.4	98.4	96.1	99.1



Attendance

2009/10	90.4%
2010/11	89.3%
2011/12	91.8%
2012/13	90.2%
2013/14	90.3%
2014/15	92.0%

SUMMARY OF SUSPENSIONS 2008-2014

<u>2008-2009</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	8	0	17	26.5	38	0	89.5
Spring Term	12	21	24	60	34	3	154
Summer Term	9	19	18	20	0	0	66
Total Days	29	40	59	106.5	72	3	309.5

<u>2009-2010</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	27	6	26	35	21	0	115
Spring Term	30	3	16	19	9	0	77
Summer Term	27	9	7	12	0	0	55
Total Days	84	18	49	66	30	0	247

<u>2010-2011</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	0	23	10	43	0	0	76
Spring Term	6	23	14	106*	9	0	158
Summer Term	0	16	3	21**	0	0	40
Total Days	6	62	27	170	9	0	274

* Includes 30 'Cooling Off' Days** Includes 2 'Cooling Off' Days

<u>2011-2012</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	0	2	8	19	6	0	35
Spring Term	0	0	18	10	0	0	28
Summer Term	0	3	0	8	0	0	11
Total Days	0	5	26	37	6	0	74

<u>2012-2013</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	0	6	0	13	14	0	30
Spring Term	5	0	2	17	0	0	24
Summer Term	11	0	4	18	0	0	31
Total Days	16	6	4	48	14	0	88

<u>2013-2014</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	0	6	1	0	12	0	19
Spring Term	12	14	8	0	11	0	45
Summer Term	23	13	5	0	0	0	41
Total Days	35	33	14	0	23	0	107

<u>2014-2015</u>	Suspensions (Number of Days)						Total Days
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Autumn Term	0	20	11	3	0	0	34
Spring Term	0	4	6	3	6	0	19
Summer Term	10	19	2	13	0	0	44
Total Days	10	43	19	19	6	0	97

CEIAG - Careers Education, Information, Advice and Guidance

The CEIAG and Stem Team comprises 9 staff from across subject areas- Mr McKee (HOD), Mr Brown (Principal), Mrs Young (Head of Sixth Form), Mrs Lutton (Head of ICT), Mrs Nelson (Head of LLW), Mrs Johnson (Science), Mrs Gordon (Head of Maths) and Mr Millar (Head of Technology/Engineering).

Careers Education

<u>Group</u>	<u>Timetabled Classes</u>
Key Stage 3	Year 8-10 all complete a 15 week programme on 'Education for Employability'. This is delivered in PSE periods.
Key Stage 4	<p>Year 11 and Year 12 will have various CEIAG events organised for them across Key Stage 4 to prepare them for post-16 choices. LLW has an Employability module that focuses on careers education.</p> <p>Year 11 and 12 are now undertaking a new CEIAG Award to be awarded to successful students in May 2016 (Bronze, Silver and Gold Award). This is to be completed throughout the 2 years and includes completing 2 booklets, 2 careers action plans and a CV.</p>
Year 13 and 14	<p>No timetabled classes but CEIAG incorporated into PHSE programme and delivered by tutors. Considerable time is dedicated to completing Personal Statements and UCAS Applications.</p> <p>This year has seen the launch of a new PSE/careers programme and scheme of work with strong emphasis on careers education.</p>

Mr McKee delivered Staff Training to teachers on how to incorporate CEIAG into lessons and curriculum (March 2015)

Careers Interviews

- Year 10 receive careers interviews from the Careers Team regarding their GCSE option choices. Parents are invited to these interviews.
- Year 11 receive group interviews in preparation for post-16 choices
- Year 12 receive 2 careers interviews conducted by Head of Department and/or Careers Officer. Parents are invited to the second careers interview.
- Year 13 and Year 14 pupils have interviews with a Careers Officer or Head of Department. This will focus on course choices and future options (Year 13) and UCAS preparation (Year 14). Information from these interviews is stored in the Staff Room for teachers to have easy access to information.

Work Placements

- Year 11 and Year 13 pupils completed 1 week Work Placements in January (Year 13) and June (Year 11).
- Year 12-14 are actively encouraged and given opportunity to take part in relevant work placements throughout the academic year.
- 12V2 pupils participate in a weekly full day work placement some involving local businesses. This is run as part of the Work4U Plus programme.
- Year 13 and Year 14 are encouraged to attend appropriate work placements to help with UCAS applications.
- CAM forwards various work placement opportunities to Year 12-14 pupils throughout the school year.

Careers Information

- Year 12 attend Careers Fair organised by the Newry and Mourne Enterprise Agency. Date to be confirmed.
- Year 13 pupils attend the UCAS Convention in March and have the benefit of a presentation on Scottish Universities.
- Year 14 students attended QUB and UJJ open days in September.
- Both Year 13 and Year 14 pupils have the opportunity to attend numerous other specialist talks, events and Open Days during the year. Pupils are given present marks if this takes them out of school.
- In November, Year 14 pupils benefit from an Interview Skills Day which concludes with mock interviews led by representatives from local businesses and training organisations.
- In March, Year 12 pupils are invited to attend our Post 16 Options Evening at Newry High School.
- Sentinus deliver a Year 10 workshop on career planning to link with GCSE Option choices
- Sentinus also deliver a Year 12 motivational talk and an 'Experience of Work' workshop to Year 11.

- Numerous Visiting speakers also give presentations during the year. e.g. Norbrook, Logistics NI, Navigator Financial Planning, SRC, Wade Training, Link Works, WIN Business Park, various Republic of Ireland universities, etc
- As CEIAG is now a whole-school area for development each subject area delivers career focused lessons to KS3 classes. It is compulsory for each subject to deliver 2 careers focussed lessons per class per year. These have been placed in departmental schemes of work. CAM will map all KS3 careers lessons during 2015-16.
- STEM related events were organised by departments as appropriate and pupils also had opportunities to attend STEM workshops within the ALC.
- Pupils also had opportunities to attend other ALC organised events.

PASTORAL CARE

The school places great emphasis on good behaviour and discipline and believes they are key factors in the success of learning and teaching. The school aspires to create a community which demonstrates respect, responsibility and excellence. Inappropriate behaviour is therefore not accepted in school, on the way to school, and during school outings or other activities.

In 2012 the school reviewed discipline at all levels and put a new strategy in place to promote positive behaviour and simplify the system of rewards and sanctions. Good discipline remains a challenge for the school and requires constant vigilance. The Positive Behaviour Co-ordinator has responsibility for monitoring and reviewing the merit system.

In the first instance, the school aims to prevent misbehaviour by good teaching and positive relationships between pupils and staff. Underpinning this is the School Positive Behaviour Policy and Code of Conduct, which provide detailed guidance on the standards expected, and the sanctions that will be applied. These sanctions range from giving extra work through to detention, to supervised support and suspension in serious cases.

Persistent misbehaviour may result in a range of strategies being applied. Examples of strategies employed could include the pupil being placed on the Special Needs Code of Practice, the pupil being monitored by daily report or uniform report and involvement of the SELB Behaviour Management Team.

In very serious cases an interview with the Chairman of Governors and/or the whole Board of Governors may be required and, if there is not a resolution of the problem, permanent exclusion will be considered.

The Vice-Principal, along with the Heads of Year, regularly monitor behaviour and the school makes every attempt to treat all pupils fairly within a policy which sets very high standards for everyone.

Pupil attendance is addressed using a member of the ancillary staff to contact the parents of an absent pupil on the third day of absence by phone. Form Tutors and Year Heads monitor pupil attendance and contact parents regarding attendance issues.

The Vice Principal met regularly with the Education Welfare Services Officer from the Southern Education and Library Board to review attendance figures and warn parents by letter or refer the case to the Education Welfare Officer for intervention if attendance is deemed unsatisfactory.

Good attendance is rewarded and praised at assemblies.

Financial Summary

Newry High School, like many schools, has been facing a very challenging time financially. The school has benefited in previous times with a strong intake into Year 8 of approximately 95 pupils. However, in recent years, the intake has fallen by approximately 30-35 per year. The current intake into Year 8 stands at 56. As a school we have been aware of the long term financial prospect which is why we have reduced our staff by 8.8 in recent years. However, this reduction of staff has been an exceptionally difficult undertaking. Not only has this process been challenging in terms of managing staff morale through this difficult time but the staff reduction is having a major impact on our ability to offer a wide, varied and flexible curriculum – the type of curriculum vital for the success of our pupils.

Over the last few years, we have had to increase our class sizes and streamline our curriculum. For example, practical subjects at Key Stage 3 have gone from 5 to 4 to 3 streams, academic subjects in Year 10 have gone from 4 to 3 to 2 streams. Maths and English at Key Stage 4 have gone from 5 to 4 to 3 groups and tutor groups have gone from 4 to 3 groups and in Year 8, 9 & 10 down to 2. Year 11 and Year 12 has been reduced to 3 streams.

All this has been necessary in order to maintain the essential elements of the curriculum while reducing our staffing levels.

	Total Cost at March, 2015 (£)
Teaching Staff	1,391,418
Non-teaching	236,177
Running Costs	319,561
Total Costs	1,947,156
Balance left at year end	202,542

PUPIL SUCCESSES – OVERVIEW OF THE YEAR

While academic excellence is central to the life and work of Newry High School, the wider curriculum, and indeed the hidden curriculum here, is what shapes character, inculcates values, and facilitates moral, physical, intellectual, social and spiritual development. A very rich tapestry of growth opportunities was provided here during the last academic year, through sport, travel, after-school activities and community involvement. In this annual report to parents/guardians, we can only present a small selection of examples which exemplify the comprehensive range of opportunities for fun filled learning and personal development which took place in 2014-2015.

In September a multi-lingual assembly was held to celebrate the European Day of Languages and to showcase just how diverse and talented the school is. Some of the languages used were French, Polish and Portuguese. Class quizzes were held throughout the day to test the pupils knowledge of Europe. The preparations for the pantomime got underway with auditions beginning in September; Also the annual 'Jeans for Genes' day was held to raise funds for children with genetic disorders. The IFA and FIFA held a football festival day to celebrate sport and showcase the talent available in the school and local community, 26 girls from Newry High participated, ranging from years 8-12. Also in September the year 8s got off to a great start to life in the school by winning their first football match.

October began with a messy start as the first Saturday involved the redecorating of the sixth form centre. Many Year 13 and 14 pupils gave a helping hand under the leadership of Mrs Young. Sustrans NI visited the school on 10th October to carry out some bicycle safety checks, encouraging safety on the road and the many benefits of using our bicycles to care for the environment. Also in October Year 9 pupils successfully received their OLA French Level 2 certificates, A level Geography students travelled to Queen's University Belfast as part of their Human Geography experience in the 'Dawn till Dusk' Programme and Chloe Henning was chosen for the Sister Cities Music Exchange programme to North Carolina. The Charity Committee also organised the annual sponsored walk.

During November 10A received their certificates for achieving their OLA French level 3. November was a great month for the PE department, with Matthew Kinnin being elected for Ulster Rugby trials, the Newry and Mourne XC championships was a success as senior representatives Rowan Lewis and Alanna Paul came 2nd and 5th respectively, while the junior boys and girls teams both finished in 3rd place. The Year 9 football team topped their group and progressed into the semi-finals of the south down league.

The Canal Court held Newry High schools formal on the 14th of November. This was an enjoyable and successful evening which allows Year 14 pupils to celebrate their past 6 years in the school. On 18th November the STEM bus visited Newry High. The AS biology class visited it and were given the opportunity to carry out investigations on amino acid chromatography.

In November as part of road safety week, the NI fire and ambulance services gave a hard hitting presentation on the dangers of careless driving by displaying the injuries caused by a car crash and what goes on to retrieve a person from a crushed car.

Also in November the school raised almost £1000 for Movember and Jack Jennings designed a wrist band for anti-bullying week which was available for just £1.

The Christmas season at Newry High began with a huge success for a young horse rider Caitlyn Slater taking first place in Kelshall Hill Novice Pony Championships and was guest of honour for an awards ceremony at Stormont to celebrate her great achievement.

From 3rd to 5th of December the school hosted the school pantomime, 'Sleeping Beauty' which was a resounding success. Year 9 also got the opportunity to take part in a STEM robotics workshop day, gaining a greater insight into the world of software engineering. Throughout December the school had many successes including Lina Janaviciute who impressively was awarded Highly Commended Runner Up in the Stranmillis 6th year essay competition. Year 12 students also got a taste of university life heading to Queens' University Belfast to the 'Chemistry at Work' annual exhibition. 2014 came to a close with the school's annual carol service and a school disco raising money for local charities.

January saw the school host the P7 open night, this is a crucial night in the calendar as it represents what Newry High offers to prospective pupils. Also, Dr Tom Blake from the Institute of Advanced Studies visited the school and brought with him a seismometer and the A level geography students underwent training on how to use the seismometer along with staff from 8 other schools.

In January senior pupil Alison Gamble had her art work elected for the True Colours exhibition; this is an event showcasing the very best art work from around the country and was a tremendous achievement for Alison. Years 8 and 9 took part in Readathon through the English department, this involved pupils reading books in turn for a donation, raising vital funds for charities and enhancing their literacy skills.

February began with a 1 nil victory by U13 football team against Markethill High School with Christopher Connors scoring the winning goal. The Year 13 geography students were involved in a workshop, building a working seismograph - able to detect earthquakes all over the world. Also in February the Year 8 pupils attended the largest science lesson in the world, in the Odyssey Arena Belfast, making it to the Guinness Book of World Records. Year 8 also attended the annual 'Make it Digital' event at Belfast City Hall, taking part in various workshops. There were also successes in the maths department with Gold, Silver and Bronze certificates being awarded in association with Maths UK Trust. Year 12 students also travelled to Stormont to take part in an education programme.

The 6th form information evening took place in March, this is a night to provide Year 12 students with information about the A level subjects available to them. March was a busy month for ICT, Year 11 attended the 'BRING IT ON' roadshow and Year 8 took part in a 'Makey Makey' workshop.

Also during the Spring term Music students hosted a vintage themed tea party in the school assembly hall. With the hall beautifully decorated as well as a wide variety of homemade treats the girls impressively raised £304 for Cancer Focus NI. In preparation for exams the Year 13 geography students travelled to Newcastle to study the changing patterns of the River Shimna as part of their fieldwork. Deepening their knowledge of careers available in the ICT industry Year 13 ICT students went to the Titanic Quarter in Belfast for National ICT Day in conjunction with Bring it on NI. Towards the end of the month some of our students took part in the Mourne Mountain Adventure Challenge along with 400 locals, supported by Down and Newry and Mourne District Councils and the emergency services. At the Co Down championships Denis Dynek came first in the inter-boys 400m hurdles and Year 10 pupils took part in a Young Enterprise event in Armagh where pupils had to create a product and write a marketing plan which was entered in a regional competition.

The Year 9 boys had a great month in May as they were crowned South Down school's athletic team champions. May also saw Nicola Clements achieve grade 3 in viola and Chloe Henning grade 8 in trumpet. Also, the under 13 boys secured the mid-Ulster championship, a great success for the PE department and the school

In June Newry High school celebrated its annual school sports day, with a twist. The Friends of Newry High organised the school's first ever Summer Fête which proved to be a major success and a day enjoyed by all! It included a variety of stalls including nail painting, a chocolate fountain, blending a smoothie on a bicycle, a balloon race, a barbecue, and even a golden opportunity to gunge the

principal! The day was enjoyed by pupils, teachers, parents and friends. Though the celebration didn't last much longer as internal examinations began on the 9th June, the hard work of the pupils and dedication of the teachers all paid off. As usual the A Level and GCSE art work was outstanding and to celebrate the pupils long hours of hard work the annual Art Exhibition took place in school. The school year soon drew to a close with the school's annual activity day, where pupils have the opportunity to take part in a variety of activities including ice-skating, go-karting, 5 aside football tournament, hiking and much more.

The SEN department has developed over the year with a caring and dedicated team of classroom and general assistants who work diligently to support our pupils with special educational needs. Pupils receive valuable support to improve their learning, literacy, and numeracy skills. The team of classroom assistants are highly trained, and provide support in a variety of learning programmes including Reading Partnership, Nessy, Numicon, Lexia and Toe by Toe. Six classroom assistants last year completed training in a new programme, Texthelp Fluency Tutor, which was trialled successfully with a group of students.

We are also indebted to our Year 13 pupils who volunteer each year to act as Peer Tutors, and go into classes and help in so many ways. Last year 26 pupils participated in this programme, and their support was appreciated by pupils and staff. They all received certificates for their participation.

The SEN department also work closely with a wide variety of external agencies in order to seek and gain appropriate support and guidance for our pupils, who have a wide range of difficulties and needs. We are particularly indebted to Educational Psychology, Behaviour Support Team, CAMHS, Careers Service, Transition Service, Speech Therapy team, Occupational Therapy team, School medical officer, Child and Family Clinic, and the Autism Service. For the first time, the Autism service provided peer training for all year 8 pupils which proved to be extremely beneficial.