



# Annual Report For Parents



**2016 – 2017**



## INTRODUCTION

*Dear Parents,*

*On behalf of the Board of Governors of Our Lady Queen of Peace Primary School and Nursery Unit, I am happy to present to you our report for 2016/17.*

*The report details the wide range of activities and work, undertaken by the Board of Governors and staff to ensure that the pupils of this school receive the best possible education to enable them to improve on their previous best and realise their full potential.*

*There are full details of all policies available from the school and should you require further information, please contact the Principal Mr Cathal O'Doherty who will be happy to talk to you. Further details of policies can be found by visiting our website: [www.ourladyqueenofpeace.net](http://www.ourladyqueenofpeace.net)*

*Yours sincerely,*

**Fr Rory Sheehan**  
*Chairman*



## Northern Ireland Requirements

Article 126 of the Department of Education Reform (N.I.) Order 1989 placed a duty on the Board of Governors in Northern Ireland to hold Annual Parents' Meetings in a school.

The government recognised that annual meetings have not been generally popular with Parents both here and elsewhere in the UK with low attendances by parents being reported. Accordingly, Article 41 of the Education Order (NI) 2006 repeals with immediate effect the requirements on Boards of Governors in Northern Ireland to hold Annual Parents' Meetings. This requirement has already been replaced in England and Wales.

Boards of Governors are still required by law to publish an Annual Report for parents.

If you have any queries regarding the contents of this report please contact Mrs Carmel O Connor, (via the school), Secretary to the Board of Governors.

The Board of Governors was reconstituted in the Autumn 2014 and will serve for a period of four years.

### Management and Organisation

The teaching staff in Our Lady Queen of Peace is employed by the Council for Catholic Maintained Schools.

There are twelve full-time and 4 part-time teachers and one Principal who is non-teaching. The school employs seventeen classroom assistants, seven of whom assist children with Special Needs.

Teaching Staff		
Principal	Mr Cathal O'Doherty	
Nursery Teacher	Mrs F Brophy	
Year 1	Mrs Mc Ilroy	
Year 1	Mrs C Downey	
Year 2	Mrs K McLean/Mrs Losco	
Year 2	Mrs B Clenaghan	
Year 3	Mrs Stuart	
Year 3	Mrs Bergin	
Year 4	Mr H Conlan	
Year 4	Sub Mr Gribbin	
Year 5	Mrs A Ryan/Mrs M Mckay	
Year 5	Miss McAllister	
Year 6	Mrs Hughes	
Year 6	Mr Kilpatrick	
Year 7	Ms Bleakley	
Year 7	Mrs Sweeney	



<b>Non-teaching Staff</b>	
Executive Clerical Officer	Mrs M Fox
Caretaker	Mr Saul Fox
Cleaners	Mrs G Donnelly Mrs K Donnelly Miss L Donnelly/Louise Kinney Mrs D Kinney Ms A Hudacova
Supervisory Assistants	Mrs S Mc Evoy Mrs G Mc Kiernan Ms R Rutherford Mrs M Rice Mrs B O' Kane Mrs M Mc Carthy Mrs H O'Hanlon Mrs S Lenzi Mrs C Bradley Mrs M Fox Mrs N Mc Comish
Nursery Assistant	Mrs B Corner
Classroom Assistants	Mrs B O'Kane Mrs M Mc Carthy Mrs C Bradley* Mrs M Fox* Mrs S Lenzi* Mrs H O'Hanlon* Mrs E O'Connor* Mrs G Mc Kiernan* Mrs M MacManus *Denoted those who work with Statemented Children
General Assistant	Mrs M Rice
Kitchen Staff	Mrs K Donnelly Mrs M Mc Caherty Mrs J Healy



## School Development Plan

Every school has a School Development Plan that directs Teaching and Learning and Pastoral Care.

The School Development Plan is Appendix 1

### Curriculum

The Governors of all Catholic Maintained schools have a responsibility to deliver the Northern Ireland Curriculum and to provide Religious Education.

The term “curriculum” means all the opportunities for learning provided by the school.

These opportunities at Our Lady Queen of Peace include-

The daily activities with the teacher and-

- School Assemblies
- Music
- Sport
- After school clubs
- School trips
- Visitors to the school

The curriculum is organised as follows:

Nursery- 2 Part-time sessions am/pm

The Foundation Stage – Years 1 and 2

Key Stage 1 – Years 3 and 4

Key Stage 2 – Years 5, 6 and 7

The curriculum for the three stages is set out in six Areas of Learning.

#### **The Areas are:**

Language and Literacy (including Talking and Listening, reading and Writing);

Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum );

Religious Education;

The Arts (including Art and Design, Drama and Music );

Physical Education;

The World Around Us (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology



Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community)

Physical Education/Physical Movement (focusing on the development of knowledge, skills and understanding through play and a range of physical activities.

### **School Development Plan 2016-19**

This year SLT submitted a new three year plan to the board. It took on cognisance of the views of all the stakeholders in the school; pupils, parents, staff and Board of Governors.

The priorities identified in the plan for 2016-17 (Year 1) in particular were:

- (i) Pastoral Care
- (ii) Literacy- linguistic phonics
- (iii) ICT
- (iv) Numeracy- Shape and Space and Problem solving
- (v) Rights Respecting Schools

Pastoral Care/Child Protection- The development of the multi-disciplinary team and the following up by the team on crucial issues with regards to pupils and their families has been a significant strength of the school this year. This has been led by Mr Kilpatrick who has ensured that all staff are trained effectively and that policy and procedure are maintained thoroughly. A new code of conduct policy as part of the work within the school and being reflective of the updated pastoral care in schools file, was also forwarded for ratification to the Board of Governors.

DT, DDT and Principal have been involved in case conferences, LAC reviews and general meetings with parents in this area. Regular contact with EWO and social services are maintained and record keeping is kept completely up to date. Mrs Higgins our child protection representative on the Board of Governors has met with the pastoral care team to review the work being undertaken in the school.

Literacy- Linguistic Phonics- Mrs Downey has worked with representatives of the SEELB in order to allow for whole staff training on linguistic phonics. The staff attended two days of dedicated professional development at the board headquarters. Also additional time has been given in school to working on aspects of the programme and developing a programme for use across the school. It is clear from the assessment data produced thus far and from the classroom observations carried out, that LP is now a daily part of the learning in the school and is taught to a very high standard. Mrs Downey and her assistant Ms McAllister also held very well supported evening workshops for parents on both LP and jolly phonics.

ICT- This has been a busy year for ICT and staff have been led through a range of training opportunities by Mrs Bleakley. Not only has she brought in support on a range of new software and app opportunities, she has also ensured superb monitoring of the ICT plans and curriculum and ensured that all areas of the ICT programme are being followed within the plans. All teachers have been supplying samples of work to insure progression and standards for use of ICT across the school. One of the most recent and exciting innovations to come to the school has been the see-saw app which



allows parents to see work of the children as it happens and to allow for communication with the class teacher.

Numeracy- Mrs Bergin has completed an analysis of the results from last year and has supplied each of the teachers with a breakdown of areas for development for the coming year. The objectives have also been published and are used for planning and review purposes in each classroom. Mrs Bergin has led staff development on problem solving and as in literacy the scores from the standardised tests to date suggest that this has had a big impact in the overall standards. Mrs Bergin is also continuing to roll out Maths Recovery lessons across the school.

Rights Respecting Schools- One of the proudest moments of the year came with the award from UNICEF of the Rights Respecting School Level 1 accreditation. This was truly a whole school project involving every stakeholder. It was superbly managed by Mr Gribbin and his team. It also involved the Board of Governors and allowed us to look outside of the school also for inspiration. A very thorough report is an externally moderated evaluation of the ethos of the school and says a lot regarding what we are about in this school. Next year it is hoped that, considering the report from UNICEF and how far along our journey we have come, we will begin working towards our level 2 award. This will take another year at least to achieve but should be very attainable regarding the extent to which we have covered all the competences for level 1. It is anticipated that this will be completed in year 3 of the SDP.

## **Assessment**

A full range of testing has taken place across the school throughout the year. Staff have worked together to develop specific tests tailored to the planning. They have used the traffic light system to identify pupils who are not achieving in key areas. These pupils have been identified and additional emphasis has been placed upon them (see appendix 2). Foundation stage teachers have been employing an observation proforma for recording of pupil outcomes.

Outside of the classroom assessments, the children have been engaged in a range of standardised tests which allows us to measure real progress across stanines. P3-P7 pupils have completed digital GL assessments for PTE (literacy) and PTM (maths). P4 and P6 pupils have also completed Cognitive Ability tests (CAT4) which allows the school to measure the extent to which pupils are performing according to their overall ability. The P7 pupils achieved very well in the transfer test and already this year two meetings have taken place for parents of the present P6 cohort who are looking to be registered for the next transfer procedure. The staff have worked extremely hard to ensure that all pupils have been given adequate resources for this and this includes a summer pack of work. Again this is an example of the extra efforts which the staff are prepared to undertake for the pupils in the school.

## **Assessment and Reporting**

Assessment of learning is an integral part of teaching and learning. A key element of assessment is the continuous monitoring of pupil progress. Continuous monitoring, which has always been a feature of the work of teachers, emphasises the formative purpose of assessment. It also supports the summative aspects of assessment providing information about pupils' achievements.



During this year 2016-17 the following testing was undertaken:

- (i) P1 Baseline and Baseline Progress.
- (ii) P2 Classroom observations and class assessments
- (iii) P3 PTE/PTM 7 in May
- (iv) P4 CAT4A and PTE/PTM 8
- (v) P5 PTE/PTM 9 in May
- (vi) P6 CAT4B and PTE/PTM 10
- (vii) P7 Transfer, PTE/PTM 11

A selection of pupils have also completed the dyslexia screening test. Through the data analysis undertaken in term 3 of this year it is forming the strategic way forward for year 2 of the development plan which is to be put in place in September. The analysis shows that there have been significant gains made in the areas targeted last year, namely spelling and shape and space. Problem solving has also improved and in particular in the classes between Primary 4-6 the classes are performing beyond the national average.

ICT skills are something which was looked at during 2016/17 and it is clear from the resources available to us and the skills level of the children undertaking the online testing that more work needs to be done to ensure that all pupils are computer literate and able to access the latest technology to improve their learning outcomes. To this extent ICT will again be a major focus within the school development plan for the coming year which is year 2 of the SDP.

Additional resources are also being targeted for outdoor play equipment for the foundation stage. These will be in place for the start of the new academic year as play based activities will also be a primary target in the school development plan for year 2 of the SDP.

## **SEN**

Our new SENCO Mrs Clenaghan has worked with colleagues from other schools in the cluster to completely revamp the special needs within the school. Our money is limited so we pay a teacher for a day and a half each week to carry out additional learning support and testing. Mrs Clenaghan has worked so hard with all the statutory agencies ensuring that the best possible support can be reached for our pupils e.g. outreach, Ed Psych, Special Ed, ASCET etc. She has also revised the management of the post and constructed a monitoring pro forma for tracking of pupil progress and the management of all paper work associated with special needs.

Mrs Clenaghan has also met with all relevant parties for the annual reviews including those receiving their final annual review before transition.

Identification of children with special needs is the responsibility of each teacher. All children's work will be differentiated to meet their needs. If appropriate, the SENCO (teacher with responsibility for co-ordinating special needs throughout the school) will offer advice and guidance to the teacher and where possible arrange additional learning support for the child. If necessary the SEELB Educational Psychologist may assess the child and make further suggestions or recommendations.

Some children from Primary three upwards receive additional support from a teacher who specialises in 'Reading Recovery' strategies.



Reading Volunteers take groups of children or work on a one to one basis to build children's basic skills and confidence.

The school also engages in the 'Time to Read' programme which develops children's confidence and enjoyment of reading. The Literacy Co-ordinator has implemented the Reading Partnership programme with children in P4. Using Maths Recovery strategies, the Numeracy co-ordinator has supported groups of children struggling with basic Maths.

The school also funds Outreach support from the SEELB for three children to improve their level of reading.

### **Clustering and Community Links**

One of the most beneficial aspects of the work this year has been in the clustering with three local schools, Christ the Redeemer PS, Holy Child PS and St. Anne's PS. There have now been four cluster sessions for each group dealing with special needs and assessment. The work that has been achieved here has led to a change in practice across each of the schools and all have shared the same objective namely the raising of standards and the promotion of shared good practice.

As part of this cluster the Principals have met bi-monthly to look at common issues and take advice from each other. This dialogue will continue into next year.

The Colin Partnership Cluster of schools have also met frequently and followed agreed action plans for the cluster for the year. Once again the school has benefitted from support in maths recovery, counselling, speech and language and mentoring for transition as well as Incredible years programmes for Nursery to P2 parents. The mentoring for achievement programme (MAP) has directly helped 12 pupils over the past two years and this has been a great success (Please see a list of the various community groups who are working with us in the school on a weekly basis). Preliminary talks have begun with Holy Evangelist PS and Lisburn school to begin the application for shared education. This may bring many benefits to the school especially in regards to the professional development of teachers. The money for the shared education programme comes from Atlantic Philanthropies and schools are now being encouraged to look at this as another way for developing practice for teachers and learning opportunities for pupils.

### **Religious Education**

The Programme for Religious Education is based on the Alive O series (P5-P7) and Grow in Love (P1-P4) which goes beyond the RE core syllabus. Through it we prepare the children for the Sacraments of Penance, Holy Communion and Confirmation.

A number of meetings are organised to prepare parents and children for these Sacraments. Primary four prepare for Communion through the "Do This in Memory Programme" which is organised by the chaplain and parents.

Primary seven prepare for Confirmation through the "Faith Friends" programme which is parish based. The school chaplain and other groups assist in the Faith development and spiritual growth of the pupils.

The follow up on the Diocesan Ethos programme has now extended to the RE co-ordinators. Mr Conlan has attended a workshop for co-ordinators hosted by the diocese on Wednesday 8<sup>th</sup> March.



The Do this in Memory of me programme continued throughout the year for the P4 pupils and their parents. The mass was celebrated on the last Sunday of each month in the Church.

The school continued to attend mass each month on the first Wednesday of the month.

The P7 pupils took part in a service of Commitment on 12<sup>th</sup> January 2017 in the school assembly hall.

The P7 pupils and parents took part in a beautiful Service of Light on the evening of Tuesday 17<sup>th</sup> January. This was very well attended and was appreciated by the whole school community.

The sacrament of confirmation was celebrated by Bishop Farquar in the church on Wednesday 8<sup>th</sup> February.

The sacrament of reconciliation was celebrated in the church on Tuesday 11<sup>th</sup> April at 11.00am.

Each month two assemblies took place in the school, one for KS1 and one for KS2. This allowed the children to celebrate with parents and peers the particular theme being explored in class. These assemblies are very well attended by parents and Grandparents.

The liturgy team continued to visit classes each Friday to discuss religious practice and to pray with the pupils. They are a vital part of our week and the pupils enjoy listening to the stories that are shared.

The Relationships and Sexuality Programme – ‘The Wonder of My Being’ is carried out by all classes before the end of June. The programme is linked to Alive O and the school will continue this link for the moment, where needed, until we get further advice on any possible links to the ‘Grow in Love’ programme or any other resources.

#### Courses attended/ training

P3 and P4 teachers attended a one day course in September regarding the implementation of the new ‘Grow in Love programme’.

At a staff meeting in early May the RSE programme was talked about in some detail.

#### **Music**

Music plays an important part of the curriculum and after school activities.

Mrs Stuart teaches music to all classes. She also takes the orchestra and school choir each week. Mr O’Doherty also takes music sessions with each key stage twice a week in the hall while teachers select pupils from their class to work in a small group setting.

A tutor gives violin tuition to children from Primary four to Primary seven. There is also tuition for cello for Primary four to Primary seven. Our Choir had the extra thrill of performing at the SSE Arena in February with the Cross Border Orchestra of Ireland. This was an unforgettable experience for the pupils and their parents. The pupils have had a lot of experiences performing in and out of the school (see list of events that took place this year for further details). We are delighted with the number of pupils who have been entered for their grade examinations and passed some to a very high standard in three disciplines, piano, violin and cello.



## Parent/Teacher meetings

Early in the first term, all year groups hold a curriculum meeting for parents to inform them about their child's learning. Teachers met parents in November to discuss their child's attainment and progress. The pupil annual written report, which covers all areas of learning specified in the N I Curriculum, was sent to parents in June. Of course all staff meet regularly with parents throughout the year and it is a hallmark of the school that we are so open to positive and frequent communications with the community. A new departure this year also was the settling in meetings between the P1 teachers and the parents. This allowed at a very early stage to ensure that the school staff have captured all the necessary information on each child and also to confirm how settled they are and if there are any concerns from the beginning. These proved most rewarding for parents and staff.

## Target Setting

Our school sets whole school targets in Numeracy and Literacy for each year.

## Targets 2016-2017

### Literacy

The main focus for staff development in Our Lady Queen of Peace P.S. this year has been the introduction of Linguistic phonics.

The targets of the action plan were :

To develop and implement a whole school approach to the teaching of Linguistic Phonics.

To introduce Accelerated Reading to the new Primary 4 classes and continue AR with 1 P5 class.

Pupils to write reviews on books borrowed from the library and publish on the system.

### Staff Training:

Teaching staff attended 2 staff training days on Linguistic Phonics at ELB headquarters at Dundonald with Paula Quinn in August and in October 2016.

There was staff training in January in school.

2 training days for classroom assistants were held.

Two workshops for parents were held in November.

One workshop was for Linguistic Phonics and the other workshop was for Jolly Phonics.

### Analysis of Planners and Evaluations:

An analysis of 6 weekly planners and evaluations show that all teaching staff have included Linguistic phonics in their planners and are teaching it for 15minutes daily with a linguistic phonics investigation sent home 4 nights a week. The pupils are now very familiar with LP strategies. Feedback from both teachers and pupils has been very positive.

There has been a marked improvement in literacy scores this year.



### Accelerated Reading:

Three classes have been taking part in Accelerated Reading this year. Classes are quizzing weekly on books borrowed from the library from our Accelerated Reading section. Pupils enjoy Accelerated Reading and quizzing. All three classes show an improvement in their literacy scores.

Funding for AR included the following:

- £1000 for new library books.
- £250 for prizes
- 1 sub day.

### Literacy Policy:

The Literacy policy has been updated this year.

### Scholastic Book fair:

There have been 2 Scholastic Book Fairs this year. Between both book Fairs we have raised over £1000 in commission. This allowed us to purchase novels for P3 and P5 classes.

### Community Links:

Three people from Time To Read (Business in the Community) come in to the school to read with children from P5. Six people from the parish come into read with children from P5-P7 throughout the week.

### Eclipse Library:

All classes are timetabled and use the library weekly. A number of pupils have written and published book reviews.

## **Numeracy**

Policy Development: The Maths Policy has been updated in line with department advice and presented to staff and Board of Governors.

Line of Progression (LoP) : Mrs Bergin has combined both St Paul's and SEELB's LoP. Staff will agree in August what to keep or remove – allowing staff ownership/responsibility for their school's LoP.

Analysis of Plans and Evaluations: Mrs Bergin has analysed half-termly plans and evaluations. Areas of strength and development have been noted. Areas for development will help form next year's Action Plan.

Curriculum: This year's focus has been in the areas of Shape & Space and Problem Solving. These were identified from PTM results.

Staff Development: Staff received INSET training on Shape and Space and the importance of visualisation in mathematics.

Targeted Children: Mrs Bergin is carrying out assessments using the Maths Recovery programme. Children have been identified by staff and PTM results. The assessments allow levels to be assigned and progress to be measured at a much finer level than PTM. Specific difficulties can be identified and activities provided to address these areas.

### Resources:

Maths Recovery: Mr O'Doherty has bought resources to help P1-P3 classes introduce Maths Recovery programme.

IZAK 9: Mr O'Doherty bought and provided training for IZAK 9. This is an excellent resource as it provides staff with great opportunities to explore open-ended Problem Solving, Shape and Space, TSPC, Group working etc.

Community Links: Nationwide: The Nationwide have come into school to work with small groups on number and money. A group of P7 children attended the opening of the Nationwide's city centre branch. They took part in a



range of activities and had their photographs in the newspaper. Queens University: Primary 3 children have taken part in research into maths carried out by Queens University.

### **Rights Respecting Schools**

For Our Lady Queen of Peace PS to become a Rights Respecting School recognised by UNICEF The assessment took place in March 2017 and the report was written in April with the school receiving a glowing report thanks to the contribution of parents, pupils, staff and Board of Governors.

### **Pastoral Care/Child Protection**

1. To update , agree and implement the following policies and practices: Positive Behaviour, Child Protection, Attendance, Critical Incident
2. To Train all staff in child protection procedures

### **Safeguarding**

One of the most important aspects of the work in the school is ensuring the safety and wellbeing of all our pupils. To help us achieve this, it is vitally important that the proper procedures are followed. The school has very clear policies in place to ensure that this is the case and these are all available either on our website [www.ourladyqueenofpeaceps.net](http://www.ourladyqueenofpeaceps.net) or hard copies are available from the office. The persons responsible for all safeguarding in the school have their pictures displayed in the front foyer and across the school. Pupils are regularly reminded who it is they can report to or discuss things. The management of the safeguarding of the school include the following people:

**Mr Adrian Kilpatrick- Designated Teacher**

**Mrs Deborah Sweeney- Deputy Designated Teacher**

**Mrs Freda Brophy- Deputy Designated Teacher (Nursery)**

**Mrs Margaret Higgins – BoG Rep**

**Mr Cathal O’Doherty- Principal**

**Ms Viola McConnell- School Counsellor**

### **ICT**

1. To agree & update the ICT skills for each year group
2. To monitor and evaluate the use of ICT tasks in each year group
3. To extend the use of ipads in each classroom
4. To deploy new and existing laptops in a way beneficial to most children
5. To complete the ‘Wee-Teach’ project as outlined in lottery application
6. To continue to build our portfolio of ICT work

### **SEN register**

- Maintenance and updating of the register throughout the year

### **IEPs (targets 1 &2 of action plan)**

- Agreement on permitted use of IEP writer if desired but with caution that targets must be SMART. Discussion and activity on SMART targets.
- Staff agreement on use of child self-assessment star and wish from P3 onwards
- Introduction of tracking system for IEPs to be completed by teacher at the end of each IEP



- Monitoring sheet for co-ordination that checks that IEPs are done and that targets are appropriate. Individual feedback given.

### **CCET (target 3 of action plan)**

- Completion of the CCET course

### **Behavioural plans (not on action plan)**

- Received training from Orla Hendron on the creation and use of behavioural plans for children with behavioural difficulties.
- Delivered training to whole staff and some classroom/SEN assistants
- Created resource (stop, think, tell poster) with Mrs Losco for use in the playgrounds. All supervisory staff were trained in its use.
- Met with parents of 2 children to explain the plans and get their input into the plan.

### **ASCET**

- Trained Mrs Losco on implementation of the 'First Steps' programme (it was difficult to get the time on a weekly basis to go through the programme)
- Created observation sheets for each weekly session
- Created resources required for each session (on going)
- Liaised with ASCET team about the programme and identified a group of children for further work with the ASCET team
- On consultation with Dorethy Davidson I suggested that first steps programme should be completed in P1 (early intervention). She agreed.

### **SEN assistants**

- Agreed termly meetings to keep in touch and discuss any issues, advice where necessary and train where needed.
- Gave them a voice in the SEN policy and agreed that they should attend annual reviews
- Introduction of new format for medical plans. SEN assistants helped complete them
- Introduction of IEP boxes and explanation of the monthly support chart.
- Training in the use of the alphabet arc for literacy support
- Training on the use of 'COPS' system to check writing

### **Dyslexia**

- Purchase and distribution of resources to support children with dyslexia: coloured paper, coloured exercise books, reading rulers, coloured transparent sheets and writing slopes.
- Introduced the dyslexia portfolio and used it to assess two children. Met with teachers and parents to discuss results
- Formulated a 'Parent's Guide to Dyslexia' to distribute to parents of children with dyslexia type difficulties, to teachers and SEN assistants.

### **Autism**

- Purchase and distribution of resources: social stories, fidget toys, ear defenders, calming toys
- Establishment of calm corner in some classrooms where required



- Attendance at the Middletown Autism Conference

### **Literacy support**

- Liaised with Deirdre Mc Laughlin regularly to discuss children on her list
- Agreed to identify and support primary three children in need of help
- Agreed that teachers should give her a copy of IEP and include her support on the IEP
  
- Liaised with Dorothy Hutton (outreach EA ) to discuss children on her list

### **Annual Reviews**

- Compiled timetable of dates for Annual Reviews
- Invited parents/carers and any professionals involved
  
- Gathered and completed all necessary paperwork and sent to Special Education at the Board.
- Agreed that SEN assistants should be invited from now on-their voice in the process is very valuable

### **Medical plans**

- Formulated and completed medical action plans (with help from SEN assistants) for each child with a medical difficulty
- Refreshed photos and signage for medical equipment around the school
- Agreed with Kate (dinner supervisor) that photos of children with allergies will be on display in kitchen

### **Education Psychology**

- Liaise with, and prepare information for, Deborah Mc Ginn as required

### **Parents and Community**

The school enjoys huge support from the parents and the wider community. The Parents Association continues to flourish and expand and during this year they have raised many thousands of pounds for the school to assist in the purchasing of resources. The PA meet every month and have been responsible for a number of events throughout the year including termly discos, Christmas Fayre, sponsored events such as poster competitions and the summer fete. Many thanks also go to the parents who participated in the Belfast Marathon to raise funds for the school.

The school also clusters with the Colin Partnership schools (extended schools) and from this receive additional support in terms of Barnardos counselling services, maths recovery, speech and language, Irish language funding and a joint CPD initiative for KS2/3 where teachers exchanged ideas and class time in order to make transition more appropriate.



The school has also undertaken the MAP programme (Mentoring for Achievement) where trained transition workers have begun working on a one to one basis with selected pupils. These workers will follow the pupils they have been working with through to post primary. This initiative was made possible in liaison with the Colin Partnership.

The school has once again worked with the Medics in Primary school based at Queens University. Two medical students worked throughout the year in the P7 classes. This was a great success as identified in the evaluation reports.

12 parents from nursery, P1 and P2 have completed an incredible years programme based at the nursery school and all participants recorded their satisfaction with the programme and how it was delivered.

We enjoy the support of Eire Og our local gaelic club who are in working with pupils from P2-P7 each week.

The school is also indebted to the liturgy group and the reading volunteers who have assisted the pupils in so many ways over the years and who continue to supplement our curriculum with their time and expertise.

The support which the parents of the nursery children enjoy from the parents can be assessed by the attendance at all the major events this year. As well as special holiday celebrations such as Christmas, Halloween and Easter, parents also attended special big breakfasts in the school which allowed the nursery children to experience the activities in the primary for the first time.

### **Parent Association**

The Association have been instrumental in raising a considerable amount of money this year through their various events. The PA do more than just fundraise throughout the year. They are there for all major events for support and organisational skills. This year they have developed the facebook page which is proving very popular with parents and is another tool for promoting the school in the wider community. In total the Parents Association have raised over £14,000 this year which has all gone directly back to the budget. The Parents Association would like it highlighted to the wider school community what the money has been spent upon. We are happy to do this but it should also be emphasized that it was the wishes of the parents not to have composite classes in the school and this would have an economic impact in the budget. Throughout the year the PA have raised money via:

- (i) Establishment of the 100 club (73 members)
- (ii) A disco once a term for P1-P3 and P4-P7
- (iii) Break the rules day
- (iv) Colouring competitions for Easter, Christmas, Valentine's Day, Halloween and St. Patrick's Day
- (v) Running teams entered for the Belfast Marathon
- (vi) Organisation of a Parent luxury barbeque in June in the Devenish (10 June)
- (vii) Christmas Fayre
- (viii) Celebration of Autism week.



## **Transition**

There has been a lot of work completed in providing post primary schools with relevant data regarding the pupils who are transferring to their schools. This includes important pastoral academic and social information regarding each pupil.

Additional time has also been given to the receiving P1 teachers to spend time in the nursery to get to know the pupils and the curriculum to ensure good quality progression.

A new transition proforma has been developed in the school to ensure that all information relevant to the welfare and academic needs of each child is included and forwarded to the receiving teacher in Primary 1.

## **Attendance**

The average attendance for the school year 2016/2017 was 95.4%.

## **Charities**

We encourage our pupils to think of the needs of others less fortunate than themselves in their immediate community and beyond. This was evident also through the Rights Respecting Schools Initiative this year.

Our nominated charity for this year was Trocaire, and we fundraised for this throughout the year.

The School also carried out a range of activities for National Autism Awareness Week.

The Trocaire campaign was very successful thanks to the generosity of the parents and the pupils who participated in a range of activities during the six weeks of Lent for the Trocaire Appeal.

All the pupils contribute to the Shoe Box Appeal for children in December.

Each child brings in an item to make up hampers which are donated to families in need by St Vincent De Paul at Christmas.

## **Extended Schools Programme**

The Extended Schools Programme offered a range of extra- curricular opportunities to develop children's confidence, knowledge, inter-personal skills and to have fun.

Clubs on offer –

### **P2-P7**

Numeracy

Art

Cookery

Gardening



Irish Dancing

Soccer

GAA Activities

Guitar

Monkeynastics

#### **P4-P7**

Coderdojo

Hurling

Irish Language

Primary one children joined in the programme in Terms two and three.

Very few schools could rival the amount and quality of the after school provision which we as a staff afford the pupils. As well as the clubs the pupils have an opportunity to attend the fun club in the school each day. This year we have kept this open until 5.00pm. to assist the working parents. We have also opened up the breakfast club to as many pupils who want to attend and each morning over 40 pupils attend breakfast. This is supervised by our classroom assistants. This has enabled us to bring in some more money into the school. Thanks go to Mr Kilpatrick for his work on extended schools and to Mrs Bleakley for looking after the fun clubs.

All children who register can make use of the Breakfast Club and Fun Club each day after school. We have opened this up for all pupils and extended the school day until 5.00pm for the working parents. This provides a wrap round service for the school from 8.00am- 5.00pm each day.

#### **Nursery**

All the children in the nursery have now been placed in their schools for P1 and Mrs Brophy is at present liaising with our P1 teachers with transition information (see the nursery report). It is a joy to enter the nursery every day to see the motivated and caring environment in which they learn. The nursery is very well supported by the parents, some of whom have joined the Parents' Association. The parents are given many opportunities throughout the year to come and view their child in performance be this at Halloween, Christmas, St. Patrick's Day, Sports Day, Monkeynastics demonstration day etc. The nursery children also make use of the school assembly hall for their PE sessions and have developed the community garden into a learning space also.

Parents from the Nursery have completed an incredible years programme this year which is assisting them in helping their children access learning through play and routine. The nursery parents and children have also attended the school earlier in the year for a big breakfast and late lunch to further cement the link between the nursery and Primary. The Principal interviewed every parent in the nursery during November 2016 to ascertain how well the children had settled and how happy they



were with the facilities and staff. The unanimous response was how welcomed and settled the children were and that for some who had not intended to bring their children to the primary school that they would be doing so on the strength of the experience they have enjoyed in the nursery. This is a great testament to the work of Mrs Brophy and the team in the nursery.

### **Sport**

Pupils from P5-P7 got the opportunity to play at competitive level with local schools in Gaelic, hurling and soccer. Our soccer team finished the league campaign in second place just losing the championship title on the last day of the season. Mr Gribbin has taken the teams this year and the school are indebted to him for his additional time and effort he gives to all the pupils engaged in sport

P5-P7 pupils were time-tabled to swim each week at Whiterock Leisure Centre. The school also availed of a number of coaches provided by the Sports Council, Sport N.I. and Eire Og. Sports Day to which parents are invited, was held in June for each Key Stage.

The pupils from P5-P7 took part in the annual swimming gala at the end of this year and there were many successes in both the individual and the team medley events. Sports Day events were held in the nursery, key stage 1 and key stage 2 throughout June.

### **Building and Site**

The school is now completed following the addition in the previous year of an extra classroom and a new office site. Maintenance of the building throughout the year has been the only aspect of spend on the site this year. There has been no capital spending projects in operation in the school this year. However thanks to the contributions of Ortus we have been able to purchase and install wifi into the nursery and a broadband line which will allow the children and staff to access the internet. Ortus also contributed two state of the art ipads to allow for the downloading of valuable educational apps which will benefit greatly the children in the unit.

The maintenance officers from the board have been attending the school throughout the year to resolve minor defects and most of this has been to do with the roof of the school and in particular the school external doors.

### **Events in the School 2016-17**

- Our school choir performed at the SSE Arena on Sunday 26<sup>th</sup> February. All their parents were in attendance and it was an unforgettable experience for all of them.
- Our Post Primary Fayre took place on the 10<sup>th</sup> January in the assembly Hall.
- On 6<sup>th</sup> October the school welcomed grandparents to our 'Bring Grandparents to School Day' organised by Colin Neighbourhood Partnership.
- 26<sup>th</sup> October the school welcomed our pupils and parents from the nursery to a big breakfast.
- The scholastic Book Fayre visited the school on the week beginning 14<sup>th</sup> November. The school received over £1000 of resources from hosting the fayre.



- On 1<sup>st</sup> December the Belfast City Council visited the school to carry out an anti-litter campaign with the P5 pupils as part of our Eco Schools programme.
- The Nursery children performed at the Dairy Farm on 2<sup>nd</sup> December.
- The choir performed at the official turning on of the lights at the Church on 3<sup>rd</sup> December.
- Our Christmas Fayre took place in the school on Sunday 4<sup>th</sup> December and this was a great success.
- Our Open Day for the Nursery school was held on Monday 5<sup>th</sup> December and was very well attended.
- The library service visited the school on 7<sup>th</sup> December to carry out story telling with the P1 pupils.
- The P1 Nativity took place in the school on Tuesday 13<sup>th</sup> December
- Ks1 show took place in the school on 14<sup>th</sup> and 15<sup>th</sup> December.
- Santa day was celebrated in the school on Friday 16<sup>th</sup> December.
- The P4-P7 Christmas Presentation took place in the Church on 19<sup>th</sup> December.
- The P7 Parent interviews for post primary transfer took place in the school over a two week period beginning Monday 23<sup>rd</sup> January.
- NSPCC workshop for all pupils on sating safe took place on 24<sup>th</sup> February.
- Bryson House worked with the P7 pupils on Energy efficiency on Monday 27<sup>th</sup> February.
- A training night for parents was hosted by Mrs Downey and Miss McAllister on 1 March in the school on a theme of linguistic phonics.
- A training night was hosted by Mrs Downey for P1 parents at the school on 8 March on a theme of jolly phonics.
- P7B took part in a workshop to celebrate National Science and Engineering week at Stormont on Monday 13<sup>th</sup> March.



## School Budget Statement 2016 – 2017

Teaching Staff ( including substitute teachers )	£786,670
Auxiliary Staff ( Classroom Assistants, Nursery Assistants, Secretary, staff for After School Clubs	£122,063
Ancillary Staff ( Caretaker, Cleaning Staff, Supervisory Assistants, General Assistant )	£93,407
Running Costs	
Premises, Fixed Plant and Grounds	£33,487
Supplies and services	£9,527*
Transport	£1,125
Establishment expenses	£5,482
<b>Total</b>	£49,621
<b>Total costings</b>	£1,051,085
<b>Total Budget</b>	£1,011,035
<b>Total Overspend 2014-15</b>	£78,187
<b>Total Overspend 2015-16</b>	£40,050**

\*£7,243 was put into the budget raised by fundraising and was put against this code.

\*\* In October the projected overspend was in the region of £118,000. Through hard work and cutting of staff costs through redundancy the deficit has been greatly reduced. In the three year projection, the budget will eventually return to surplus.

### School Fund

The school fund is presented to the Board of Governors at the same meetings as the LMS budget. A detail is given to each Board of Governor of the spend from the school account and the money paid in. The checking of the accounts then date from the minutes of the Board of Governors meetings.

In October 2015 when the new Principal took over, the account sat at a profit of £4,998.

The last printed statement to date from the bank including charges and amounts paid in and withdrawn details a balance of **£4899.80**.



An additional school fund also exists for the extended schools money. This has been opened this year and acts as a holding account for monies as they come in. This money has been forwarded on to the LMS budget at EA-SE as this is accounted for in the financial plans of the school.

Total Paid into the account- £8158.89

Total Withdrawn including- £7203.62

Charges- £121.30

Total- £7324.92

The total left in the account to date which will be forwarded onto the EA-SE before the end of the academic year is **£833.97**.

The Board of Governors has overall responsibility for the effective management of the school.

They are required to meet for a minimum of three times each year but in fact meet more often.

The Board of Governors is involved in all aspects of school life including:

- The Curriculum
- Appointment and dismissal of staff
- Open Enrolment Policy
- School Discipline Policy
- Health and Safety
- Fostering partnership with parents and involving them in affairs of the school



## **Board of Governors (Reconstituted from 2014 to Present)**

<b>Chairman</b>	The Very Reverend Fr. Rory Sheehan PP
<b>Vice Chairman</b>	Mrs Orla Mc Cabe
<b>Hon. Secretary</b>	Mrs Carmel O'Connor

### **Trustee Representatives**

The Very Reverend Fr. Rory Sheehan PP

Mr John Allen

Mrs Carmel O'Connor

Mr Sean Cullen

### **SEELB Representatives**

Mr Christopher Tracey

Mrs Margaret Higgins

### **D.E.N.I. Representative**

Mr Andrew Burke

### **Parent Representative**

Ms Orla McCabe

### **Teacher Representative**

Mrs Ursula Donaghy

### **Principal**

Mr Cathal O'Doherty [July 2015]