

# 2021 – 2022 Annual Report





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## Chairman's Foreword

The statement "time flies" is very true and factual, particularly the older you get. I cannot believe that it is time once again to produce the Annual Report: where has the year gone?

Whilst the pressures of Covid have subsided somewhat, the pressures involved in successfully managing a school have not diminished at all, but as stated in the last report we are very fortunate in that we have a team who, under the leadership of our Principal, are more than capable of handling anything placed in their path. We have not become complacent in relation to Covid: we acknowledge that it is still out there and whilst we may have relaxed some of the protocols, they have not been shelved and school staff remain vigilant in monitoring both themselves and pupils for signs and symptoms.

Contained within the sections of this Annual Report, are some of the highlights of the last year across all areas of school life – from Curriculum, Assessment and Target Setting initiatives to 'Bake offs', Musical shows, and Athletics' successes – the diversity and variety of school life is documented in a way that reflects how pupils' lives are being enriched by attending Lurgan Junior High School. School is ever thankful for its links with external agencies and partner schools as well as enjoying unwavering support from parents.

**Mr Trevor Enderby**  
**Chairman, Board of Governors**

## BOARD OF GOVERNORS 2018 – 2022

### Board Representatives

Mr. Trevor Enderby (Chairman)  
Ms. Carla Lockhart  
Mr. McKay (Up to 6<sup>th</sup> of June 2022)

### Parents' Representatives

Mrs. Alison Lindsay  
Mrs. Nicola McIlwaine  
Mrs. Katie Turkington  
Mrs. Leigh-Anne Patterson

### Transferors

Mrs. Patricia Black  
Mr. Brian Costley  
Mrs. Gail Flavell  
Dr. Gayle Kennedy

### Teacher

Miss Deborah Osborne  
Mr. Keith Lunn

## BOARD OF GOVERNORS SUB-COMMITTEES

Safeguarding Committee	Mr. T. Enderby Mr. T. McKay Mrs. N. McIlwaine Mrs. K. Turkington
Health & Wellbeing/Staff/ Complaints/Premises	Mr. T. Enderby Mr. T. McKay Mrs. N. McIlwaine
Finance	Dr. G. Kennedy Mrs. G. Flavell Mr. T. McKay Mr. T. Enderby
Recruitment & Selection	Mr. T. Enderby Mrs. N. McIlwaine Mrs. L. Patterson Ms. C. Lockhart Mrs. A. Lindsay Mr. T. McKay
Teaching & Learning	Mr. T. McKay Mr. T. Enderby Mrs. A. Lindsay Dr. G. Kennedy Mrs. K. Turkington Miss D. Osborne

### PRSD Principal Reviewers

<b>Reviewer 1</b>	Mr. T. Enderby
<b>Reviewer 2</b>	Mr. B. Rolston. (EA).

**Teaching Staff** (as at September 2021)  
Positions and Responsibilities

Mr J McCoy	English	Principal	Mrs A Jardine	English	HOD English/Library
Mrs R Kerr	French & Spanish	Vice-Principal (Pastoral)	Mrs F Kennedy	Science	Year Head
Mr M Thompson	History	Vice-Principal (Curriculum)	Mr C Lawther	Science	
			Mr K Lunn	History	Senior Teacher (Pastoral) /Deputy Designated Teacher for Child Protection
Mr M Addley	History	HOD/Shared Education Co-ordinator/Year Head	Miss J Lyness	RE & Music	
Mrs J Alexander	Mathematics	HOD/Attendance	Mrs C McBride	TD, ICT & Literacy Support	Social Media/Website Co-ordinator
Miss C Bell	English & RE	Year Head	Mrs A McCrory	Music	Pupil Tracking Co-ordinator
Mr G Black	TD & LLW	Year Head/Co-ordinator for Citizenship/School Trips	Mrs R McDermott	Mathematics	HOD PE
Mr J Black	Mathematics	Numeracy Co-ordinator / Year Head	Mr R McDowell	PE	HOD Geography
Mrs B Carson	Science	HOD/Induction Tutor for Beginning/Student Teachers	Mr S McFarland	Geography	
Mrs K Carson	English		Mr J McMahan	Geography & History	HOD Languages
Mrs J Clements	Art		Mrs R Miskelly	French & Spanish	HOD Music/SENCO
Mrs L Dougan	RE & PE	HOD RE	Mrs M Moorehead	Music & SEN	
Miss S Elliott	English & EAL	Newcomer Co-ordinator	Miss J Nelson	English	
Mrs A Ferry	Science		Mrs U O'Reilly	French & Spanish	
Mrs L Cochrane	Science & RE		Miss D Osborne	Mathematics	Senior Teacher (Curriculum) / Deputy Designated Teacher for Child Protection / Recording & Reporting / Attendance Management Co-ordinator
Mrs W Gilbert	English & Drama	HOD Drama			
Mrs A Gordon	Art	HOD Art (Temporary)	Mrs V Patterson	Art	
Mrs Je Graham	Home Economics	HOD HE	Mrs C Patton	Mathematics	
Mrs Ju Graham	English	Using Communication Co-ordinator	Mr R Poots	TD	HOD/TD/Transport Management
Mrs D Gray	Home Economics		Mrs E Quinn	PE	HOD PE/ Pitch Promotion
Mr J Guy	PE & Mathematics	Co-ordinator for Transfer at 14/HOD	Miss K Quinn	ICT & LLW	HOD IT
		CEAIG/Employability	Mrs G Smith	English & History	
Miss J Hanna	RE and LLW	Co-ordinator for Personal Development	Mrs E Walker	Home Economics/Geography	
Mrs L Harvey	Mathematics		Mrs K Walmsley	Geography	
Mrs L Haughian	French	Year Head & Asst. SENCO	Mrs S Wilkinson	Home Economics	
			Mrs R Wright	French & Spanish	

## Non-Teaching Staff

Administration	Mrs A Graham, SEO Mrs C Bleakney Mrs L Johnston	Mrs P Thompson Mrs T Whithorn
Building Supervisors	Mr. G. Cassells	Mr. J. Parks
Classroom Assistants	Mrs A Black Mrs A Calvert Miss L Calvert Ms C Grant Mrs J Hamilton Ms J Heasley Mrs L Hunter	Mrs L King (EAL) Mrs D Lunn Miss J Mailey Mrs E Zukowska
Lunch-time Supervisors	Mrs L Cassells Mrs B Hill	Mrs S Toland Mr G Cassells Mr J Parks
Technicians	Mrs E Blakely (Home Economics) Mr R Clifford (Science) Mrs R Irwin (Art & Design)	Mr D Johnston (ICT) Mrs Todd (Tech & Design)

## Curriculum

Lurgan JHS School aims to give its pupils a broad, balanced and relevant education. We seek to offer equal opportunities to all pupils. We seek to ensure that pupils' learning is purposeful, useful and rewarding.

Pupils are divided into four broad bands of developed ability based on Primary School data and our own baseline data. Within these streams pupils are placed in Form Classes and are taught in this

arrangement for non-practical subjects. In Year 10, the three Science subjects (Biology, Chemistry and Physics) are taught separately, each for two periods a week.

All pupils study French in Year 8 and pupils in three of the four bands now take up Spanish in Year 9. Pupils follow a course in Learning for Life and Work comprising elements of Personal Development education in Year 8. In Year 9, pupils continue with one period per week of Employability. In Year 10, pupils follow a course in Citizenship. The school week is divided into 40 periods, with 35 being 40 minutes long and lunch periods of 35 minutes.

## Assessment

We returned to a more normal form of assessment this year, with Lurgan College selecting a cohort of pupils using their own Rank Order list based on the results from Lurgan JHS examinations in March/April of Year 10, together with the results from end of Year 9 examinations. The results were split 30% Year 9 and 70% Year 10. Year 10 A1- A10 classes sat the same (Higher) tier examinations, although A9/10/11 pupils only studied one language. In Maths, pupils sat two tiers of assessment - foundation (10A9-11) and higher (10A1-A8) which reflects the fact that 10A9-11 pupils have traditionally been entered for Foundation Level GCSEs. As in other years, some pupils in A9-11 opted to sit all the Higher-level tests if they had a particular aptitude for Maths.

Parents and pupils continued to receive reports detailing their progress twice in the year. Year 10 pupils again received a report on their Term 3 progress. The regression analysis was carried out after the December and June assessment period. This is a statistical process when a comparison is made of the pupils' attainment compared to their ability. Many of the pupils overachieved and this was celebrated with a certificate. Our prize day Endeavour award is now based on the highest score in the analysis i.e. the person with the greatest over-achievement.

## Target Setting

In 2018-19 we introduced a new and more personal method of measuring pupil attainment at Key Stage 3. This involved target setting across 10 subjects.

Each Year 8 pupil was given individual targets for each subject which were derived from CAT4 Standardised Testing. These targets allowed pupils, teachers and parents to understand the various levels expected of them in each subject area. At 3 points in the year, pupils completed exams/assessments which were designed to assess them against these targets. Following this, parents received a report which showed how well the pupil performed in each subject, relative to their own target. A 'traffic light'–style colour coding system made this easy to understand.

This process has been a highly successful initiative by the Curriculum Team and was recognised as such in a monitoring visit letter by ETi in October 2021, where it was described as “whole-school approach to target-setting ... with data tracking points and departmental interventions in place. Data is regularly monitored and shared with pupils and parents”. The letter also stated that this means within Lurgan JHS there is “improved capacity to use pupil assessment data more effectively to set targets and track and evaluate their progress, resulting in the identification of, and greater support for, low and under-achieving pupils.”

## Careers Education

The Careers Department had another very enjoyable and successful year. In Year 9 Careers classes, pupils had the opportunity to explore their own skills and qualities, set short and long term goals, experience the job application process and discover many areas of work with the relevant qualifications needed in each. The Careers department would like to thank individual departments for organising numerous subject specific careers events and careers lessons. This has really helped pupils to see the link between the classroom and the world of work in specific areas.

Unfortunately, our Year 10 pupils were unable to attend the usual 'on site' careers visit or open days, however, online resources were shared with them through the creation of a Year 10 Transfer Google Classroom. The Careers department made themselves available throughout the year for any Year 10 pupil that required advice on selecting GCSE options for their next school.

The Careers Department in Lurgan Junior High School continued to work closely with the Department of the Economy's careers advisors and with our senior schools. The careers advisors provided online class talks to all Year 10 pupils in November. Mr Guy followed this up with small group careers interviews for those students that required further advice prior to choosing provisional GCSE options. Lurgan JHS Careers Department has an excellent relationship with, and have liaised closely with their counterparts in Lurgan College, Craigavon Senior High School and various other schools, in an aim to make a smooth transition for all our pupils both in terms of subject choice and pastoral care.

## Year 10 Leavers' Destinations

Percentage of Leavers to:

	Craigavon SHS	Lurgan College	Other
June 2022	41.9%	48.6%	9.5%
June 2021	42.1%	45.6%	12.3%
June 2020	38.8%	54.4%	10.7%
June 2019	40.6%	45%	14.4%
June 2018	43%	45%	12%
June 2017	39%	58%	3%

## 2021/2022 School Terms and Holidays

### AUTUMN TERM

Tuesday 31 August – Wednesday 22 December  
Autumn Half Term  
Monday 25 October – Friday 29 October

### SPRING TERM

Tuesday 4 January – Friday 8 April  
Spring Half Term  
Monday 14 February – Friday 18 February

### SUMMER TERM

Monday 25 April – Thursday 30 June  
Bank Holidays  
Monday 2 May  
Thursday 2 and Friday 3 June

*Please note that all dates were inclusive*



## The School Day

Registration is from 9.05 – 9.15 am and takes place in Form Rooms. On Tuesday, Wednesday and Thursday there are Assemblies for each Year Group. Period 1 is a class beginning at 9.15 am. Assemblies this year due to restrictions, were largely conducted online.

Attendance is recorded in registration and by each class teacher. School ends at 3.20 pm each day.

Registration / Assembly	9.05-9.15
Period 1	9.15-9.55
Period 2	9.55-10.35
Break	10.35-10.55
Period 3	10.55-11.35
Period 4	11.35-12.15
Period 5 (Year 8 Lunch)	12.15-12.50
Period 6 (Year 9 Lunch)	12.50-1.25
Period 7 (Year 10 Lunch)	1.25-2.00
Period 8	2.00-2.40
Period 9	2.40-3.20

## Annual Attendance Rate

(All Pupils)

2019 – 2020 = 93.8% (up to March 2020)

2021 – 2022 = 91.9%

Thereafter, attendance and engagement was monitored through work of Form Teachers, Year Heads and Senior Pastoral Team.

## Parental Involvement

Due to restrictions caused by the Covid-19 pandemic, parents were not allowed to access the school site, so all meetings were held via the School Cloud online video call system. Progress review meetings were held in this way with subject teachers for Year 9 and 10 pupils in early January 2022, while Year 8 parents were able to book a School Cloud meeting with subject teachers in April.

A virtual Open Evening event was held for prospective entrants to Year 8 in January 2022, with a promotional video shared on the school website, followed by a Live Q&A event with the Executive Team.

Parents of all pupils received a report following a return to normal examinations in November and in May/June. Year 10 transfer examinations also returned to their normal procedure when they were held in March 2022. Parents of pupils in Year 10 again received an additional report in June to reflect the work completed and assessments undertaken after the Transfer process was completed.

Parents were also given questionnaires following the examinations. Results were used to refine approaches to teaching, learning and assessment for the incoming academic year 2022-23.

A further sign of a return to normal practice was the very well-attended Induction Evening which we held for the incoming Year 8 parents in June 2022 for the first time in a number of years.

## Safeguarding and Child Protection

### 1 Concerns of Abuse

Over the past year, we have dealt with various types of child protection/safeguarding concerns, for example: actual/suspected neglect, emotional harm, physical harm, sexualised behaviours, self-harm/suicidal thoughts, domestic abuse, on-line safety, indecent images, substance misuse, anti-social behaviours, etc.

We have regularly liaised with the CPSSS to seek advice and guidance as required and are very thankful for their support. Where there was Social Services involvement with a family, our Safeguarding Team made regular contact with them and also with the family, putting in place additional supports in school when it was deemed necessary or beneficial to the pupil. Examples of these supports are a Downtime Pass, referral to Steph Duke/Reach Mentoring and referral to our school counsellors.

- 1.1 Number Of Enquiries to Education Authority CPSS: 15 approx
- 1.2 Number Of Referrals to Social Services: 6
- 1.3 Number of Child Protection Complaints Against Staff: 0
- 1.4 Number Of Children on Child Protection Register: 5
- 1.5 Number Of Looked After Children (Children in Care): 5
- 1.6 Number Of Children With Social Services involvement for Family Support (Not on Child Protection Register): 4

### 1.7 Multi-Agency Meetings

Members of our Safeguarding Team prepared reports and attended Case Conferences for pupils on the Child Protection Register. These meetings took place via Zoom. Reports for our Looked After Children were prepared for LAC reviews and a Safeguarding Team member attended these review meetings via Zoom.

Multi-Disciplinary Meetings were also held for some pupils with ETA, EWS and CAMHS and attended by members of our Senior Pastoral Team and/or SEN department.

### 2 Training Attended/Provided

- **Designated/Deputy Designated Teacher**  
Mr K Lunn completed his initial DDT training on 9 – 10 November 2021
- **Whole School**  
Awareness training was held for all members of staff, both teaching and non-teaching during our August SDDs and reflected updated guidance issued by the Department of Education. This was led by Mrs Kerr and Mr Lunn (DT and DDT respectively). An additional session was delivered at the beginning of October for canteen staff and for any staff who had been absent for the training in August.

In September, safeguarding assemblies were placed online for all pupils and also uploaded to our website. This included details about our procedures for reporting any concerns and for requesting support, both inside and outside school. Safeguarding messages were also promoted regularly through our Learning for Life and Work curricular programme, online assemblies, pupil announcements, Form Periods, etc. in addition to our webinars with the PSNI and ABC Council as previously mentioned.

### **3 Child Protection/Safeguarding Policy Reviews**

Our Anti-Bullying Policy (in line with the new legislation), Relationships & Sexuality, Child Protection & Safeguarding, Behaviour & Mobile Phone policies were reviewed, updated and ratified this year.

### **4 The Preventative Curriculum**

Reach Mentoring worked with our Year 8 pupils on their Induction Days in August to support with transition, delivering workshops on 'Change' in the Youth Annexe. They also worked with our Year 10s in Term Three to deliver sessions on 'Choices' as they prepared to move on to senior schools. In addition, Reach Mentoring carried out 1:1 sessions with 25 pupils for support with a variety of issues – social, emotional and behaviour difficulties.

'Aspire' continued to partner with us and worked with ten FSM pupils who were underachieving.

'Love for Life' came into school in April to work alongside our Year 8 & 10 year groups and presented age appropriate sessions on relationships & sexuality.

We continued online with some of our preventative curriculum sessions. Following the wonderful success in 2020-21 of our liaison with our PSNI Neighbourhood Team, under the leadership of Sergeant Mark Conway in delivering elements of the preventative curriculum via webinars to both parents and pupils, we invited them to deliver sessions on the same topics at whole school level during Form Periods. Once again, our student council, The Pupils' Voice, hosted these webinars with great professionalism. The topics covered were road safety, online safety, substance misuse and anti-social behaviour. Following each session, opportunity was given for pupils to discuss related questions with their Form Teachers. Feedback from the PSNI reported that it was a positive

step in building relationships with our pupils in the community and stated that there was a notable reduction in anti-social behaviours in the local community as a result of these webinars.

At the end of each half term, we had Positive Mental Health & Well-being Days. We collapsed the timetable for one day and had carousel activities across the whole school which consisted of events such as special assemblies (i.e.harvest, Christmas, Easter), table quizzes, 'The Masked Singer' (with staff taking part as the 'masked singers'), karaoke, dance-a-thon, old style party games and movies with tuckshop. These days were received very positively by both staff and pupils and provided memorable fun moments for all. A massive thank you to Mr Lunn for all his hard work, incredible energy and creativity in organising and co-ordinating these days.

This past year, we further developed our Reward System so that pupils received recognised awards when they achieved certain levels of achievement points on SIMS Behaviour Management. We believe it is important to acknowledge the vast number of pupils who regularly follow school rules, engage in their learning to a high standard and display respect and kindness, responsibility and resilience throughout the course of the school day. These awards included phone calls home to commend pupils, canteen queue jump passes, bronze (awarded by the Form Teacher), silver (awarded by Year Heads), gold (awarded by Senior Teachers and Vice Principals) and platinum certificates (awarded by Mr McCoy) with additional treats such as bacon baps in the canteen, McFlurries, Easter eggs, Domino's pizza, disco and cinema trip. Form Teachers were given Data Input afternoons as part of their directed time to collate achievement points. It was a significant amount of work on the part of all staff. Feedback from staff, pupils and parents indicate that the Reward System has been very positively received and pupils feel valued and appreciated.

Anxiety levels, which had been rising at an alarming level prior to the pandemic, increased even further during and since the pandemic. Pupils were anxious for a variety of reasons – for example, social anxiety and adjusting to being back in the school setting with so many people after being at home for so long; attachment issues, not wanting to leave a parent after extended time at home; fear of contracting Covid; anxious about having missed out on their learning; anxious about not being able to focus on their learning; anxious about friendships or lack of them. Self-harm and suicidal ideation were also more prevalent. Where this was brought to the attention of school, parents were contacted and asked to come into school for a meeting with Mrs Kerr or Mr Lunn along with the pupil. Parents were asked to bring their child to the GP. Several pupils were referred to CAMHS/SHIP as a result. Mrs Kerr and Mr Lunn, along with the Form Teachers and relevant Year Heads, would have regular check-ins with these pupils and parents to monitor how they were coping in the school setting. They were also issued with Downtime Passes for school so that, when they were starting to feel anxious or overwhelmed, they could leave the classroom and have space to calm down and regulate their emotions. They were also referred to Steph, our Engage teacher, as an additional support. Feedback from parents and pupils indicated that the support from school was very much appreciated and that, on many occasions, school had gone above and beyond the call of duty. A number of pupils struggled to attend school, citing anxiety as the reason. We worked alongside these pupils, parents and any external agencies involved, making reasonable adjustments to support return to school (i.e. meetings after school when school was quiet, reduced timetable, time with Steph our Engage teacher, Downtime Pass), with mixed results. We had 6 – 8 pupils whose attendance was below 50% due to anxiety.

With the Engage funding school received, we continued to employ Steph Duke from Reach Mentoring, a qualified English teacher, for four days each week to support pupils both pastorally and

academically. Form Teachers and Year Heads made referrals to Steph where they felt this level of intervention was needed. For the majority of pupils referred to Steph, anxiety was the principal issue. Other reasons for referral were friendship issues, pressures of schoolwork, low mood and family circumstances. For one pupil who had an extended period of absence due to anxiety and subsequent diagnosis of ASD through CAMHS, a referral was made to Exceptional Teaching Arrangements (ETA). This is a short-term intervention of 4.5 hours teaching with an ETA teacher which took place in the Conference Room on a 1:1. Steph also supported this pupil pastorally to extend his school day and when ETA ended, Steph continued with the teaching as well as pastoral support.

Support through Links Counselling continued as a valuable resource two days a week in school and, at times, when our waiting list increased to 12 plus, we operated a third day of counselling sessions.

Staff had training in the new anti-bullying legislation during our August staff training days and also throughout the year in Twilight sessions. Our policy has been updated and amended to reflect the new legislation. We have used restorative practice regularly over the past year with pupils who have had friendships issues, vaping incidents and physical altercations, with great success. Our TPV led assemblies for Anti-Bullying Week in November 2021 and clear messages and reminders were shared with all pupils in assemblies and Form Periods throughout the year. We encourage pupils to use 'THINK' – Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?

## 5 Any Other Issues

### Security and Premises

A number of measures are taken to ensure the security of pupils, staff and premises and these are reviewed periodically by the Board of Governors.

These include:

- Gates are either locked or manned during the school day
- Modern fire detection and alarm system - fire file protocol updated and shared with staff
- CCTV system (updated) in 2019-2020
- Monitored intruder alarm system
- Building secured by evening supervisor at the end of the day
- Staff on supervisory duty in the mornings at the school gates, at break and mealtimes and, also at the end of the school day for bus duty
- Consultation with PSNI Crime Prevention Officer
- Strong links with PSNI Neighbourhood Team
- Consultation with Department of Education and Education Authority NI
- Appropriate school policies, procedures and guidelines.

### SEN NUMBERS OVERVIEW SEPT 2021

Pupils with Special Educational Needs are catered for in a variety of ways, in accordance with the Code of Practice and the Good Practice Guidelines published by DENI.

The SENCo liaises with primary and senior schools in June, to facilitate smooth transfer of pupils and provision from Key Stages 2 to 3 and Key Stage 3 to 4.

In September, all year 8 pupils are tested using PTE, PTM, PTS and CAT. Scores are used to identify both pupils who are not already on the SEN register, and those who can come off the register following transfer. Pupils with a CAT and/or PTE score of less than 85 are given a standardised reading test to identify if they require reading or comprehension support.

Individual Education Plans (IEPs) are reviewed and updated in January and June, following exams. There may be additional reviews as required.

For pupils with Statements of Special Educational Needs, Annual Review Meetings are held in February/March.

### SEN NUMBERS OVERVIEW SEPT 2021

STAGE 3		YR 8	YR 9	YR 10	
	BOYS	4	6	6	16
	GIRLS	2	1	2	5
	TOTAL	6	7	8	21

STAGE 2		YR 8	YR 9	YR 10	
	BOYS	1	0	1	2
	GIRLS	1	0	1	2
	TOTAL	2	0	2	2

STAGE 1		YR 8	YR 9	YR 10	
	BOYS	5	12	6	23
	GIRLS	2	3	3	8
	TOTAL	7	15	9	31

### Enrolment

On 5 October 2021 (the official school census date) the Schools' enrolment stood at 721. The number was made up as follows:

Year Group	Pupils	Pupils with SEN Stage 3
8	248	6
9	253	7
10	220	8

### Staff Development Days

#### BAKER DAYS

Monday 24<sup>th</sup> to Thursday 27 August 2021

#### AUTUMN TERM

- Staff Meetings - School Development Planning, Child Protection updates, Action Planning, Numeracy, Literacy whole school targets, ICT training Results Analysis, Teaching and Learning, effective questioning and Behaviour Positives.
- Group Meetings/Departmental Time

#### SPRING TERM

- Staff meetings - SLT, Departmental and Pastoral Team meetings were mainly focused on pupil progress in school and developing questioning techniques and retrieval practice.

## SUMMER TERM

- Departmental time for assessment and reporting.
- Staff meetings and Behaviour case studies.

## **Financial Report**

### Summary of Accounts

Lurgan Junior High School continues to be in a strong position financially and finished the financial year with a credit. The Finance Committee supported the Principal and staff throughout the year.

The School Financial Plan for (2022-2023) was approved by the Board of Governors on Thursday, 9<sup>th</sup> June 2022.

### Gifts / Donations

A range of charity events were held throughout the year. A total of £918.00 was given to various charities.

### Building Works/Equipment

Painting of staffroom and staff toilets  
Painting of Assembly Hall and some classrooms  
Tennis court refurbishment  
Library refresh is underway  
Stage and side curtains  
Blinds in remaining classrooms  
New Rugby posts and pitch protectors

## **Charging and Remissions**

### School Fund

It is not possible to offer the full range of activities presently available to pupils by relying solely on the resources provided by

the Department of Education. The Board of Governors therefore asks parents to make a voluntary contribution of £30 per pupil, £55 per 2 pupils and £65 for 3 or more pupils per annum so that the school may continue to offer as broad a range of educational opportunities as possible. No pupil will be disadvantaged in relation to whether or not his/her parents have made such contributions.

### Books and Stationery

All textbooks required by each pupil are provided free of charge. The books remain the property of the school and it is expected that they will be kept in good condition and returned on demand. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned, when required.

Each pupil will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

### Practical Subjects

The cost of materials for science is met by the school.

A materials charge of £30.00 is levied on pupils in Year 8 as a contribution towards the cost of consumables for Art and Design, Home Economics and Technology. Further small charges are levied as and when necessary, by these departments.

### Clothing

Parents are responsible for the provision of correct school uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the school. Parents are responsible for the provision of the correct clothing and equipment for Physical Education and Games. A used uniform facility was organised for the summer months and operates sporadically throughout the year as required.

### Music

A charge will be made in respect of individual tuition in the playing of a musical instrument or singing lessons when these are not provided by the Education Authority.

All examination fees connected with individual music tuition will be paid by parents. A charge will also be made for the hire of musical instruments owned by the school.

### Damage to Property

When damage is done to School property through carelessness or misbehaviour, the school may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupils involved.



## **Subject & Activity Reports**

## Maths Department

### Exam Results

Key Stage 3 in Using Mathematics results in the Mathematics Department have been consistently high for a number of years with 76% of pupils attaining the level 5 or above.

### Maths Support After School

Maths Support after school was held for all years on Tuesday or Wednesday or Thursday by three Maths teachers per week, with great uptake from pupils requiring extra assistance.

### Numeracy Ninjas

In the department pupils took part in Numeracy Ninjas each week in their Maths Class. Key Stage 3 numeracy intervention designed to fill gaps in students' basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study. Once per term, the highest achieving and the most improved students in each class are awarded **Grand Master** status certificate and a black pen.

### Maths Week

Last year in October Mr J Black (Numeracy Coordinator) utilised the schools' social media to post challenges that the pupils completed at home. The challenges proved to be very successful as we received over one hundred responses. Prizes were given out following a raffle with all pupils who worked out the correct solution to the challenge.

## IXL

This year, IXL has been introduced into the school for all three year groups. IXL is an online learning application that offers unlimited, algorithmically generated questions; real-time analytical reports; and dynamic scoring to encourage mastery in Literacy and Numeracy.

## UKMT

This year, the school entered 20 Year 10 pupils into the Intermediate UKMT Maths Challenge. This is a maths challenge that attracts entries from schools across the UK. Of all entrants, 40% will receive either a bronze, silver or gold certificate. The intermediate challenge is open for years 12 and below (NI) so the Year 10 pupils were effectively 2 years younger than most entrants for this challenge. Despite their age, they achieved four silver and seven bronze certificates. In Year 9, 20 pupils were entered for the Junior challenge, which is for pupils in year 9 and below (NI). They achieved one gold, one silver and ten bronze certificates. The Maths Department would like to congratulate all of the entrants on being chosen to represent the school at a high level and in particular, a special acknowledgement to the certificate winners.

## English Department and Communication Report

The English department was pleased to return to full in-school learning this year. We made use of the valuable skills and experiences of using Google Classroom during lock downs to continue its use as a tool to support pupil learning. The use of Google Classroom is now well-embedded across the department with master classrooms for all year groups which are accessed by teachers for individual classes. Pupil surveys also showed that 93.5% of Year 8, 82.5% of Year 9 and 75% of Year 10 accessed these materials to revise for assessments and support their learning at home.

In Term 1, Mrs Jardine was pleased to participate in the 'Just One Thing' initiative where she recorded a short video for the EA website detailing LJHS's 'Red and Green Words' strategy for improving oracy. It was an exciting opportunity to share our school's good practice with all teachers throughout NI.

Literacy week took place from Monday 28<sup>th</sup> to Friday 4<sup>th</sup> March. This was timed to coincide with World Book Day and reading was again a focus. Mrs Graham, as Communication Co-Ordinator, organised a number of activities to promote literacy across the curriculum. The 'Masked Reader' competition was a popular whole school event which saw members of staff promoting the books they liked to read, with pupils guessing who was behind the mask. Literacy based competitions in form class for all year groups also took place, and some time was set aside in all subjects to 'Drop Everything and Read'. Year 8 pupils all received a £1 World Book Day voucher.

In Term 3, the CALC Literacy focus group met to plan the way forward for next year. LJHS was represented by Mrs Graham. Particular focus was given to bridging the gap in basic skills and oracy left by Covid. Also, with a view to improving literacy skills in

our pupils, Mrs Jardine attended a webinar entitled 'How can we develop boys' literacy?' by author Mark Roberts, and Mrs Graham helped launch the IXL programme with a focus on bridging the gap across all year groups.

Also in Term 3, Mrs Smith and Miss Elliott were very involved in this year's successful school musical production.

## Art Department

The Art teachers and pupils were delighted and relieved to return to the specialist Art rooms during 2021/22. This enabled a return to all of the Key Stage 3 Art and Design curriculum, including ceramics 3-dimensional work, painting, graphic media and more.

A Halloween Art competition resulted in many extremely creative outcomes, including a video about how to carve your pumpkin, textile artwork and painting and drawing media. The art department was overwhelmed with our pupils' talent, enthusiasm and skill, alongside fabulous original ideas.

In addition, Art Club was very popular throughout the year. Members of all three year groups were welcomed to Art Club on Friday afternoon and given the opportunity to extend their artistic skills and knowledge through the use of various media, including design and construction and ceramic gargoyles.

Our pupils' artistic talents have continued to be celebrated through display of artwork in classrooms, throughout the school and online on our school website, Facebook and Instagram platforms.

## **Geography**

We were pleased to be able to resume our annual Balmoral show trip this year. Mr McFarland and Mrs Walmsley took 39 Year 10 pupils to this event, and even got a chance to chat with Mr McKay, previous Chairman of our Board of Governors, who was manning the Gideons' stall. The purpose of this trip was to support the teaching of our Unit 4: Farming work, that focuses on how physical and human factors influence our local farmers. The pupils thoroughly enjoyed this event.

ICT continues to be a major focus for Geography at Lurgan JHS. Online testing and revision resources continue to be created and are a huge success in motivating and supporting our pupils' learning. This proved very beneficial for pupils who were absent with Covid-19 or other reasons. We rolled out the use of the 'learning log', which is a weekly log, updated by each teacher, with details of the work missed, including signposting to the slides required from the teaching slides and booklet page numbers. This allows pupils to see what work they have missed and allows for catch up if absent.

The Geography department continues to use their own Instagram page. The number of followers continues to grow, including parents-offering a chance to further showcase our school. This has proven a useful way to communicate with our pupils and to build interest and enthusiasm for the subject.

Pupils have had the opportunity to be out of the classroom investigating our local area. Year 8 pupils carried out litter surveys and were able to bring their results back to lessons and use their numeracy skills to create bar graphs with this information. It is our hope in the last week of term for all year groups to get to take part in orienteering around the school grounds as an end of lessons activity. Last year we did this and felt it helped build on pupils' map

reading skills. As part of our action plan this year, the department endeavoured to integrate 'cold calling', in line with the school wide pedagogical approach. This proved to be a success.

Mr McFarland attended a course called 'Empowering improvement-stepping forward together' with the ETI. He was then able to give feedback to the Geography department on key areas of this course, which lasted 2 half days, and involved small group interaction with other middle leaders from schools across our district. Mr McFarland had also hoped to attend a Geography teacher's CALC CPD course during the penultimate week in June, however this event was postponed due to the organiser contracting Covid-19. It is hoped this will run early term 1 in the next academic year.

Mr McMahan arrived to the department this year. He has become an integral part of the staff here at school and has proven to be a competent and resourceful educator.

## **History Department**

In 2021/22 the department's focus was on further embedding the use of Google Classroom to support pupil learning, developing a consistent approach with effective teaching and learning strategies (effective questioning) along with developing strategies to support students with additional needs.

After two years, the pupil feedback and teacher professional judgment show the use of Google Classroom to support pupil learning has been embedded across the History Dept.

Good progress has been made with support materials like writing frames/ sentence starters and staff awareness of pupils with SEN/ Newcomer status. Department strategies for supporting pupils with additional needs will remain a focus next year.

Good progress with effective questioning has been made across the dept. and pupil feedback shows that it is being included in lessons. This will remain a focus with the intention of refining the practice and embedding it further.

The History Department organised a short Remembrance Day assembly which was viewed by all form classes and was followed by a two-minute silence.

On 23<sup>rd</sup>-25<sup>th</sup> June, 56 students and 6 staff (Mr Addley, Mr McCoy, Mr Lunn, Miss Osborne, Mrs Walker and Mrs Todd), went to London where they visited places such as the Houses of Parliament, HMS Belfast, Imperial War Museum, Tower of London etc. This trip was thoroughly enjoyed by pupils and teachers alike, with many lasting memories made.

## **Home Economics**

The Year 8 Cookery Club was a great success. Between 12 to 18 pupils attended the 6-week programme and their enthusiasm and confidence increased each week. Pupils were given the opportunity to develop a range of skills due to the carefully selected practicals which included cheesy cups, sausage rolls, fruit skewers, blueberry muffins, chicken goujons and butterfly cakes.

The Home Economics Department would like to celebrate and congratulate all twenty Year 10 pupils who participated in the 'Lurgan JHS Bake Off! 2022'. Their creativity, enthusiasm, skill and attention to detail and comradery were superb! We extend our sincere thanks to Mr Sydney McCormick, the owner of The Kosy Bakery in Lurgan for his encouragement, generosity and kindness towards our pupils in supporting this event. Also, thanks to Miss Ally Drennan for assisting with the judging as well as our Principal, Mr McCoy. We have many promising bakers at Lurgan JHS and

we thank all parents/guardians who supported our pupils to give them the resources and confidence to take part.

The Home Economics' department were granted £600 by the Education Authority to host a 'Platinum Jubilee' themed 'Bake Off!' The department ran two competitions; a 'Live Bake Off!', whereby pupils baked and displayed six jubilee themed cupcakes or biscuits in the morning and a 'Cake Bake Off!', whereby pupils brought into school a home-made 'Jubilee' themed cake. Mostly Year 8 and 9 pupils took part, and their enthusiasm, confidence and standard of baking were exceptional. All participants received a certificate and a wooden spoon with 'LJHS Jubilee Bake Off!' engraved on the back. First, second and third prize winners received a beautiful wooden chopping board with 'The Queen's Platinum Jubilee 2022' engraved on the front and a sum of money.

We extend our sincere thanks to Mr Sydney McCormick (owner of the Kosy Bakery) for supporting our event, but unfortunately he could not be in attendance. Also, a very special thanks to Ms Carla Lockhart MP for judging, alongside Mr McCoy and Miss Ally Drennan from the Kosy bakery. Their enthusiasm and praise towards our pupils, were wonderful.

Finally, as Head of Home Economics I would like to pay tribute to my department. Without their support, wisdom and encouragement, these extra-curricular activities/events would not be as successful. Their input is vital and immensely valued.

## **ICT**

Last year, the ICT department was delighted to be able to resume a more 'normal' curriculum with the practical side of the subject. As Covid-19 restrictions eased, the ICT suites were able to be used again to progress the practical element of ICT with pupils. We

introduced a number of Computer Science based topics, such as Website Development and Python Programming to give our pupils broad and balanced ICT lessons.

At the start of this year, we said farewell to Mr Logan who was a valued member of the ICT department and ICT co-ordinator in LJHS for a number of years. We thank Mr Logan for his contribution and dedication to the department and wish him well in his new role at Dromore High School.

In Term 1, the ICT department met with the Inspectorate to discuss whole school ICT at Lurgan Junior High School. We discussed the many ways in which ICT had evolved in Lurgan Junior High School and the impact of this across school. We received very positive feedback on the work that we had completed to date.

ICT became an assessed subject as of September 2021. During each assessment point this year, we found it encouraging to see the effort and results produced by students in each year group.

This year, we had the opportunity again to continue the training with staff in areas of ICT to aid with their professional development. At the start of the year, Miss Quinn held a Google Classroom training session with staff to upskill and support them with blended learning. During this year, the ICT department with the help of Mr Johnston, created help videos to aid the Lurgan Junior High School staff.

The ICT department continued to enhance their own professional development during this academic year. Miss Quinn had the opportunity attend training courses throughout the year on the use of the C2K network and Google platform. Miss Quinn also had the opportunity to visit St John the Baptist College, which has been recently recognised as a Google Reference school. This course

gave insight into how to maximise the use of Google for Education applications across school and understand the direction in which Google plan to go in the future for schools.

This year, we were able to resume the school ICT club and aimed it specifically for Year 10. The Year 10 pupils who attended thoroughly enjoyed getting the chance to learn more about Application Development with Mrs Foster. We thank her for her time and effort to the club. We look forward to the resumption of this club for all year groups next year.

## **Modern Languages**

In 2021-22, the Modern Languages Department focused on embedding the use of Google Classroom in order to support pupil learning. We built on the resources we produced during lockdown to ensure pupils who were absent could follow along lesson by lesson on Google Classroom. This has also proved useful for pupils to recap lessons and to consolidate their learning and confidence in French and Spanish. At the end of the year, we surveyed pupils for feedback on their learn experience of using Google Classroom in Modern Languages. Over 90% of pupils surveyed said they had no difficulties accessing resources. Pupils reported that they found the PowerPoints uploaded the most beneficial resource for their learning. They found the ActiveLearn and Language Gym websites beneficial too, but reported that there were sometimes technical issues. They told us that they felt the classrooms were well organised and laid out but to improve they would like to do more Google Quizzes to help improve their learning.

We were so pleased that in Term 1 of Year 10 and Term 2 for Years 8 & 9, we were able to bring back the speaking assessment. We were very conscious this skill was underdeveloped during

Covid-19 and were keen to give pupils plenty of practice so that they are ready for the future demands of speaking assessments. We were very impressed by so many pupils who worked hard to memorise their answers and aimed for accurate pronunciation. Pupils' anxieties speaking have increased during Covid and it was important that we supported pupils to help them build confidence in speaking in a foreign language and so many pupils did themselves proud.

We have begun the process of moving from a scheme based on Pearson's ActiveLearn which focuses on single word vocabulary and limited grammar to a scheme based on UK Language Gym as it focuses on sentence builders and the EPI model which is proven to improve pupil outcomes as it is a system allows pupils to make best progress, based around the research on cognitive load, forgetting rates, and phonological constraints on working memory. Using sentence builders at the start of each unit introduced patterns (or reinforced patterns) and enabled progress. Using sentence builders meant that there was lots of scaffolding for pupils with additional needs which has improved their confidence in using language across all four skills. The sentence builders were also a helpful tool for pupils as we focused on the 'Say it again better' strategy from Tom Sherrington's 'Walkthrus'. They allowed pupils to construct more complex sentences. This was particularly evident in the Term 3 writing assessments translation and extended writing tasks.

After each tracking point, we have identified pupils who are below target and sent letters to parents highlighting their child's underachievement which also outlined strategies to help them improve. We also offered after-school support sessions for pupils. These were not well attended, so we will be rethinking how we can support underachieving pupils in 2022-23.

We are also looking forward to the return of Onatti Theatre in February 2023 as for two years pupils have not had the experience of engaging in person with native speakers which is so beneficial for them in understanding the social benefits of speaking foreign languages.

## **P.E. Department Report**

Lurgan Junior High School Girls' Physical Education Department offers a wide and varied extra-curricular programme of activities which includes hockey, netball, football, volleyball, cross-country and athletics.

Thankfully we saw a welcome return to our much missed, extra-curricular programme.

### HOCKEY

After-school practices were held weekly for all three age groups and there was a return to a regular Saturday morning hockey programme for the Year 9 and 10 girls' teams. Matches were played both home and away.

The Under 14A Team played in the Ulster Schools' Junior Schools Cup and teams in all age groups were entered in the Mid-Ulster League competitions.

Four pupils were selected as part of the Ulster U'15 Ulster Schools' Hockey Development squad. Well done to Haydn McKinley, Emma Latimer, Mollie Savage and Leah Galbraith. A huge congratulations to Leah Galbraith on her recent selection to the Ulster Under 16 panel.

A number of Year 8 pupils took part in the Ulster Under 13 Summer Programme. Well done to Beth Cuthbert, Millie Dowds, Abigail Emerson and Camryn Wilson.

Carrick House won this Year's Inter-House Hockey tournament. Shane House came a close second. Third and fourth places were awarded to Gosford and Dunluce respectively.

### NETBALL

Netball club was re-established this year after a break of two years due to the Covid-19 pandemic restrictions. Many girls had missed the opportunity to play for school teams and as a result, there was a deliberate focus this year to maximise participation and provide opportunity for all girls to develop and improve skill level and to reconnect socially.

Netball ran on a Thursday after school for Year 9 and 10 girls and up to 30 girls in each year group attended. When team selection was completed, training ran on alternate Thursdays for A and B squads in order to accommodate everyone. Many thanks to parent, Mrs Wilson, who volunteered as a helper on Year 9 training days.

The local Vista league operated on friendly matches only and we played Killicomaine Junior High School at home with Year 9 A and B teams.

In Term 2, the Vista cup ran as one day tournaments with emphasis again on participation and enjoyment. The Year 10 squad came runners up and Mollie Savage was selected as Best Player. The Year 9 team enjoyed the competition and had mixed results. Best Player was awarded to Naomi Wilson.

Miss Lyness ran the Year 8 Netball on Thursday afternoons from October onwards. Up to 30 girls attended each week and she was assisted by Miss Rebecca Snoddy, RE/PE placement student.

Two teams attended the Vista Year 8 Tournament in April and really enjoyed the competition. Best player was Olivia Heasley. The A

Team were invited to the Anne McKeown Netball Tournament for select teams in the Southern Area at the end of June. They had a successful day winning all of the games except one and had one draw. They were undoubtedly the strongest and most talented team in the competition. Well done to Abigail Fitzsimmons who received a medal for Best Player of the team.

Next season, the League and Cup should be back to normal, and the most promising teams will also be entered in the Southern Area League to experience a higher level of competition.

### GIRLS' FOOTBALL

After a break from football due to the Covid-19 pandemic, it was fantastic for the girls to be playing football in school. Training started in early September and we were delighted to welcome back Mr Phil McKinley as our coach, supplied by Lurgan Town Community Development programme. More than 20 girls from all year groups signed up and enjoyed the skills training and mini games on the 4G pitch every Monday afternoon.

We played a friendly against the Royal School Armagh and the girls had their first win of 2-0. We faced tougher competition against Newbridge Integrated College and despite every effort from our girls, lost 9-1. We then played another friendly, this time against St Paul's High School. The girls played extremely well and came away with a 6-2 win.

To end the year, we played in the Electric Ireland Super Schools Tournament. The girls were placed in a tough group and faced fierce competition from Newbridge and Clounagh. Unfortunately, despite 3 goals from Eve Adair and goals from Cadence Hamilton and Hannah Holland, the girls were knocked out before the semi-finals.



This year's exciting Inter-House Football competition was won by Gosford House.

Thank you to Phil McKinley for his continuous support and expertise training our girls and we look forward to next year.

### CROSS-COUNTRY AND ATHLETICS

Congratulations to both the Year 8 and 9 Girls' Cross-Country teams on their qualification to the Ulster Cross-Country Championships at Mallusk, Belfast and also to Charlotte Evans who qualified as a Year 10 competitor in the Junior Girls' Individual.

The Year 8 Team finished first overall in the Mini Girls' race and were awarded Gold in the team event with a total of 19 points. Hannah Holland finished first overall followed closely by Cadence Hamilton who finished in 5<sup>th</sup> position. Lara Owens, Ruby Patton, Abbi Massey and Abigail Young all recording personal bests for the team.

The Year 9 team claimed BRONZE at the District competition and once again it was another GOLD for LJHS as Naomi Wilson recorded a first overall in the race. Despite falling twice during the race, Alex Kerr finished in a strong 10<sup>th</sup> overall, followed by Leah Balfour, Molly McCambridge, Brooke Wilson and Grace McNeill.

At the Ulster Finals, the team recorded a 9<sup>th</sup> overall collecting 142 points and the Year 9 girls finished 10<sup>th</sup> overall with 149 points.

### RUGBY

Six teams were fielded from U'12 to U'14 level with all players gaining valuable experience and enjoying successful seasons. The U'14 team captained by Charlie Freeburn would be the most successful in winning their High Schools' Cup games over Clounagh Junior High School, Banbridge High School and Bangor Academy in reaching the final of the main competition. The final

would see the boys go down narrowly 21-17 to Killicomaine Junior High School.

### FOOTBALL

The 2021-22 football season was one of the most successful on record with all teams excelling and bringing home trophies. The U14 team had an excellent Mid-Ulster campaign finishing joint top of the league and winning the Mid-Ulster Cup. Their Northern Ireland Cup run was exceptional, winning 4 rounds before getting beaten in the semi-final by a very strong St Columb's team from Londonderry. Player of the season was Callum Snodgrass and top scorer was Tom Hawthorne.

The U13s also had an outstanding season winning the Mid-Ulster league and getting to the final of the Northern Ireland Invitational Cup. Player of the season was Reiss Neill.

Arguably the most successful team was our U12s. After winning the Mid-Ulster Cup and finishing joint top of the league, the U12's reached the final of the Northern Ireland Cup after a tough 5 rounds throughout the year. The final proved a step too far and the boys were beaten by St Malachy's from Belfast. Player of the season was Sam Green.

This is the first time in the school's history where 3 year groups have reached national finals and semi-finals within the same year. Lurgan JHS continue to be one of the most successful school teams outside of the cities of Belfast and Londonderry. Numbers at training throughout the year were excellent and a number of B team matches were organised to allow many more students to represent the school.

## CRICKET

Both the U12 and U14 Cricket teams had successful seasons in 2022. After a bad start by both teams in their respective cups, they went on to reach the semi-final stages in both the Derriaghy and Mourne Plates. The U12 team after being defeated by Inchmarlo, went on to have an excellent win v Wallace B before being beaten by Parkhall. Alexander Ogle was named player of the season after scoring both the most runs and wickets.

The U14 team lost narrowly to Ballyclare HS in their first round, but went on to record exceptional wins v Limavady GS and Methody, before being beaten by Grosvenor. Alexander McMeekin was the player of the season, scoring the most runs and looking the most dangerous with the ball. His highlight was a top score of 69 not out.

## **Religious Education**

This year, the RE Department has enjoyed having four specialist teachers to deliver the RE curriculum. All members of the Department have been involved in delivering assemblies throughout the year, presenting both online and live in the Junior Assembly Hall. Miss Lyness delivered a special assembly for Holocaust Memorial Day and launched a Creative Arts competition for all students. Winners were Phoebe McDonald 10A2 and Abigail Emerson 8A1.

In November, Miss Lyness organised a special Tabernacle Presentation to assist with our Year 10 curriculum. Mr Gilliland brought in a model of the tabernacle and gave an informed talk to Year 10 pupils, who also had a worksheet to complete and the opportunity to ask and answer questions. This really embedded pupils' knowledge of the Exodus story and it is hoped we can repeat this next year, earlier in October to correspond with lessons.

In January, we welcomed Miss Snoddy as a student teacher on placement from Stranmillis College Belfast. She taught well prepared lessons with all staff and had much to contribute to the department, further identifying us as a department keen to assist with the training of teachers.

Prior to Year 10 and Year 9 exams, revision classes were provided to pupils who were identified as not meeting their target to develop confidence and encourage improvement in academic performance.

The year ended with a farewell to Miss J Hanna who taught RE in our school for 29 years and led the department as HOD up until four years ago. We thank her for her commitment and hard work and for her care of so many of our pupils past and present and also wish her a very long, happy and relaxing retirement filled with many blessings.

## **Science Department**

The work of Science Department during 2021-22 was undertaken by Mrs Carson (HOD), Mrs Kennedy, Mrs Ferry and Mr Lawther, ably assisted by Mr Clifford, our Science Technician.

Miss Gamble, now Mrs Cochrane, was on a one-year career break. Her post was initially covered by Ms Lowans, until around mid-October. Miss McCreesh, was then appointed in December 21. Mrs Ferry and Mr Lawther were unfortunately off ill during much of 21-22. We were fortunate enough to have some excellent substitute teachers throughout the year, who gave the department great support, notably Miss Petticrew, Mr Bennett, Mr McGreevy and Mrs Haire.

### Academic Progress

Academic progress continued throughout the year. The ability to support our science substitute teachers was greatly helped by

having resources developed from last year to facilitate pupil progress, including all lessons, booklets and revision summaries uploaded to Google Drive, and Master Classrooms on Google Classrooms to aid the uploading of work for all classes. Practical work was limited for a significant number of classes, but the department had developed resources to try to minimise the effect on pupils' progress by sourcing videos of relevant practical work and by filming experiments for pupils to watch when they could not do the work themselves. There was also some switching around of classes to do some practical work when appropriate.

This year for the first time, pupils in 10B1 and B2 did the same transfer exams as 10A1-A8. There is no doubt that some pupils were able to display their strengths in this subject and widen their GCSE pathway. We intend to continue our trials with using the same assessments for 10A1-A10 and to improve our ability to support all pupils in achieving their targets.

This year we also adjusted our Year 8 and 9 exams at Tracking Point 3. For the first time, pupils sat two science exams and knew what topics would be on each paper. The adjustment was made as we felt our pupils would cope better than with one long paper and it is more reflective of assessment arrangements in Year 10 and beyond. We also provided our Year 9 pupils, in particular, with targeted revision support as they appeared to be the group struggling most with engagement and revision after remote learning.

### CPD

All Science staff have attended professional training provided in school. They also continued to develop their IT skills, with the help of the IT staff, especially in the area of using Google Drive and Google Classroom effectively.

Mrs Carson has remained involved with an ASE Science Cluster Group for Heads of Science. This gives staff the chance to network in an organised way with colleagues on a regular basis, and share good practice, hosted, and led by Dr Paddy Shevlin, retired ETI Inspector and President ASE(NI).

Mrs Kennedy completed an online course run by The STEM Centre (York) on 'Developing pupils' metacognitive capabilities to help them become empowered learners. She has already disseminated a little of what she learned to the department, and we look forward to hearing more and including some of the strategies suggested next term.

### Facilities

The serious problem with the gas supply in Room 13, on-going from 2019-20 was fixed this year, for which we are appreciative. The minor problem with gas taps in Room 11 was also fixed. A list of further maintenance issues has been forwarded to Mr McCoy, mainly concerning water taps and sink drainage and Mr McCoy continues to work with EA maintenance, seeking speedy resolutions

## **Shared Education**

As a result of the two-year break caused by Covid-19, the focus of Shared Education for 2021/22 was on reconnecting the partnership at leadership level, initially.

Mr Addley and Mr Thompson met with their colleagues at St Ronan's and a 'Reconnection Journal' was completed and submitted to the Education Authority.

A focus was also placed on building capacity to deliver Shared Education amongst staff. Mr McMahon completed a TPL online module on 'Amplifying Student Voice'. In addition, Miss Lyness

completed a Teacher Professional Learning online module on 'Teaching Controversial Issues'. Mr Addley also completed a TPL module on 'Planning & Evaluating Shared Education through the Pupil Pathway'.

In Term 3, 8A9 engaged in an online project with a class from St Ronan's College. The project was planned and delivered by Miss Lyness and centred around the theme of Personal Identity which saw pupils explore each other's likes, dislikes, hobbies, interests, family units and hopes for the future. Pupils were engaged in 3 project days which involved them using Google Classroom to engage with their partner class and by all accounts, the pupils enjoyed their experience.

Looking forward, a plan for a return to face-to-face pupil activity has been submitted to the Education Authority. It is hoped that one class from Year 8 along with 9A9 will be involved in Shared Education activities in the 2022/2023 academic year.

Finally, Mr Addley, due to commitments as a Year Head and Head of Department, tendered his resignation from his role as Shared Education Coordinator. Miss Lyness was appointed as Mr Addley's successor from 1<sup>st</sup> September 2022.

## **Technology and Design**

Pupils have very much enjoyed being able to get back into the workshop this year and resuming practical work. Due to Covid-19, all practical activities were postponed for almost two years. All classes have engaged well with practical lessons and have really benefited from it. Through engagement with practical activities in the workshop, pupils are becoming increasingly confident in using various tools and machinery, as well as developing their problem-solving skills.

This year in the Technology and Design classroom, pupils have been encouraged to develop both their literacy and numeracy. Extended writing questions have been integrated into lessons and examinations to encourage critical thinking whilst promoting high levels of written communication. Through this, pupils can recognise the importance of literacy and numeracy across the curriculum.

Mrs Todd continues to be a fantastic asset to the Technology and Design department, particularly in ensuring that the workshops are sanitised and safe for all pupils following the reintroduction of practical work this year. Mrs Todd also ensured that all of the materials and resources required for practical lessons were prepared and ready for use when the pupils arrive.

Following the 20 PC units that were installed in the TD department a few years ago, we received confirmation of an additional 20 units this year. We are anticipating the arrival and installation of these computers at the beginning of the next academic year, meaning that all classes will have access to computers. The computers are a great asset to teaching and learning within TD and provide pupils with the opportunity to programme circuits and to learn Computer Aided Design.

### Online Learning

Google Classroom has been a major focus within the department for the past few years and has been proven to be very successful with all year groups, used to cover a variety of tasks. This is an excellent resource for those working from home when necessary and will continue to be a priority within the department.