



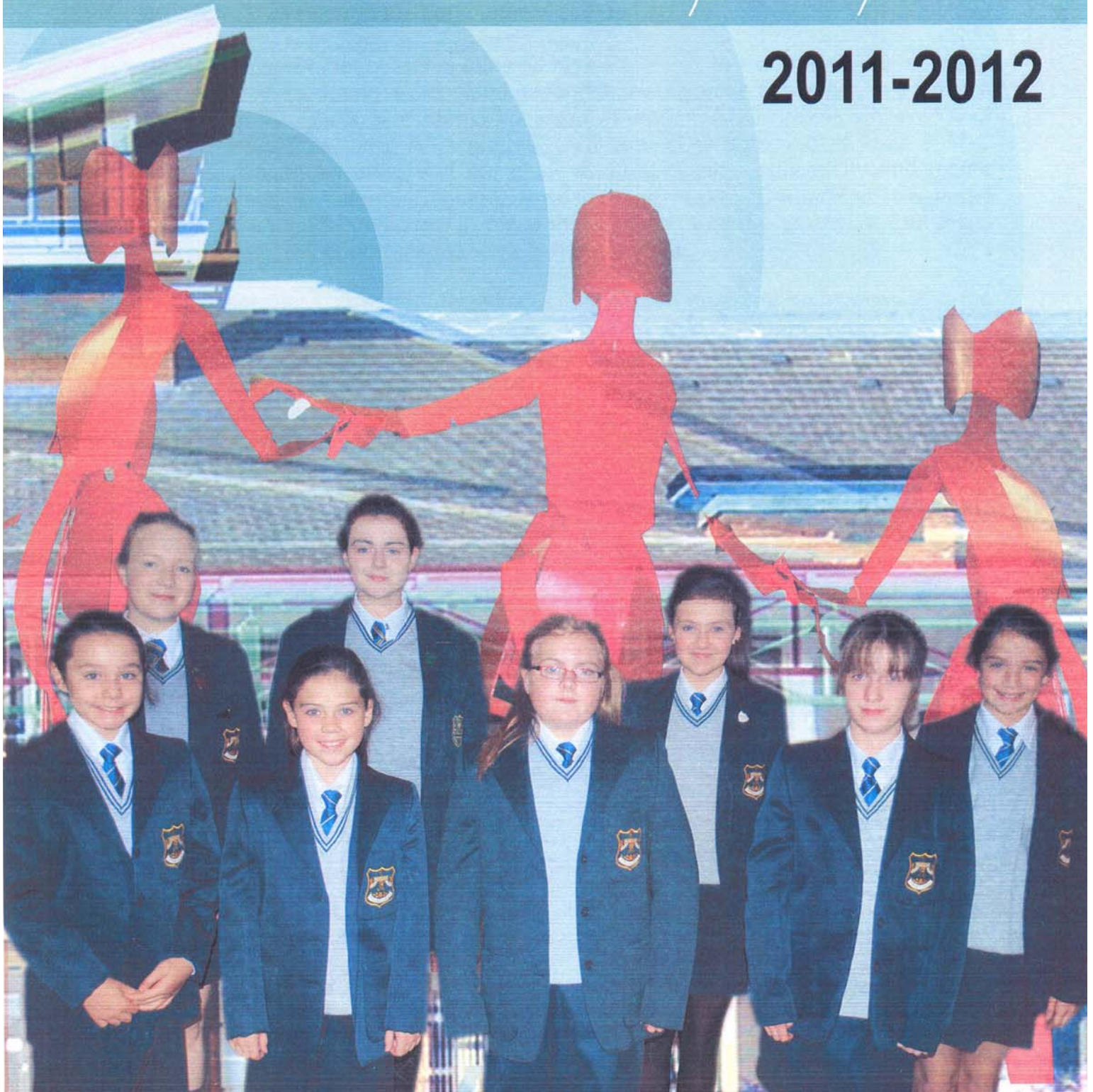
Thornhill College

SPECIALIST SCHOOL IN MATHEMATICS & PHYSICS

BOARD OF GOVERNORS

annual report to parents

2011-2012



FOREWORD

The Annual General Report affords the opportunity for exchanging information and forging communication links between the Board of Governors and the Parents of Thornhill College. As a Board we value your support and encouragement.

The Report chronicles the work of the College, summarising the results of public examinations, whole school events and gives a flavour of some of the opportunities afforded to students through the commitment of the staff.

I am pleased to report that students attained high standards in external examinations at all levels, with some being recognised amongst the highest achievers in Northern Ireland. In Year 12 100% of students achieved at least 7 A*-C grades while 34% of students achieved 9 or more A*-A grades. Last year 96% achieved at least 3 A*-C grades or equivalent ensuring that our students progressed to university and higher education courses in Ireland, England, Scotland and Wales. Comprehensive target setting and mentoring systems are in place thorough the College to ensure that every student is afforded the opportunity to work to her potential.

The College continues to place the religious, social and personal development of the students as central to its life and work, believing that a happy and stimulating environment contributes to achievement in all areas.

I am very pleased to report that our Extended Schools Programmes have continued to develop in popularity and diversity. We are delighted to see our excellent facilities put to such good use. A particular highlight of last year was when we welcomed delegates to the Diocesan Eucharistic Congress which we were privileged to host in April.

I welcome this opportunity to inform you about the organisation of the school and to share with you the continued success of our students. I sincerely thank the staff of Thornhill College for their continuing hard work, dedicated professionalism and commitment to the culture of self evaluation and review.

As parents you play a major role in the achievements of the students, and I thank you for the support you give to the College, the principal, staff and governors.

John MacCrossan
Chairman of the Board of Governors

November 2012

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BOARD OF GOVERNORS

Chairman:	Mr John MacCrossan	
Secretary:	Ms Marguerite Hamilton	
Trustee Representatives:	Rev Father Colum Clerkin	2013
	Mrs Elizabeth McCloskey	2013
	Mrs Siobhan Porter	2013
DENI Representatives:	Mr Paul Diamond	2013
	Mr Shaun McAteer	2013
	Mr Cormac McKeone	2013
Teacher Representative:	Mr Brian Douglas	2013
Parent Representative:	Mrs Karen Boyd	2013
Principal:	Ms Marguerite Hamilton	(non voting member)

NOTE: Each Governor's name is followed by the date on which his/her term of office expires.

MAIN RESPONSIBILITIES OF GOVERNORS

The Governors are ultimately responsible for the overall management of the school.

Some of the responsibilities include:

1. Management of the school budget.
 2. The overview of the curriculum.
 3. Selection of staff and other personnel responsibilities.
 4. Admission policy.
 5. School maintenance.
 6. Implementation of new legislation.
 7. Fostering links with the local community and pursuing the objectives of mutual understanding.
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STAFFING

Staffing is largely dependent upon the number of students enrolled at the school. The number admitted into Year 8 was 202, and the overall enrolment number was 1410.

STAFFING COMPLEMENT

TEACHING STAFF:

Principal and 87 full-time equivalent teachers, 2 part-time teachers, 4 foreign language teaching assistants and 3 classroom assistants. Job-share arrangements included 2 teachers in 1 department - Physical Education.

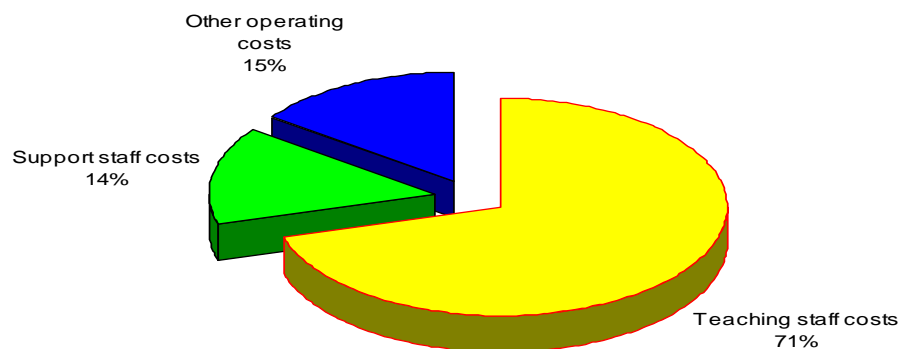
SUPPORT STAFF:

9 Administrative and Clerical, 1 Librarian, 10 Technicians, 1 Sixth Form Supervisor, 2 Music Tutors, 1 Learning Support Co-ordinator, 5 Caretakers and General, 8 Supervisory Assistants, 18 Canteen Staff.

FINANCIAL REPORT

As a voluntary grammar school, the Board of Governors has overall responsibility for the management of the school budget. Department of Education funding is based on a formula which applies to all schools. The main elements in the formula are the age and number of pupils attending the school. Other factors taken into account include social deprivation (based on the number of pupils receiving free school meals), the premises and grounds and detached sports facilities. Under the system schools are permitted to carry forward an operating surplus or deficit, where necessary, in accordance with the longer term financial strategy of the school.

Income	2011/12 £	RECURRENT EXPENDITURE Expenditure	2011/12 £
Dep't of Education Grants	6,847,097	Teaching Staff Costs	4,777,852
Income from Other Sources	59,514	Support Staff Costs	980,361
		Total operating costs	1,014,851
2011/12 Surplus	-133,547		
Total Income	<u>6,773,064</u>	Total Expenditure	<u>6,773,064</u>
	£		
Cumulative deficit at 31/03/11	-13,761		
Surplus for year ending 31/03/12	<u>133,547</u>		
Cumulative surplus at 31/03/12	<u>119,786</u>		



FAITH DEVELOPMENT

The academic programme of Religious Education in Thornhill College incorporates many opportunities for students to develop their spiritual and moral selves. Faith Development involves supporting students in the process of recognising, articulating and reflecting on the experience of God in their lives. There are numerous opportunities for such Faith Development.

FAITH DEVELOPMENT

Liturgy

The promotion of collaborative liturgy which reflects the Church calendar and includes the whole school community is a primary focus in supporting faith development within the school community. There is much evidence of faith development and liturgical events throughout the school. In 2011/12 we have shared end of year Masses (Years 10/12/14), Ash Wednesday services, Lenten Reflections and Masses, Easter Liturgies, Staff Prayer Services, start of term School Masses, Year 8 Service of Light, November remembrance services, a whole school Penitential service, Advent Masses and Christmas Liturgies. Students take an active part in all school Liturgies and enrich such services with their example of faith and personal gifts. Many girls also ably assisted the school community in hosting the Derry Diocesan Conference in preparation for the Eucharistic Congress.

Retreats:

In October 2011, our Year 14 Liturgy Prefects attended a Retreat in Linsfort, Co. Donegal. This experience provided a most welcome opportunity for the girls to focus on their faith development in the beautiful and tranquil surroundings of the Loreto Prayer House by the sea. The Liturgy Prefects were commissioned as Eucharistic ministers by our school Chaplain Fr Mongan and they will use this ministry throughout the Liturgical year in the school community.

In addition to the above, we have incorporated more retreat experiences for the students. To this end, Year 8 had a half day of prayer and reflection at the IOSAS Prayer Garden in June 2012. Year 13 enjoyed a meditation day with Fr Flann Lynch and the whole of Year 14 attended the Yard Project's Lenten guided Stations of the Cross in Columba House. We hope to continue to develop our retreat programme with particular reference to the Year of Faith.

Visits/Speakers

It is important to supplement the girls' learning experience with visiting speakers and external visits. Year 9 students have an annual visit to the Methodist and Presbyterian Church in Carlisle Road as part of their studies on Christian Denominations. This visit continues to develop mutual understanding and respect between our neighbouring Christian communities.

Relationship and Sexuality Education is an integral part of the RE curriculum and provision is made throughout the Key Stages.

The external agency Love for Life provided a half day session for both Year 8 and Year 11 and cover age appropriate topics on self esteem and respectful relationships.

Year 12 attended the LIFE Conference in the Millennium Forum which covers issues of self esteem and life and death issues.

Bishop Hegarty has kindly given permission for the Reservation of the Blessed Sacrament in the School Oratory. This is a most important and respected aspect of the school's Catholic ethos. The Blessed Sacrament is visited daily by students and staff members who welcome the daily opportunity for peaceful reflection and tranquil meditation.

We have had two days of Exposition of the Blessed Sacrament and this has provided great spiritual nourishment for both students and staff. We hope to make exposition a regular practice for the Year of Faith.

The Pope John Paul II Award

This award continues to grow in significance and importance in the lives of our Sixth Form students. Currently, 50 students completed the award in 2011 and a further 70 are enrolled for completion in 2012. Girls have become significantly involved in their parishes as a direct result of participation in this award. To this end, students have taken responsibility for reading at Mass, becoming Eucharistic ministers, being members of folk

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groups and choirs, helping with Children's Liturgies, working with the IOSAS Prayer Centre, parish savings and production of the Parish Bulletin. Students have also developed their social awareness by fundraising for Children in Crossfire, Trocaire, the Foyle Hospice, St Vincent De Paul, Northwest Romanian Appeal, APA and many other local charities.

RE/LITURGICAL EVENTS 2011 - 2012

Event	Date	Year Group
Whole School Mass	September 2011	Yr 8-14
Mercy Day Loose Change Appeal	24 September 2012	Whole School
Yr 8 Service of Light	October 2011	Year 8
RSE Love for Life	October 2011	Yr 12 LIFE Conference Yr 8/11 RSE Day
November Mass for deceased members of community and in Memory Book	November 2011	Whole School
Advent Friday Mass	December 2011	Available to all
Christmas Carol Service	14 December 2011	Students/Staff/Parents
Christmas Liturgies	16 Dec 2011	Whole School
Catholic Schools week	29 Jan - 4 Feb Tues 31 Jan Fri 3 Feb Fri 3 Feb	Fr Flann with Form Groups Yr 13/14. Yr 13 Mass during Enrichment Exposition of Blessed Sacrament Open to all/staff/students
Pope John Paul II Awards Ceremony	6 Feb 2012	Year 13 Millennium Forum
Yr 13 Retreat	21 Feb /28 Feb	Form Class Periods
Yr 9 Church Visits	Feb 2012	Year 9 visit to Carlisle Methodist/Presbyterian Church
Ash Wednesday	22 Feb 2012	Whole School. Extended Registration
Penitential Service	26 - 30 March 2012	Whole School Extended registration
Lenten Mass (5)	Each Friday of Lent	All welcome
Year 14 Retreat Columba House	13-20 March	Yr 14 and Form Teachers
Easter Liturgies	Tues 3 April 2012	Whole School
Yr 12 & Yr 14 Leavers Mass	May 2012	Yr 12 /Form Teachers Yr 14 and Parents
Faith Friends Programme	Feb-April	Bunscoil Cholmcille, Hollybush PS
Yr 10 End of Key Stage Mass/Retreat	June 2012	Form Teachers Yr 10
Year 8 Retreat IOSAS Prayer Garden	June 2012	Yr 8 RE Teachers

CURRICULUM

During 2011-2012 changes in the curriculum and teaching were addressed on a whole school basis as the emphasis shifted from the process of introducing changes to the curriculum and focused on quality informed teaching, enriched learning and the delivery of a skills based curriculum centred on learning outcomes. The Heads of Department forum provided opportunity for significant Capacity Building, Staff Development and Dissemination of Good Practice as they worked collaboratively to ensure a consistent, coherent quality classroom experience, to embed curricular developments and the skills infused curriculum into good classroom practice and to develop effective Monitoring, Evaluation and Review strategies.

Heads of Department continued to lead staff in planning and development for the implementation, teaching and evaluation of the Northern Ireland Statutory Curriculum and Assessment Proposals which are now mandatory for all students in Key Stages 3 and 4. Teachers focused particularly on providing opportunities in the classroom for the acquisition and development of the Cross Curricular Skills of Literacy, Numeracy and Using ICT and the Thinking Skills and Personal Capabilities. They concentrated on embedding teaching and learning strategies for the delivery of a skills-based curriculum into classroom practice and continued to plan and prepare for the proposed Assessment of the Cross Curricular Skills. Our English and Mathematics departments participated in the CEA Shadow Year Pilot for Assessment in the new Levels of Progression of Communication and Using Maths in preparation for the mandatory end of Key Stage 3 Assessment in 2013. The teachers' evaluation of this work commented on how useful they found the participation and the positive impact it had on the focused teaching and meaningful assessment of the skills.

Significant work and planning has been initiated for the development of cross curricular assessment tasks for KS3 Using ICT. Led by the ICT Committee ongoing Staff Development has been organized and continues to up skill all teachers in preparation for the mandatory end of Key Stage 3 Using ICT Assessment in 2014. Departments have begun collaborative work to identify and develop a range of common cross curricular themes so students can experience cross curricular connected learning experiences. For example in Year 8 the Theme of "Energy" is explored in Geography, Maths and Science. Teachers have also collaboratively identified opportunities to develop and assess cross curricular skills (eg ICT - Year 9 Photostory Presentation Task) and Thinking Skills and Personal Capabilities such as Decision Making and being Creative. Learning for Life and Work is delivered through Personal Development, Citizenship, Home Economics, and Employability.

At Key Stages 4 and 5 we continued to make provision for the delivery of the Entitlement Curriculum in a way that is meaningful, relevant and tailored to the individual strengths and needs of our pupils. We currently offer our pupils the amended (phased) statutory requirement of Applied and General GCSEs and A' Levels.

Significant Staff Development in the use of all available Benchmarking and other relevant data to enhance and enrich the pupils' curricular experience and achievement, to inform teaching and enhance learning has resulted in its increasingly focused application as it informs classroom intervention and target setting.

Heads of Department engaged in continuous monitoring and evaluation of Programmes of Study and Schemes of Work to ensure more structured, articulated inclusion of opportunities for the acquisition and development of the Cross Curricular Skills and the Thinking Skills and Personal Capabilities. Schemes of Work have been significantly evaluated and reviewed to take cognisance of the impact of the revised skills infused curriculum in the classroom and the pupils' learning. There is an appropriate focus on learning and skills development at Key Stage 3 and we continue to monitor the continuity and progression of such learning into Key Stages 4 and 5 where there is a concurrent focus on subject content for examination requirements and achievement. Teachers report that the skills are making an impact at GCSE and at A' Level where we see evidence of the ability to, for example, manage information, work independently and as part of a group. The students "make wider connections with ease."

Monitoring and Evaluation of the skills infused curriculum is ongoing and increasingly embedded in departmental structures and practice – eg Departmental Meetings, Departmental Moderation, Common Assessments, Use of Benchmarking and other Data, Module results, Learning outcomes.

All departments have established and implemented clear policies and structures for assessing, recording and reporting on pupil achievement and development in the areas of learning and the acquisition of skills.

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We work together in the context of growing syntheses of the Pastoral and Curricular emphases to maintain an enriched, vibrant learning experience which provides each child with relevant and meaningful opportunities to fully develop the skills, capabilities, attributes and knowledge necessary to achieve to her potential.

CURRICULUM

The academic curriculum of a pupil was a compilation from the following list of subjects offered by the school

SUBJECT	Key Stage 3	GCSE	AS-LEVEL	A-LEVEL
Additional Maths		*		
Art and Design (A)	#	*	*	*
Astronomy (A) Extra Curricular		*		
Applied Business Double Award (A)			X	X
Applied Health & Social Care Double Award (A)			*	*
Applied ICT (A)			X	X
Applied Science Double Award (A)			*	*
Biology		*	*	*
Business Studies (GCSE A)		*	*	*
Chemistry		*	*	*
Child Development(A)		*		
Citizenship	#	#		
Critical Thinking			*	
Design and Technology (A)	#	*	X	X
Employability	#	#	#	#
English	CC	*		
English Literature		*	*	*
French	#	*	*	*
Further Mathematics			*	
Geography	#	*	*	*
Government and Politics			*	*
History	#	*	*	*
Home Economics (A)	#	*	X	X
ICT (A)	CC	*	*	*
Irish	#	*	*	*
Mathematics	CC	*	*	*
Moving Image Art (A)			X	X
Music (A)	#	*	*	*
Performing Arts (A)		*		
Personal Development	#	#	#	#
Physical Education (A)	#	# *	# X	# X
Physics		*	*	*
Psychology			*	*
Religious Studies	#	*	*	*
Science	#	*		
Spanish	#	*	*	*
Statistics		*	X	X
Theatre Studies/Drama (A)	#	*	*	*

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not examined by public examination
x course offered, no uptake

* examined by public examination
A Applied Subject

cc internally assessed, externally moderated

PASTORAL CARE

Pastoral Care has as its core priority the well being of each individual student. We achieve this in an atmosphere of respect, trust and open communication among students, staff, parents and the wider community. We work to promote a caring and orderly environment which meets pupils' needs and recognises their unique gifts, talents and challenges.

The structure of the pastoral system within the school is clearly identifiable and involves every member of staff. Special responsibilities are held by the Vice-Principals, Senior Teachers, Heads of School, Year Heads and Form Teachers.

KEY STAGE 3

The Personal Development programme has provided a vehicle for the delivery of the new curriculum. The Junior school programme aims to promote and develop Emotional Intelligence (EI) in the students. This holistic development of students is of paramount priority. In school this involves providing learning opportunities to instil values, attitudes and skills in addition to the acquisition of knowledge.

We in Thornhill have developed a personalised approach around the concept of the ten themes of "In Sync" which reflects the school's ethos. The delivery of the programme by form teachers is evaluated rigorously and supplemented with additional resources, other school initiatives and input from external agencies.

In addition to the pastoral programme junior students are also encouraged to take an active part in a variety of activities i.e. extra-curricular, celebrating successes through Year group prize-giving ceremonies, support from intervention agencies where appropriate, Young Enterprise programmes, whole class and individual fund raising, School Council, Sports Day, Science Fair, Anti-Bullying week, school trips and outings, competitions, Drama performances, Revision booklets and socials organised by the Parents' Association.

The junior prefect team play a central role in supporting both staff and pupils and provide excellent leadership. Year 8 students experience a comprehensive induction programme culminating in the Service of Light which provides a solid foundation for their school life.

	Year 8	Year 9	Year 10
Settling in	Induction – information on school life and procedures/ dealing with anxiety/ being prepared.	Exploring Friendships. Circle time.	Self report worksheet to log achievements to date. Skills development.
Learning about Learning	How do I learn best? The "Learning Cycle" Developing self esteem.	Examining learning styles -visual, auditory and kinaesthetic	Encouraging positive attitude and motivation to learning. Effective study habits.
Target Setting	How am I getting on? Self contracts. Self report sheet.	Short and long term goals. SMART targets.	Setting individual and collective goals to affect positive personal and academic change.
Health and the Whole Person	Getting to know yourself better. Positive things and areas for improvement.	Healthy diet / Importance of fitness / Positive health habits / Vaccinations.	Healthy Choices
Feelings and Emotions	Exploring and expressing emotions Relationships and sexuality	Verbalising feelings. Expressing emotions. Dealing with feelings.	Consequences of negative and positive judgements/ staying in control/ positive thinking.
Managing Influences and Making Decisions	What influences me most? Situations you find yourself in. Going against the crowd. Decision making worksheet.	Peer pressure. Taking responsibility. Action planning. Developing willpower.	Impact of internal and external influences. Creative and critical thinking in decision making.
Self Concept	Examining the uniqueness of each individual. My life journey.	Liking oneself. Awareness of influences. Self esteem.	Friendship and self-esteem.
Preparation for Exams	Why/What/How of effective revision. Planning for success.	Study habits developed. How to do the best in exams. Academic record.	Examining personal motivation, organisation and planning. Effective use of resources and memory training.
Managing Change	Exploring feelings. Making new friends. Developing a class spirit. Choosing a form prefect.	Key stages when change happens; coping with change/ understanding loss and grief.	GCSE subject choices.
Careers	Young Enterprise	Employability	GCSE subject choices. Requirements for career and life choices.

	Year 8	Year 9	Year 10
Morals, Values and beliefs	What I value most. What shapes our behaviour. How to make moral choices.	Importance of laws. Developing a moral code. Dealing with moral dilemmas.	Role plays of different scenarios. How to act with integrity.
Safety and Managing Risk	Why the need for rules? Personal reflection on risk taking.	Frameworks for assessing and managing risks. Dangers at home and school.	Emotional safety. Bullying and physical violence. Signs of different types of abuse and dealing with abuse.
Pupil Progress File	Academic Record. How am I getting on? Personal Achievement record.	Looking to the future. Assessing personal qualities. Self Report sheet.	Academic Record. Personal Achievement Record. Personal Statement.
Cyber safety	Talk from external agency.	Advances in technologies and their positive and negative impact.	Talk from external agency.
Drugs and Alcohol	Table of drugs and their effects. Alcohol and peer pressure.	How alcohol affects the body. Impact of smoking. Effects of misuse.	Exploring consequences of drug abuse and addiction on self and others. Types of drugs and how they work.

Mrs. A O'Neill
Head of Junior School

KEY STAGE 4

The main aim of the Pastoral programme during the first term of **Year 11** is to facilitate the effective transition of all students from Junior to Middle school. The focus of the **Personal Development** module is to provide opportunities for students to develop strong relationships with their new classmates and teachers. As part of this programme, students have an activity and information day in early October entitled "From Junior School to GCSE". This involves the students participating in a number of fun activities designed to build good relations within each form class. They then set targets for this first year of their GCSE programme and concentrate on developing those skills nurtured during Years 8 to 10 with regard to study and learning. The key elements of the programme are as follows:

Unit 1: Induction into Year 11	<ul style="list-style-type: none"> ▪ Transition into Year 11/GCSE studies ▪ Settling into new form class/subject groupings ▪ Setting academic and personal targets for Year 11
Unit 2: Study and Life Skills	<ul style="list-style-type: none"> ▪ Getting Organised ▪ Skills for Learning ▪ Skills for Life
Unit 3: Personal Relationships	<ul style="list-style-type: none"> ▪ The 3 'R's of Relationships ▪ What makes a good friend? ▪ Relationships with Parents
Unit 4: Alcohol Awareness	<ul style="list-style-type: none"> ▪ Alcohol Quiz/Effects of Alcohol ▪ Attitudes to Alcohol ▪ Making decisions and choices ▪ Sensible drinking messages
Unit 5: Self Esteem/ Positive Thinking	<ul style="list-style-type: none"> ▪ What is self esteem? ▪ The importance of positive thinking
Unit 6: Preparing for Christmas/Exams	<ul style="list-style-type: none"> ▪ Preparation for Christmas ▪ Revision techniques

During Terms 2 and 3, students follow programmes in Citizenship and Employability. At the end of Term 3, they carry out, in consultation with their Form Teachers, a review of their progress during Year 11. They also compile a record or extra-curricular activities, both in school and outside.

In **Year 12**, the key aim is to ensure that every student achieves her potential at GCSE in order that she has the widest possible choice for A Level and beyond. To that end, **Careers** and **Target Setting** are two key elements of the pastoral programme. The **Personal Development** programme also continues to ensure the holistic development of every student. Details of the programme are:

Term 1		Term 2	
<p><u>Unit 1:</u> <u>Careers/Employability/Target Setting</u> <u>(1)</u></p>	<ul style="list-style-type: none"> • Introduction to Careers Planning • Review of Personal Skills and Qualities • Discussion of Job Families • ICT Suite-Job Searches • Getting Connected Survey • Setting targets for GCSE (in consultation with subject teachers) • Interviews with Form Teacher 	<p><u>Unit 5:</u> <u>Careers/Employability (2)</u></p>	<ul style="list-style-type: none"> • Post-16 options • AS subject choices-booklet • Discussions with Form and Subject Teachers, Parents, Mentors, Careers Teachers • Completion of Personal Career Plan • Choice of AS Subjects
<p><u>Unit 2:</u> <u>Personal Safety</u></p>	<ul style="list-style-type: none"> • Having Fun/Staying safe 	<p><u>Unit 6:</u> <u>Drug Awareness</u></p>	<ul style="list-style-type: none"> • Who am I? • Which are the most dangerous drugs? • The effects of ecstasy/A plea for help • Creating an effective Drugs Education Campaign
<p><u>Unit 3:</u> <u>Coping with Stress</u></p>	<ul style="list-style-type: none"> • Causes, effects and warning signs of stress • Looking after yourself: techniques to manage or prevent over stress 	<p><u>Unit 7:</u> <u>Final Preparations for GCSE exams</u></p>	<ul style="list-style-type: none"> • Success in exam • Learning to cope with exams • Exam nerves-don't panic!
<p><u>Unit 4:</u> <u>Preparation for mock GCSE exams</u></p>	<ul style="list-style-type: none"> • Self-assessment- review of progress during first term- how am I doing? Am I on track? • Characteristics of a successful learner • Revision strategies: tips and skills 		

In October all Year 12 students took part in a Target Setting/Careers Day. One of the talks was given by Ms Grace Meehan from QUB who explained the importance which universities place on GCSE grades as well as giving the students an insight into life and study at Queen's. A workshop on "The Experience of Work" was also provided by Mr Pat Jamison from Sentinus. In December Young Enterprise will provide a workshop on "Success Skills". This will help students develop further the skills essential for exam success. For maximum effect, this is scheduled for late in first term, before the mock GCSE exams.

Students and their parents are invited into school in February, when the options available for A Level study and the admissions criteria for entry to the Sixth Form in Thornhill College are explained. The Careers Service also provides advice to students at this time.

Mrs C Mallon
Head of Middle School

KEY STAGE 5

Year 13

The main aim of the Pastoral programme during the initial stage of year 13 is induction of students into Senior school and to assist them with the transition from GCSE study to the demands of A-Level study. Induction is also pertinent as we aim to integrate students from other schools into the sixth form and ensure that their transition is smooth. During terms two and three, preparation for January modules, target setting after module results have been published and focus on emotional wellbeing form the outline of the programme. Specific details of the programme are:

Term 1 Unit 1	Induction and form teacher/student interviews
Unit 2	Study skills
Term 2 Unit 3	January modules / Prefect elections
Unit 4	Emotional Health / Review of Results & Target Setting
Unit 5	Exam Preparation

External agencies involved with year 13 included REACH Across who led a very successful day. REACH also led a cross community Prefect training course for the senior prefect team which also involved prefects from other schools. The PSNI and DIVERT gave a talk to students about the dangers of alcohol and drug abuse including specific information on 'legal highs'.

Year 14

In a relatively short year which commences for year 14 after work experience and ends in mid May, the focus of the Pastoral programme using data from A/S results to mentor students and set targets so that they can achieve their potential at A2 level. Details of the programme are:

Term 1: Unit 1	Student Finance & Form teacher / student interviews
Unit 2	Interview skills
Term 2: Unit 3	January modules
Unit 4	Alcohol Awareness / Review of Results & Target Setting
Unit 5	Lenten Retreat / End of Year Prayer Book

External agencies were invited into school to enhance the experience of the students. For example, members from AA spoke to the students about the dangers of alcohol abuse. Students also visited Columba House for a Lenten Retreat. A representative from QUB spoke to the students about student finance and staff from the WE&LB visited the school to support students with their applications for student finance.

Within the senior school, the use of learning agreements are an integral component of the pastoral programme which involves the bi-monthly review of each individual student's progress by form teachers and intervention, when necessary, by form teacher, head of year and head of school.

Mr D Mc Cay
Head of Senior School

LEARNING FOR LIFE AND WORK

Learning for Life and Work (LLW), as part of the Key Stage 3 and Key Stage 4 curriculum, aims to help pupils develop the knowledge, skills, values and capabilities necessary for independent thinking, informed decision making and responsible action.

In Thornhill, Learning for Life and Work is delivered through the form class programme, whole school events and contributions from the areas of learning. The core areas which contribute to LLW at KS3 are Personal Development, Home Economics, Citizenship and Employability. At KS4 the areas are Personal Development, Citizenship and Employability.

A crucial element in delivering Employability involves the links which have developed between the College and Young Enterprise and Sentinus.

Year 8 pupils, as part of their induction, participated in the “Your School Your Business” programme. This is a half-day event which explores goal setting and encourages the pupils to use their creative skills to solve problems. It addresses aspects of Employability by looking at the skills and attributes which make one enterprising. In June, the Year 8 pupils also took part in “Moving On”, designed to allow them to reflect on their first year in post primary school and use the experience to enhance learning in Year 9.

“YE-NINE” introduced Year 9 pupils to enterprising skills and qualities. Considerable reference is made to entrepreneurs within their local community. The pupils identify their own personal enterprise skills and explore the characteristics of an enterprising person.

In year 10 “Project Business” deals with independent learning which is explored through investigation of how to plan, manage and use resources. Pupils also investigate their rights as consumers, their responsibilities and the support that is available.

Our Year 11 students availed of “Learn to Earn”, a programme which demonstrates how achievement in learning can lead to success in earning. “Learn to Earn” contributes to the development of financial capability and explores self-employment as a career option.

Year 12 students participated in “Success Skills”. This programme uses role play scenarios which help develop team building, time management and goal setting. A grounding in personal and enterprise characteristics can help the students succeed in school, career choice, enterprise and as contributors to their own communities.

We offered a course in “Personal Economics” to our Year 13 pupils. This is a hands-on, practical introduction to personal finance, credit, debt, savings and budgeting and will benefit any student who is continuing into third level education or entering the world of work.

This year, we were delighted that Thornhill College has been recognised by Young Enterprise Northern Ireland as a Centre of Excellence for its participation in enterprise programmes.

Mr. B Douglas

Home Economics

In Thornhill College Home Economics is delivered to all Key Stage 3 pupils. It is also offered at GCSE and includes Child Development. Many of our students go on to study Applied Health & Social Care at GCE level. A cookery module is also offered as part of the sixth form Enrichment Programme.

Home Economics provides pupils with the opportunity to learn about diet, nutrition and health in a practical context – through the preparation of food and the planning of meals. Students also study aspects of Home and Family Life to raise awareness of the roles and responsibilities they will undertake as young adults.

Preparation for Independent Living features strongly in the delivery of the subject and pupils are challenged to manage resources effectively to ensure they become discerning consumers. Home Economics offers natural opportunities for the development of Skills and Capabilities.

Mrs. J Fiorentini

Citizenship

Citizenship at Thornhill College is currently taught to students in Years 8, 9, 10 and 11 through one of the two allocated Form Periods by the Form Teacher. In Years 8, 9 and 10 it is taught in rotation each term with Employability and Personal Development. In Year 11 Citizenship is taught for 1/3 of the Year alongside Employability and Personal Development and covers 13 weeks.

To enhance Citizenship at Thornhill students participate in a number of extra-curricular activities including the 'Prejudice Face On' project. They also participate in a number of events organised by Derry City Council including Local Democracy Week.

We also have active Student Councils in Years 9, 10, 11 and 12 who were all elected through a formal Student Council Election which took place in November 2012. The Councils meet on a monthly basis facilitated by a member of staff (Mr P O'Donnell /Year 9, Mr Parlour/Year 10 and 12 and Mr Deane/Year 11).

Mr. J Parlour

Company Programme

Educational toys is a massive and growing industry, with more toys than ever being developed with the child's education and development in mind. Type "educational toys" into Google and nearly 8 million pages are suggested. This year, our group of young entrepreneurs sought to tap into this market and came up with a product that parents and educators were looking for. Their innovative creation is a cleverly designed story sack named 'Tell a Tale'. It contains a story book and related toys which bring the story to life; making it an interactive reading experience for parent and child.

Once again, Thornhill Young Enterprise enjoyed great success. The Year 13 'Tell a Tale' Company won 1st prize in the Northwest Regional Board Foyle Trade Fair 2012 held in Foyle side in February. The team made up of 13 girls then proceeded to the next round of the Company Competition in March when they presented their business idea in a 'Dragon's Den' style pitch to a panel of high profile judges who grilled them on every aspect of their business.

As a result of their outstanding performance they were awarded 'YE Northwest Company of the Year 2012' at the Millennium Forum, which meant they qualified for the 'Northern Ireland Company of the Year' awards ceremony at Titanic Belfast. Here they received recognition, winning the first ever award for a 'Highly Commended Company'.

Mrs. G. Walker

THE EXTENDED SCHOOL

The concept of the Extended School has become part of government policy in an attempt to provide a holistic environment for young people to learn and to develop skills that will enhance their life chances.

A report produced by the **Greater Shantallow Area Partnership (GSAP)** highlighted a wide range of issues dealing with social deprivation in this geographical area. Building on the concept of 'Clustering' as a matter of good practice in current educational thinking, Thornhill College has worked as part of a team with 7 other schools in this area - **St. Brigid's College, St. Columb's College, Galliagh Nursery, St. Thérèse Primary School, St. Paul's Primary School, Culmore Primary School and Hollybush Primary School**. This strategic cluster has combined with the Greater Shantallow Area Partnership, based in Northside Village Centre, to utilise additional Extended School Cluster funding to offer support facilities and organise programmes that have arisen as a result of auditing target groups. The function and management of this particular 'cluster' has been regarded as model for the remainder of Northern Ireland, and beyond. This cluster works closely with the **Western Education and Library Board (WELB)**, and since its expansion to include membership of the local office of the **Department for Social Development (DSD)**, new and important funding and planning has taken place throughout the year's activities.

HOMEWORK CLUB

The Homework Club is the collective name for the activities that take place before and after school each day. This is mainly on the first three days of the week - Monday to Wednesday, but there are sporting activities after school on Thursday and Friday as well. The core of the Homework Club is the availability of the ICT facilities and the Library, the former also being available from 8.30 in the mornings, with substantial up-take for this. This time has also allowed extra/revision classes in curriculum subjects such as Maths, Science and English to take place along with other extra-curricular activities ranging from Drama, School Choirs, Orchestra, Cross-Country, Science Club, Technology & Engineering Club, Netball, Soccer and Gaelic Coaching, Language Clubs, Debating, Film Club, French Club, Calligraphy, Basketball, Hockey, Athletics, Ceili Dancing, Traditional Music, with practices for competitions such as the Mock Bar Trials, Debating, etc. The vast majority of these Clubs and Societies are run by members of the teaching and support staff in the school, who freely give up their time. Transport at the end of the day, has always been a major part of the Homework Club, with the school responsible for the movement of almost 500 students at 5pm on most afternoons. Six buses leave for various locations in the city and suburbs. While students are encouraged, and many do arrange their own transport from school at 5pm, many rely on buses provided to cover three key routes: Carnhill/Shantallow/Creggan areas, Foyle Street Bus Depot, Waterside/Prehen area/Strathfoyle & Eglinton.

EXTENDED SCHOOL IN THE COMMUNITY

Parents had previously been consulted and some of their preferences were provided for with the provision of a wider range of night courses for both parents and adults in the wider community.

The following courses were offered during the course of the year: Healthy Cooking, Basic Cookery, Holiday French, Conversational Spanish and a Knitting/Crochet class. These proved popular with parents and other adults from the catchment area and beyond.

Due to the school remaining open for these night classes, other local community groups have been able to avail of the sporting and accommodation facilities on the premises, to run a series of training and artistic sessions.

SUMMER SCHOOL

Thornhill organised and ran its ninth annual Summer School on 2nd/3rd July. 163 prospective Year 8 students attended the summer school. Activities began at 10.00am and concluded at 3.30pm each day. Students were split into eight groups. Each group was given a 'house' name associated with local places. These groups were loosely based on the class structures the students would be placed into in September. Due to the uptake this year, each group spent three sessions per day - a morning and two afternoon sessions - on a different fun activity such as Sport, Science, Calligraphy, Treasure Hunt, Dance, Music, Cookery, Crafts and Drama. Lunch was provided by canteen staff at mid-day. On the final session of the last day, certificates were presented before the conclusion of the 2012 scheme.

This important event in the school year has a dramatic effect of settling the new intake when they arrive in September to begin their academic career in Thornhill College.

The Summer Scheme is now well established as a traditional part of the Thornhill experience.

PUPIL ACHIEVEMENTS 2012

TOP CANDIDATES IN NORTHERN IRELAND IN CCEA EXAMINATIONS

GCSE Level

- Mercedes Monton** - Joint 1st Place in N. Ireland GCSE Spanish
- Rebecca Meenan** - Joint 2nd Place in N. Ireland GCSE Child Development
Shannon Smyth - Joint 2nd Place in N. Ireland GCSE Child Development
- Daire Canning** - Joint 2nd Place in N. Ireland GCSE Irish

GCE Level

- Emily McCormick** - Joint 1st Place in N. Ireland GCE Art & Design
Hannah Vail - Joint 1st Place in N. Ireland GCE Art & Design
- Sorcha Ni Chearullain** - 1st Place in N. Ireland GCE Irish
- Aimee Farrell** - 3rd Place in N. Ireland GCE ICT

PUBLIC EXAMINATIONS BY RESULTS 2012

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

Assessment Outcomes Key Stage 3, 2012

2012 Levels of Progression				
Levels		5	6	7
% of pupils	English	7.4	43.1	49.5
	Maths	0.5	36.8	62.7

PUBLIC EXAMINATIONS BY RESULTS 2012

Results Subject/Grade Analysis: Summer Exams 2012															
Year 12 GCSE															
Subject	Entries	-	A*	A	B	C	D	E	F	G	U	A*-A	A*-C	A*-G	Average Points
			16	14	12	10	8	6	4	2	0	18	29	30	
Art & Design(3510)	30	No.	11	7	8	3	1	0	0	0	0	18	29	30	13.6
		%	36.67	23.33	26.67	10	3.33	0	0	0	0	60	96.67	100	
Biology(1010)	10	No.	6	3	1	0	0	0	0	0	0	9	10	10	15
		%	60	30	10	0	0	0	0	0	0	90	100	100	
Business Studies(3210)	20	No.	3	12	4	1	0	0	0	0	0	15	20	20	13.7
		%	15	60	20	5	0	0	0	0	0	75	100	100	
Chemistry(1110)	10	No.	4	4	2	0	0	0	0	0	0	8	10	10	14.4
		%	40	40	20	0	0	0	0	0	0	80	100	100	
D&T Resistant Materials(9040)	4	No.	0	3	1	0	0	0	0	0	0	3	4	4	13.5
		%	0	75	25	0	0	0	0	0	0	75	100	100	
Drama(5210)	24	No.	6	10	5	3	0	0	0	0	0	16	24	24	13.6
		%	25	41.67	20.83	12.5	0	0	0	0	0	66.67	100	100	
Engineering	32	No.	32	0.00	0.00	0	0	0	0	0	0	32	32	32	16.0
		%	100	0	0	0	0	0	0	0	0	100	100	100	
English Language(5030)	199	No.	32	101	64	2	0	0	0	0	0	133	199	199	13.6
		%	16.08	50.75	32.16	1.01	0	0	0	0	0	66.83	100	100	
English Literature(5110)	199	No.	31	96	64	8	0	0	0	0	0	127	199	199	13.5
		%	15.58	48.24	32.16	4.02	0	0	0	0	0	63.82	100	100	
French(5650)	85	No.	14	24	21	21	5	0	0	0	0	38	80	85	12.5
		%	16.47	28.24	24.71	24.71	5.88	0	0	0	0	44.71	94.12	100	
Geography(3910)	54	No.	14	31	8	1	0	0	0	0	0	45	54	54	14.1
		%	25.93	57.41	14.81	1.85	0	0	0	0	0	83.33	100	100	
History(4010)	110	No.	24	47	32	7	0	0	0	0	0	71	110	110	13.6
		%	21.82	42.73	29.09	6.36	0	0	0	0	0	64.55	100	100	
Home Economics(3310)	16	No.	3	8	5	0	0	0	0	0	0	11	16	16	13.8
		%	18.75	50	31.25	0	0	0	0	0	0	68.75	100	100	
Home Economics: Child Devt(3330)	26	No.	11	10	5	0	0	0	0	0	0	21	26	26	14.5
		%	42.31	38.46	19.23	0	0	0	0	0	0	80.77	100	100	
Information Technology(2650)	31	No.	20	9	2	0	0	0	0	0	0	29	31	31	15.2
		%	64.52	29.03	6.45	0	0	0	0	0	0	93.55	100	100	
Irish(5550)	64	No.	32	22	9	1	0	0	0	0	0	54	64	64	14.7
		%	50	34.38	14.06	1.56	0	0	0	0	0	84.38	100	100	
Mathematics Additional(2340)	68	No.	6	23	21	13	3	2	0	0	0	29	63	68	12.3
		%	8.82	33.82	30.88	19.12	4.41	2.94	0	0	0	42.65	92.65	100	
Mathematics(2210)	198	No.	51	65	70	11	0	1	0	0	0	116	197	198	13.5
		%	25.76	32.83	35.35	5.56	0	0.51	0	0	0	58.59	99.49	100	
Music(7010)	47	No.	9	29	8	1	0	0	0	0	0	38	47	47	14
		%	19.15	61.70	17.02	2.13	0	0	0	0	0	80.85	100	100	
Physics(1210)	10	No.	3	5	2	0	0	0	0	0	0	8	10	10	14.2
		%	30	50	20	0	0	0	0	0	0	80	100	100	
Religious Studies(4610)	199	No.	78	85	30	5	1	0	0	0	0	163	198	199	14.4
		%	39.20	42.71	15.08	2.51	0.5	0	0	0	0	81.91	99.5	100	
Science Double Award(1370)	376	No.	64	144	124	44	0	0	0	0	0	208	376	376	13.2
		%	17.02	38.30	32.98	11.70	0	0	0	0	0	55.32	100	100	
Spanish(5750)	72	No.	18	25	17	9	3	0	0	0	0	43	69	72	13.3
		%	25	34.72	23.61	12.5	4.17	0	0	0	0	59.72	95.83	100	
Sport/PE Studies(7210)	20	No.	5	9	6	0	0	0	0	0	0	14	20	20	13.9
		%	25	45	30	0	0	0	0	0	0	70	100	100	
Statistics(2510)	19	No.	5	10	4	0	0	0	0	0	0	15	19	19	14.1
		%	26.32	52.63	21.05	0	0	0	0	0	0	78.95	100	100	
Total	1923	No.	482	782	513	130	13	3	0	0	0	1264	1907	1923	13.6
		%	25.1	40.7	26.7	6.8	0.7	0.2	0	0	0	65.7	99.2	100	

Number of pupils in Year 12 = 198

Overall

Number of GCSEs taken = 1923

Number of GCSEs passed A*-A = 1264

% passed A*-A = 65.7%

Number of GCSEs passed A*-C = 1907

% passed A*-C = 99.2%

Number of GCSEs passed A*-G = 1923

% passed A*-G = 100%

PUBLIC EXAMINATIONS BY RESULTS 2012

Results Subject/Grade Analysis: Summer Exams 2012															
Year 14 A Level															
Subject	Entries	-	A*	A	B	C	D	E	U	A*A	A*-B	A*-C	A*-E	Average Score	
			12	10	8	6	4	2	0						
Art & Design(3510)	6	No	4	2	0	0	0	0	0	0	6	6	6	6	11.3
		%	66.67	33.33	0	0	0	0	0	0	100	100	100	100	
Biology(1010)	57	No	2	25	25	5	0	0	0	0	27	52	57	57	8.8
		%	3.51	43.86	43.86	8.77	0	0	0	0	47.37	91.23	100	100	
Business Studies(3210)	16	No	1	4	8	2	1	0	0	0	5	13	15	16	8.3
		%	6.25	25	50	12.5	6.25	0	0	0	31.25	81.25	93.75	100	
Chemistry(1110)	29	No	0	9	10	6	4	0	0	0	9	19	25	29	7.7
		%	0	31.03	34.48	20.69	13.79	0	0	0	31.0	65.5	86.2	100	
Drama(5210)	7	No	0	3	2	2	0	0	0	0	3	5	7	7	8.3
		%	0	42.86	28.57	28.57	0	0	0	0	42.9	71.4	100	100	
English Literature(5110)	39	No	3	6	18	9	3	0	0	0	9	27	36	39	7.8
		%	7.69	15.38	46.15	23.08	7.69	0	0	0	23.08	69.23	92.31	100	
French(5650)	10	No	1	5	2	0	2	0	0	0	6	8	8	10	8.6
		%	10	50	20	0	20	0	0	0	60	80	80	100	
Geography(3910)	25	No	1	14	8	1	1	0	0	0	15	23	24	25	9.0
		%	4	56	32	4	4	0	0	0	60.0	92.0	96	100	
German(5670)	3	No	0	2	1	0	0	0	0	0	2	3	3	3	9.3
		%	0	66.67	33.33	0	0	0	0	0	66.7	100.0	100	100	
Greek(6550)	1	No	1	0	0	0	0	0	0	0	1	1	1	1	12.0
		%	100	0	0	0	0	0	0	0	100.0	100.0	100	100	
Health & Social Care(0003)	72	No	0	10	41	21	0	0	0	0	10	51	72	72	7.7
		%	0	13.89	56.94	29.17	0	0	0	0	13.9	70.8	100	100	
History(4010)	27	No	4	9	12	2	0	0	0	0	13	25	27	27	9.1
		%	14.81	33.33	44.44	7.41	0	0	0	0	48.15	92.59	100	100	
Information Technology(2650)	26	No	2	6	9	7	2	0	0	0	8	17	24	26	7.9
		%	8	24	36	28	8	0	0	0	32	68	96	104	
Irish(5550)	22	No	5	8	5	4	0	0	0	0	13	18	22	22	9.3
		%	22.73	36.36	22.73	18.18	0	0	0	0	59.09	81.82	100	100	
Latin(6610)	1	No	1	0	0	0	0	0	0	0	1	1	1	1	12.0
		%	100	0	0	0	0	0	0	0	100	100	100	100	
Mathematics (Statistics)(2260)	2	No	0	0	1	1	0	0	0	0	0	1	2	2	7.0
		%	0	0	50	50	0	0	0	0	0	50	100	100	
Mathematics(2210)	61	No	3	13	16	17	8	3	1	0	16	32	49	60	7.1
		%	4.92	21.31	26.23	27.87	13.11	4.92	1.64	0	26.23	52.46	80.33	98.36	
Moving Image Art(8210)	3	No	0	1	2	0	0	0	0	0	1	3	3	3	8.7
		%	0	33.33	66.67	0	0	0	0	0	33.3	100	100	100	
Music(7010)	15	No	2	4	3	5	1	0	0	0	6	9	14	15	8.1
		%	13.33	26.67	20.00	33.33	6.67	0	0	0	40	60	93.33	100	
Physics(1210)	30	No	1	9	9	8	3	0	0	0	10	19	27	30	7.8
		%	3.33	30	30	26.67	10	0	0	0	33.33	63.33	90	100	
Politics(4830)	8	No	0	5	2	1	0	0	0	0	5	7	8	8	9.0
		%	0	62.5	25	12.5	0	0	0	0	62.5	87.5	100	100	
Psychology(4850)	35	No	6	9	13	4	3	0	0	0	15	28	32	35	8.6
		%	17.14	25.71	37.14	11.43	8.57	0	0	0	42.9	80	91.43	100	
Religious Studies(4610)	56	No	0	21	25	10	0	0	0	0	21	46	56	56	8.4
		%	0	37.50	44.64	17.86	0	0	0	0	37.5	82.1	100	100	
Science (Voc)(0008)	14	No	0	6	3	1	3	1	0	0	6	9	10	14	7.4
		%	0	42.86	21.43	7.14	21.43	7.14	0	0	42.9	64.3	71	100	
Spanish(5750)	18	No	1	11	6	0	0	0	0	0	12	18	18	18	9.4
		%	5.56	61.11	33.33	0	0	0	0	0	66.7	100	100	100	
Totals	583	No	38	182	221	106	31	4	1	0	220	441	547	582	8.3
		%	6.5	31.2	37.9	18.2	5.3	0.7	0.2	0	37.7	75.6	93.8	99.8	

Number of pupils in Year 14 = 183

Overall

Number of A Levels/ Applied taken = 583

Number passed A*A	=	220	% Pass A*A	=	37.7
Number passed A*-B	=	441	% Pass A*-B	=	75.6
Number passed A*-C	=	547	% Pass A*-C	=	93.8
Number passed A*-E	=	582	% Pass A*-E	=	99.8

OVERALL RESULTS

Board of Governors Report 2011/12

YEAR 12

% Entered for		% Achieving grades A* - C	
7 or more subjects	5 or more subjects	7 or more	5 or more
100%	100%	100%	100%

A-LEVEL/APPLIED

Number of Pupils in final year of A level course	% achieving	
	3+ A Levels at grades A*-C or equivalent	2+ A Levels at grades A*-E or equivalent
185	96%	100%

OTHER EXAMINATIONS

GCSE - Other Year Groups 2012

Awarding Body	Qualification	Entries	Result	%achieving qualification
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Year 8

CCEA	Irish GCSE	2	A*=2	100%
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Year 13

Edexcel	Astronomy GCSE	7	A=2 B=2 C=1 D=2	71.4%
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BTEC - First Certificate in Engineering (Electronics)

Year 11

Edexcel	Engineering	6	A*A*=6	100%
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AS-Level - Other Year Groups 2012

Awarding Body	Qualification	Entries	Result	% Achieving Qualification
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Year 10

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

No. of Leavers 2011/12	Higher Education	Further Education	Another School	Employment	Other
	207	160 77.3%	36 17.39%	10 4.83%	0 0%

ADDITIONAL INFORMATION

83.77% of students leaving after 'A' Level (Year 14) have gone on to Higher Education.

ANNUAL ATTENDANCE RATE (ALL STUDENTS) %

Total days attended by all students on roll as % of total possible days of attendance 95.3%

EXTRA CURRICULAR ACHIEVEMENTS

The students have participated in a wide range of academic, cultural, spiritual, social and sporting activities at local, provincial and national level. The many awards which they have won is evidence of the variety of talents among our students.

ART

Credit Union Competition Winners

- 11-13 Age Category - Joint 2nd Place Niamh Rowan; Joint 4th Place Sophie Smyth & Grainne Mullan
- 14-17 Age Category - 2nd Place Eimear Johnson and 3rd Place Zoe Porter
- Overall winners of the Top School Category - Thornhill College
- Sister Aloysius Memorial Competition - Joint Senior Winner - Emily McCormick

Mental Health Competition Winners

- 2nd Place Mary McDermott 3rd Place Rionach McCarron

BIOLOGY

- Stacey McIntyre was awarded a Nuffield Science Bursary for summer research and study at the University of Ulster, Coleraine

BUSINESS & ENTERPRISE

- Thornhill College's company 'Growth Spurt' won the first ever 'Highly Commended Company' award at the 2012 'Young Enterprise Company of the Year' awards ceremony in Belfast.
- 12 Students achieved OCR Level 3 Certificate for Young Enterprise
- Thornhill College was awarded the 'Young Enterprise Centre of Excellence Award' in recognition for promoting enterprise and entrepreneurship.

CERTIFICATE OF PERSONAL EFFECTIVENESS

- 23 Year 13 Students achieved a Level 3 Certificate in Personal Effectiveness, worth 70 UCAS points.

DEBATING & PUBLIC SPEAKING AWARD

- Northern Ireland Schools Debating Competition – Mairead McFadden was nominated as Best Individual Speaker and was a finalist in the competition at Stormont.
- Derry Junior Chamber Voice of the Future Competition -
Senior Section - 1st Place Laura Mullan
Runner Up Sorcha Ni Cheallaigh
Junior Section - Runner Up Tori McCallion
- Foyle District Road Safety Public Speaking Competition -
Senior Section - 1st Place Laura Mullan
Senior Section - 2nd Place Clare O'Connor
Intermediate Section - 1st Place Niamh Sammon
Junior Section - 2nd Place Maeve O'Boyle
- Safety in the Home Public Speaking Competition - 2nd Place Niamh McCay
- Feis Dhoire Cholmcille Senior Public Speaking Competition - 3rd Place Laura Mullan
- Environmental Youth Speak – Hannah Auld was the North West Regional Final Winner

DRAMA

- Feis Dhoire Cholmcille
- Runners up for Best Group in Drama
- Dance Drama - 1st Place Class 9E with 'The Stolen Child'
- Mime - 1st Place Class 9D with 'Grainne Mhaile – Ireland's only Pirate Queen'
- Choral Verse – 1st Place Class 9E with 'Nightmail' and 'He wishes for the cloths of heaven'
- Group Drama – 2nd Place Year 12 'The Secret Diary of Adrian Mole'

Strabane North West Schools Competition

- Winner of Best Moment in Drama
-

Board of Governors Report 2011/12

DUKE OF EDINBURGH AWARD

- 20 students achieved the Bronze Award
- 16 students achieved the Silver Award

LANGUAGE AWARDS

IRISH

- Feis Dhoire Cholmcille
- Ashbourne Shield/Sciath Mhic Giolla and five Gaeltacht Scholarships
- The James O'Doherty Cup
- Individual Conversation in Irish 1st Prize in four age groups -Year 8, 9, 11, 12
- Irish Drama – 1st Place Derry Journal Cup
- Choral Verse – 1st Place
- Irish Verse – 1st Place
- Irish Public Speaking AS - 1st Place in Irish Lang Public Speaking and Sciath Nic Lochlainn
- 4 Gaeltacht Bursaries were awarded by Feis Dhoire Cholmcille.
- 1 Full Gaeltacht Scholarship
- 4 Scholarships were won through the Ashbourne Shield Competition.
- 75 pupils awarded Silver Fainne at Presentation Gift

FRENCH

- Santander & Queens University A'level Essay Writing Competition - 2nd Place Kavina Duddy
- NI French Debating Competition - The Thornhill team reached the Semi-final and Eimhear Bradley won a prize for Best Speaker

MATHEMATICS

- UK Junior Maths Challenge – 3 Students achieved Gold Certificates, 13 Bronze and 38 Silver

MUSIC AWARDS

Feis Dhoire Cholmcille

- Senior Choir, 2nd Place in D&D NST Cup and Bursary
- Chamber Choir, 2nd Place in Thornhill PPU Cup and Bursary
- Senior Orchestra, 1st Place Father Leo O'Doherty Cup
- String Orchestra, 2nd Place R Gallagher Cup
- Clodna Logue, 1st Place Recorder Open
- Lisa Dobbins, 2nd Place Recorder Open
- Year 9 Gregorian Choir, 3rd Place in Gregorian Chant Competition
- Year 8 Choir Unison Competition, 2nd Place
- Year 8 Choir Two-part Competition, 2nd Place

At the conclusion of Feis week the school was awarded The Bishop's Shield.

RELIGIOUS EDUCATION

- Pope John Paul II Award students achieved 47 Gold, 14 Silver and 8 Bronze Awards

SCIENCE AND TECHNOLOGY AWARDS

- 5 Year 13 pupils were awarded Crest Gold Awards from the British Science Association.
 - Toyota STEM Challenge: Caoimhe Tierney, Aine Coyle & Roisin Coyle (Team JCAR) from the Junior Technology Club were winners of Irish Regional Section in April 2012 and took 5th Place in the UK National Competition in May 2012.
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Board of Governors Report 2011/12

SPORTS AWARDS

Year 8 Team Achievements

- District Schools Mini Cross Country Champions
- Ulster Schools Mini Cross Country Champions
- District Schools Minor Cross Country Champions
- Ulster Schools Minor Relay Champions

Year 8 Individual achievements

- Clodagh Lavery - Ulster Individual Silver Medalist
- Jessica O'Hare - District Long Jump Champion
District 100m Champion
Ulster 100m Silver Medallist

Year 9 Team Achievements

- District Schools Minor Cross Country Champions

Year 10 Team Achievements

- District Schools Junior Cross Country Silver Medalists
- District Schools Relay Silver Medallists

Year 10 Individual achievements

- Aoife Lafferty - District Schools Minor Champion
5th Place at the Irish Schools Championships
District 800m Champion
Ulster 800m Silver Medalist

Year 11/12 Team Achievements

- District Schools Intermediate Cross Country Silver Medalists
- District School Champions

Year 12 Individual Achievements

- Megan Devine - District 200m Champion
Ulster 200m Silver Medalist
District 100m Silver Medalist
Ulster 100m Bronze Medalist
Member of the UK School Games Team and
competed at the Olympic Stadium London

Year 13 Individual Achievements

- Anna Barr - Ulster Triple Jump Champion
Irish Triple Jump Silver Medalist

Gaelic

- Thornhill College Under 16 team won the U-16D Ulster Schools' Championship.
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VISION STATEMENT

Educating concerned, informed, adaptable members of the world community.

AIMS FOR STUDENTS

Thornhill College, a Catholic Grammar School in the tradition of the Sisters of Mercy, promotes high achievement and learning for life. It aims to develop in its students:

- a real awareness of their dignity as children of God and a caring Christian approach to life
- high self esteem - respecting and valuing themselves and others
- high standards of achievement in all areas of the curriculum
- lively enquiring minds and a spirit of curiosity
- the ability to be self motivated
- the ability to communicate effectively using a variety of media
- the ability to work both independently and collaboratively
- flexibility and adaptability in the world of work
- understanding of their responsibility towards the environment
- an appreciation of their cultural identity and of the diversity and interdependence of all people within
- the World Community

MISSION FOR THE SCHOOL

In an atmosphere where staff feel valued and supported, we believe each student will achieve these aims through high quality provision of:

- respect and support within the School Community
 - a rich and varied experience of Catholic faith and life
 - a broad and challenging curriculum
 - a stimulating learning environment
 - an innovative approach to teaching and learning
 - support, challenge and encouragement to succeed
 - an up to date range of learning resources
 - active partnerships between school, home and community
 - an enriching programme of extra-curricular activities and visits
 - an acknowledgement of achievements
 - an active preparation for the world of work
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SCHOOL PRAYER

Lord, we give you praise and thanks at the beginning of this day for all the blessings we have received in our lives. Lead us to live fully in the present moment and enjoy all that is good around us. Help us to live our school motto “Thy Kingdom Come,” and because you are with us, let us see you in all those we meet today.

We ask you to bless anyone in our community who is worried or in need of help. Teach us to show your concern and care for others.

Our Lady of Mercy, pray for us.

Amen.
