



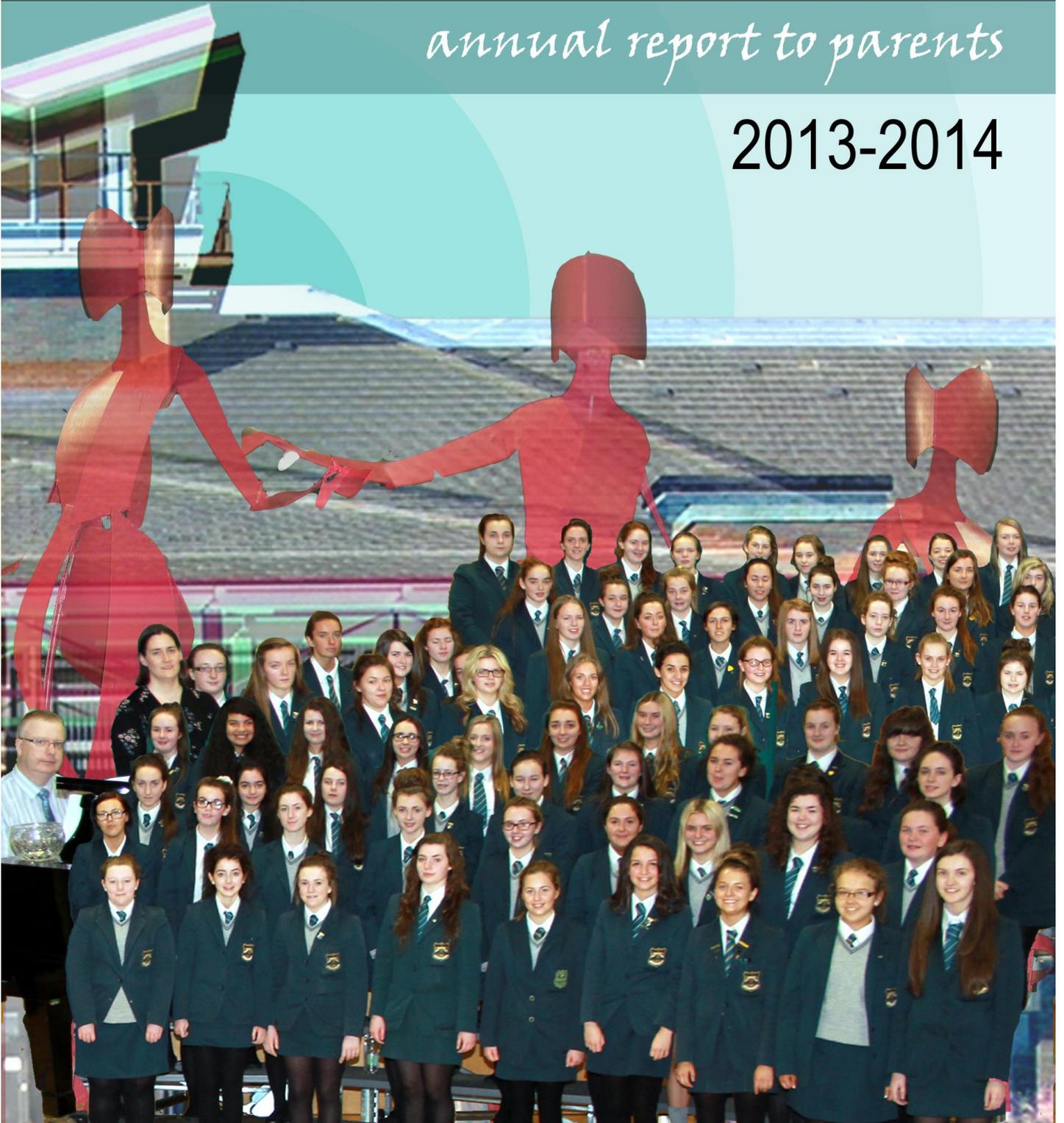
Thornhill College

SPECIALIST SCHOOL IN MATHEMATICS & PHYSICS

BOARD OF GOVERNORS

annual report to parents

2013-2014



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FOREWORD

Parents, Staff and Students,

I take this opportunity to present the Annual Report of the Board of Governors for the academic year 2013-2014.

It contains information about achievements and success, Governors, teaching and support staff and the agencies which contribute to the care and education of our students. As Chairman of the Board of Governors, I am always encouraged by the professional approach of staff and their commitment to self-evaluation and continuous improvement. This commitment is seen in and beyond the classroom in the voluntary activities and extra-curricular opportunities which all members of staff continue to offer to the students.

This report also summarises the results of public examinations and the academic progress of our students. It gives an insight into some of the main events in the school year. But in a busy, vibrant school such as ours with the wealth of talent in our student body, it provides only a flavour of the extensive range of activities and individual student successes, so we are increasingly using our website to record the activities and achievements of students.

In August 2014, Miss Annette McIvor, Vice-Principal, retired after 38 years of dedicated teaching and leadership to the school. Mrs Melody Leonard retired after 13 years committed service to the Physical Education Department. We wish them well in their retirement. We welcome Mr Kevin Healy and Mrs Teresa Gillespie to the staff.

I take this opportunity to thank you, parents and guardians, for your support and to thank our teachers and support staff for their dedication and professionalism as we continue to meet the ever-changing needs of the students we serve.

John MacCrossan
Chairman of the Board of Governors
December 2014



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

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
	Miss Elaine Harkin	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.

STAFFING

Staffing is largely dependent upon the number of students enrolled at the school. The number admitted into Year 8 was 200, and the overall enrolment number was 1410.

STAFFING COMPLEMENT

TEACHING STAFF:

Principal and 81 full-time equivalent teachers, 3 foreign language teaching assistants and 2 classroom assistants. Job-share arrangements included 2 teachers in 1 department - Physical Education.

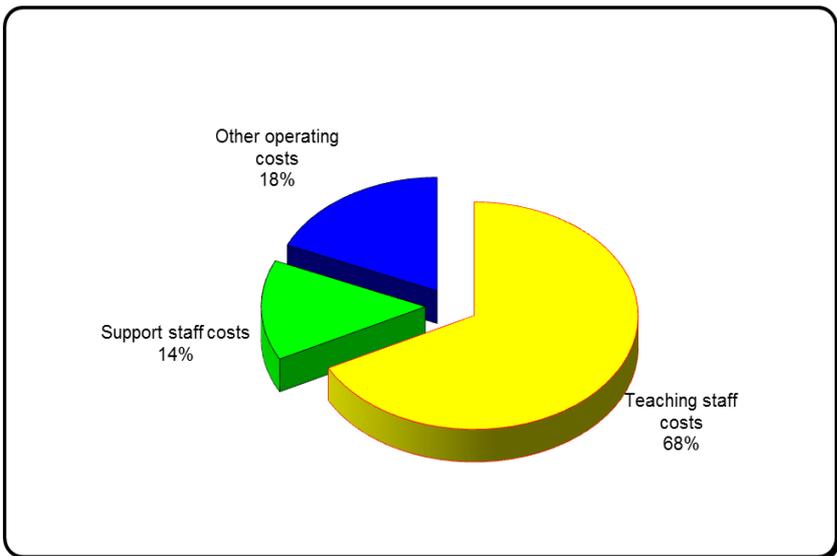
SUPPORT STAFF:

9 Administrative and Clerical, 1 Librarian, 9 Technicians, 1 Sixth Form Supervisor, 1 Music Tutor, 1 Learning Support Co-ordinator, 4 Caretakers and General Staff, 1 Caretaker (part-time), 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, 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	2013/14	RECURRENT EXPENDITURE	2013/14
	£	Expenditure	£
Dept. of Education Grants	6,222,838	Teaching Staff Costs	4,233,562
Income from Other Sources	<u>126,432</u>	Support Staff Costs	896,151
Total Income	6,349,270	Total Operating Costs	1,154,209
2013/14 surplus carried forward	<u>65,348</u>		
	<u><u>6,283,922</u></u>	Total Expenditure	<u><u>6,283,922</u></u>



FAITH DEVELOPMENT

The Religious Education programme in Thornhill College combines a high achieving academic curriculum with a strong programme of Spiritual and Faith Development. Faith Development involves supporting students in the process of recognising, articulating and reflecting on the experience of God in their lives.

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. To this end, we endeavour to present all members of our school community with numerous opportunities for sacramental time and meaningful faith formation. In 2013/14 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 and whole school Book of Remembrance, 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 ably assist at local and Diocesan events such as Fan the Flame and Diocesan pilgrimages to Lourdes and Croagh Patrick. We continue to enjoy 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 by students and staff members who welcome the daily opportunity for peaceful reflection and tranquil meditation in the School Oratory. During the liturgical seasons of Advent and Lent we offer a time of Exposition to the school community. This experience has provided great spiritual nourishment for both students and staff

The following is a summary of other opportunities for Faith Development:

RETREATS	YEAR 14 LITURGY PREFECTS TO KNOCK SHRINE YEAR 14 COLUMBA HOUSE LENTEN STATIONS YEAR 10 STUDENTS TO IOSAS CENTRE PLANNED WHOLE SCHOOL RETREAT PROGRAMME FOR NEXT ACADEMIC YEAR
VISITS	YEAR 9 METHODIST/PRESBYTERIAN CHURCH VISITS YEAR 12 LIFE CONFERENCE MILLENNIUM FORUM
SCHOOL BASED VISITS	RSE LOVE FOR LIFE YEARS 8/11 CHILDREN IN CROSSFIRE YEAR 11 FUND RAISING EVENT LOYOLA INSTITUTE TRINITY COLLEGE DUBLIN SPOKE TO AS/A2 STUDENTS OF RELIGIOUS STUDIES REGARDING DEGREE IN THEOLOGY. GIDEONS PRESENT NEW TESTAMENT AND PSALMS TO ALL YEAR 8 STUDENTS.
POPE JOHN PAUL AWARD	YEAR 13 – 90 STUDENTS YEAR 14 – 57 STUDENTS
FAITH FRIENDS	CURRENTLY 3 SCHOOLS WORKING WITH YEAR 13 STUDENTS: HOLLYBUSH PS/BUNSCOIL CHOLMCILLE PS/CULMORE PS
FAITH AND CULTURE CONFERENCE	YEAR 13/14 STUDENTS ATTENDED AND ASSISTED IN THE ORGANISATION OF THIS EVENT WITH 4 MAIN CHURCH LEADERS

CURRICULUM

Throughout 2013-2014 changes in the curriculum and teaching were addressed on a whole school basis with the focus on quality, informed teaching, enriched learning and the provision of a curriculum centred on individuals' learning needs and outcomes and the reflective classroom. The Heads of Department forum provided opportunity for significant Staff Development and Dissemination of Good Practice as they worked collaboratively to ensure a consistent, coherent quality classroom experience, to embed curricular developments, assessment and the skills infused curriculum into good classroom practice and to develop effective Monitoring, Evaluation and Review strategies. Reflection, evaluation and sharing of good practice are prioritised at departmental meetings. The Senior Leadership Team devised and taught a Middle Leadership Capacity Building Course to 16 new to post Heads of Department and Heads of Year. Focused on improving the quality of curricular experience and optimising learning outcomes, its aim was to promote relevant, effective professional development for middle leaders by emphasising the characteristics of effective curricular leadership and successful classroom support and intervention.

Heads of Department led staff in planning, development and evaluation of the Northern Ireland Statutory Curriculum and Assessment Proposals. At KS3 teachers continued to focus on embedding teaching and learning strategies for the delivery of a skills-based curriculum. English and Mathematics teachers concentrated on evaluating and integrating resources for the Assessment of the Cross Curricular Skills of Communication and Using Maths into Schemes of Work and effective classroom practice. They developed and modified tasks, completed the statutory assessments, disseminated good practice and continued to monitor, evaluate and review assessment arrangements. Significant work and planning continued for the development of cross curricular assessment tasks for KS3 Using ICT. We participated in the CCEA KS3 ICT Accreditation Scheme. Led by the ICT Committee, on-going Staff Development has been organized to up skill all teachers in preparation for the proposed mandatory end of Key Stage 3 Using ICT Assessment which is again deferred by DENI until 2016. Led by the Head of Junior School teachers completed research and planning for the establishment of a Junior Certificate which will meaningfully reflect the curricular experience and learning outcomes of the KS3 students and assist in the establishment of informed GCSE baseline data. Its inaugural presentation will be in June 2015.

Departments worked collaboratively to identify and develop a range of common cross curricular themes so that students can experience connected learning experiences. The revised Year 10 discrete ICT programme, which includes portfolio building skills and innovative applications of ICT, is currently being taught. Modifications to Schemes of Work to include teaching of programming and computational thinking skills to prepare for the eventual introduction of the Systems Software Development A Level (in 2016) were introduced to the Year 9 Using ICT task. Teachers collaboratively identified opportunities to develop, embed and assess cross curricular skills and Thinking Skills and Personal Capabilities. Learning for Life and Work was delivered through Personal Development, Citizenship, Home Economics, and Employability. At KS4 Departments prepared and planned for the implementation of the revised GCSE Specifications and Controlled Assessment arrangements, developing them into effective classroom practice and intervention to ensure optimum learning experience and outcome for each pupil. At Key Stages 4 and 5 we continued to make provision for statutory Entitlement Curriculum in a way that is meaningful, relevant and tailored to the individual strengths, needs and career aspirations of our pupils. We offer our pupils the amended (phased) statutory requirement of Applied and General GCSEs and A Levels and in 2013-2014 the school offered 26 courses of study at KS4 (10 Applied Courses and 16 General Courses) and 28 courses of study at KS5 (11 Applied Courses and 17 General Courses).

Significant staff development and dissemination of good practice in the use of all available Benchmarking and other relevant data to enrich the pupils' curricular experience and achievement, to inform teaching and enhance learning, continues to result in its increasingly focused application as it informs departmental and classroom intervention and target setting. The Sixth Year tracking programme was extended into Year 12 and resulted in significant, successful classroom intervention which was reflected in the GCSE results. All staff participated in the use of Fronter and My School training to develop teaching resources and assessments. Teachers developed and implemented revised reporting arrangements that reflect statutory requirements of the NI Curriculum and Assessment Proposals and that ensure the reports articulate pupil experience and achievement meaningfully and facilitate engagement and appropriate communication between parents and teachers and that parents have full understanding of their daughters' progress and attainment. Led and supported by the Head of Careers and following the evaluation of current departmental opportunities to contribute to relevant whole school Careers Education Information Advice and Guidance provision, all departments completed a CEIAG Map which identifies future priorities and growth.

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 as Heads of Department seek to ensure more structured, articulated inclusion of opportunities for the acquisition and development of the cross curricular skills of Literacy, Numeracy and Using ICT and the Thinking Skills and Personal Capabilities.

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. Monitoring and evaluation of classroom intervention is on-going and increasingly embedded in departmental structures and practice – e.g. Departmental Meetings, Departmental Moderation, Common Assessments, use of benchmarking and other data, results analysis. We forge and craft all curriculum development and consequently our ensuing planning, classroom practice, our teaching and the pupils' learning in the context and dynamics of self-evaluation leading to sustained whole school improvement. Through continuous monitoring, evaluation and review, the curriculum is tailored to the pupils' strengths and needs and facilitates optimum Learning Outcomes and achievement in pertinent, useful and high level qualifications, thus ensuring that all our teaching and learning contributes significantly and relevantly to the pupils' ability to make informed, enhanced career and life choices.

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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)	#	*	*	*
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	#	#		
Design and Technology (A)	#	X	X	X
Employability	#	#	#	#
English	CC	*		
English Literature		*	*	*
French	#	*	*	*
Geography	#	*	*	*
Government and Politics			*	*
History	#	*	*	*
Home Economics (A)	#	X	X	X
ICT (A)	cc (deferred by DENI)	*	*	*
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 DA	#	*		
Spanish	#	*	*	*
Statistics		*	X	X
Theatre Studies/Drama (A)	#	*	*	*

not examined by public examination
x course offered, no uptake

* examined by public examination
A Applied Subject cc internally assessed, externally moderated

PASTORAL

Pastoral Care permeates all aspects of life in Thornhill College. Pastoral Care has as its core priority the well-being of each individual student. Our Pastoral Care policy recognises the caring dimension of the school and is concerned with the whole pupil, emotionally, spiritually and intellectually. It seeks to promote a school community where each pupil has the maximum chance of success. We achieve this in an atmosphere of respect, trust and open communication among students, staff, parents and the wider community. The pastoral focus is the concern of every teacher and is integral to life within the school. Special responsibilities are held by the Principal, Senior Leadership Team, Heads of School, Year Heads and Form Teachers. Thornhill College operates a Year Group system within 3 schools: Junior School (Years 8-10), Middle School (Years 11-12) and Senior School (Years 13-14). A Year Head has overall responsibility for each respective Year Group and each individual form class is cared for by a Form Teacher. In Thornhill College, we believe that the fostering of trust and good relationships with parents/guardians of our pupils is very important. A close partnership between home and school should help ensure that all our young people learn and develop to their full potential in a caring, supportive and safe environment.

Junior School - Key Stage 3

We in Thornhill College have established a programme which incorporates the ten “In Sync” themes while maintaining and developing our unique school ethos. The programme was delivered by Form Teachers in Year 8, 9 and 10 and rigorously evaluated. This year target setting received an extensive evaluation. The programme was supplemented with other school initiatives and regular input from external support agencies. In addition to the LLW programme there were a number of extra-curricular activities available both during school and as part of the Extended School programme. All Junior School students were encouraged to take an active part in these activities some of which included Young Enterprise, whole class and individual fund-raising, School Council, Sports Day, Science Fair, Anti-Bullying week, school trips and outings, competitions, Drama performances and socials organised by the Parents’ Association. Study skills were developed through the revision programme and booklets. Data generated from the formal school exams was analysed to inform the progress monitoring process.

The Junior School Form Class programme aims primarily to promote and develop Emotional Intelligence in the students through a holistic approach. It provided diverse learning opportunities aiming to instil values in the students, develop positive thinking and attitudes and ensuring students had acquired the skills needed for life-long learning.

The Junior Leadership team played a central role in supporting both staff and pupils and provided excellent leadership.

Year 8 students experienced a comprehensive induction programme starting with the Summer School in June and culminating in the Service of Light which provided a solid foundation for their school life. All successes and achievements were celebrated at the end of term Prize-giving ceremonies or at the weekly assemblies.

	Year 8	Year 9	Year 10
Settling in	Induction – info on school life and procedures/ dealing with nerves/ 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 physical	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	Stress Management Relaxation techniques

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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	Assertiveness and developing personal safety plan
Preparation for Exams	Why/What/How of effective revision Planning for success Revision Books	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	Examining teenage scenarios and exploring appropriate behaviours in relation to these
Careers	Employability	Employability	GCSE subject choices Reflecting on career paths
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 Awareness of types of 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 PSNI NIABF	Advances in technologies and their impact NIABF	Talk from external agency PSNI NIABF
Drugs and Alcohol	Table of drugs and their effects Alcohol and peer pressure	How alcohol affects us Impact of smoking Effects of misuse SHAHRP PROGRAMME	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

Middle 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 first element of the Learning for Life and Work programme, Personal Development, is to provide opportunities for students to develop strong relationships with their new classmates and teachers. Year 11 students had an induction morning in early September and undertook a series of practical problem-solving exercises and fun activities designed to allow them to work together and begin to build new relationships. They were given a presentation entitled 'From Junior School to GCSE'. This focused on the differences between KS3 and KS4 and

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outlined the assessment arrangements for GCSE. The purpose was to reinforce our expectations of pupils in Year 11. Students set targets for this first year of their GCSE programme and concentrated on developing further the skills nurtured during Years 8 to 10 with regard to study and learning.

The key elements of the Personal Development programme in Year 11 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	<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"> • Contribution to the Shoebox Appeal • Contribution to the HANDS Appeal • Exam timetables, revision techniques

External agencies were invited into the school to supplement the Personal Development programme for Year 11, for example the SALUS project delivered a workshop on promoting positive mental health.

During Term 2 students followed a programme in Citizenship. Target Setting ran alongside this in preparation for the Year 11 modules.

In Term 3 the Employability element of LLW was covered. At the end of Term 3 pupils carried out, in consultation with their Form Teachers, a review of their progress during Year 11. They also compiled a Personal Statement, incorporating a record of their extra-curricular activities.

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. Target Setting and Careers are two key elements of the Pastoral Programme.

The Personal Development programme in Form Class continues to ensure the holistic development of every student in Middle School.

Details of the Year 12 programme are:

Unit 1: Careers (Employability) (1) Target Setting	<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
Unit 2: Personal Safety	<ul style="list-style-type: none"> • Having Fun/Staying safe
Unit 3: Coping with Stress	<ul style="list-style-type: none"> • Causes, effects and warning signs of stress • Looking after yourself • Techniques to manage or prevent over stress

Unit 4: Preparation for mock GCSE exams	<ul style="list-style-type: none"> • Self-assessment- review of progress during first term • Characteristics of a successful learner • Revision strategies: tips and skills
Unit 5: Careers (Employability) (2)	<ul style="list-style-type: none"> • Post-16 options • AS subject choices-booklet • Discussions with Form / Subject Teachers, Parents, Mentors, Careers Teachers • Completion of Personal Career Plan Choice of AS Subjects
Unit 6: Final Preparations for GCSE exams	<ul style="list-style-type: none"> • Success in exams • Learning to cope with exams Exam nerves-don't panic!

Year 12 students took part in workshops organised by the *Tree of Knowledge* organisation. The workshop entitled “*Laugh in the Face of Exams*” aimed to motivate our students by increasing their confidence and self-esteem. Young Enterprise provided a workshop on “*Success Skills*”. This was to help students develop further the skills essential for exam success. As well as the rigorous Target Setting programme, all Year 12 students received mentoring and career guidance from a senior member of staff. A Special Careers Day was arranged for Year 12 to support students in making the right A-level choices and all Year 12 students were invited to attend information sessions on new subjects on offer at A-level. Year 12 students also had the opportunity to attend a careers information session provided by Queen’s University. In addition to the advice and support provided by the school’s Careers Department, every student in Year 12 had an individual interview with a Careers Officer from Careers Service NI. Students and their parents were 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, were explained.

Mrs F Kearney, Head of Middle School

Senior School – Key Stage 5

The pastoral programme in sixth form is rooted in the vision and ethos of Thornhill College and aims to enable the senior students to develop intellectually, emotionally and spiritually.

Year 13

The main focus 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 and their experience is a positive one. During terms two and three, preparation for internal January modules, target setting after module results have been published and focus on emotional wellbeing, form the outline of the programme.

Details of the programme are:

Term 1: Unit 1 Induction & Form Teacher/Student Interviews & Target Setting	<p>The interviews allow Form Teachers to informally talk to students about their new subjects, concerns they may have as they embark upon A-Level study and set targets for each subject.</p> <p>While the interviews are conducted, students read and discuss the contents of materials in their Pastoral Programme, ‘Senior School Reference Book’, ‘Advice from Former Students’ and introductory materials on UCAS and student finance to familiarise them with the issues pertinent to sixth form.</p>
Unit 2 Study Skills	<p>During the second half of term 1 the pupils will focus on Study Skills. In groups, students discuss methods of study that have worked for them in preparation for GCSEs. In ICT rooms, pupils have the opportunity to complete their own group research on study skills. Groups can use their personal experience and evidence from research to produce a PowerPoint on ‘The key to success at A-Level’.</p>

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Term 2: Unit 3 Target Setting Review	Students prepared for external modules during the first week of term 2. After data is available from internal examinations Form Teachers identify students who are causing concern in terms of results on their reports or attendance and intervene where necessary with support from the Head of Year and Head of School. January and February will also include voting for the Head Girl and Senior Prefect Team.
Unit 4 Emotional Health & Dealing with Stress	This section of the programme intends to teach students how to improve emotional health and cope with stress. Target setting was continued when the external module results were published.
Unit 5 Exam Preparation	Exam Preparation. In the final weeks of term, Form Class was used by students to prepare for their A/S modules.

External agencies involved with Year 13 included REACH Across who led an induction day very successfully. REACH also led a cross community Prefect training course for the Senior Prefect team which also involved prefects from other schools. DIVERT gave a talk to students about the dangers of alcohol and drug abuse including specific information on 'legal highs'. AWARE also made a presentation to the Year 13 students on the importance of healthy relationships. Students had a range of careers related talks and activities. Year 13s attended a careers fair in St Columb's College. Representatives from Queens, University of Galway and Letterkenny Institute of Technology spoke to the year 13 students about the various courses on offer at their institutions.

Year 14

In a relatively short year which commenced for Year 14 after work experience and ends in mid-May, the initial focus of the Pastoral programme was to use 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 Target Setting Interviews	Form class up to the mid-term break is devoted to Form Teacher Mentoring Interviews. This is an opportunity for Form Teachers to take note of where the students are at in terms of A/S grades and what they need to do to improve. While the interviews are conducted, students work to prepare for personal statements and course choices for their UCAS forms.
Unit 2 Interview skills	The final weeks of term one were used to follow the interview skills section of the booklet and accompanying DVD.
Term 2 Unit 3 Target Setting Review	Students prepared for external modules during the first week of term 2. After data was made available from internal examinations, Form Teachers identified students who were causing concern in terms of results on their reports or attendance and intervened where necessary with support from Head of Year and Head of School.
Unit 4 Alcohol Awareness	Alcohol Awareness / Review of Results & Target Setting Before the mid-term break, the topic of alcohol awareness was explored using the DVD 'Booze: A Young Person's Guide'. In March we had the distribution & review of External Module results and target setting was reviewed again and were addressed.
Unit 5 Exam Preparation	In March a number of final issues e.g. student finance, Lenten retreat and in the final weeks of term, Form Class was used by students to complete the End of Year Prayer Book, prepare for Leaver's Mass and prepare for their A2 modules.

External agencies were invited into school to enhance the experience of the students. For example, members from AWARE Defeat Depression delivered workshops to each Form Class on strategies to help deal with stress and ways to improve emotional health. Students also visited Columba House for a Lenten Retreat. A representative from the University of Ulster made a presentation to the students about student finance and staff from the WELB visited the school to support students with their applications for student finance.

Within the Senior School, the use of Learning Agreements is 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. Time to complete this process every two months is an essential component of the pastoral programme and a significant number of Form Class lessons are devoted to this very valuable tracking process.

Mr D McCay, Head of Senior School

THE EXTENDED SCHOOL

The concept of the Extended School has become part of a ten-year government policy which attempts to provide a holistic environment for young people to learn and to develop skills that will enhance their life chances. This school operates in the Outer North Neighbourhood Renewal Area and, due to recognition by Government highlighting the wide range of issues dealing with social deprivation in this geographical area, the Department of Education continues to fund this important scheme. The Extended School Scheme has also allowed for closer co-operation between this school and its neighbouring educational establishments and community groups. Thornhill College has been the 'lead school' for the main cluster of schools in the area, working closely with the local community group, the Greater Shantallow Area Partnership (GSAP). Thornhill College has worked as part of a team with 8 other schools in this area - St. Brigid's College, St. Columb's College, Galliagh Nursery, St. Thérèse's Primary School, St. Paul's Primary School, St. Brigid's Primary School, Culmore Primary School and Hollybush Primary School. This cluster also works closely with the Western Education and Library Board (WELB), and membership also includes the local office of the Department for Social Development (DSD). For a second year, additional funding from DENI (£10,000) was secured for the development of the Irish Language across the area, allowing extra funding of classes and associated activities for the schools and community groups in the area.

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 also sporting activities after school on Thursday and Friday. The core of the Homework Club is the availability of the ICT, study facilities and the Library. The ICT facilities are also available from 8.30 in the mornings, with substantial up-take throughout the school year. This extension to the school day, permits 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, French Club, Calligraphy, Basketball, Hockey, Athletics, Ceili Dancing, Traditional Music, with practices for competitions such as the Mock Bar Trials, Debating, Scribblers, 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 provision at the end of the day has always been core to the Homework Club, with the school responsible for the movement of almost 500 students at 5pm on most afternoons. On average, six buses leave for various locations in the city and suburbs. While students are encouraged to 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

Following consultation with parents, some of their preferences were catered for with the provision of a wider range of night courses for both parents and adults in the local community.

The following courses were offered during the course of the year: Healthy Cooking, Basic Cookery, Beginner and Intermediate Irish 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 College organised and ran its eleventh annual Summer School on 30th June/1st July. 170 prospective Year 8 students attended this year. Activities began at 10.00 am and concluded at 3.30 pm each day. Students were split into eight groups with each group being given a 'house' name associated with local place names. The day was split into four sessions per day - two morning and two afternoon sessions. The activities included Sport, Science, Calligraphy, Treasure Hunt, Dance, Drama, Cookery and Creative Thinking. Lunch was provided by canteen staff at mid-day.

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 2014

**TOP CANDIDATES IN NORTHERN IRELAND
IN CCEA EXAMINATIONS**

GCSE Level

- | | |
|-------------------------|--|
| Eimear Johnson | - Top Achieving Candidates in N. Ireland (100%) in GCSE Art and Design |
| Eibhlin Morrison | - Top Achieving Candidates in N. Ireland (100%) in GCSE Art and Design |
| Grainne Mullan | - Top Achieving Candidates in N. Ireland (100%) in GCSE Art and Design |
| Zoe Porter | - Top Achieving Candidates in N. Ireland (100%) in GCSE Art and Design |
|
 | |
| Jennifer Harkin | - Joint 1 st Place in N. Ireland GCSE Biology |
| Emer Logue | - Joint 1 st Place in N. Ireland GCSE Biology |
| Maria De Burca | - Joint 1 st Place in N. Ireland GCSE Child Development |
| Nicole Houston | - 2 nd Place in N. Ireland GCSE History |
| Emma O'Hare | - 2 nd Place in N. Ireland GCSE ICT |
| Nicole Houston | - Joint 2 nd Place in N. Ireland GCSE Child Development |
| Daire Lamberton | - Joint 3 rd Place in N. Ireland GCSE Further Mathematics |
| Emma O'Hare | - Joint 3 rd Place in N. Ireland GCSE History |

PUBLIC EXAMINATIONS BY RESULTS 2014

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

Key Stage 3 Assessment Outcomes

2014 Levels of Progression				
Levels		5	6	7
% of pupils	Communication	6	46	48
	Using Maths	0	7	93

PUBLIC EXAMINATIONS BY RESULTS 2014

Results Subject/Grade Analysis: Summer Exams 2014																
Year 12 GCSE																
Subject	Entries	-	A*	A	B	C	D	E	F	G	U	X	A*-A	A*-C	A*-G	Average Points
			16	14	12	10	8	6	4	2	0	0	0	0	0	
Art & Design(3510)	26	No.	9	6	6	5	0	0	0	0	0	0	15	26	26	13.5
		%	34.6	23.1	23.1	19.2	0	0	0	0	0	0	57.7	100	100	
Biology(1010)	18	No.	11	6	1	0	0	0	0	0	0	0	17	18	18	15.1
		%	61.1	33.3	5.6	0	0	0	0	0	0	0	94.4	100	100	
Business Studies(3210)	17	No.	6	3	5	3	0	0	0	0	0	0	9	17	17	13.4
		%	35.3	17.6	29.4	17.6	0	0	0	0	0	0	52.9	100	100	
Chemistry(1110)	18	No.	6	10	2	0	0	0	0	0	0	0	16	18	18	14.4
		%	33.3	55.6	11.1	0	0	0	0	0	0	0	88.9	100	100	
Drama(LC11)	36	No.	7	8	16	4	1	0	0	0	0	0	15	35	36	12.9
		%	19.4	22.2	44.4	11.1	2.8	0	0	0	0	0	41.6	97.2	100	
Engineering	12	No.	12	0	0	0	0	0	0	0	0	0	12	12	12	16.0
		%	100	0	0	0	0	0	0	0	0	0	100	100	100	
English Language(5030)	201	No.	25	88	67	21	0	0	0	0	0	0	113	201	201	13.2
		%	12.4	43.8	33.3	10.4	0	0	0	0	0	0	56.22	100	100	
English Literature(5110)	201	No.	32	67	68	32	1	1	0	0	0	0	99	199	201	12.9
		%	15.9	33.3	33.8	15.9	0.5	0.5	0	0	0	0	49.25	99	100	
French(5650)	83	No.	11	19	30	18	5	0	0	0	0	0	30	78	83	12.3
		%	13.3	22.9	36.1	21.7	6	0	0	0	0	0	36.2	94	100	
Geography(3910)	75	No.	13	37	13	11	1	0	0	0	0	0	50	74	75	13.3
		%	17.3	49.3	17.3	14.7	1.3	0	0	0	0	0	66.6	98.7	100	
History(4010)	91	No.	25	34	27	4	1	0	0	0	0	0	59	90	91	13.7
		%	27.5	37.4	29.7	4.4	1.1	0	0	0	0	0	64.84	98.9	100	
Home Economics: Child Devt(3330)	46	No.	12	22	12	0	0	0	0	0	0	0	34	46	46	14.0
		%	26.1	47.8	26.1	0	0	0	0	0	0	0	73.9	100	100	
Information Technology(2650)	36	No.	26	7	2	0	1	0	0	0	0	0	33	35	36	15.2
		%	72.2	19.4	5.6	0	2.8	0	0	0	0	0	91.6	97.2	100	
Irish(5550)	68	No.	30	25	10	3	0	0	0	0	0	0	55	68	68	14.4
		%	44.1	36.8	14.7	4.4	0	0	0	0	0	0	80.9	100	100	
Mathematics Further(2330)	59	No.	10	21	13	10	1	2	1	1	0	0	31	54	59	12.5
		%	16.9	35.6	22	16.9	1.7	3.4	1.7	1.7	0	0	52.5	91.5	100	
Mathematics(2210)	200	No.	42	74	54	29	1	0	0	0	0	0	116	199	200	13.3
		%	21	37	27	14.5	0.5	0	0	0	0	0	58	99.5	100	
Music(7010)	42	No.	12	15	12	3	0	0	0	0	0	0	27	42	42	13.7
		%	28.6	35.7	28.6	7.1	0	0	0	0	0	0	64.3	100	100	
Performing Arts(4880)	37	No.	4	6	15	12	0	0	0	0	0	0	10	37	37	12.1
		%	10.8	16.2	40.5	32.4	0	0	0	0	0	0	27	100	100	
Physics(1210)	18	No.	5	10	3	0	0	0	0	0	0	0	15	18	18	14.2
		%	27.8	55.6	16.7	0	0	0	0	0	0	0	83.4	100	100	
Religious Studies(DD1)	200	No.	75	83	29	11	2	0	0	0	0	0	158	198	200	14.2
		%	37.5	41.5	14.5	5.5	1	0	0	0	0	0	79	99	100	
Science Double Award(1370)	364	No.	62	149	125	28	0	0	0	0	0	0	211	364	364	13.3
		%	17.03	40.9	34.3	7.7	0	0	0	0	0	0	58	100	100	
Spanish(5750)	62	No.	11	20	21	7	2	1	0	0	0	0	31	59	62	12.9
		%	17.7	32.3	33.9	11.3	3.2	1.6	0	0	0	0	50	95.2	100	
Sport/PE Studies(7210)	10	No.	5	3	1	1	0	0	0	0	0	0	8	10	10	14.4
		%	50	30	10	10	0	0	0	0	0	0	80	100	100	
Statistics(RB71)	22	No.	2	13	7	0	0	0	0	0	0	0	15	22	22	13.5
		%	9.1	59.1	31.8	0	0	0	0	0	0	0	68.2	100	100	
Total	1942	No.	453	726	539	202	16	4	1	1	0	0	1179	1920	1942	13.4
		%	23.3	37.4	27.8	10.4	0.8	0.2	0.05	0.05	0	0	60.7	98.9	100	

Number of pupils in Year 12 = 201																
Overall																
Number of GCSEs taken	=	1942														
Number of GCSEs passed A*-A	=	1179						% passed A*-A	=	60.7 %						
Number of GCSEs passed A*-C	=	1920						% passed A*-C	=	98.9 %						
Number of GCSEs passed A*-G	=	1942						% passed A*-G	=	100 %						

PUBLIC EXAMINATIONS BY RESULTS 2014

Results Subject/Grade Analysis: Summer Exams 2014 Year 14 A Level														
Subject	Entries	-	A*	A	B	C	D	E	U	A*A	A*-B	A*-C	A*-E	Average
			12	10	8	6	4	2	0					Score
Art & Design(3510)	5	No	0	3	2	0	0	0	0	3	5	5	5	9.2
		%	0	60	40	0	0	0	0	60	100	100	100	
Biology(1010)	75	No	9	25	34	6	1	0	0	34	68	74	75	8.9
		%	12	33.3	45.3	8	1.3	0	0	45.3	90.6	98.6	99.9	
Business Studies(3210)	17	No	0	3	7	7	0	0	0	3	10	17	17	7.5
		%	0	17.6	41.2	41.2	0	0	0	17.6	58.8	100	100	
Chemistry(1110)	31	No	5	8	12	6	0	0	0	13	25	31	31	8.8
		%	16.1	25.8	38.7	19.4	0	0	0	41.9	80.6	100	100	
Drama(5210)	11	No	3	0	4	4	0	0	0	3	7	11	11	8.4
		%	27.27	0	36.36	36.36	0	0	0	27.27	63.64	100	100	
English Literature(5110)	54	No	1	5	21	25	2	0	0	6	27	52	54	7.2
		%	1.85	9.26	38.9	46.3	3.7	0	0	11.1	50	96.3	100	
French(5650)	16	No	1	9	5	0	1	0	0	10	15	15	16	9.1
		%	6.25	56.3	31.3	0	6.25	0	0	62.5	93.75	93.75	100	
Geography(3910)	27	No	5	14	6	2	0	0	0	19	25	27	27	9.6
		%	18.5	51.9	22.2	7.4	0	0	0	70.4	92.6	100	100	
Health & Social Care	58	No	2	18	24	12	1	1	0	20	44	56	58	8.2
		%	3.45	31.03	41.38	20.69	1.72	1.72	0	34.48	75.86	96.55	100	
History(4010)	35	No	1	12	17	5	0	0	0	13	30	35	35	8.5
		%	2.86	34.3	48.6	14.3	0	0	0	37.1	85.7	100	100	
Information Technology(2650)	24	No	0	4	9	8	3	0	0	4	13	21	24	7.2
		%	0	16.7	37.5	33.3	12.5	0	0	16.7	54.2	87.5	100	
Irish(5550)	24	No	5	12	5	2	0	0	0	17	22	24	24	9.7
		%	20.8	50	20.8	8.3	0	0	0	70.8	91.6	100	100	
Mathematics(2210)	39	No	3	14	11	5	5	0	1	17	28	33	38	8.1
		%	7.7	35.9	28.2	12.8	12.8	0	2.6	43.6	71.8	84.6	97.4	
Music(7010)	17	No	3	5	7	1	1	0	0	8	15	16	17	8.9
		%	17.6	29.4	41.2	5.88	5.88	0	0	47	88.2	94.1	100	
Physics(1210)	22	No	3	6	7	6	0	0	0	9	16	22	22	8.5
		%	13.6	27.3	31.8	27.3	0	0	0	40.9	72.7	100	100	
Politics(4830)	16	No	0	3	12	0	1	0	0	3	15	15	16	8.1
		%	0	18.8	75	0	6.25	0	0	18.75	93.75	93.75	100	
Psychology(4850)	24	No	3	4	13	4	0	0	0	7	20	24	24	8.5
		%	12.5	16.67	54.17	16.67	0	0	0	29.17	83.33	100	100	
Religious Studies(4610)	49	No	4	20	18	6	1	0	0	24	42	48	49	8.8
		%	8.2	40.8	36.7	12.2	2.04	0	0	49	85.8	98	100	
Science(Voc)(0008)	20	No	2	4	9	5	0	0	0	6	15	20	20	8.3
		%	10	20	45	25	0	0	0	30	75	100	100	
Spanish(5750)	12	No	2	7	1	2	0	0	0	9	10	12	12	9.5
		%	16.7	58.3	8.3	16.7	0	0	0	75	83.3	100	100	
Totals	576	No	52	176	224	106	16	1	1	228	452	558	575	8.5
		%	9.03	30.6	38.9	18.4	2.8	0.2	0.2	39.6	78.5	96.9	99.8	

Number of pupils in Year 14 = 188

Overall

Number of A Levels/ Applied taken = 576

Number passed A*A = 228 % Pass A*A = 39.6

Number passed A*-B = 452 % Pass A*-B = 78.5

Number passed A*-C = 558 % Pass A*-C = 96.9

Number passed A*-E = 575 % Pass A*-E = 99.8

Board of Governors Report 2013/14

OVERALL RESULTS

YEAR 12

% Entered for		% Achieving grades A* - C	
7 or more subjects	5 or more subjects	7 or more	5 or more
99.5%	100%	99.5%	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
188	97%	100%

OTHER EXAMINATIONS

GCSE - Other Year Groups

Awarding Body	Qualification	Entries	Result	%achieving qualification
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Year 8

CCEA	Irish	5	A*=2 A=3	100%
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Year 11

AQA	Performing Arts	21	A*=3 A=3 B=8 C=7	100%
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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

2014

Awarding Body	Qualification	Entries	Result	% Achieving Qualification
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Year 10

CCEA	Irish	2	A=2	100%
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SCHOOL LEAVERS' DESTINATIONS (FROM YEARS 12, 13 & 14)

No. of Leavers 2013/14	Higher Education	Further Education	Another School	Employment	Other
	210	171 81.43%	27 12.85%	6 2.86%	2 0.95%

ADDITIONAL INFORMATION

90.95% 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 95.9%

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.

ENTERPRISE

Young Enterprise Company Programme - Year 13 Company 'Bare Necessities' were awarded .

- Runner Up in the Best Overall Company Category at the North West Trade Fair.
- The Social Enterprise Award in the North West Board Area at the Northern Ireland Final Gala event in Belfast.

DCAL Creative App Challenge Winners

- *Medical Me* - designed by Year 12 students Amy Mullan and Rachel McGivern.
- *Chicken Jump* - designed by Year 10 students Meabh Lynch, Emma Lynch, Rachel Biggs, Bronagh Feeney and Clodagh Laverty.
- *The Beauty Room* -designed by Year 10 students Dervia Douthart, Orlagh Bolster, Kate McElhinney, Chloe Green and Niamh Emilsson-McGoldrick.

First Trust School Bank Challenge

- 5th Place in Northern Ireland - Thornhill College Titanium Bank.

CERTIFICATE OF PERSONAL EFFECTIVENESS

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

CHEMISTRY

- 3rd Place RSC School's Analyst Competition - Aisling McGarry, Lucy McConomy and Rebecca O'Donnell.

DEBATING & PUBLIC SPEAKING AWARD

- Year 13 NI Schools Debating Best Individual Speaker Finalist – Kate Fahy.
- Foyle District Road Safety Competition:
 - Senior Category 1st Place – Jennifer Durey
 - Intermediate Category 1st Place – Amy Hamilton
 - Junior Category 3rd Place - Hannah Auld
- Home accident Prevention Public Speaking Competition – 2nd Place: Caoimhe Kelly 9G.
- Voice of the Future Competition – Runners up were Kate Fahy and Hannah Auld who received a £25 Foyleside voucher.
- Environmental Youth Speak – Northern Ireland Senior Winner: Anna Maxwell who received £500, a Kindle and £60 worth of vouchers.

DRAMA

Feis Dhoire Cholmcille

- Group Drama - 1st place and £100 for top marks awarded.
- Group Mime – 1st Place.

DUKE OF EDINBURGH / PRESIDENT'S AWARD

- 16 students completed their DofE/ President's Award at Silver level.
- 19 students completed their DofE/ President's Award at Bronze level.

Board of Governors Report 2013/14

FRENCH

- Northern Ireland A-Level French Debating Competition –Year 14 French Debating Team were Semi-finalists. Aimée Brown won two Best Speaker Awards during this competition.

GEOGRAPHY

- Seagate Environmental Day 'Think Act' Award - Cameron Gallagher from Year 10 won a Seagate wireless hard drive.

IRISH

Feis Dhoire Cholmcille

- Individual Conversation in Irish – 1st Place in four different age categories.
- Choral Verse – 1st Place and the Marie Ivory Cup.
- 4 Gaeltacht Bursaries awarded as above by Feis Dhoire Cholmcille - £100 each, £400 in total.

- 2 Full Gaeltacht Scholarships (Gael Linn, worth £570STG) awarded to a Year 8 and 10 pupil.
- 3 Scholarships (worth £100 each) won through Ashbourne Shield Competition.

- 1st Place in Irish Language Public Speaking and Sciath Nic Lochlainn – Cáit Ní Fhathaigh/Year 13.
- 76 Year 10 pupils awarded a Silver Fáinne.

MUSIC

- City of Derry International Choral Competition - 1st Place Thornhill College Senior Choir.

PASTORAL

- Northern Ireland Anti-Bullying Forum – Anti-Bullying Week Competition Winner - Karen Wray 8C.

RELIGIOUS EDUCATION

- 25 Year 10 students received the Ambassador of Saint Paul Award.
- 70 Year 14 students received the Pope John Paul II Award.

SCIENCE

- Salters Festival of Chemistry – Year 8 winners won science apparatus for the school.
- Bombardier Flight Experience at W5 – Year 8 students received a Merit Award.

SPANISH

- Spanish assistant, Celia Cuesta Balmaseda won 'Mejor Tandem' prize awarded by Spanish Embassy recognising the collaboration between a language assistant and department.

SPORT

- Western Board Area Netball Final - Year 9 team were Runners Up.
- U20 Ulster Gaelic Final – Winners.
- U20 Soccer Finals NI Cup - Runners Up.
- District Cross Country Championship – All Thornhill College teams qualified for the Ulster Championships.
- Ulster Cross Country – 12th Place - Clodagh Lavery.
- Derry Schools Year 8 Netball Tournament – 2nd place.
- District Athletics – 7 girls qualified for the Ulster Championships.
- Ulster Athletics – Jessica O'Hare & Megan Devine qualified for All Irelands.
- Derry Year 9 Athletics – Winners Derry Section.
- Ulster Year 9 Finals - Zoe O'Donnell represented the district team.
- Interprovincial athletics in Dublin – Jessica O'Hare represented Ulster in 20m & 100x4 relay.
- Regional Development Netball Tournament – 6 girls represented the Western Area and went on to win the regional tournament.



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.