



THORNHILL COLLEGE

GIRLS' GRAMMAR SCHOOL

Educating concerned, informed, adaptable members of the world community



Board of Governors

Annual Report to Parents

2017 -18

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FOREWORD

Dear Parents, Guardians, Staff and Students

I take this opportunity to present the Annual Report of the Board of Governors for the academic year 2017-2018. It contains information about our achievements and successes, our 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 our staff and their commitment to self-evaluation and continuous improvement. This commitment is seen both in and beyond the classroom, in the voluntary activities and extra-curricular opportunities which all members of staff continue to offer to the students.

I am pleased to report that the school year 2017-2018 was most rewarding for the students of Thornhill College. Excellent teaching and pastoral support have contributed to high academic achievement in a happy and secure environment. Once again, some of our girls were recognised by CCEA as the highest achievers in Northern Ireland.

The Secretary of State for Northern Ireland, The Right Honourable Karen Bradley MP, visited Thornhill College in March 2018 and engaged in a lively Q&A session with Politics students. The World Schools' Debating Championships were held in Croatia, and included a Northern Ireland team for the first time in the 20-year history of the competition. This team included Thornhill student Rebecca Harrigan in the development squad. There were inaugural trips to Russia and China which were fantastic cultural experiences for all involved.

In a busy, vibrant school such as ours with the wealth of talent in our student body, this report can only provide a flavour of the extensive range of activities and individual student successes. Consequently, we are increasingly using our online app and our school website to record the activities and achievements of students as they occur.

In November 2017, Miss Marguerite Hamilton, Principal, retired after 38 years of dedicated teaching and excellent leadership of the school, to be succeeded by Ms Sharon Mallett. Mr Eamon McLaughlin retired after 42 years committed service to the Geography Department, Mr Eamon McAteer retired after 39 years dedicated service to the Art and Design Department and Mrs Christine Bradley retired after 13 years of loyal service with the Biology Department. We wish them well in their retirement. We welcome Ms Orla Donnelly, Vice Principal and Miss Caoimhe Moyne to the staff.

I would like to take this opportunity to welcome to the Board of Governors Mr Hugh McSorley as newly elected Teacher Governor and Mrs Joanne Ferry as newly elected Parent Governor and wish them every success as they begin their term of office. I also take this opportunity to thank you, our parents and guardians, for your ongoing and vital 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.

Yours sincerely

John MacCrossan
Chairman of the Board of Governors



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 Sharon Mallett | |
| Trustee Representatives: | Rev Father Colum Clerkin | 2021 |
| | Mrs Elizabeth McCloskey | 2021 |
| | Mrs Siobhan Porter | 2021 |
| DENI Representatives: | Mr Ciaran Hampson | 2021 |
| | Mrs Ann Toner | 2021 |
| | Mr Darren Ward | 2021 |
| Teacher Representative: | Mr Hugh McSorley | 2021 |
| Parent Representative: | Mrs Joanne Ferry | 2021 |
| Principal: | Ms Sharon Mallett | (non-voting member) |
| Co-opted: | Mrs Eimear McCauley | |

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 201, and the overall enrolment number was 1410.

STAFFING COMPLEMENT

TEACHING STAFF:

Principal and 80 full-time equivalent teachers, 3 foreign language teaching assistants and 3 classroom assistants. Job-share arrangements included 2 teachers in 1 department - Physical Education.

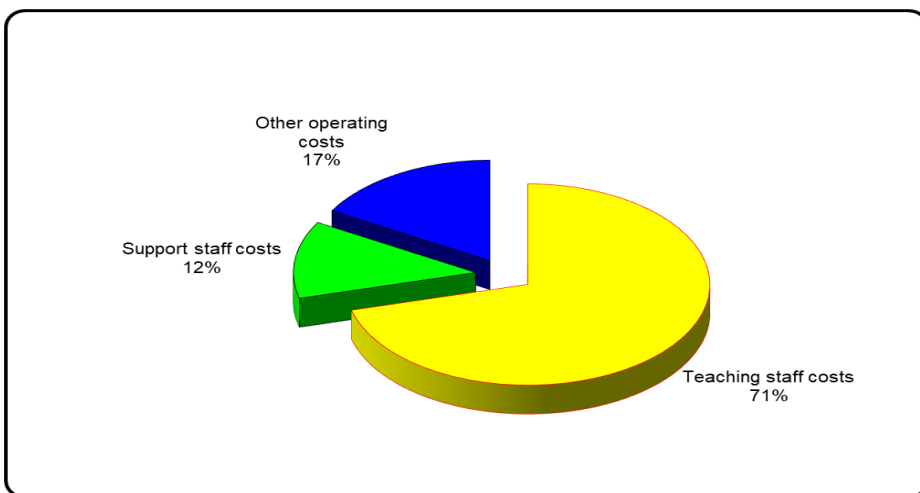
SUPPORT STAFF:

General Manager, 7 Administrative and Clerical, 1 Librarian, 9 Technicians, 2 Study Supervisors, 5 Caretaking and General Staff, 8 Supervisory Assistants, 16 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 | 2017/18 | Expenditure | 2017/18 |
|---------------------------------|-----------|-----------------------|-----------|
| | £ | | £ |
| Dept. of Education Grants | 6,706,518 | Teaching Staff Costs | 4,874,722 |
| Income from Other Sources | 48,652 | Support Staff Costs | 855,178 |
| Total Income | 6,755,170 | Total Operating Costs | 1,148,379 |
| 2017/18 surplus carried forward | 123,109 | | |
| | 6,878,279 | Total Expenditure | 6,878,279 |



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 2017/18 we 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, November Remembrance Services and whole school Book of Remembrance, a whole school Penitential Service, Advent Masses and Christmas Liturgies.

Students took an active part in all School Liturgies and enriched such services with their example of faith and personal gifts. Many girls ably assisted at local and diocesan events such as Fan the Flame and the Diocesan pilgrimages to Lourdes and Croagh Patrick.

We continued 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 was visited by students and staff members who welcomed the daily opportunity for peaceful reflection and tranquil meditation in the School Oratory. During the liturgical seasons of Advent and Lent we offered a time of Exposition to the school community.

The Derry Youth community provided an Advent retreat programme for all Year 8, Year 9 and Year 11 students. This ended with a joyful celebration of Eucharist with visiting clergy from various parishes.

In November 2017 all of Year 10 were enrolled in the Ambassador of St Paul Award during a beautiful mass celebrated by Fr Clerkin. As part of this award the girls raised over £300 for Children in Crossfire. Richard Moore visited the school to thank the girls for their continued support to his charity.

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

| | |
|-----------------------------|---|
| RETREATS | YEAR 14 LITURGY PREFECTS AT IOSAS CENTRE PRAYER GARDEN YEAR 14 COLUMBA HOUSE RETREAT LENTEN STATIONS YEAR 10 STUDENTS AT IOSAS CENTRE DERRY YOUTH COMMUNITY SCHOOL RETREAT PROGRAMME (YEARS 8,9,11) YEAR 13 CHRISTIAN MINDFULNESS PROGRAMME |
| VISITS | YEAR 9 CHURCH OF IRELAND/PRESBYTERIAN CHURCH VISITS |
| SCHOOL BASED VISITS | RSE: LOVE FOR LIFE (YEARS 8/11) AND LIFEWORKS (YEAR 12) CHILDREN IN CROSSFIRE: YEAR 10 AMBASSADOR OF ST PAUL AWARD (WHOLE YEAR GROUP RECEIVED AWARD) GIDEONS PRESENT NEW TESTAMENT AND PSALMS TO ALL YEAR 8 STUDENTS. CHILDREN IN CROSSFIRE VISIT BY RICHARD MOORE |
| POPE JOHN PAUL AWARD | 66 GOLD AWARDS, 2 SILVER AWARDS, 2 BRONZE AWARDS 1 PAPAL CROSS AWARD |
| FAITH FRIENDS | CURRENTLY 4 SCHOOLS WORKING WITH YEAR 13 STUDENTS: HOLLYBUSH PS / BUNSCOIL CHOLMCILLE / CULMORE / ST PAUL'S SLIEVEMORE |

LITERACY ACROSS THE CURRICULUM

The RE department has made a concerted effort to promote Literacy across the Key Stages. To this end, all RE classrooms have developed a Literacy Display Board and has subject specific key words displayed which are used across the Key Stages. We have also revised departmental schemes of work to include Literacy tasks such as comprehension tasks, spelling tests, development of word banks and definitions in student notes. The following key skills are also promoted in RE:

Talking and Listening

- listen to and take part in discussions, explanations, role plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

Reading

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts;
- use evidence from texts to explain opinions.

CURRICULUM

The final year (2017-2018) of our School Development Plan 2015-2018 followed previous practice, informed by Departmental evaluations of progress made towards the action plans of Year 2. All departments were able to review results of the new AS modules, while delivering the new CCEA specifications for A2 and GCSE. We have maintained our strong focus on the provision of quality, informed teaching, enriched learning and the provision of a curriculum centred on individuals' learning needs. Unfortunately, union action continues to have a major impact on aspects of our work. After-school meetings are covered by the action therefore it has not been possible to schedule the usual meetings of committees, Heads of Department/ Year Head/Vice Principal meetings. However, all staff continue to work hard to ensure a consistent, coherent quality classroom experience.

ICT was a key focus this year with emphasis on promoting awareness of the importance of Digital Literacy skills and IT careers across KS3. To launch this initiative, a Digital Literacy Week was held in the month of November, during which a series of events was organised for all pupils in KS3. In preparation for the week, a display screen was purchased and installed in the school foyer. Photographs taken of pupils participating in the varied range of activities were displayed onscreen throughout the week. The Year 13 Digital Leaders delivered a series of **One Hour Code** workshops to all Year 8 classes. Staff from the Nerve Centre gave a very engaging presentation on **"The Internet of Things"** to pupils in Year 9. Alison Ballard, Senior Project Manager with Allstate, led a team of volunteers from **Ignite Your Future**, (comprising young women employed in Technology companies throughout the North West), in delivering workshops to pupils in Year 10. A Treasure Hunt, based on the use of Google Maps, ran every day during Digital Literacy Week, with generous prizes kindly sponsored by Currys PC World. Word of these events soon spread and a local radio station, Drive105, interviewed Mr Mc McClafferty, ICT Coordinator for KS3 and coordinator of the week's activities, along with two of our Digital leaders. Joanne Sweeney, Project Associate with Sentinus, delivered a very informative talk to Year 10 pupils on the wealth of careers and opportunities available within technology companies in today's labour market. This was so well received that we invited Ms Sweeney to speak to parents and pupils at our Year 10/12 Options evening; parental feedback from this was both enthusiastic and appreciative. Departments across the school also contributed to Digital Literacy Week, working with pupils to produce a short video promoting their department. These were then used during School Open Night in January, drawing very positive reactions from prospective pupils and their parents.

We maintained our efforts to ensure more effective and consistent practice in the use of data to inform target setting for improvement at all levels. Tracking was extended into KS3, with the focus on Year 8. The effective use of new and emerging technologies to promote and enrich learning continues to be a key focus, reflected in whole school PRSD targets, e.g. developing the use of Fronter, sourcing appropriate e-learning systems such as Mathletics in Maths and incorporating the use of 'Green screen' into the KS3 scheme of work in French. Literacy continues to be an important focus area with a range of activities curricular and extra-curricular. The Accelerated Reading and Cued Spelling programmes in Key Stage 3 continued to deliver real and quantifiable improvement in the literacy skills of the pupils who participated. All classes in Years 8 and 9 participated in Accelerated Reading, and two cohorts of pupils from Years 8 and 9, (78 pupils in total), in Cued Spelling, mentored by students from Year 13. Their progress will continue to be monitored by the Literacy Coordinator in association with subject and form teachers. A very successful World Book Day marked the centenary of the granting of the vote

to women by focusing on the theme of Women in Literature. A treasure hunt based on 'Votes for Women' proved very popular with junior pupils. Local author Claire Allan visited the school and spoke to Year 13 and 14 English Literature students about her life as an author and journalist. The highlight of the day was the reappearance of an old Thornhill tradition, The Habit magazine. This was spearheaded by Literacy Coordinator Jenny Huey who led a team which produced the magazine in just two weeks. It was distributed to all pupils and staff and received a warm and enthusiastic reception, provoking discussion and interest in the wider school community of parents and past pupils.

In Mathematics 'Assumed Knowledge' booklets were introduced for pupils in Years 8 and 11. This has reduced the amount of repetitive work from primary school for Year 8 and enabled pupils in Year 11 to work through their booklets at their own pace, thus enhancing independent learning. The Drop-In Clinic for KS3 pupils continues to be a valuable support as does the Maths Club for pupils in KS4. We continue to work hard to enhance the learning experience of every pupil in ICT with the introduction of new units and software into the KS3 programmes of study. These focus on Cyber Safety in Year 8 and Python Programming in Year 9. The KS3 Post Primary Partnership Programme with the Nerve Centre, highlighted in last year's report and involving work by KS3 pupils in History, French and Geography, resulted in the showcasing of the videos which they produced during the School Development Day in December 2017.

We continue to review our curriculum offer at KS4 and KS5 to ensure that we are meeting the specific needs of our pupils and the demands of the labour market and are pleased to report on the success of the introduction of Health and Social Care (Single Award) with 100% of students achieving A/B grades at A Level. We currently offer our pupils more than the statutory requirement of Applied and General GCSEs and A Levels; in 2017-2018 the school offered 25 courses of study at KS4 (9 Applied Courses and 16 General Courses) and 30 courses of study at KS5 (13 Applied Courses and 17 General Courses).

As one of the key priorities in our current School Development Plan has been to ensure good practice in the use of all available Benchmarking and other relevant data, further training was provided during INSET in October. The intention was to develop the skills of all staff in utilising the information provided by the CAT 4 testing of pupils in Years 8 and 11. The theme of the day was Complete Digital Service: Analysis and Interpretation and was led by Ms Eileen Donnelly. The training provided covered all aspects of the CAT, PTE, PTM and PASS. Staff were fully engaged and feedback was most positive with the majority reporting that their confidence in interpreting pupil data had been enhanced.

As we work towards the new School Development Plan, our priorities will be informed by evaluation of what has been achieved thus far. We will continue to maintain a focus on learning and skills development at Key Stage 3 as this is the vital beginning of the child's secondary school journey. Consistency of approach is an essential focus for all staff in Thornhill College. Participation in the CCEA Curriculum Monitoring Project will support our own efforts to ensure that there is effective continuity and progression into Key Stages 4 and 5 and to ensure that pupils are prepared for the specific demands of public examinations. Monitoring and evaluation of classroom intervention will be a vital part of this and is reflected in departmental structures and practice e.g. Departmental Meetings, (*subject to union action*), Departmental Moderation, Common Assessments, use of benchmarking and other data, analysis of examination results. As stated in previous reports, we remain totally committed to ensuring that all curriculum development, planning and classroom practice is focused on providing the most effective learning and teaching experience for all of our pupils. Continuous monitoring, evaluation and review is thoroughly embedded in our curriculum practice and will help to ensure that the curriculum in this school facilitates optimum Learning Outcomes and achievement in relevant, useful and high level qualifications. Our aim is to ensure that

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every pupil entrusted to us is supported in achieving her full potential, enabling her to access the exciting range of opportunities provided by the dynamic labour market, notwithstanding current political difficulties. The recent ETI Sustaining School Improvement Inspection acknowledged our “highly confident, self-assured” pupils who consistently achieve very good results in public examinations, maintaining the outstanding achievement for which Thornhill College is recognised. Our curriculum practice will continue to be focused on maintaining this.

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 |
|---|-----------------------|------|----------|---------|
| Art and Design (A) | # | * | * | * |
| Applied Health & Social Care Double Award (A) | | | * | * |
| Applied Health & Social Care Single Award (A) | | | * | * |
| Biology | | * | * | * |
| Business Studies (GCSE A) | | * | * | * |
| Chemistry | | * | * | * |
| Child Development(A) | | * | | |
| Citizenship | # | # | | |
| Design and Technology (A) | # | X | X | X |
| Digital Technology | | * | * | * |
| Employability | # | # | # | # |
| English | CC | * | | |
| English Literature | | * | * | * |
| French | # | * | * | * |
| Further Maths | | * | * | * |
| Geography | # | * | * | * |
| Government and Politics | | | * | * |
| History | # | * | * | * |
| Home Economics (A) | # | * | X | X |
| ICT (A) | cc (deferred by DENI) | | | |
| Irish | # | * | * | * |
| Life and Health Sciences | | | * | * |
| Mathematics | CC | * | * | * |
| Moving Image Art (A) | | | X | X |
| Music (A) | # | * | * | * |
| Personal Development | # | # | # | # |
| Physical Education (A) | # | # * | * | # * |
| Physics | | * | * | * |
| Psychology | | | * | * |
| Religious Studies | # | * | * | * |
| Science DA | # | * | | |
| Space Science | | * | | |
| 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

Thornhill College has an excellent reputation for providing outstanding Pastoral Care. The welfare of each girl is paramount to everything we do. Pastoral Care, placing considerable importance on the welfare of pupils, is all pervasive and fully integrated into our daily routines, our curriculum and extra-curricular activities. Thornhill College operates a Year Group system within three 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. Special responsibilities for each key stage are held by the Heads of Junior, Middle and Senior School and the Senior Leadership Team.

In our recent school inspection (Nov 2015), ETI stated: ***“that the arrangements for care and support in the school are highly effective. The school has a warm, nurturing, inclusive ethos and demonstrates a strong commitment to the welfare of both pupils and staff. There is a clear focus on empowering all pupils to reach their full potential, which is underpinned by the school’s mission statement, “Educating concerned, informed, adaptable members of the world community”. A particular strength of the school’s provision is the quality and range of enrichment and leadership opportunities for pupils of all ages. Through the active junior, middle and senior leadership teams, pupils are empowered to make decisions which have a positive impact on the school community and enrich their learning. The school has well established external partnerships including close links with universities, employers, charities and local schools. These partnerships are skilfully harnessed to develop innovative, relevant and rigorously evaluated programmes for personal development and provide the pupils with valuable experiences to develop their interpersonal skills, resilience and an empathy for others”.***

Within Thornhill College there is an emphasis on developing in pupils a real awareness of their dignity as children of God and in promoting courtesy, co-operation and commitment to make the school a safe and caring place of learning for all. Our aim is that all pupils receive an education that nurtures and develops them to become confident, aspiring individuals and successful, independent learners.

We celebrate pupil achievements and challenge them to aim high and be the very best they can be in all that they do. We help our pupils to achieve their potential and to take their place in society as healthy, resilient and responsible citizens, who have respect for themselves, one another and the wider community.

In Thornhill College, we believe that the fostering of trust and good relationships with the parents/guardians of our pupils is crucial. A close partnership between home and school will 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.

In addition to the Learning for Life and Work programme (LLW), a number of extra-curricular activities were available both during school and as part of the Extended Schools programme. All Junior School students were encouraged to take an active part in these activities some of which were 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.

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

The Junior Leadership team played a central role in supporting both staff and pupils. They are class buddies, anti-bullying campaigners and assist at a range of whole school events such as **PTMs** and Open Evening which provides them with valuable opportunities for organisation, management and leadership experience in their roles.

Year 8 students experienced a comprehensive induction programme, starting with the Summer School in June, 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. With the introduction of Pupil Tracking in Year 8, parents were able to access a comprehensive snapshot of their child’s academic performance across all of their subjects.

Details of the programme are:

| | 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 effect 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 |

| | Year 8 | Year 9 | Year 10 |
|---|---|---|--|
| 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 G Walker, Acting Head of Junior School

Middle School – Key Stage 4

In Form Class in **Year 11** all students follow the Learning for Life and Work programme, which includes Personal Development, Employability and Citizenship. The Form Teacher leads this programme, in

addition to input from external agencies. The focus of the first element, Personal Development, is to facilitate the effective transition of all students from Junior to Middle school. Year 11 students had an induction morning in early September 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 outlined the assessment arrangements for GCSE and our expectations of pupils in Middle School.

Opportunities were provided, through the Study and Life Skills unit, for Year 11 students to further develop the study skills nurtured during Years 8-10. Students were encouraged to take responsibility for their personal learning through the Target Setting process. Individual progress was rigorously tracked and monitored, and interventions were put in place to support any students experiencing difficulties in their learning, in order to ensure that they gained in confidence.

Personal and collaborative approaches to helping others were developed through various Form Class extra-curricular activities. Wellbeing is central to the Personal Development programme that we have in place in Middle School and we are vigilant to the emotional needs of individuals and respond with counselling and support where necessary. Year 11 pupils attended a Youth Event on Dealing with Stress and Building Resilience to supplement the Promoting Positive Mental Health unit in the programme.

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 and subject classes• Setting academic and personal targets for Year 11 |
| Unit 2: Promoting Positive Mental Health | <i>MINDOUT PROGRAMME</i> <ul style="list-style-type: none">• Understanding Mental Health• Managing emotions• Getting help |
| Unit 3: Study and Life Skills | <ul style="list-style-type: none">• Getting Organised• Skills for Learning• Skills for Life |
| Unit 4: Preparing for Christmas Exams | <ul style="list-style-type: none">• Contribution to the Shoebox Appeal• Contribution to the HANDS Appeal• Exam timetables, revision techniques |

During Term 2 students followed a programme on Citizenship and in Term 3 the Employability element of LLW was covered and supplemented through workshops by Young Enterprise. Representatives from each Year 11 Form Class were elected to become Middle School Prefects. Excellent attendance, academic and extra-curricular achievement were recognised and celebrated throughout the year.

At the end of Term 3 all 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 preparation for progression into Year 12.

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 (CEIAG) 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.

The key elements of the Personal Development programme in Year 12 are as follows:

| | |
|---|--|
| Unit 1: CEIAG Unit 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: CEIAG Unit 2 and Employability | <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 End of KS4 | <ul style="list-style-type: none">• Success in exams• Learning to cope with exams• Exam nerves-don't panic!• Celebration Assembly and Mass |

Year 12 students took part in workshops organised by the *Tree of Knowledge* organisation. This workshop entitled "*Laugh in the Face of Exams*" aimed to motivate our students by increasing their confidence and self-esteem. Young Enterprise also provided a workshop on "*Success Skills*". This was to help students develop further the skills essential for exam success. The Middle School Prefect Team were given leadership training. 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.

In **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 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 that their experience is a positive one. In September 2017, 9 students were accepted from other schools. During terms two and three, preparation for internal January examinations, target setting and focus on emotional well-being form the outline of the programme. The leadership team who consist of the Head Girl, Deputies and Senior Prefects are also elected and given their responsibilities mid-way through Term 2.

Specific details of the pastoral programme are:

| | |
|---|--|
| TERM 1 Unit 1 Induction and Form Teacher/Student Interviews and Target Setting | The interviews allow Form Teachers to informally talk to students about their new subjects and concerns they may have as they embark upon A-Level study and to set targets for each subject. While the interviews are conducted, students read and discuss the contents of materials in their Pastoral Programme, ' <i>Senior School Reference Book</i> ', ' <i>Advice from Former Students</i> ' and introductory materials on UCAS and student finance to familiarise themselves with the issues pertinent to sixth form. |
| Unit 2 Study Skills | During the second half of Term 1 the pupils 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'. |
| TERM 2 Unit 3 Target Setting Review | Students prepare for internal exams 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 in preparation for external modules in May / June. |
| Unit 5 Exam Preparation | Exam Preparation In the final weeks of term, Form Class is used by students to prepare for their AS modules. |

External agencies involved with Year 13 included REACH Across and the PSNI who gave a talk to students about the dangers of alcohol and drug abuse, including specific information on 'legal highs'. Other talks included 'Body Aware', promoting the physical health of young women. Students also benefited from a range of careers related talks and activities. Representatives from Queen's University Belfast, Scottish and English universities spoke to the Year 13 students about the various courses on offer at their institutions. Students were also encouraged to apply for the Sutton Trust US Programme and the Pramerica Awards. Year 13s completed work experience during the week before Easter holidays.

Enrichment activities continued to give students a broad range of experiences outside the classroom. Students continued to visit many local Primary Schools on academic and faith-based projects. Students worked with elderly residents at Owen Mór Care Home and worked with the young adults involved with 'Something Special.' Once again, the Pope John Paul II Award was a very popular option for students.

In **Year 14**, the initial focus of the Pastoral programme was to use data from AS 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 AS 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 Road Safety and Interview skills | The final weeks of term one are used to follow the road safety lessons and interview skills section of the booklet and accompanying DVD. |
| TERM 2 Unit 3 Target Setting Review | Students prepare for internal exams during the first week of Term 2. After data was made 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 Head of Year and Head of School. |
| Unit 4 Alcohol Awareness | Alcohol Awareness / Review of Results and Target Setting Before the mid-term break, the topic of alcohol awareness is explored using the DVD 'Booze: A Young Person's Guide'. In March we have the distribution and review of External Module results and target setting is reviewed again and concerns are addressed. |
| Unit 5 Exam Preparation | In March a number of final issues e.g. Student Finance presentation, Lenten retreat and in the final weeks of term, Form Class is used by students to complete the End of Year Prayer Book, prepare for Leavers' Mass and prepare for their A2 modules. |

External agencies were invited into school to enhance the experience of the students e.g. talks on Road Safety for young drivers were delivered. Students also visited Columba House for a Lenten Retreat and Sole Purpose Productions delivered a play on the issue of domestic violence. Representatives from the Education Authority visited the school to support students with their applications for student finance.

Students benefited from a range of careers related talks and activities to assist the Year 14s with their UCAS applications. Throughout the year we had a number of success stories

Within the Senior School, the use of Learning Agreements and, this year, Tracker assessments are an integral component of the pastoral programme. This 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. The inspection report published by ETI in January 2016 was very complimentary of this tracking process and commented: "The well-informed tracking of the pupils is a key strength of the post-16 provision in particular."

During May, a range of very successful leavers' events for the Class of 2018 took place. This included the celebration Mass with the Year 14 students, parents and the school community.

Mr D McCay, Head of Senior School

THE EXTENDED SCHOOL

The concept of the Extended School, launched in May 2006, was initially part of a ten-year government policy which attempted to provide a holistic environment for young people to learn and to develop skills that would 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 a member of the expanded cluster of schools in the area, working closely with the local community group, the Greater Shantallow Area Partnership (GSAP). Thornhill College originally worked 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. Since early 2016, this cluster has now expanded to include 7 additional schools, including Ardnashee School and College, Belmont Nursery School, Bunscoil Cholmcille, Carnhill Nursery School, Greenhaw Primary School, St. Patrick's Primary School and Steelstown Primary School. This cluster also works closely with the new Education Authority (EA). For a sixth year, additional funding from DENI was secured for the development of the Irish Language (Irish Medium Extended Schools Outer North 1) across the area, allowing extra funding of classes and associated activities for the original cluster schools and community groups within the area.

HOMEWORK CLUB

The Homework Club is the collective name for the activities that take place before and after school each day. These take place 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 asset of the Homework Club is the availability of the ICT study facilities and the Library. The ICT facilities are also available from 8.30 each morning, with substantial up-take throughout the school year groups. 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 and Engineering Club, Netball, Soccer and Gaelic Coaching, Language Clubs, Debating, Athletics, Céilí Dancing, Traditional Music and Cookery Club, 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. While students are encouraged to arrange their own transport from school at 5pm, many rely on buses which leave for various locations in the city and suburbs.

EXTENDED SCHOOL IN THE COMMUNITY

The school has remained a focus for the local community, with a number of sporting and community groups utilising some of the facilities available. A knitting class, Irish dancing, all feature along with a host of sporting clubs catering for all age ranges, and genders.

SUMMER SCHOOL

Thornhill College organised and ran its fourteenth annual Summer School on 2nd/3rd July. Over 172 prospective Year 8 students attended, with activities beginning 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, Art, Treasure Hunt, Dance, Drama, Cookery and Maths Trail. Lunch was provided by canteen staff at mid-day.

This important event in the school year has a dramatic effect on the transition of the new students into Thornhill, with co-operation from the senior prefects, prefects and junior school buddies. When the new intake of pupils arrives in September, part of the transition has taken place and students are ready to begin their academic career in Thornhill College. It is now well-established as a traditional part of the Thornhill experience.

PUBLIC EXAMINATIONS BY RESULTS 2018

PUPIL ACHIEVEMENTS 2018

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

GCSE Level

- Orla Maguire** - 1st Place in N. Ireland GCSE Child Development (Grade A*)
Constance Roarty - Joint 1st Place in N. Ireland GCSE English Language (Grade A*)
Mekha Saji - Joint 3rd Place in N. Ireland GCSE English Literature (Grade A*)

PUBLIC EXAMINATIONS BY RESULTS 2018

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

Key Stage 3 Assessment Outcomes

| 2018 Levels of Progression | | | | |
|-----------------------------------|----------------------|----------|----------|----------|
| Levels | | 5 | 6 | 7 |
| % of pupils | Communication | 5.8 | 44 | 50.2 |
| | Using Maths | 3.4 | 22.3 | 74.3 |

Board of Governors Report 2017/18

| Results Subject/Grade Analysis: Summer Exams 2018 | | | | | | | | | | | | | | | | | |
|---|---------|-----|------|------|------|------|-----|-----|-----|---|-----|-----|------|------|------|----------------|------|
| 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 | A*-A | A*-C | A*-G | | |
| Art & Design | 38 | No. | 13 | 11 | 6 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 36 | 38 | 13.4 |
| | | % | 34.2 | 28.9 | 15.8 | 15.8 | 5.3 | 0 | 0 | 0 | 0 | 0 | 0 | 63.1 | 94.7 | 100 | |
| Biology | 23 | No. | 13 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 23 | 23 | 15.0 |
| | | % | 56.5 | 39.1 | 4.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95.6 | 100 | 100 | |
| Business Studies | 16 | No. | 2 | 7 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 16 | 16 | 13.3 |
| | | % | 12.5 | 43.8 | 37.5 | 6.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56.3 | 100 | 100 | |
| Chemistry | 23 | No. | 10 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 23 | 23 | 14.7 |
| | | % | 43.5 | 47.8 | 8.7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91.3 | 100 | 100 | |
| Child Development | 48 | No. | 6 | 13 | 21 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 48 | 48 | 12.7 |
| | | % | 12.5 | 27.1 | 43.8 | 16.7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39.6 | 100 | 100 | |
| Drama | 13 | No. | 2 | 6 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 13 | 13.4 |
| | | % | 15.4 | 46.2 | 30.8 | 7.7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61.6 | 100 | 100 | |
| English Language | 199 | No. | 35 | 78 | 77 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 199 | 199 | 13.4 |
| | | % | 17.6 | 39.2 | 38.7 | 4.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56.8 | 100 | 100 | |
| English Literature | 197 | No. | 27 | 61 | 83 | 25 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 196 | 197 | 12.9 |
| | | % | 13.7 | 31.0 | 42.1 | 12.7 | 0.5 | 0 | 0 | 0 | 0 | 0 | 0 | 44.7 | 99.5 | 100 | |
| French | 45 | No. | 9 | 6 | 15 | 12 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 42 | 45 | 12.3 |
| | | % | 20 | 13.3 | 33.3 | 26.7 | 6.7 | 0 | 0 | 0 | 0 | 0 | 0 | 33.3 | 93.3 | 100 | |
| Geography | 70 | No. | 17 | 39 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 70 | 70 | 14.0 |
| | | % | 24.3 | 55.7 | 17.1 | 2.9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 100 | 100 | |
| History | 74 | No. | 20 | 34 | 13 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 72 | 74 | 13.8 |
| | | % | 27 | 45.9 | 17.6 | 6.8 | 2.7 | 0 | 0 | 0 | 0 | 0 | 0 | 72.9 | 97.3 | 100 | |
| Home Economics | 16 | No. | 4 | 1 | 9 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 15 | 16 | 12.8 |
| | | % | 25 | 6.3 | 56.3 | 6.3 | 6.3 | 0 | 0 | 0 | 0 | 0 | 0 | 31.3 | 93.8 | 100 | |
| Information Technology | 52 | No. | 41 | 9 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 52 | 52 | 15.5 |
| | | % | 78.8 | 17.3 | 1.9 | 1.9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96.1 | 100 | 100 | |
| Irish | 83 | No. | 43 | 31 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 83 | 83 | 14.8 |
| | | % | 51.8 | 37.3 | 10.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89.2 | 100 | 100 | |
| Mathematics | 199 | No. | 56 | 80 | 49 | 12 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 136 | 197 | 198 | 13.7 |
| | | % | 28.1 | 40.2 | 24.6 | 6.0 | 0.5 | 0 | 0 | 0 | 0.5 | 0 | 0 | 68.3 | 99.0 | 99.5 | |
| Mathematics Further | 58 | No. | 14 | 15 | 23 | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 29 | 57 | 57 | 13.1 |
| | | % | 24.1 | 25.9 | 39.7 | 8.6 | 0 | 0 | 0 | 0 | 1.7 | 0 | 0 | 50 | 98.3 | 98.3 | |
| Music | 40 | No. | 2 | 21 | 13 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 40 | 40 | 13.1 |
| | | % | 5 | 52.5 | 32.5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57.5 | 100 | 100 | |
| Physics | 23 | No. | 11 | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 23 | 23 | 14.9 |
| | | % | 47.8 | 47.8 | 4.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95.6 | 100 | 100 | |
| Religious Studies | 199 | No. | 66 | 84 | 39 | 8 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 150 | 197 | 199 | 14.0 |
| | | % | 33.2 | 42.2 | 19.6 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 75.4 | 99.0 | 100 | |
| Science | 352 | No. | 61 | 158 | 101 | 25 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 219 | 345 | 352 | 13.4 |
| | | % | 17.3 | 44.9 | 28.7 | 7.1 | 1.4 | 0.3 | 0.3 | 0 | 0 | 0 | 0 | 62.2 | 98 | 100 | |
| Space Science Technology | 2 | No. | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 12.0 |
| | | % | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | |
| Spanish | 79 | No. | 29 | 17 | 21 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 77 | 79 | 13.5 |
| | | % | 36.7 | 21.5 | 26.6 | 12.7 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 58.2 | 97.5 | 100 | |
| Sport/PE Studies | 16 | No. | 10 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 16 | 16 | 15.0 |
| | | % | 62.5 | 25 | 12.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87.5 | 100 | 100 | |
| Statistics | 15 | No. | 0 | 1 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 15 | 11.9 |
| | | % | 0 | 6.7 | 80 | 13.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.7 | 100 | 100 | |
| Total | 1880 | No. | 491 | 707 | 522 | 137 | 17 | 3 | 1 | 0 | 2 | 0 | 0 | 1198 | 1857 | 1878 | 13.6 |
| | | % | 26.1 | 37.6 | 27.8 | 7.3 | 0.9 | 0.2 | 0.1 | 0 | 0.1 | 0.0 | 0 | 63.7 | 98.8 | 99.9 | |
| Number of pupils in Year 12 = 199 | | | | | | | | | | | | | | | | | |
| Overall | | | | | | | | | | | | | | | | | |
| Number of GCSEs taken = 1880 | | | | | | | | | | | | | | | | | |
| Number of GCSEs passed A*-A = 1198 | | | | | | | | | | | | | | | | | |
| Number of GCSEs passed A*-C = 1857 | | | | | | | | | | | | | | | | | |
| Number of GCSEs passed A*-G = 1878 | | | | | | | | | | | | | | | | | |
| % passed A*-A = 63.7 % | | | | | | | | | | | | | | | | | |
| % passed A*-C = 98.8 % | | | | | | | | | | | | | | | | | |
| % passed A*-G = 99.9 % | | | | | | | | | | | | | | | | | |

PUBLIC EXAMINATIONS BY RESULTS 2018

Results Subject/Grade Analysis: Summer Exams 2018

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 | 9 | No | 0 | 4 | 3 | 2 | 0 | 0 | 0 | 4 | 7 | 9 | 9 | 8.4 |
| | | % | 0 | 44.4 | 33.3 | 22.2 | 0 | 0 | 0 | 44.4 | 77.7 | 100 | 100 | |
| Biology | 65 | No | 5 | 20 | 19 | 14 | 6 | 1 | 0 | 25 | 44 | 58 | 65 | 8.0 |
| | | % | 7.7 | 30.8 | 29.2 | 21.5 | 9.2 | 1.5 | 0 | 38.5 | 67.7 | 89.2 | 100 | |
| Business Studies | 12 | No | 1 | 1 | 2 | 5 | 3 | 0 | 0 | 2 | 4 | 9 | 12 | 6.7 |
| | | % | 8.3 | 8.3 | 16.7 | 41.7 | 25 | 0 | 0 | 16.6 | 33.3 | 75 | 100 | |
| Chemistry | 29 | No | 1 | 8 | 7 | 7 | 4 | 2 | 0 | 9 | 16 | 23 | 29 | 7.2 |
| | | % | 3.4 | 27.6 | 24.1 | 24.1 | 13.8 | 6.9 | 0 | 31 | 55.1 | 79.2 | 100 | |
| Digital Technology | 18 | No | 1 | 3 | 3 | 1 | 10 | 0 | 0 | 4 | 7 | 8 | 18 | 6.2 |
| | | % | 5.6 | 16.7 | 16.7 | 5.6 | 55.6 | 0 | 0 | 22.3 | 39 | 44.6 | 100 | |
| Drama | 1 | No | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 8.0 |
| | | % | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 100 | |
| Engineering BTEC | 1 | No | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 12.0 |
| | | % | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 100 | 100 | |
| English Literature | 42 | No | 1 | 3 | 16 | 18 | 4 | 0 | 0 | 4 | 20 | 38 | 42 | 7.0 |
| | | % | 2.4 | 7.1 | 38.1 | 42.9 | 9.5 | 0 | 0 | 9.5 | 47.6 | 90.5 | 100 | |
| French | 5 | No | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 4 | 5 | 5 | 7.6 |
| | | % | 0 | 0 | 80 | 20 | 0 | 0 | 0 | 0 | 80 | 100 | 100 | |
| Geography | 39 | No | 5 | 14 | 9 | 10 | 1 | 0 | 0 | 19 | 28 | 38 | 39 | 8.6 |
| | | % | 12.8 | 35.9 | 23.1 | 25.6 | 2.6 | 0 | 0 | 48.7 | 71.8 | 97.4 | 100 | |
| Health & Social Care DA | 64 | No | 1 | 18 | 34 | 11 | 0 | 0 | 0 | 19 | 53 | 64 | 64 | 8.3 |
| | | % | 1.6 | 28.1 | 53.1 | 17.2 | 0 | 0 | 0 | 29.7 | 82.8 | 100 | 100 | |
| Health & Social Care SA | 11 | No | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 3 | 11 | 11 | 11 | 8.5 |
| | | % | 0 | 27.3 | 72.7 | 0 | 0 | 0 | 0 | 27.3 | 100 | 100 | 100 | |
| History | 25 | No | 1 | 5 | 15 | 1 | 1 | 2 | 0 | 6 | 21 | 22 | 25 | 7.8 |
| | | % | 4 | 20 | 60 | 4 | 4 | 8 | 0 | 24 | 84 | 88 | 100 | |
| Irish | 17 | No | 0 | 9 | 4 | 4 | 0 | 0 | 0 | 9 | 13 | 17 | 17 | 8.6 |
| | | % | 0 | 52.9 | 23.5 | 23.5 | 0 | 0 | 0 | 52.9 | 76.4 | 100 | 100 | |
| Life & Health Science DA | 16 | No | 0 | 7 | 8 | 1 | 0 | 0 | 0 | 7 | 15 | 16 | 16 | 8.8 |
| | | % | 0 | 43.75 | 50 | 6.25 | 0 | 0 | 0 | 43.75 | 93.75 | 100 | 100 | |
| Mathematics | 28 | No | 3 | 9 | 8 | 4 | 4 | 0 | 0 | 12 | 20 | 24 | 28 | 8.2 |
| | | % | 10.7 | 32.1 | 28.6 | 14.3 | 14.3 | 0 | 0 | 42.8 | 71.4 | 85.7 | 100 | |
| Music | 12 | No | 0 | 2 | 5 | 4 | 0 | 1 | 0 | 2 | 7 | 11 | 12 | 7.2 |
| | | % | 0 | 16.7 | 41.7 | 33.3 | 0 | 8.3 | 0 | 16.7 | 58.4 | 91.7 | 100 | |
| Physics | 11 | No | 1 | 2 | 4 | 1 | 2 | 1 | 0 | 3 | 7 | 8 | 11 | 7.3 |
| | | % | 9.1 | 18.2 | 36.4 | 9.1 | 18.2 | 9.1 | 0 | 27.3 | 63.7 | 72.8 | 100 | |
| Politics | 17 | No | 1 | 4 | 6 | 2 | 4 | 0 | 0 | 5 | 11 | 13 | 17 | 7.5 |
| | | % | 5.9 | 23.5 | 35.3 | 11.8 | 23.5 | 0 | 0 | 29.4 | 64.7 | 76.5 | 100 | |
| Psychology | 10 | No | 1 | 3 | 4 | 2 | 0 | 0 | 0 | 4 | 8 | 10 | 10 | 8.6 |
| | | % | 10 | 30 | 40 | 20 | 0 | 0 | 0 | 40 | 80 | 100 | 100 | |
| Religious Studies | 66 | No | 2 | 17 | 26 | 13 | 7 | 1 | 0 | 19 | 45 | 58 | 66 | 7.7 |
| | | % | 3 | 25.8 | 39.4 | 19.7 | 10.6 | 1.5 | 0 | 28.8 | 68.2 | 87.9 | 100 | |
| Spanish | 8 | No | 1 | 3 | 3 | 1 | 0 | 0 | 0 | 4 | 7 | 8 | 8 | 9.0 |
| | | % | 12.5 | 37.5 | 37.5 | 12.5 | 0 | 0 | 0 | 50 | 87.5 | 100 | 100 | |
| Sports Science | 1 | No | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 8.0 |
| | | % | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 100 | |
| Totals | 507 | No | 26 | 135 | 190 | 102 | 46 | 8 | 0 | 161 | 351 | 453 | 507 | 7.9 |
| | | % | 5.1 | 26.6 | 37.5 | 20.1 | 9.1 | 1.6 | 0.0 | 31.8 | 69.2 | 89.3 | 100 | |

Number of pupils in Year 14 = 169

Overall

Number of A Levels/ Applied taken = 507

Number passed A*A = 161 % Pass A*A = 31.8

Number passed A*-B = 351 % Pass A*-B = 69.2

Number passed A*-C = 453 % Pass A*-C = 89.3

Number passed A*-E = 507 % Pass A*-E = 100.0

Board of Governors Report 2017/18

OVERALL RESULTS

YEAR 12

| % Entered for | | % Achieving grades A* - C | |
|--------------------|--------------------|---------------------------|-----------|
| 7 or more subjects | 5 or more subjects | 7 or more | 5 or more |
| 100% | 100% | 98% | 98.5% |

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 |
| 169 | 91% | 100% |

OTHER EXAMINATIONS

| |
|--|
| GCSE - Other Year Groups 2018 |
|--|

| Awarding Body | Qualification | Entries | Result | %achieving qualification |
|---------------|---------------|---------|--------|--------------------------|
|---------------|---------------|---------|--------|--------------------------|

Year 9

| | | | | |
|------|-------|---|-------|------|
| CCEA | Irish | 1 | A*= 1 | 100% |
|------|-------|---|-------|------|

SCHOOL LEAVERS' DESTINATIONS (FROM YEARS 12, 13 & 14)

| No. of Leavers 2017/18 | Higher Education | Further Education | Another School | Employment | Other |
|------------------------|------------------|-------------------|----------------|------------|------------|
| | 203 | 156 76.84 | 23 11.33 | 11 5.42 | 10 4.93 |

ADDITIONAL INFORMATION

92.30% of students leaving after 'A' Level (Year 14) have gone on to Higher Education.

ANNUAL ATTENDANCE RATE (ALL STUDENS) %

95.2% - Total days attended by all students on roll as % of total possible days of attendance.

EXTRA CURRICULAR ACHIEVEMENTS 2017-18

Our students have participated in a wide range of academic, cultural, spiritual, social and sporting activities at local, provincial and national level. Their many achievements are evidence of the variety of talent that exists among our students.

ART

Derry Credit Union Poster Competition 2017

11-13 Years Category

- 2nd Place Hannah Ward
- Joint 3rd Place Hannah Coyle and Caitlin Doherty

Garden of Reflection Art Competition 2017

- Winner Caoimhe Devine Year 13

BUSINESS & ENTERPRISE

Thornhill College Young Enterprise Company 'The Pink Elephant' won

- Best Overall Company Award at the North West Trade Fair
- Overall North West Area Winner at the Big Celebration in the Titanic Building, Belfast together with awards for Innovation in IT; Social Innovation and Company Growth
- Year 13 student and Managing Director of the Pink Elephant Ciara McCartney was selected as the North West Entrepreneur of the Future and became one of five finalists in Northern Ireland.

DEBATING & PUBLIC SPEAKING AWARD

- Northern Ireland Soroptomist Public Speaking Competition – Overall Winner Mekha Saji
- Concern Worldwide Debate – 7th Place Thornhill College
- Queen's Literific Society – 2nd Place Thornhill College
- World Schools Debating Competition - Rebecca Harrigan Year 13 was selected to compete in the World Schools Debating Competition in Croatia in July. The Northern Ireland team was the first school from Northern Ireland to participate in over 20 years. Rebecca was the only student from the North-West to be selected with the team winning Best New Nation.

DERRY CREDIT UNION AWARDS

- Special Courage Award – Year 10 Aioibheann Holmes

DUKE OF EDINBURGH / PRESIDENTS AWARD

- 11 students completed their Duke of Edinburgh/ President's Award at Silver level last year
- 17 students completed their Duke of Edinburgh / President's Award at Bronze level last year

ENGLISH

- Thornhill College students have had their work published in the Young Writers Anthology

GEOGRAPHY / ECO SCHOOLS / FAIR TRADE

- Best Kept School Award 2018 (Post-Primary School in Western Region)
- Eco-Teacher of the Year 2018- Miss Margaret McCay

Young Environmentalist Awards

- Senior Waste Award – Thornhill College 'Naw to Straws' Campaign Group
- Community Education Awards – 3rd Place
- All Ireland Finalist Showcase for Eco-Unesco Young Environmentalist of the Year Award

Board of Governors Report 2017/18

IRISH

Ashbourne Shield/Sciath Mhic Giolla Bhríde

- Participation in the Ashbourne Shield gained 13 Gaeltacht scholarships worth £150 each and totalling £1950

Feis Dhoire Cholmcille

Individual Conversation in Irish

- 1st Prize in Year 8 Comhrá/Speaking – Aoibh Ní Eithir 8C, Aoife Ní Bhriain 8C
- 1st Prize in Scríobh/Writing – Aoibheann Ní Dhaoighre 8C
- 1 Gaeltacht Bursary was awarded by Feis Dhoire Cholmcille worth £100

Gael Linn

- Grammar School Irish Language Table Quiz - 1st place. Year 10 Team - Lucy Cooke, Caitlin McCallion, Katie Doherty and Erin McElhinney.

Other Achievements in Irish

- Irish Language Public Speaking at AS Level (judged externally) - 1st Place Taylor Nic Sheoin, Year 13
- Silver Fáinne Exam (Externally assessed) -78 Year 10 students were awarded Silver Fáinnes
- 2 Full Gaeltacht Scholarships each worth £385 were awarded to 3 pupils through Department led applications to the Líofo Project

MUSIC

City of Derry International Choral Festival 2017

- 3/4 Part Post-Primary Competition – Winners -Thornhill College Senior Choir
- Award for Outstanding Performance in the School Competition Section – Thornhill College Senior Choir
- 2-Part Competition for Post-Primary - 2nd Place Thornhill College Junior Choir

EBS Dublin Feis Ceoil

- Turner Huggard Cup – 1st Place Thornhill College Senior Choir

Feis Dhoire Chlmcille

- 3 Part Post-Primary Competition – 1st Place Thornhill College Senior Choir
- Sacred Music Post-Primary Competition – 1st Place Thornhill College Senior Choir
- Michael Mason Cup for Best Overall Performance – Thornhill College Senior Choir

RE

- Ambassador of St Paul Awards – All Year 10 students
- Pope John Paul II Awards – 1 Papal Cross; 66 Gold, 2 Silver and 2 Bronze Awards

SPANISH

- European Commission and NICLT Opportunity Quiz Regional Finalists. The team included Nia Ward-Gallagher and Saoirse O'Donnell (Year 8) and Niamh Taylor and Dearbhla McCaul (Year 9)

SCIENCE

- SciFest National Competition – Intel Award (Physics Sectional Winner) - Mary Pascua 11G, Caitlin O'Doherty 11C and Lauryn Duffy 11J
- STEMQUEST (National STEM Quiz at Titanic Quarter) – Finalists included Sinead O'Donnell 10A, Amy Mullen 10A, Caoimhe Lees 10A and Orla O'Doherty 10H
- Salters Festival of Chemistry at NWRC – Runners Up -Erin Irvine 8H, Eve McGinley 8H and Chloe McKinney 8H

PHYSICAL EDUCATION

NI Schools Netball Cup Finals Runners up – Year 9, 10 and 11/12

NI Schools Junior Netball League

- Winners – Year 10
- Runners up – Year 9

North West Schools Swimming Gala

- 13 medals were achieved – 6 Gold, 6 Silver & 1 Bronze
- Year 8 Team Event – 2nd place
- Year 11/12 Team Event – 2nd Place

NI Schools Regional Development Tournament

- Twelve Year 8 and 9 students represented the Western Board Area winning 5 of their 6 matches.

Ulster Athletics Championships

- 1st Place – Year 8 Ulster Athletics Team Cup

All Ireland Athletics Championships

- 3rd Place 1500m – Cara Lavery Year 10
- 10th Place Long Jump – Cate Kirby Year 10

Ulster Athletics Championships

- 1st Place 1500m – Cara Lavery Year 10
- 3rd Place Long Jump – Cate Kirby Year 10
- 2nd Place 100m – Veronica O'Neill Year 8
- 3rd Place High Jump – Erin McCormick Year 8
- 3rd Place Year 8 Relay – Thornhill College

District Athletics Championships

- 1st Place 100m – Veronica O'Neill Year 8
- 1st Place Long jump – Jasmine O'Kane Year 8
- 2nd Place 800m – Cara O'Loughlin Year 8
- 1st Place High Jump – Erin McCormick Year 9
- 1st Place Year 8 Relay – Thornhill College Year 8 Relay Team
- 3rd Place Year 9 Relay – Thornhill College Year 9 Relay Team
- 1st Place Long Jump – Orla O'Doherty Year 10
- Year 10 Triple Jump – Lily Surman
- Year 10 Relay – 2nd place Thornhill College Year 10 Relay Team
- 3rd Place 800m – Mary Cait Byrne

District Cross Country Championships

- 4th Place – Cara O'Loughlin Year 8
- 7th Place – Sophia Byrne Year 9
- 1st Place – Cara Lavery Year 10
- 4th Place – Mary Cait Byrne Year 13
- 1st Place – Thornhill College Year 8 Team
- 5th Place – Thornhill College Year 9 Team
- 2nd Place – Thornhill College Year 10 Team
- 4th Place – Thornhill College Intermediate Team

Irish Schools International Championships - Nottingham

- Cara Lavery represented Ireland and was the first Irish athlete across the finish line

Ulster Cross Country Championships

- 1st Place – Cara Lavery Year 10
- 7th Place – Cara O'Loughlin
- 14th Place – Mary Cait Byrne Year 13

All Ireland Cross Country Championships

- 3rd Place – Cara Lavery – Year 10

All Ireland Schools Swimming Championships

- 5th Place Breast Stroke – Sophia McCormick Year 8



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.