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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**

<b>Chairman:</b>	Mr John MacCrossan	
<b>Secretary:</b>	Ms Sharon Mallett	
<b>Trustee Representatives:</b>	Rev Father Colum Clerkin	2021
	Mrs Elizabeth McCloskey	2021
	Mrs Siobhan Porter	2021
<b>DENI Representatives:</b>	Mr Ciaran Hampson	2021
	Mrs Ann Toner	2021
	Mr Darren Ward	2021
<b>Teacher Representative:</b>	Mr Hugh McSorley	2021
<b>Parent Representative:</b>	Mrs Joanne Ferry	2021
<b>Principal:</b>	Ms Sharon Mallett	(non-voting member)
<b>Co-opted:</b>	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 203, 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**

In a voluntary grammar school, the Board of Governors has overall responsibility for ensuring that any grant received from the Department of Education are only used in accordance with the conditions set out by the Department in the Finance and Audit Arrangements Manual.

Funding for schools, the school budget allocation, is based on the common formula funding scheme and funding is calculated based on a number of factors, the main factors being pupil numbers, floor area of the school and targeting special need based on free school meals.

In 2018-19, the budget allocation for Thornhill College was calculated as £5,972,824. The school is also awarded funding to support the costs of VAT, staff long term sickness and special education needs provision. Budget allocation received is dispensed against teaching and support staff costs, pupil resources and school running costs.

The College also seeks a voluntary contribution from parents of £50 per family. Voluntary contributions received are used to supplement the budget allocation for pupil resources and enhance the educational experience of the pupils. Voluntary contributions for 2018-19 amounted to £30,125; this sum was invested in after school's activities, participation in competitions and pupils' engaging with external stakeholders.

**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 2018/19 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, Knock 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 2018 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.

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

<b>RETREATS</b>	Year 14 Lenten Retreat at Columba House Year 10 Retreat at IOSAS Celtic Prayer Garden Year 8,9,11 Retreat with Derry Youth Community Year 13 Christian Mindfulness/Meditation programme
<b>EXTERNAL VISITS</b>	All of Year 9 visited two local Christian Denomination places of worship Carlisle Presbyterian Church Church of Ireland Strand Road.

## Board of Governors Report 2018/19

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<b>SCHOOL BASED VISITS</b>	Love for Life presentation for Year 9/11 (RSE) Lifeworks for Year 12 (RSE) Children in Crossfire visited as the nominated charity for the Ambassador of St Paul Award The Gideon society presented a New Testament and Psalms to all of Year 8
<b>POPE JOHN PAUL AWARD</b>	2 Papal Cross Awards 36 Gold Awards 5 Silver Awards 2 Bronze Awards
<b>FAITH FRIENDS</b>	We ran a Communion Faith Friends Programme for Year 13 and P4 students with 4 schools. Bunscoil Cholmcille Hollybush PS Culmore PS St Paul's PS
<b>SPECIAL ASSEMBLIES</b>	Easter Liturgies Christmas Liturgies Religious input to the Carol Service November remembrance book offered during Mass

### 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. All Key Stage 3 students have a Literacy booklet and time is given to reflect on new vocabulary at the end of each teaching topic. 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 first year (2018-2019) of our School Development Plan 2018-2021 has built on the successes of its predecessor. We remain focused on improving our ability to provide quality, informed teaching, enriched learning and a curriculum centred on individuals' learning needs. While this applies to all the students in our school, we have decided to place particular emphasis on Key Stage 3 in this SDP. I regret to report that union action continues to have a major impact on aspects of our work. As after-school meetings are covered by the action, 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 do their best to deliver a consistent, coherent quality classroom experience for all of our pupils.

In line with Labour Market Information and following on from the achievements of last year, we have maintained our focus on ICT with emphasis on promoting awareness of the importance of Digital Literacy skills and IT careers across KS3. Digital Literacy Week took place in April, with Coding workshops for Year 8, STEM Aware Workshop on a "Slice of Pi" for Year 9 and Robotics for Year 10. All activities were facilitated by our very capable Digital Prefect team working under the direction of Mr Kevin Abbot. Once again fantastic use was made of our "screen in the foyer", to showcase the activities which took place. One of the most popular activities of the week, a Twitter Competition involved students producing a potential tweet on the theme "The Value of Digital Literacy". Our C2K manager Mrs Nuala Donnelly sourced an attractive array of prizes for this competition, kindly sponsored by Currys PC World and the top 3 entries were tweeted from our official school twitter account.

The ETI Sustaining Improvement Inspection which took place in November, acknowledged the impact of the focus which we have placed on the provision of Digital Learning experiences for our pupils and commented positively on how this has clearly boosted pupil's confidence in applying skills learned in a variety of practical situations. Our intention is to widen this focus to incorporate Design and Technology. Mrs Sheena Scott, working with Mr Declan McCay, has worked tirelessly to increase awareness and understanding of the opportunities which exist for young women in this area. This will be an important area for development for us within the lifetime of this SDP.

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, the final year of this scheme. Two cohorts of pupils from Years 8 and 9, (81 pupils in total), were mentored by students from Year 13 in the Cued Spelling programme. The Literacy Coordinator, Ms Jenny Huey, in association with subject and form teachers, will continue to monitor pupil progress.

In Mathematics the Drop-In Clinic for KS3 pupils continues to be a valuable support with Year 13 Peer Mentors working directly with younger students. The Numeracy Club, run by our Year 13 Numeracy prefects, has fulfilled its intention to inspire enthusiasm for Maths through a series of engaging games and activities. All Year 10 pupils took part in CCEA pilots in both Numeracy and Literacy, coordinated by our Numeracy and Literacy Coordinators, Mrs Gorman and Ms Huey. These comprised a series of online tests which will be marked by CCEA, which will then provide feedback to the school which hopefully can be used to enhance the learning experiences of our pupils.

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. In September 2018 we introduced BTEC ICT; nine students successfully completed the AS module Creating Systems to Manage Information. We currently offer our pupils more than the statutory requirement of Applied and General GCSEs and A Levels; in 2018-2019 the school offered 25 courses of study at KS4 (9 Applied Courses and 16 General Courses) and 29 courses of study at KS5 (13 Applied Courses and 16 General Courses).

As mentioned in the introduction we 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 of all our curriculum planning in Thornhill College. To that end we piloted a limited scheme of Quality Assurance, focused on the whole school examinations in January. Mr Michael McCloskey, Head of KS3 Science, and a participant in the Senior Leadership programme organised by RTU, took the lead in this, working alongside the Senior Leadership team. The exercise provided valuable experience and information which we will use as the basis of our curriculum in-service training during the next school year.

In conclusion, all staff in Thornhill College remain totally committed to ensuring that all curriculum development, planning and classroom practice provide the most effective learning and teaching experience for all of our pupils.



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Continuous monitoring, evaluation and review is essential to our curriculum practice, ensuring that the curriculum in this school facilitates optimum Learning Outcomes and achievement in relevant, useful and high level qualifications. Our aim is that 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 uncertainties. Our curriculum practice will continue to focus 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		*	*	*
BTEC IT			*	
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. We place considerable importance on the welfare of pupils, which is pervasive and fully integrated into our daily routines, curriculum and extra-curricular activities. We have teams of highly skilled, trained and passionate individuals who do everything in their power to ensure that all our young people learn and develop to their full potential in a caring, supportive and safe environment.

A key priority for the academic year and indeed our current School Development Plan is the review of key whole school policies to ensure they are working documents that benefit every member of the school community. To that end there was a clear focus on reviewing and updating the Positive Behaviour Management Policy. The views and opinions of pupils, parents and staff were sought and acted upon through an audit of the existing policy. This was followed up by a number of workshops hosted by our Pastoral Vice Principal whereby representatives from across the Key Stages were given the opportunity to create a set of school rules that reflect the values and ethos of Thornhill College. They aim to support a calm and caring environment that enables all pupils to feel secure and equally valued. They seek to guide pupils towards positive behaviours so that they can enjoy every aspect of school life and reach the highest possible standards of excellence. Other policy documents reviewed and updated include both our Attendance and Intimate Care policies.

We continued to forge and build upon strong relationships with a range of outside agencies for positive impact on pupil, parent and staff experience. Our aim is that all pupils receive an education that nurtures and develops them to become confident, aspiring individuals and successful, independent learners and so we recognise the important contribution that such agencies have in helping us achieve this. Just some of the agencies we have engaged with and ultimately benefitted from in the past academic year included counselling services, Barnardos, Action Cancer, Zest, NEXUS NI and the PSNI. We also made use of their services and resources in our preventative curriculum across all key stages so that our young people are educated to make informed choices about different aspects of their lives.

We had a continued focus on our overall school attendance figure as we fully appreciate that our pupils need to be present and experience all aspects of school life to reach their true potential. Our Education Welfare Officer, Ms Kirsty Murray, kindly delivered a number of assemblies to our students promoting the 'Miss School, Miss Out' message. There was close monitoring of attendance figures by Form Teachers/Heads of Year/Heads of School/Vice Principal and EWO. This resulted in timely and appropriate interventions put in place to support pupils and families. Our attendance figure for 2018-19 was 95.5% with the NI Grammar School average being 95%.

In Thornhill College we also introduced our own End Period Poverty initiative to ensure that girls have access to free sanitary products in all of our bathrooms. The idea for this came from our Wellness Ambassadors as they wished to do something that would impact on the whole school community. This is a campaign that is in existence in schools throughout England, Scotland and Wales but the absence of a serving government in N Ireland means that this is something our pupils are being deprived of. We have been lucky in securing contributions from companies, political parties and our own PTA. We extend our sincere thanks to all those who have contributed to this very successful initiative.

In our Sustaining Improvement Inspection (Nov 2018), ETI inspectors spoke with a wide range of students from across the school and praised the level of care and support our pupils receive. They stated "The pupils were confident and highly motivated, expressing their appreciation of the many opportunities they have for leadership, for example, through the school leadership teams, the buddy system, as mindfulness ambassadors and through a wide range of enrichment activities."

### **Junior School - Key Stage 3**

In Junior School there is a clear focus on the preventative curriculum and the holistic development of pupils, whilst covering statutory requirements. The Pastoral Programme is both relevant and engaging, incorporating the ten "In Sync" themes while maintaining and developing our unique school ethos. The programme was delivered by Form Teachers in Years 8, 9 and 10 and rigorously evaluated using Microsoft Forms taking account of both the staff and pupil voice.

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, empower positive choices, develop progressive attitudes and ensuring students have acquired the skills needed for life-long learning. This year all of Year 9 were involved in 'The Smashed Project', which is a global educational theatre programme dedicated to reducing underage alcohol consumption. A number of Junior School classes undertook an 8-week Mindfulness Programme aimed at the promotion of mental health and well-being. Action for Children delivered 'The Blues Programme' to 80 Year 10 students. The 6-week course aims to reduce the signs of adolescent low mood and negative thoughts and promote prevention. It is reported to increase confidence and self-esteem, improve relationships and enhance engagement at school.

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 pupil success and achievements were celebrated and shared with all members of the school and wider community using twitter, the school website and the new Junior School Newsletter.

In the second half of this school year, we piloted a Rewards System 'Junior School Reward Steps' via SIMS software. The rationale was the promotion of whole school well-being by maintaining a positive environment where effort, achievement and displaying school values are recognised and captured. It was hoped that this would improve outcomes for pupils through positive affirmation increasing motivation, autonomy and reinforcing pupils' underlying values. On the whole, pupils and staff have responded well to the system and it is now in place for the current academic year in line with the new Positive Behaviour Management Policy.

Pupil Tracking is now embedded in Key Stage 3 and, to correlate with this, a uniform 'Junior School Progress Monitoring' document was introduced for consistency. This involved Year Heads using a common template for recording of academic progress data, identifying pupils at risk and implementing appropriate timely intervention strategies to support pupil learning in order to maximise achievement. As a result, a further intervention strategy introduced this year was the 'Junior School Mentoring Programme'. This ran two evenings per week. Year 13 girls volunteered and were trained as 'Mentors'. Junior School Pupils were allocated a 'mentor' who supported them on a one-to-one basis according to their subject needs. Feedback was very positive and the Programme will run again next year.

Within the Junior School we aim to provide meaningful opportunities for students to gain experience and develop skills in terms of organisation, management and leadership. The Junior Leadership team played a central role in supporting both staff and pupils. They acted as Year 8 class buddies and assisted at a range of whole school events such as Parent Teacher Meetings and Open Evening. A group of Year 9 students travelled to Omagh to train as Anti-Bullying Ambassadors through the Diana Award. They are currently busy planning their whole school campaign. A number of Junior School pupils also joined the Well-Being Ambassadors and assisted in leading and promoting Wellness events and activities throughout the school year.

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 The Colour Run, 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.

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Details of the programme are:

	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>
<b>Settling in</b>	Induction – info on school life and procedures/ dealing with nerves/ being prepared	Settling back into school Attendance	Self-report worksheet to log achievements to date  Skills development
<b>Learning about Learning</b>	Learning Styles Ppt How do I learn best? The “Learning Cycle” Developing self esteem	Learning Styles Ppt Examining learning styles -visual, auditory and physical	Encouraging positive attitude and motivation to learning  Effective study habits
<b>Target Setting</b>	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
<b>Health and the Whole Person</b>	Knowing yourself quiz Personal Audit Sheet Practical Mental Health Strategies Health & Diet Ppt	Practical Mental Health Strategies Dead Cool Cancer Prevention Programme HPV Ppt & resources	Stress Management Relaxation techniques
<b>Feelings and Emotions</b>	Exploring and expressing emotions Relationships and sexuality	Verbalising feelings Expressing emotions Dealing with feelings Feelings Worksheet	Consequences of negative and positive judgements/ staying in control/ positive thinking
<b>Managing Influences and Making Decisions</b>	What influences me most Situations you find yourself in/going against the crowd	Taking responsibility Action planning Developing willpower	‘Am I impulsive?’ Activity Creative and critical thinking in decision making Decision Making Styles
<b>Self- Concept</b>	Examining the uniqueness of each individual My life journey	Liking oneself Awareness of influences Self esteem	Assertiveness and developing personal safety plan
<b>Preparation for Exams</b>	Revision Strategies Tips & Advice Learning Styles Ppt Revision Booklets	Revision Strategies Tips & Advice Learning Styles Ppt Revision Booklets	Revision Strategies Tips & Advice Learning Styles Ppt Revision Booklets
<b>Managing Change</b>	Reflecting ‘Changes in my Life’ Developing a Framework to Manage change	8 ways to cope Facing Change Changing Families Loss and Grief Peer pressure	Examining teenage scenarios and exploring appropriate behaviours in relation to these
<b>Careers</b>	Employability	Employability	GCSE subject choices Reflecting on career paths
<b>Morals, Values and beliefs</b>	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
<b>Safety and Managing Risk</b>	Guidelines for personal safety. What to do. Identifying Risks Keeping Safe Exercise	Frameworks for assessing and managing risks Dangers at home and school	Emotional safety Bullying and physical violence Awareness of types of abuse
<b>Pupil Progress File</b>	Tracking Record Termly Progress review Personal Achievement record	Tracking Record Termly Progress review Personal Achievement record	Tracking Record Termly Progress review Personal Achievement record Personal statement
<b>Cyber safety</b>	Advice from Digital Leaders PSNI NIABF	Technological advances and their impact PSNI NIABF	Advice from Digital Leaders PSNI NIABF
<b>Drugs and Alcohol</b>	Alcohol and peer pressure Smashed Roadshow looking at the impact of drugs/alcohol	How alcohol affects us Impact of smoking Effects of misuse SHAHRP 1 Programme Smashed Roadshow	Exploring consequences of drug abuse and addiction on self and others. Types of drugs and how they work. Drugs Ppt and worksheets

**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. In June, Year 11 took part in an AWARE workshop on ‘Five Ways to Wellbeing’ 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:**

<b>Unit 1: Induction into Year 11</b>	<ul style="list-style-type: none"><li>• Transition into Year 11/GCSE studies</li><li>• Settling into new Form Class and subject classes</li><li>• Setting academic and personal targets for Year 11</li></ul>
<b>Unit 2: Promoting Positive Mental Health</b>	<b><i>FLOREO PROGRAMME</i></b> <ul style="list-style-type: none"><li>• Understanding mental health</li><li>• What is resilience</li><li>• Recognising and dealing with negative feelings</li><li>• Disappointments and mistakes</li><li>• An introduction to mindfulness</li></ul>
<b>Unit 3: Study and Life Skills</b>	<ul style="list-style-type: none"><li>• Getting organised</li><li>• Skills for learning</li><li>• Skills for Life</li></ul>
<b>Unit 4: Preparing for Christmas Exams</b>	<ul style="list-style-type: none"><li>• Contribution to the Shoebox Appeal</li><li>• Contribution to the HANDS Appeal</li><li>• Exam timetables, revision techniques</li></ul>

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:**

<b>Unit 1: CEIAG Unit 1 Target Setting</b>	<ul style="list-style-type: none"><li>• Introduction to Careers Planning</li><li>• Review of Personal Skills and Qualities</li><li>• Discussion of Job Families; ICT Suite- job searches</li><li>• Getting Connected Survey</li><li>• Setting targets for GCSE (in consultation with Subject Teachers)</li><li>• Interviews with Form Teacher</li></ul>
<b>Unit 2: Personal Safety</b>	<ul style="list-style-type: none"><li>• Having fun / staying safe</li></ul>
<b>Unit 3: Coping with Stress</b>	<ul style="list-style-type: none"><li>• Causes, effects and warning signs of stress</li><li>• Looking after yourself</li><li>• Techniques to manage or prevent over stress</li></ul>
<b>Unit 4: Preparation for mock GCSE exams</b>	<ul style="list-style-type: none"><li>• Self-assessment- review of progress during first term</li><li>• Characteristics of a successful learner</li><li>• Revision strategies: tips and skills</li></ul>
<b>Unit 5: CEIAG Unit 2 and Employability</b>	<ul style="list-style-type: none"><li>• Post-16 options</li><li>• AS subject choices-booklet</li><li>• Discussions with Form / Subject / Careers Teachers, Mentors, Parents</li><li>• Completion of Personal Career Plan</li><li>• Choice of AS Subjects</li></ul>
<b>Unit 6: Final Preparations for GCSE exams End of KS4</b>	<ul style="list-style-type: none"><li>• Success in exams</li><li>• Learning to cope with exams</li><li>• Exam nerves-don't panic!</li><li>• Celebration Assembly and Mass</li></ul>

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 trained to become Digital Leaders for the future.

As well as the rigorous Target Setting programme, all Year 12 students received mentoring and career guidance from a senior member of staff. Students and their parents were invited into school at the end of January, when the options available for A Level study and the admissions criteria for entry to the Sixth Form in Thornhill College were explained. A special Careers Day was arranged at the beginning of March 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 before making choices for A Level.

The end of Key Stage 4 was celebrated in May with a special mass of thanksgiving.

**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 2018, 7 students were accepted from other schools including St Patrick's and St Brigid's Claudy and St Brigid's Carnhill. 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 towards the end of Term 2. Developing the role and responsibilities of the Prefect teams was highlighted as an area of focus for the 2019-2020 academic year.

Specific details of the pastoral programme are:

<b>TERM 1 Unit 1 Induction and Form Teacher/Student Interviews and Target Setting</b>	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.
<b>Unit 2 Study Skills</b>	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'.
<b>TERM 2 Unit 3 Target Setting Review</b>	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.
<b>Unit 4 Emotional Health &amp; Dealing with Stress</b>	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.
<b>Unit 5 Exam Preparation</b>	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 Zest 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 after external examinations in term 3.

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.

## Board of Governors Report 2018/19

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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:

<b>TERM 1</b> <b>Unit 1</b> <b>Target Setting</b> <b>Interviews</b>	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.
<b>Unit 2</b> <b>Road Safety and</b> <b>Interview skills</b>	The final weeks of term one are used to follow the road safety lessons and interview skills section of the booklet and accompanying DVD.
<b>TERM 2</b> <b>Unit 3</b> <b>Target Setting</b> <b>Review</b>	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.
<b>Unit 4</b> <b>Alcohol</b> <b>Awareness</b>	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.
<b>Unit 5</b> <b>Exam Preparation</b>	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.

In mid-August 2018, a significant amount of intervention took place with this year group in light of external examination results. 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 suicide and positive mental health.

Students benefited from a range of careers related talks and activities to assist the Year 14s with their UCAS applications.

Within the Senior School, the use of Learning Agreements and 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 2019 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 and Music 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 300 students at 5pm on most afternoons. While students are encouraged to arrange their own transport from school at 5pm the buses have provided transport to the depot in the centre of the city.

### **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, yoga and football all feature along with a host of sporting clubs catering for all age ranges, and genders.

### **SUMMER SCHOOL**

Thornhill College organised and ran its fifteenth annual Summer School for 2 days at the beginning of July. Over 180 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 and Cookery. 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, a major 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.

**PUPIL ACHIEVEMENTS 2019**

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

**GCE Level**

<b>Sofya Dobrynina</b>	- 1 <sup>st</sup> Place in N. Ireland GCE French (Grade A*)
<b>Jenny Coyle</b>	- 1 <sup>st</sup> Place in N. Ireland GCE Life and Health Sciences Double Award (Grade A*, A*)
<b>Sarah O'Callaghan</b>	- 2 <sup>nd</sup> Place in N. Ireland GCE Physics (Grade A*)

**ALL IRELAND SCHOLARSHIP AWARD**

(sponsored by Mr J P McManus)

**Nicole Hamill Gormley  
Sarah O'Callaghan**

**HANS SLOANE AWARD**

3<sup>rd</sup> Place

**Sarah O'Callaghan**

**PUBLIC EXAMINATIONS BY RESULTS 2019**

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

**Key Stage 3 Assessment Outcomes**

2019 Levels of Progression			
Levels	5	6	7
Communication % of pupils	7.4	39.6	53
Using Maths % of pupils	7.5	23.4	69.1

**PUBLIC EXAMINATIONS BY RESULTS 2019**

Results Subject/Grade Analysis: Summer Exams 2019																				
Year 12 GCSE																				
Subject	Entries	-	A*	A	B	C*	C	D	E	F	G	U	A*A	A*-B	A*-C*	A*-C	A*-D	A*-G	Average Points	
			18	16	14	12	10	8	6	4	2	0	A*A	A*-B	A*-C*	A*-C	A*-D	A*-G		
Art & Design	37	No.	4	18	5	6	3	1	0	0	0	0	0	22	27	33	36	37	37	14.6
		%	10.8	48.6	13.5	16.2	8.1	2.7	0	0	0	0	0	59.4	72.9	89.1	97.2	100	100	
Biology	18	No.	4	8	6	0	0	0	0	0	0	0	0	12	18	18	18	18	18	15.8
		%	22.2	44.4	33.3	0	0	0	0	0	0	0	0	66.6	100	100	100	100	100	
Business Studies	24	No.	1	8	7	2	2	3	1	0	0	0	0	9	16	18	20	23	24	13.3
		%	4.2	33.3	29.2	8.3	8.3	12.5	4.2	0	0	0	0	37.5	66.7	75	83.3	95.8	100	
Chemistry	18	No.	4	8	3	3	0	0	0	0	0	0	0	12	15	18	18	18	18	15.4
		%	22.2	44.4	16.7	16.7	0	0	0	0	0	0	0	66.6	83.3	100	100	100	100	
Child Development	50	No.	4	12	22	8	3	1	0	0	0	0	0	16	38	46	49	50	50	14.1
		%	8	24	44	16	6	2	0	0	0	0	0	32	76	92	98	100	100	
Drama	15	No.	0	0	7	7	1	0	0	0	0	0	0	0	7	14	15	15	15	12.8
		%	0	0	46.7	46.7	6.7	0	0	0	0	0	0	0	46.7	93.4	100	100	100	
English Language	199	No.	12	74	79	25	9	0	0	0	0	0	0	86	165	190	199	199	199	14.6
		%	6	37.2	39.7	12.6	4.5	0	0	0	0	0	0	43.2	82.9	95.5	100	100	100	
English Literature	197	No.	6	56	71	37	24	3	0	0	0	0	0	62	133	170	194	197	197	13.7
		%	3	28.4	36.0	18.8	12.2	1.5	0	0	0	0	0	31.47	67.51	86.29	98.48	100	100	
French	34	No.	1	6	6	5	5	9	2	0	0	0	0	7	13	18	23	32	34	11.5
		%	2.9	17.6	17.6	14.7	14.7	26.5	5.9	0	0	0	0	20.5	38.1	52.8	67.5	94	100	
Geography	96	No.	5	39	30	12	8	2	0	0	0	0	0	44	74	86	94	96	96	14.3
		%	5.2	40.6	31.3	12.5	8.3	2.1	0	0	0	0	0	45.8	77.1	89.6	97.9	100	100	
History	62	No.	8	26	13	8	5	2	0	0	0	0	0	34	47	55	60	62	62	14.6
		%	12.9	41.9	21.0	12.9	8.1	3.2	0	0	0	0	0	54.84	75.81	88.71	96.77	100	100	
Information Technology	40	No.	9	16	5	6	3	0	0	1	0	0	0	25	30	36	39	39	40	14.9
		%	22.5	40	12.5	15	7.5	0	0	2.5	0	0	0	62.5	75	90	97.5	97.5	100	
Irish	81	No.	16	44	17	4	0	0	0	0	0	0	0	60	77	81	81	81	81	15.8
		%	19.8	54.3	21.0	4.9	0	0	0	0	0	0	0	74.1	95.1	100	100	100	100	
Mathematics	199	No.	41	82	50	19	5	2	0	0	0	0	0	123	173	192	197	199	199	15.3
		%	20.6	41.2	25.1	9.5	2.5	1.0	0	0	0	0	0	61.8	86.9	96.5	99.0	100	100	
Mathematics Further	71	No.	5	23	15	17	7	2	1	1	0	0	0	28	43	60	67	69	71	13.6
		%	7	32.4	21.1	23.9	9.9	2.8	1.4	1.4	0	0	0	39.4	60.5	84.4	94.3	97.1	100	
Music	37	No.	5	21	4	3	4	0	0	0	0	0	0	26	30	33	37	37	37	15.1
		%	13.5	56.8	10.8	8.1	10.8	0	0	0	0	0	0	70.3	81.1	89.2	100	100	100	
Physics	18	No.	2	9	6	1	0	0	0	0	0	0	0	11	17	18	18	18	18	15.3
		%	11.1	50	33.3	5.6	0	0	0	0	0	0	0	61.1	94.4	100	100	100	100	
Religious Studies	199	No.	31	102	34	15	9	6	1	1	0	0	0	133	167	182	191	197	199	15.0
		%	15.6	51.3	17.1	7.5	4.5	3	0.5	0.5	0	0	0	66.9	84	91.5	96	99	100	
Science	362	No.	47	95	97	70	44	8	1	0	0	0	0	142	239	309	353	361	362	14.0
		%	13.0	26.2	26.8	19.3	12.2	2.2	0.3	0	0	0	0	39.2	66.0	85.4	97.5	99.7	100	
Spanish	91	No.	9	21	24	18	16	3	0	0	0	0	0	30	54	72	88	91	91	13.6
		%	9.9	23.1	26.4	19.8	17.6	3.3	0	0	0	0	0	33	59.4	79.2	96.8	100	100	
Sport/PE Studies	20	No.	2	8	6	2	1	1	0	0	0	0	0	10	16	18	19	20	20	14.5
		%	10	40	30	10	5	5	0	0	0	0	0	50	80	90	95	100	100	
Statistics	24	No.	0	9	12	3	0	0	0	0	0	0	0	9	21	24	24	24	24	14.5
		%	0	37.5	50	12.5	0	0	0	0	0	0	0	37.5	87.5	100	100	100	100	
Total	1892	No.	216	685	519	271	149	43	6	3	0	0	0	901	1420	1691	1840	1883	1892	14.4
		%	11.4	36.2	27.4	14.3	7.9	2.3	0.3	0.2	0.0	0.0	0.0	47.6	75.1	89.4	97.3	99.5	100	

  

Number of pupils in Year 12 = 199																		
<b>Overall</b>																		
Number of GCSEs taken			= 1892															
Number of GCSEs passed A*-A			= 901			% passed A*-A			= 47.6			%						
Number of GCSEs passed A*-B			= 1420			% passed A*-B			= 75.1			%						
Number of GCSEs passed A*-C*			= 1691			% passed A*-C*			= 89.4			%						
Number of GCSEs passed A*-C			= 1840			% passed A*-C			= 97.3			%						
Number of GCSEs passed A*-D			= 1883			% passed A*-D			= 99.5			%						
Number of GCSEs passed A*-G			= 1892			% passed A*-G			= 100			%						

## PUBLIC EXAMINATIONS BY RESULTS 2019

Results Subject/Grade Analysis: Summer Exams 2019															
Year 14 A Level															
Subject	Entries	-	A*	A	B	C	D	E	U	A*A	A*B	A*C	A*D	A*E	Average Score
			12	10	8	6	4	2	0						
Art & Design	11	No	5	5	1	0	0	0	0	10	11	11	11	11	10.7
		%	45.5	45.5	9	0	0	0	0	91	100	100	100	100	
Biology	53	No	9	18	13	8	4	1	0	27	40	48	52	53	8.6
		%	17.0	34	24.5	15.1	7.5	1.9	0	50.9	75.5	90.6	98.1	100	
Business Studies	9	No	1	1	4	2	1	0	0	2	6	8	9	9	7.8
		%	11.1	11.1	44.4	22.2	11.1	0	0	22.2	66.6	88.8	100	100	
Chemistry	37	No	8	10	8	6	4	1	0	18	26	32	36	37	8.5
		%	21.6	27	21.6	16.2	10.8	2.7	0	48.6	70.2	86.4	97.2	100	
Design and Technology	1	No	0	0	0	1	0	0	0	0	0	1	1	1	6.0
		%	0	0	0	100	0	0	0	0	0	100	100	100	
Drama	9	No	0	2	4	1	2	0	0	2	6	7	9	9	7.3
		%	0	22.2	44.4	11.1	22.2	0	0	22.2	66.6	77.7	100	100	
English Literature	37	No	1	2	7	14	11	2	0	3	10	24	35	37	5.9
		%	2.7	5.4	18.9	37.8	29.7	5.4	0	8.1	27	64.8	94.5	100	
French	5	No	1	2	2	0	0	0	0	3	5	5	5	5	9.6
		%	20	40	40	0	0	0	0	60	100	100	100	100	
Geography	18	No	4	4	7	3	0	0	0	8	15	18	18	18	9.0
		%	22.2	22.2	38.9	16.7	0	0	0	44.4	83.3	100	100	100	
Health & Social Care DA	74	No	0	20	40	13	1	0	0	20	60	73	74	74	8.1
		%	0	27.0	54.1	17.6	1.4	0	0	27.03	81.08	98.65	100	100	
Health & Social Care SA	23	No	0	7	15	0	1	0	0	7	22	22	23	23	8.4
		%	0	30.4	65.2	0	4.3	0	0	30.43	95.65	95.65	100	100	
History	31	No	0	9	12	9	1	0	0	9	21	30	31	31	7.9
		%	0	29	38.7	29	3.2	0	0	29.0	67.7	96.8	100	100	
Information Technology	17	No	0	5	5	2	4	1	0	5	10	12	16	17	7.1
		%	0	29.4	29.4	11.8	23.5	5.9	0	29.4	58.8	70.6	94.1	100	
Information Technology BTEC	1	No	0	1	0	0	0	0	0	1	1	1	1	1	10.0
		%	0	100	0	0	0	0	0	100	100	100	100	100	
Irish	16	No	0	9	3	1	3	0	0	9	12	13	16	16	8.3
		%	0	56.3	18.8	6.3	18.8	0	0	56.3	75.1	81.4	100	100	
Life & Health Sciences	20	No	2	5	12	1	0	0	0	7	19	20	20	20	8.8
		%	10	25	60	5	0	0	0	35	95	100	100	100	
Mathematics	31	No	8	11	7	1	3	1	0	19	26	27	30	31	9.1
		%	25.8	35.5	22.6	3.2	9.7	3.2	0	61.3	83.9	87.1	96.8	100	
Mathematics Further	1	No	1	0	0	0	0	0	0	1	1	1	1	1	12.0
		%	100	0	0	0	0	0	0	100	100	100	100	100	
Music	15	No	0	1	4	4	6	0	0	1	5	9	15	15	6.0
		%	0	6.7	26.7	26.7	40	0	0	6.7	33.4	60.1	100	100	
Physics	10	No	3	2	3	0	2	0	0	5	8	8	10	10	8.8
		%	30	20	30	0	20	0	0	50	80	80	100	100	
Politics	18	No	1	6	6	4	1	0	0	7	13	17	18	18	8.2
		%	5.6	33.3	33.3	22.2	5.6	0	0	38.9	72.2	94.4	100	100	
Psychology	28	No	0	4	10	10	1	2	1	4	14	24	25	27	6.7
		%	0	14.3	35.7	35.7	3.6	7.1	3.6	14.29	50	85.71	89.29	96.43	
Religious Studies	41	No	3	5	19	9	5	0	0	8	27	36	41	41	7.6
		%	7.3	12.2	46.3	22	12.2	0	0	19.5	65.8	87.8	100	100	
Spanish	11	No	0	3	4	3	1	0	0	3	7	10	11	11	7.6
		%	0	27.3	36.4	27.3	9.1	0	0	27.3	63.7	91	100	100	
Sport/PE Studies	14	No	1	0	10	3	0	0	0	1	11	14	14	14	7.9
		%	7.1	0	71.4	21.4	0	0	0	7.1	78.5	100	100	100	
Totals	531	No	48	132	196	95	51	8	1	180	376	471	522	530	8.0
		%	9.0	24.9	36.9	17.9	9.6	1.5	0.2	33.9	70.8	88.7	98.3	99.8	

Number of pupils in Year 14 = 176

**Overall**

Number of A Levels/ Applied taken = 531

Number passed A\*A = 180 % Pass A\*A = 33.9

Number passed A\*-B = 376 % Pass A\*-B = 70.8

Number passed A\*-C = 471 % Pass A\*-C = 88.7

Number passed A\*-D = 522 % Pass A\*-D = 98.3

Number passed A\*-E = 530 % Pass A\*-E = 99.8

**OVERALL RESULTS**

## Board of Governors Report 2018/19

### YEAR 12

% Entered for		% Achieving grades A* - C	
7 or more subjects	5 or more subjects	7 or more	5 or more
100%	100%	97%	98.5%

### A-LEVEL/APPLIED/BTEC

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
176	90.3%	100%

### OTHER EXAMINATIONS

<b>GCSE - Other Year Groups</b> <b>2019</b>
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Awarding Body	Qualification	Entries	Result	%achieving qualification
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#### Year 9

CCEA	Irish	4	A= 4	100%
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#### Year 11

CCEA	Mathematics	104	A*=8, A=89, B=7	100%
CCEA	Religious Studies	1	A*=1	100%

No. of Leavers 2018/19	Higher Education	Further Education	Another School	Employment	Other
	226	142 63.0	35 15.5	25 11.0	18 8.0

### ADDITIONAL INFORMATION

80.2% of students leaving after 'A' Level (Year 14) have gone on to Higher Education.

### ANNUAL ATTENDANCE RATE (ALL STUDENTS) %

95.6% - Total days attended by all students on roll as % of total possible days of attendance.

## **EXTRA CURRICULAR ACHIEVEMENTS 2018-19**

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 Art Competition 2018

##### Over 18 Years Category

- 1st Place - Laura O’Kane
- 3<sup>rd</sup> Place - Dairina Nash

#### Garden of Reflection Art Competition 2017

- Winner

#### Texaco All Ireland Art Competition

- Special Merit - Rois Hutton

#### Culmore Festival Schools Art Competition

- 1<sup>st</sup> Place - Rois Hutton
- 3<sup>rd</sup> Place - Roisin O’Donnell
- Finalists - Cassie Kerlin, Sarah Drinan and Katherine Hickey.

#### AS Level Art

Three students achieved full marks

### **BUSINESS & ENTERPIRSE**

Thornhill College Young Enterprise Companies ‘Cardioactivity’ and ‘The Helpful Butterfly’ won Customer Service and Innovation Awards at the North West Trade Fair.

### **DRAMA**

Molly Duffy and Honor Cosgrove won places on the National Youth Theatre Drama Summer School and will train in London with professional directors/choreographers.

### **IRISH**

#### Ashbourne Shield/Sciath Mhic Giolla Bhríde

- Participation in the Ashbourne Shield and active promotion by members of the Irish Department has gained Gaeltacht 22 scholarships totalling £3,500.

#### Feis Dhoire Cholmcille

##### Individual Conversation in Irish

- 1<sup>st</sup> Prize in Year 9 Comhrá/Speaking - Teagan Ní Chlúmháin (9C)
- 1st Prize in Cur i láthair/Presentation - Aoife Nic Cearáin (13F)

#### Gael Linn

- Grammar School Irish Language Table Quiz - 2<sup>nd</sup> place - The members of the winning team, all 10D, were Beth Bradley, Dearbhail Durkan, Carragh Doherty and Emily O’ Neill.

## **Board of Governors Report 2018/19**

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### Other Achievements in Irish

- Irish Language Public Speaking at AS Level (Judged Externally) - 1<sup>st</sup> Prize in Irish Language Public Speaking / Sciath Nic Lochlainn - Áine Ní Dhonnaile, Year 13.
- Silver Fáinne Exam (Externally assessed) - 76 Year 10 students were awarded Silver Fáinne
- Gaeltacht Bursaries awarded as above by Feis Dhoire Cholmcille - £200.
- Two Full Gaeltacht Scholarships (each worth £400STG) awarded to 6 pupils, through Department led applications to the Líofo Project.

## **MUSIC**

### BBC SCHOOL CHOIR OF THE YEAR

- 1<sup>st</sup> Place Winners

### City of Derry International Choral Festival 2018

- 1<sup>st</sup> place in the 3 / 4 part school choir competition

### Dublin Feis Ceoil

- 1<sup>st</sup> Place - Sacred Music: Post Primary Schools Choirs
- 1<sup>st</sup> Place - Folens Publishers Award
- 1<sup>st</sup> Place - Turner Huggard Memorial Cup

### Feis Dhoire Chlomcille

- 1<sup>st</sup> Place - 3 Part Post - Primary competition
- 1<sup>st</sup> Place - Sacred Music Post - Primary competition
- Awarded the Michael Mason Cup for the best overall performance.

### Other Music Achievements

- Pianoman Scholarships - Ava McGinn Y11, Laura McElhinney Y10, Rosa O'Reilly Y8

## **RELIGIOUS EDUCATION**

- Ambassador of St Paul Awards – All Year 10 students
- Pope John Paul II Awards – 48 Year 14 Students received awards

## **PHYSICAL EDUCATION**

### All Ireland Athletics Championships

- 3<sup>rd</sup> Place - Year 9 Relay Team
- 2<sup>nd</sup> Place - Veronica O'Neil
- 3<sup>rd</sup> Place - Cara Laverty

### Ulster Athletics Championships

- 3<sup>rd</sup> Place - Year 8 R
- elay Team
- 2<sup>nd</sup> Place - Year 9 Relay Team
- 1<sup>st</sup> & 2<sup>nd</sup> Place - Veronica O'Neill
- 1st Place - Cara Laverty
- Year 9 - Joint Winners of Best School Award

## **Board of Governors Report 2018/19**

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### District Athletics Championships

- 1<sup>st</sup> Place - Year 8 Relay Team
- 1<sup>st</sup> Place - Year 9 Relay Team
- 3<sup>rd</sup> Place - Year 10 Relay Team

#### Year 8

- 3<sup>rd</sup> Place - Hannah Wade
- 2<sup>nd</sup> Place - Grace Lily Wilson
- 3<sup>rd</sup> Place - Ava Carlin
- 1<sup>st</sup> Place - Dearbhla McDaid

#### Year 9

- 1<sup>st</sup> & 2<sup>nd</sup> Place - Veronica O'Neill
- 1<sup>st</sup> Place - Cara O'Loughlin

#### Year 10

- 3<sup>rd</sup> Place - Sophia Byrne

#### Year 11

- 1<sup>st</sup> Place - Kate Kirby
- 1<sup>st</sup> Place - Cara Laverty

#### Best School

- Year 8 and Year 9

### District Schools Cross Country Championships

- Team Awards
  - 1<sup>st</sup> Place - Year 8
  - 1<sup>st</sup> Place - Year 9
  - 3<sup>rd</sup> Place - Year 10
  - 2<sup>nd</sup> Place - Year 13/14
- Individual Awards
  - 1<sup>st</sup> Place - Hannah Wade
  - 1<sup>st</sup> Place - Cara O'Loughlin
  - 3<sup>rd</sup> Place - Sophia Byrne
  - 2<sup>nd</sup> Place - Cara Laverty

### Ulster Cross Country Championships

- Team Awards
  - 3<sup>rd</sup> Place - Year 8
  - 3<sup>rd</sup> Place - Year 9
- Individual Awards
  - 2<sup>nd</sup> Place - Cara Laverty

### All Ireland Cross Country Championships

- 5<sup>th</sup> Place - Cara Laverty

### Netball

- NI Netball League - Year 10 Semi-finalists
- NI Netball League - Year 11/12 Semi-finalists
- NI Netball League - Year 13/14 Semi-finalists
- NI Netball Plate - Year 11/12 Semi-finalists
- NI Netball Bowl - Year 13/14 Semi-finalists





## **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.