



# **SULLIVAN UPPER SCHOOL HOLYWOOD**

**Report of the Board of Governors  
on the  
2016/2017 School Year**

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# 1 THE CONSTITUTION OF THE BOARD OF GOVERNORS

## 2016/17 School Year

a) **nominated by the church bodies in Holywood which were the original trustees of the school:**

Church of Ireland, Parish of Holywood Church of St Philip and St James  
Mr Brian Burke  
Mrs Catherine O'Neill  
Mrs Roberta Price

First Holywood Presbyterian Church, Bangor Road, Holywood  
Mr Peter Moran  
Mr Chris Warnock

High Street Presbyterian Church, Holywood  
Mr Brian Cave  
Mrs Audrey Gordon

First Presbyterian (Non-Subscribing) Church, Holywood  
Rev Colin Campbell

The Methodist Church, Holywood  
Mr Colin Burnside  
Mrs Zara McCone

b) **nominated by the Department of Education**

Mr Peter Greene  
Mr Stuart Hamilton  
Mrs Jacqueline McIlroy  
Mrs Jacqueline Simpson

c) **elected by parents of pupils attending the school**

Mr Mike McNeill  
Dr Joanna Turner

d) **elected by the teaching staff of the school**

Mr Stephen McMaster  
Mr Martin Thom

e) **co-opted by the Board of Governors**

Mrs Doreen Mathison  
Mr Lindsay Todd

f) **member ex-officio as Principal of the school**

Mr Chris Peel

g) **secretary to the Board of Governors**

Dr Christina Byrnes (Bursar)

The Board of Governors meets approximately once every 2 months during the school year, with more detailed work being done between the full Board meetings by the committees of the Board.

The **current** office bearers are:

Chairperson of the Board of Governors:	Mr Brian Cave
Vice-Chairperson of the Board of Governors:	Mrs Catherine O'Neill
Chairperson of the Education Policy Committee:	Mrs Jacqueline Simpson
Chairperson of the Education Services Committee:	Mrs Roberta Price
Chairperson of the Finance Committee:	Mr Chris Warnock
Chairperson of the Audit and Risk Assurance Committee:	Mr Brian Burke
Chairperson of the Preparatory Department Committee:	Mrs Zara McCone

Other sub-committees of the Board include the Salaries Committee, the Salary Appeals Committee, the Transfer Procedure and Admissions Committee, the Health and Safety Committee, the Property Sub-Committee and the Safeguarding Team.

## 2 THE PREPARATORY DEPARTMENT

### AQE Transfer Results 2016/17

The following 'groups' of scores for AQE results this year are as follows:

111-125	67%
100-110	15%
99 or below	18%

100% of our children in 2016/17 attained a Grammar School place for Year 8.

**Prep Average AQE score was 110** (AQE report that an average score for testing is 100).

**Attendance:** 2016/17 was 97.4%; 12% of pupils achieved 100% attendance. We had two visits from our Educational Welfare Officer this year.

Annual school events included a Harvest service at our local Church of Ireland where children's gifts of non-perishable food items for Storehouse were greatly appreciated; Christmas nativities in St Patrick's Hall for the Lower Prep; an Upper Prep's evening Christmas Concert in the local Presbyterian Church; a KS2 concert called 'Ali Baba and the Bongo Bandits' in April in the Drama Theatre with Prep 5, 6 & 7 pupils on stage; a World Book Day with a difference, which involved all classes dressing up as a scientist as part of the participation in Project 500 (a Literacy project encouraging children to read Science books); a Science week and a Sports Week with a varied timetable of assorted experiments and sporting experiences for our P1-P7 pupils; swimming galas for P3-P7 pupils where they earned House points for a number of events; World Earth Day which coincided with Climate Education Week when our children completed activities to think about what they could do to help the earth supported by website activities to be continued at home; a swimathon as part of Sports Week; Sports Days for both P1-P3 pupils and P4-P7 pupils; two residential, one for P6 in the Ulster Museum overnight and the other was a 5-day adventure held for P7s at Greenhill YMCA in Newcastle, both again very much enjoyed by all who participated; a Parent Information Evening, for Foundation Stage parents, on the areas of helping with reading and phonics, led by staff; and the NI Science Festival Engineering Futures workshop for Prep 7s where they saw 3D printers and tried on virtual reading glasses.

In our World Around Us programme we enjoy visiting the wider environment and welcoming visitors to our school. This year we again enjoyed assembly speakers such as Alistair McNeice from Holywood Baptist; Mr Pinkerton, a retired Vice-Principal, who regularly visits to talk to our children about some historical aspects of the curriculum in P4, P5, P6 & P7; visits to the Ark Farm, Holywood Library, the Ulster Museum, Eason's, Mount Stewart and Castle Ward; Hovis bakers visited P5 to talk about bread making and Clondeboy Yogurt gave a talk to P5 too; Karen Shiels from RSPB; a visit to Belfast Zoo; trips for all classes to W5 for assorted workshops; NI Dairy Council; Carrickfergus Castle; Matt McGovern visited assembly to talk about Team Ireland's Rio 2016 49er event in which he had participated and Michael Robson also visited and talked to P3-P7 pupils about his time in Rio 2016 with the Irish Hockey Team, both answering many questions!

Some special class and school events this year: Prep 6 participated in Holywood's Night of Culture in September with an excellent performance of the Disney song 'When you wish upon a star' and two songs from 'Matilda The Musical: 'Naughty' and 'Revoltin' Children'; Dr Pickle, an ex-Prep pupil and currently a mathematical biologist and inventor of challenging games, visited us from Canada and challenged some of our classes to stimulating problem solving activities; P3 and P6 took part in World Education Games in October; a Maths Week Ireland in October for P4-P6 classes saw the children participating in challenges online as well as completing a Maths trail in the school grounds; 'I'm a Scientist, get me out of here' was an online event where P6 asked questions of real-life scientists in live chats; an anti-littering campaign was held in November for all classes; P3/4 sang at an Action Cancer morning in the Culloden Hotel; author Oisín McGann visited with Preps 3, 4 & 5 along with St Patrick's PS classes to read from his

'Mad Grandad' series and Judi Curtin met with Prep 5s at Eason's alongside Cliftonville PS children to talk about her writing; the girls' football team from South Africa's Sports Academy George's visited and we presented them with a cheque from our fundraising efforts; P3-P7 participated in Christmas Reading Challenges; P7s represented the school at a Kids' Lit competition as the competition's only Primary School entry for the fourth year running and came 9<sup>th</sup> out of the 23 schools entering; a 'Switch Off' fortnight was held in November 2016, led by our Eco Council, along with a 'Digital Detox Day' to emphasise the need to switch off electricity where possible; an evening meeting in May for all Parents was held in Glencraig Primary School about 'Transition' which included topics on screen time and the teenage brain, coping with the social and emotional challenges of moving to Y8 and how to keep your child safe regarding social media; and finally Alan Noble, Irish children's author, visited Preps 3, 4 & 5 in June to talk to our pupils along with those from P5 in Holywood Primary School for a most entertaining session about illustrating and writing.

We congratulate in particular the Prep 6 Speech & Drama group who appeared at the Lagan Festival and won, for the first time in the Prep on only their second year of entry, the Choral Speaking Cup; the girls' and boys' hockey teams who both reached the NI finals at Lisnagarvey with the girls achieving Runners Up in the NI Primary Plate Final; Sullivan Prep pupils who came 14<sup>th</sup> in the world for March Madness Athletics fortnight.

We thank SUPPA again this year for raising an amazing amount for the school to spend on future resources. We purchased a wide range of additional literacy and numeracy resources for all classes. This leaves us with a large amount to resource additional purchases and plan for a much needed revamp of our outdoor classroom area next academic year. Many thanks to SUPPA and all parents for their great support each and every year!

Another excellent year has been completed, with hardworking pupils who have achieved a personal best in many aspects of their work supported by their talented hardworking teachers, and a most able non-teaching staff. This year we said goodbye and a huge thank you to Miss Elinor Cairnduff who has been a teacher in the Prep Department for the last 33 years. We wish her well for what we hope will be a long and happy retirement. We also said thank you to Miss Natasha Barbour who worked as a SEN Classroom Assistant in the school for 2 years; Natasha will continue with her work in the After School Club.

A huge 'Thank you' goes to everyone on the Prep staff for their hard work and commitment over the year.

**Prep Charity for 2016-17:**

Friends of Cancer Centre	£250.00
NI Children's Hospice	£1000.00
Olympic hockey player	£20.00
Children in Need	£235.00
St Colmcille's Church worker	£25.00
The Salvation Army	£762.17
Reading for Refugees	£200.00
Assisi	£150.00
Marie Curie	£200.00
Red Nose Day	£280.00
Addiction NI	£300.00
Ben Clark Foundation	£500.00
Lindsay Robinson	£100.00
Newtownbreda Presbyterian Church	£250.00
The Little Princess Trust	£310.00
Sal's Shoes	£200.00
Cancer fund for Children	£50.00
NSPCC	<u>£1637.50</u>
<b>TOTAL:</b>	<b><u>£6469.67</u></b>

## **COMMUNICATION REPORT**

**Co-ordinators: Mrs K Callen & Mrs M Galway**

The school year 2016/17 has been an eventful and busy year.

We continued to introduce reading challenges which were greatly enjoyed throughout the Key Stages and helped to make reading as 'fun' as possible. We were also asked to participate in Project 500 (Schools) again and we readily agreed. Once again, we linked Science Week with the challenge, this time inviting W5 to 'launch' Project 500.

Our link with the Eason bookstore has once again enabled us to visit the shop and have events at our school. This year Prep 5 joined with Cliftonville Primary School for Judi Curtin on World Book Day and we also invited Holywood Primary School to bring their P5 classes for a workshop with Alan Nolan for our Prep 3, 4 and 5 pupils. We invited St Patrick's Primary School to join us for a fun workshop with Oisín McGann, another popular Irish children's author. These events were very successful and were greatly appreciated by the other local schools.

Hollywood Library has been an excellent resource throughout the school for us and each class has been able to benefit from their programme for schools. In addition to their regular activities, Prep 6 participated in the Library's very exciting Roald Dahl Day event and Prep 5 joined with Rockport School for a Liz Weir storytelling workshop.

In November we were, once again, the only Primary School to enter the Kids' Lit Quiz at Wellington College. This turned out to be our most successful ever when we even managed to beat our Year 8 team, coming 9th overall, which is an extremely commendable achievement.

Thanks to SUPPA, we now have a class set of Reciprocal Reading puppets ready for our September launch, alongside the Prim Ed Teaching Comprehension Strategies (also purchased by SUPPA) and we are extremely grateful for this financial support which has enabled us to fulfil our plans for this particular area.

Foundation Stage staff held a very successful Parents' Workshop for Phonics. This was well attended and parents' feedback was extremely positive. This will be continued on an annual basis.

Foundation Stage and KS1 have now begun to compile a portfolio of writing samples and whole school literacy schemes of work for each class have been revised this year.

Curriculum practices continue to evolve and one book dip has been carried out per Key Stage to revise standards and encourage good practice.

Both Literacy Co-ordinators have joined Literacy clusters this year for sharing of practices in Millisle Primary School, Holywood Primary School, St Comgall's Primary School and Rathmore Primary School. Staff also met with the Literacy Co-ordinator in Donaghadee Primary School before purchasing the Reciprocal Reading puppets and Prim Ed resources.

Additional support in literacy continues with our Learning Support teacher and this is primarily targeted at KS1 level; a Prep 6 weekly comprehension group continues. Additional support is in place twice weekly from the Cottown Reading Centre.

### **Standardised Testing:**

This was our first year for new on-line standardised testing. Whilst our pupils participated in NILA (Northern Ireland Literacy Assessment) and NINA (Northern Ireland Numeracy Assessment) testing at the start of the year and we were able to report findings to parents, this is the last year these tests will be used as they have been withdrawn.

Prep 3-7 pupils completed the new PTE (Progress Test in English) which replaced our PIE (Progress in English). Initial analysis has begun and we now have a baseline on which to build future scores for data production.

## **USING MATHEMATICS REPORT**

**Co-ordinators: Miss E Cairnduff & Mrs K Wilson**

At the beginning of the school year the maths co-ordinators identified the areas of Maths that were to be the focus of our work during the year – Problem Solving & Investigations.

### **Overview:**

- August: We identified problem solving and investigations as areas of focus for 2016-2017 after analysis of PIM test scores.
- September: Focus groups were identified and included in planning.
- September: Weekly problem solving activities set in place and problem solving homework trialled.
- November: Prep 1-7 were signed up to Mathletics – an online Maths site that encourages pupils to further their Maths skills at home. A range of activities and challenges are available on all the strands of Maths.
- January: Monitoring and evaluation of the success of Mathletics.
- January-March: Monitoring the progress of class and focus group in order to give verbal feedback to parents at March interviews.
- Book dips continued.
- Monitoring and Evaluation every half term; schemes in place.

### **Problem Solving Activities**

- Each class was asked to have a problem solving display on show in their room. The displays were very effective and most were interactive.
- The pupils gained in confidence when tackling problem solving homework and the parents have given positive feedback.

### **IZAK 9**

- Prep 6 & 7 trialled various activities from the IZAK9 website. The co-ordinator hosted a staff meeting to introduce IZAK 9 to the rest of the staff.

### **Standardised Tests**

- Preps 1-7 completed NFER Progress in Maths tests in May 2016. The results of these tests were analysed and disseminated at a staff meeting in August 2016. From this information we were able to identify pupils who had made below average progress in Maths and pinpoint the areas of the Maths curriculum each teacher needed to concentrate more on. We also identified those children who were 'high achievers', 'low achievers' and 'under achievers'.
- As a school, our area for development has been Measures and we are impressed that very good progress is now being made in the NFER tests and this is now one of the strongest strands.

### **NINA**

- Preps 4-6 completed NINA in October.
- Staff felt it was important for the pupils to become more familiar with online testing as NFER is moving that way too.
- Results came back and these were given to parents during November's Parent interviews.

### **PTM (Progress Test in Maths)**

- In May 2017 classes completed PTM on the computers. This is the new computerised standardised testing from NFER.

- CAT4 was also completed, this is in place of NRIT. All data was uploaded and sent to the organisation 'GL' to be marked and assessed.
- The feedback from teachers was initially negative, as the tests proved to be a lot longer than the paper copies which had previously been used.
- Staff had to inform parents that scores may have dipped slightly due to the new format of the tests.
- These tests took a lot longer to complete and the staff were unsure of how many questions were in each section in this the initial year. It has however given us a baseline for future years' work.
- Results have been recorded in SIMS and data analysed. Children with an NFER score 10 points or more below their NRIT score have been identified as being 'under achievers' and will be targeted by class teacher and Learning Support teacher.

### **Assessment**

We carry out assessment practices in-house but, due to ongoing union action in NI schools, these are not submitted by the school.

Each child completes a task in Measures, Shape, Data and Number to ensure progress is being made. Each portfolio is passed on to the next year group so tracking can be followed.

### **Resources**

- New Maths apps for the iPads have been trialled and tested. All classes are enjoying them and integrating them into their 6-weekly notes. This is always on-going as new apps are introduced regularly. Every teacher is including the apps they use in their planners.
- Schofield & Simms has launched a new range of mental arithmetic books. From September 2016 these are completed from Prep 3 through to Prep 7.
- PrimEd also launched a new Maths Box. Every class received the appropriate box in May 2017 and has been trialling the activities. The feedback is very positive.

### **School Portfolio**

- The school portfolio is in place should it become mandatory to submit.

### **Maths and the Outdoors**

- Each class has been bringing Maths outside to bring it to life! All classes participate in Maths games, Maths trails and Sunny Sums in and around the garden.

### **Monitoring & Evaluation**

- Book dips completed from P1-P7 to assess continuity.
- 6-weekly notes have also been monitored and evaluated to ensure progression through the different strands, differentiation is included as well as apps and ICT games.

### **Maths Days**

- Maths Week Ireland took place this year with all classes participating with great enjoyment.

### **School Website**

- Links to Maths games for each class on school website have been added to our Learning Zone and are up and running along with some Maths Fronter rooms.

### **IT**

- New laptops have been phased in, which has allowed almost every pupil to work individually.

## **ICT REPORT**

**Co-ordinators: Mrs J Matthews & Mrs K Wilson**

This has been another year of moving forward in the area of ICT as we further integrate iPads into our school community in teaching and learning. This is not without challenges as we must continue to educate both children and parents on the appropriate and safe use of computers both online and offline.

### **Teaching**

- Staff training in the use of Google Drive for iPads, provided by iTeach, has continued this year.
- Apps and software information has been added to our 6-weekly planning notes.
- Prep 7 now follow a unit of work on e-safety and digital citizenship to develop their understanding of the meaning of cyber-bullying and the consequences and outcomes; the importance of privacy settings and keeping passwords safe; the pitfalls of sharing photographs and videos; the phrase 'Think before you send'; the meaning and importance of emojis and the hidden costs of app usage and in-app purchasing.
- Our parents were invited to attend a digital safety workshop at Glencraig Primary School as part of the Holywood Schools' Transition Workshop programme, in place for the Cross Phase Development Project in Holywood.
- The website [sullivanprep.weebly.com](http://sullivanprep.weebly.com) continues to provide a link for parents and pupils to keep them up-to-date with information and also to celebrate the breadth of activities that have taken part throughout the year.
- Google Drive account has been set up for secure photo sharing and storage sporting successes etc.

### **Learning**

- All classes are timetabled to attend the Specialist Teachers' room at least once a week to use PCs and laptops to enhance learning; Prep 4 visits the suite twice a week as do Prep 7 in Terms 2 and 3. NI Curriculum ICT tasks are now used throughout the school and evidence of sample lessons and work is always available in the form of digital assessment portfolios.
- Prep 1-4 have ICT homework as part of their weekly home learning, linking class and home learning.
- Prep 4-7 online assessment no longer continues in November and December using the NILA and NINA software due to problems with the standardisation of these results in NI. New PTE and PTM tests were administered for the first time this year in May providing standardised scores.
- All classes were registered for Mathletics online learning this year. Very positive feedback has been received, with individuals receiving certificates for their efforts.
- Both Prep 6 and Prep 7 took part in "I'm a Scientist, Get Me Out of Here" in Terms 1 and 2.

### **Resources:**

No new resources were purchased this year and we continue to monitor the needs of app purchasing as technology adapts and evolves.

## **SPECIAL EDUCATIONAL NEEDS (SEN) REPORT**

**SENCOs: Mrs J Lockhart & Mrs A Patterson**

### **Monitoring and Evaluation**

We continue to monitor and evaluate every teacher's half termly notes to ensure appropriate provision for children with SEN and the inclusion of Individualised Education Plans for pupils identified in assessment data analysis.

The SEN policy has been amended and reviewed this academic year.

## **Staff Training and Support**

The multidisciplinary ASCET (Additional Support for Children in Education Team) provided support for children, where appropriate, regarding 'Attention & Listening'.

The SEN Register was updated and distributed to staff.

Continued resourcing has been carried out with additional support materials purchased for Autism, Social, Emotional & Behavioural Difficulties (SEBD) and Prep 7 transition to Secondary Level material. Autistic Spectrum Disorder advisor Derek Kinnen, from Education Authority South Eastern Region, has been working closely with staff throughout the year in a training and advisory capacity.

The Dyslexia Portfolio is now within the Complete Digital Solution as part of GL assessments from May 2017.

## **SEN pupil support in school for Code of Practice Stages 1 and 2**

Computerised (CDS) standardised testing of all children to enable us to monitor pupils' progress and identify pupils for SEN support in the next academic year. This data analysis is used to identify and account for the children receiving support at Stages 1 and 2 in the Code of Practice. The SENCOs continue to prioritise early intervention (KS1) for SEN children with time allocated on the Learning Support (LS) teacher's timetable.

The SENCOs continue to include KS1 children in discussion about target setting, both at Stage 1 and 2 of the Code of Practice, helping to make children more aware of their targets and working to reach them.

Lego has been purchased for a recess Lego Therapy Club which offers 3 play sessions per week for children as an alternative to outside play for those with medical and SEBD needs. Whole-staff training for ASD and Gifted and Talented Children was given in the course of the school year by both CCEA and ASD personnel.

## **FOUNDATION STAGE PLAY BASED LEARNING (PBL) REPORT**

**Co-ordinators: Mrs K Callen & Mrs J Lockhart**

Current play-based learning topics were monitored and evaluated at the end of each topic and any necessary updating completed.

The pupil observation sheet was updated and made relevant to each topic in terms of skills we hope to achieve. We did however find that the observation sheets were very repetitive and so we have amended the format for next school year to include "wow" moment observations for each topic, skills to focus on and end of topic comments.

More detailed learning outcomes, specific to each topic, were added to planners along with adult questioning ideas and adult roles.

A PBL record book was introduced for each child. It was sent home at the end of every topic and included observations, a record of weekly activities, photographs and items of pupil work. The feedback from children and parents was that they really enjoyed sharing the book together when it went home.

A start was made to develop the use of the school garden for outdoor play linking to PBL and WAU topics where appropriate. We visited Greenwood Assessment Unit and Ballyholme Primary School to gain ideas about resources for outdoor areas. We have developed our ideas on resources and setting out the outdoor play area in the back garden, and in the playground and surrounding grass areas.

## ASSESSMENT REPORT

Co-ordinators: Mrs A Patterson & Mrs EA Smith

### Monitoring and Evaluation

1. Half Termly notes for each year group

We began the academic year continuing to monitor and evaluate every teacher's half termly notes to ensure that appropriate differentiated classwork is identified. These differentiation sheets are written for Reading, Spelling, Writing and Mathematics. The half termly notes also include the IEPs (Individual Education Plans) for SEN pupils. We have introduced a planning sheet detailing the learning intentions for the 'Focus Group' and the standardised scores they achieve to enable their progress and support intervention to be monitored. By sharing the best practice this will continue to model how differentiation and 'Focus Group' notes can be improved further.

2. Standardised Tests Data

This year we have analysed the PIE / PIM data further into the bands of boys and girls, in each year group, who are performing 'below 95', 'between 95 and 105' and those 'above 105'. This year's data will be a baseline for future years to monitor if our school's performance is improving or similar from year to year.

The Prep Department has invested in 'The Complete Digital Solution' online computerised standardised testing in the following three areas:

- Ability: CAT4
- Attainment: PTM / PTE / NGRT / SWST / Baseline
- Attitude: PASS / Dyslexia Screener / Dyscalculia Screener / Kirkland Rowland Questionnaires for children, parents and staff

We introduced the PTM, PTE, CAT4 and PASS to Preps 3-7 in May. A letter explaining this new computerised system of standardised testing has been forwarded to all parents with each child's end of year Pupil Profile report.

3. End of KS1 and KS2 Data

We complete benchmarking each year comparing our performance at end of KS1 and end of KS2 with like schools. Our results show that we compare favourably with other schools.

We monitor the standards achieved and maintained in our school and this year's results was analysed at the end of each school year and beginning of the new academic year:

- In June 2017, 93% of children in KS1 achieved Level 2 or above in Communication.
- In June 2017, 96% of children in KS1 achieved Level 2 or above in Using Mathematics.
- In June 2017, 90% of children in KS2 achieved Level 4 or above in Communication.
- In June 2017, 96% of children in KS2 achieved Level 4 or above in Using Mathematics.

4. SIMs Data

Data entered onto SIMs annually is analysed for stanine banding and correlation to our identification of SEN children and 'Focus Group' children groups. We work alongside the SEN co-ordinators to track pupils with 'Dyslexic' profiles etc.

### Staff Training and Support

1. The Prep Secretary supports staff in the use of the practical aspects of the new computerised tests by helping with computer problems and preparations in setting up test stations.
2. This academic year Prep 4 completed the Using Mathematics and Communication assessment tasks to complete levelling in May 2017 and maintain evidence of pupil

attainment. These confirm each child's attainment in Number, Measure, Shape and Space and Handling Data to be reported to the parents in the end of year Pupil Profile Report. Each year level did not complete these this year following ongoing union action.

3. Assessment for Learning target boards in each class have been continued this academic year in Key Stages 1 & 2. Each child identifies a focus for the week, with teacher input, which is then reviewed on a Friday with praise for their achievement of their target. Foundation years have continued to keep their targets the same for the whole class and the children can visually see their target moving higher (ie getting closer to being achieved). KS1 classes have continued the use of their under desk 'Target Book' to record their targets at the end of each week so that they can keep a record of all their improvements.

## **WORLD AROUND US**

**Co-ordinators: Mrs K Callen & Mrs J Matthews**

### **Resources:**

No major financial costs have been incurred this year as no new resources were acquired. Extensive use has been made of the free online resources from The Pod which has helped us develop our work for Eco Schools. Ards & North Down Borough Council has allowed us to borrow litter pickers and gloves to use onsite and in the local community.

### **Progress in 2016-2017:**

- TS&PC (Thinking Skills and Personal Capabilities) continue to be highlighted and linked to WAU topics. TS&PC Think Packs are in each classroom.
- As in prior year, Book Week was given a Science focus with the Project 500 challenge supported by Ruth Jarmin from QUB. Each class took part in a Science reading challenge to encourage the reading of non-fiction science texts. Each class were also asked to focus on a different scientist. Science book packs were borrowed from the Library Service to top up school resources for free.
  - W5 came to school and did workshops for FS, KS1 and KS2 based on different chemical investigations/ reactions.
  - Term 1 - Prep 6 took part in I'm A Scientist Get Me Out of Here online competition.
  - Term 2 - Prep 7 took part in I'm A Scientist Get Me Out of Here online competition. Tiffany Fong was the school winner.
  - Terms 1,2,3 - Prep 1 & 4 linked with RSPB to study minibeasts and birds in the garden.

### **Annual Events:**

- Dress Up As A Scientist Day/ Book Character Day on 3 March with a visit from Dr Jarmin.
- Europe Day took place on 23 June. All children asked to wear colours of European flags. Prep 7 led Spanish speaking and singing in assembly and presented their country projects. P1-4 sang two pieces taught by Mrs Burrows. Eco Council was also acknowledged with thanks in assembly.

### **Forward Planning: Monitoring and Evaluation**

- Evidence of ICT, TS&PC and Science being looked for in planning.
- Long term planning updated.
- Planning boards on display throughout the school.
- Topic webs in place and available online.

### **The Green Flag Award:**

- Work continues towards Green Flag – application form submitted April 2017; assessors will visit the school in September 2017.
- Annual Review done at beginning of year to assess current environmental impact within the school.

- Our Prep Caretaker maintains two compost heaps on school grounds.
- In September 2016 a new Eco Committee was established and an Eco Display board is on view in Loughhead House; it is updated after fortnightly meetings.
- Green Fingers Club was started as an after school activity in Term 1.
- To help gather evidence for our energy topic, the whole school took part in 'Switch off fortnight'. Results were displayed on Eco board outside Prep 7 room.
- All classes took part in 'Waste Week'. We used litter pickers and gloves to pick up litter at break and lunch times. Prep 7 went through the litter and worked out how much could be recycled, food, waste etc. All results given to Eco Committee for file.
- Prep 7 took an Assembly in Term 2 about the environment and told the other classes about the work of the Eco Team and how we are aiming to get our Green Flag by next year. Prep 7 told the school assembly about the importance of being green.

### **Outdoor Classroom:**

- An outdoor Classroom timetable is being established for KS1-KS2 to further use of the garden.
- Foundation Stage (FS) staff have visited other schools to get ideas for developing our outdoor area. SUPPA has agreed to buy a mud kitchen and plans are now in place to start this.
- FS have worked together to plan different areas for our outdoor classroom – construction area, wet area, sand area, role play area, small world.
- The children in Eco Club, Prep 5 and Green Fingers planted assorted items in raised boxes this year.
- RSPB link continues; visit to RSPB reserve, hedgehog homes established, Prep 1 and 7 made bug hotels.
- We are very interested in buying an outdoor video camera and will progress this purchase next year.
- Green Day took place on 9 June 2017 – each class worked on activities to help the school achieve RSPB Wild Challenge Bronze Award. RSPB personnel visited to help us. Activities included:
  - ⇒ Prep 1 and 7 building a bug hotel.
  - ⇒ Prep 2 tomato planting and going on a flower bug hunt.
  - ⇒ Prep 3 making bird kebabs and bird feeders using pine cones.
  - ⇒ Prep 4 making hedgehog homes and going on a birdwatch.
  - ⇒ Prep 5 planting 'wonky veg' and potatoes in the beds. Planting tomato seeds to take home and going on a litter pick.
  - ⇒ Prep 6 went on a plant and insect hunt.
  - ⇒ Prep 7 helped Prep 1 make a bug hotel.

### **KS2 ART**

**Co-ordinator: Mrs L Feldman**

#### **Focus Areas:**

1. Continue to develop experiences of malleable materials (clay) to develop children's modelling and building techniques.
2. Establish and embed international themes to coincide with art projects.
3. Develop use of iPads in Art.

#### **Progress made to date:**

1. All classes had the opportunity to use clay for at least one topic throughout the year. Prep 5 made Greek style pots and 'Germey Monsters' as well as papier mache plates, Prep 6 made mini-beasts and Prep 7 used clay to make pinch pots and Victorian tiles in the style of William Morris. Prep 7 also extended their 3D model building skills by making erupting volcanoes using Mod Roc.
2. International aspects have been planned into as many lessons as possible through the use of various artist studies. Prep 5 studied French artist Cezanne and Italian painter

- Giuseppe Arcimboldo. Prep 6 studied works by French impressionist artist Monet as well as Edvard Munch, a Norwegian expressionist artist. Prep 7 studied the work of English artist William Morris and French painter Henri Rousseau. Prep 7 also investigated rainforests and created studies of toucans and many other rainforest animals.
3. iPads have been used on every topic in every class in Art this year. The children have used, for example, Comic Life to complete artist studies and have taken “selfies” using the camera and edited them for self-portrait work. We have continued to use many apps such as PlayArt to recreate own versions of famous artists’ work.

## **KS2 MUSIC**

**Co-ordinator: Mrs G Pitt**

2016/17 was a busy year for musical activity in the Prep Department.

Prep 5, 6 and 7 continued to have two 50-minute sessions of music each week comprising various listening, composing and performing activities. Classes have covered the basic elements of music notation, singing and computer-based activities and, thanks to the generosity of SUPPA, glockenspiels were introduced to replace the recorder for practical music-making lessons. In addition, each year group looked at specific topics related to what they were studying with their class teachers.

Music technology was introduced to the music curriculum, with all three classes each visiting the Mac Suite in the Senior School in the third term for introductory lessons on the use of the GarageBand app as a composing tool.

Singing forms an important part of the Prep music curriculum and is particularly useful when preparing for the various performances which occur throughout the school year. The Christmas concert was held in First Holywood Presbyterian Church and all KS2 pupils performed to a high standard. Likewise, the pupils excelled in their vocal performances in the Prep play *Ali Bongo* in the spring term.

In November, Prep 5 and Prep 6 travelled to the Ulster Hall for a very enjoyable Primary Schools’ Concert given by the Ulster Orchestra and later in the year were privileged to attend a concert given by the Senior School Irish Traditional Group. Prep 7 once again participated in the Priory College Choral Festival.

Prep pupils also enjoyed musical success outside of the classroom. A number of pupils entered local music festivals with Brian Fong (Prep 5) winning his piano classes and also reaching the final of the Primary School Young Musician of the Year competition.

The music tuition scheme, run in conjunction with the Senior School, remains popular with pupils in Prep 5, 6 and 7 for weekly lessons on a wide variety of instruments including flute, saxophone, trumpet, trombone, violin, cello, guitar, voice, drum kit, percussion and piano (which continues to be the most popular instrument). Pupils were entered for graded exams with the London College of Music and the Associated Board of the Royal School of Music, achieving a 100% pass rate.

The Prep choir continued to rehearse on Monday afternoons and performed in the Harvest Service in October and again at Prize Day. The year was rounded off with a visit to Lorne Activity Centre in June.

Links continue to be developed with the Senior School; the contribution of both staff and pupils, who are always eager and willing to help with Prep music, is greatly appreciated.

## **PHYSICAL EDUCATION**

**Co-ordinator: Mrs E Wilkinson**

- Distance awards were completed by P6/7 in term 1 and 2.
- Athletics awards were not completed this year as we lacked facilities due to extensive building work in Senior School.
- The Co-ordinator received training in how to construct pages on website with photographs collated to display. Parentmail information was given weekly to keep parents updated.
- An external venue was investigated for our Prep swimming galas.
- Activities in PE and extracurricular clubs were limited this year due to the ongoing building work and demands on space. Alternatives were sought – eg table tennis in Term 1.
- New artificial grass hockey pitch was used for our KS2 Sports Day this year and was a huge success. Teaching staff were really pleased with the new format of the event and children really enjoyed it. Parents however felt a bit removed behind the barrier and couldn't always hear what was going on so we will investigate a speaker system for next year.
- Our pupils have continued to be involved in a wide range of sports this year with our Netball team reaching the semi-final of the North Down League, numerous football fixtures for the boys' team and our first girls' football matches, P6 attended the handball league, cricket coaching sessions from Holywood Cricket Club, sports week visits to Belong Fitness, Rathgael Gymnastics and Helen's Bay Golf Club. Our annual sports week saw children taking part in Zumba, tennis, badminton, cricket, football, rugby, netball, parachute games, athletics, body combat, gymnastics, golf, multi-sports and yoga.

### **3 THE SECONDARY DEPARTMENT**

#### **(i) Introduction**

The Governors' Annual Report to parents represents one of the principal ways that the school communicates the details of its major activities for the year just ended. It contains a great deal of information, much of it prescribed and stipulated in regulation issued by the Department of Education. However, over and above all the facts and figures, it is hoped that there is also some indication of the vibrant, dynamic and successful school at the heart of it all. Just how successful the school is can be judged in many ways and a number of the indicators are included in this publication.

In terms of performance in public examinations, 2016/17 was another very successful year, both at A level and GCSE. The non-academic highlight of the year was undoubtedly in boys hockey where Sullivan teams won four of the five Ulster age group competitions, including the Schools (Burney) Cup.

The recognition of the success of the school is also clear from the fact that it remains oversubscribed in all year groups. 2016/17 saw the eighth series of AQE testing in relation to Transfer and the process once again passed off smoothly.

The pace and volume of educational change continues to present the school with a range of challenging circumstances and there is no doubt that the difficult economic climate is continuing to have a significant impact on schools. However, it is important to point out in this introduction that the Board of Governors and staff of Sullivan Upper School are committed to maintaining and improving the high standards for which the school is known. We continue to achieve excellent results, we continue to provide a rich diet of extracurricular activities and we continue to support our pupils with strong pastoral and careers structures.

#### **(ii) Curriculum**

Pupils at all key stages have access to a broad and balanced curriculum which empowers young people to develop their potential and to make responsible decisions throughout their lives. Self-evaluation strategies are embedded and are used to enable departments to evaluate and adjust units of work and to keep schemes under review throughout the year. Heads of Departments also evaluate their role as curriculum leaders and draw up an annual Departmental Development Plan. In addition, data is used to support the analysis of external examination results and to inform future decisions regarding curriculum issues such as tier of entry, sequencing of teaching and the teaching approach to specific modules.

Tasks have been developed as required to address the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT and the school is in a good position to meet all statutory requirements in relation to assessing and reporting levels.

New specifications were introduced at A Level. As some subjects avail of English examination boards which have linear two-year A Level courses, the school has had to put measures in place to enable both this system and the CCEA system of AS and A2 Levels to work for the benefit of the pupils. Some issues have been highlighted such as the fact that students in England will remain in school for all of their Year 13 year while students in Northern Ireland will be sitting AS examinations. Heads of Departments have worked diligently to develop schemes and teaching resources for these new specifications against the backdrop of a very short time-scale.

The school is well placed for the introduction of new GCSE examinations. Heads of Departments attended training and began to develop schemes and resources for the new specifications. There has been much confusion, often rehearsed in the press, because of the English Boards' decision to move to a numerical grading scale (commencing with English Language, English Literature and Mathematics) while CCEA is required to continue to use

letters. We are monitoring the situation closely as the explanation we have received to date about how the two systems will align has been unsatisfactory.

The Literacy Committee continued to embed good practice. 'Talk to Learn' remained a focus and the link between PRSD and Literacy was maintained. Training was delivered and opportunities to share good practice were profitable. The Accelerated Reader programme (AR) was evaluated through pupil feedback in June. The pupils' responses were very positive and the achievements of Sullivan's pupils were well rewarded when Sullivan won the prize for the top school in Northern Ireland. The 'Transition Project', in partnership with feeder Primary schools, continued and their work culminated in a conference held for the parents of pupils in all of the participating Primary schools on transition. This conference was well received and well attended.

The Numeracy Co-ordinator carried out a survey with one class in each of Years 8 to 11 to inform future foci. Numeracy is now seen to be of prime importance to the 'Big Four' subjects of Science, Technology, Geography and Home Economics.

The use of data to inform teaching and learning was embedded. MidYIS testing took place again to provide baseline data on the Year 8 pupils. The tracking system continued in Years 8 to 10. External examination data continued to be supplied to Heads of Departments to enable them to analyse pupil performance in the public examinations and to compare results with the Northern Ireland Grammar School average. Data to analyse the performance of Special Educational Needs (SEN), Education other than at School (EOTAS) and Free School Meals (FSM) pupils was produced for use by the SENCO, SLT, Heads of Departments and subject teachers. YELLIS was also used with Year 11 pupils to give a baseline measurement for this cohort.

Controlled Assessment at GCSE continued to be monitored and evaluated. There is no doubt that Controlled Assessment presents many logistical challenges for teachers and not inconsiderable strain for some pupils. In addition to information being sent home, the Vice-Principal in charge of Teaching & Learning also held an information evening for Year 11 parents which was well attended.

The Entitlement Framework continues to be an important part of government policy. The rationale behind it is to provide access to a wide range of courses for students. GCSE pupils should be able to choose from at least 21 subjects with at least one third being classified as "general" and one third "applied". Similarly, at Sixth Form students should have access to at least 21 courses with the same one third stipulation for general and applied subjects. In terms of subjects offered to pupils we more than comply with this target. However, occasionally a few classes do not run because of the very small number of pupils selecting them. The proximity of Priory Integrated College and the alternative courses they offer has enabled a strong link to be forged to the benefit of both schools.

### **School Development Days**

The school was closed to pupils for five days for the purposes of whole school development. Teachers attended training sessions in Literacy and Use of Data. Updates were provided for classroom assistants and Silver Robin staff. New staff followed an Induction Programme including Child Protection training. One of the five days was used for whole school self-evaluation in preparation for the new three-year School Development Plan. Time was allocated to facilitate development work to prepare schemes and lesson plans for the new CCEA specifications at GCSE and AS level. During these days, teachers met in Learning Development Groups to share their good practices in the classroom and a half-day workshop on Mindfulness was attended by staff from teams across the whole school community.

### **(iii) Examination Results**

See Appendices 8-14.

**(iv) The Public Examinations System**

The administration of the public examinations system by the school has increased in range and complexity over the years. Last year the Examinations Officer entered over five hundred students for a variety of GCSE, AS level and A2 level examinations.

In January, pupils in Years 11-14 were entered for their GCSE, AS and A2 examinations. Year 14 pupils were also entered at this time for any AS units they wished to re-sit in school during the summer examination session.

In the Spring, coursework marks, samples and estimated grades were collected from departments, ready to be sent to the relevant Awarding Bodies (ie examination boards) in May. The main examination period ran as usual from early May to the end of June with examinations held in a number of locations around the school. The examinations were supervised by a team of invigilators which was organised by the Examinations Officer. Examination arrangements also included requests for Special Consideration and Access Arrangements for a number of pupils. The past few years has seen an increase in the number and range of Access Arrangement requests, a fact recognised by the Joint Council for Qualifications (JCQ). They have this year considerably tightened up on what is permissible, and what evidence is required when applying for an Access Arrangement.

Results were issued in August, with Year 14 pupils receiving individual unit scores for all their AS (if they re-sat a module) and A2 units and final grade awards for both AS and A2 level subjects. Year 13 pupils received unit scores and grade awards for each AS units studied. GCSE pupils in Year 12, as the specifications are now unitised in the main, also received unit scores as well as grade awards for each subject studied.

Requests for re-marks and access to scripts were also handled at this time by the Examinations Officer.

**(v) Pastoral**

The school continues to operate a clearly defined and active system for pastoral care with a team of teachers operating agreed policies and procedures which are regularly reviewed and updated. The Vice-Principal with responsibility for pastoral matters is Miss Anne Dines who leads a team made up of Head of Sixth Form, Year Heads, Form Teachers and SENCO (Special Educational Needs Coordinator) all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics was provided as part of Learning for Life and Work to each year group and some students have embarked upon a GCSE in Learning for Life and Work.

The 'Skills and Dispositions' group has continued to look for opportunities to record achievements in SIMS and this will be evaluated.

In order to keep everyone aware of this important issue, Safeguarding Children Training was given to new members of staff, teaching and non-teaching, as well as governors and the Safeguarding Team met once each term. The Deputy Designated Teachers received refresher training. Changes to Safeguarding and Child Protection which were highlighted on this course will become part of the new School Development Plan and the Child Protection Policy will be updated in the coming year.

The Learning Support Resource Room continues to be used on a one-to-one basis by pupils as a quiet, conducive place to learn, as well as a venue for the games club at lunchtime under the supervision of the Year 14 mentors.

The independent counselling service Familyworks has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school.

In addition, work continued with the School Council to develop its role as an important channel for the pupil voice.

**(vi) Special Educational Needs**

Sullivan Upper School encourages and accepts applications from all sections of the community regardless of race, religion, gender or disability. Parents of pupils with Statements of Special Educational Needs who wish to apply for admission are invited to contact the school in advance, to consider arrangements which may be necessary to facilitate their attendance at Sullivan Upper School. The school has a policy on Special Educational Needs and a copy of this is available upon request.

The number of pupils at the school with Statements of Special Educational Needs, who have designated classroom assistants or who are recognised at stages 1, 2 or 3 of the Code of Practice and who have educational plans in place, continues to increase. The SENCO oversees the educational provision for these pupils, liaises with relevant outside agencies and communicates with parents on behalf of the school. The annual review process of pupils with a Statement of Special Educational Needs involves all interested parties in decisions about the educational provision and curriculum choices, and transition planning for these pupils.

The SENCO and Assistant SENCO continue to work tirelessly to enable pupils with statements and others at stages 1 to 3 of the Code of Practice to have access to the Northern Ireland Curriculum. This requires the creation of individual Educational Plans which are drawn up in collaboration with staff, parents and appropriate outside agencies. Technology is used where appropriate.

**(vii) Extracurricular**

As always, pupils engaged in an enormous range of extracurricular activities, a flavour of which follows.

Boys Hockey enjoyed an exceptional season of success, the 1stXI won the Schools (Burney) Cup for the first time since 1993. Success did not end with the 1stXI and Sullivan achieved almost a clean sweep of the Ulster age-group competitions. The 2ndXI won the Dowdall Cup, the U14 team the Ferris Cup and the U13 team the Bannister Bowl. It was a fitting end to the season that the school was awarded the George Blower Cup for Excellence in Schoolboy Hockey by the Ulster Branch.

In Rugby an unfortunate fourth round draw in the Schools Cup against Campbell College put paid to hopes of progressing. Reaching the semi-finals of the Annual 7-a-side tournament provided some consolation. 40 boys embarked on the trip of a lifetime during the summer when they spent two weeks in South Africa. The Medallion team won the Medallion Plate for the second year in a row.

In Girls Hockey, the 1stXI reached the semi-final of the Schools Cup.

Our netballers reached the latter stages of their age-group competitions and it was pleasing to see a good number of girls participating, from Year 8 up.

In Tennis, the Senior Boys and Senior Girls teams were runners-up in the cup and the Minor Boys and the Junior Girls triumphed in their respective Plate finals.

In Badminton, the Senior Girls team won the Division 2 competition and qualified for the All-Ireland tournament. The Minor Girls team won Division 1 and finished as runners-up in the All-Ireland competition. The Year 8 Boys team also won the Division 2 title.

In Athletics, a large number of pupils competed in the District Championships, many qualifying for the Ulster Championships. A large number of pupils also competed in the cross-country

district championships, with twelve qualifying for the Ulster Championships, along with the Minor Girls and Senior Boys teams.

The Sullivan Fencing club enjoyed another very successful season, winning the women's foil event at the first ever Irish Team Championship.

In Swimming, the Junior Girls and Boys teams took Bronze at the Ulster Schools Relay Gala. A large number of pupils represented the school at the Swim Ulster Schools Cup and the Ulster Schools Gala.

It was a year of unprecedented success in Golf as Sullivan were crowned Ulster Schools Junior Champions, Ulster Schools Senior Match Play Champions and Ulster Schools Senior Cup Champions.

The fact that over 300 pupils took part in the annual showcase of musical talent, the Spring Concert, shows how music, be it classical, modern or traditional, is central to the life of Sullivan. The tremendous range of ensembles, choirs and soloists performing was the culmination of months of practising and fine-tuning and the standard of musicianship was quite astonishing. A significant number of Sullivan pupils were selected for the Ulster Youth orchestra, Ulster Youth Choir or Ulster Youth Training Choir. In a busy year for all of our musicians, other highlights included the annual Carol Service, the Jazz Group at the Ulster Youth Jazz Showcase, the Traditional Group performing at Down Cathedral on St Patrick's Day and our musical production, Hairspray.

Junior Drama pupils, directed by sixth formers, performed abridged versions of Much Ado About Nothing and A Midsummer Night's Dream on the 400<sup>th</sup> anniversary of Shakespeare's death. A group of Year 8 pupils performed as Christmas Mummers in the streets of Cultra Folk Museum.

The talents of our Art and Moving Image Arts pupils, at GCSE, AS and A level were acknowledged at the Sullivan Upper Film Awards and the CCEA True Colours exhibition at the Ulster Museum.

Sullivan's budding chemists won the Northern Ireland heat of the Royal Society of Chemistry's Top of the Bench competition and went on to finish sixth in the National Final.

Educational Trips and Visits are an important part of school life and last year pupils participated in over 60: careers visits, Geography field trips, the ski-trip to Norway, history trips to the Somme Centre, mountaineering club outings, to name but a few. The Physics and Geography departments combined to run a Year 11 and 12 trip to Iceland. 70 pupils took part in the Duke of Edinburgh's Award scheme at Bronze, Silver or Gold level. Four Year 13 pupils were selected to take part in the Holocaust Educational Trust's Lessons from Auschwitz project.

The year ended with a Colour Run, a new venture for the school. Staff and pupils rose to the occasion in their hundreds and a fun way to end the year also provided a significant financial contribution to the school's fundraising campaign, the Sullivan Upper Appeal Fund (see page 25).

### **(viii) Careers, Education, Information, Advice and Guidance**

Sullivan runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently six members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the expertise of the Northern Ireland Careers Service, local universities, local businesses and parents to enrich the Careers Programme. The provision includes:

#### **Key Stage 3**

- Input into the Employability element of the Learning for Life and Work programme

- Guidance interviews for pupils and parents for GCSE choices

#### **Key Stage 4**

- The provision and delivery of a weekly period of Careers Education in Year 12
- A parental evening concerning choices at 16+
- Guidance interviews for pupils and parents for choices at 16+
- Outside speakers informing pupils about career paths
- Consultations with the Northern Ireland Careers Service for all pupils

#### **Sixth Form**

- A taught Careers programme in Year 13 and 14
- A week of work shadowing
- Organisation of Higher Education (HE) applications (UCAS, CAO etc)
- Consultations for pupils prior to their HE applications
- Various outside speakers and opportunities to attend Open Days and conferences
- Practice interviews and preparation for Oxbridge candidates

#### **After Care**

- A reference writing service for former pupils
- The facilitation of HE applications for former pupils

#### **(ix) Staffing**

There were several changes last year: Miss Elinor Cairnduff (Preparatory Department) retired after 33 years; and Mr Mike Rodgers (Head of Boys' PE) retired in October 2016 after just over 17 years at the school. We also said goodbye to Miss Jemma Borland (Mathematics Department). In order to cover long-term staff absences, we availed of the services of Miss Lucy McKinty, Miss Samantha Lockhart, Miss Sarah Kee and Mrs Claire Stewart. We were pleased to appoint Miss Katherine Steenson (in PE) and Mr Ivan Ballantine and Miss Teresa McEvoy (in Geography) to cover maternity leave.

In 2016/17 on the non-teaching side we said farewell to Mrs Helen Christie (Classroom Assistant), Mrs Jennifer Gorringe (Senior Librarian), Mr Thomas Hampton (Study Supervisor), Mrs Elizabeth Maguire (Study Supervisor) and Mrs Trish Milligan (Examinations Officer).

#### **(x) School Security and Safety**

The Health and Safety Committee, chaired by Mrs Catherine O'Neill (Governor) and with representatives from many parts of the school's activities, continued to oversee this important aspect of school life. The programme of refresher training continued during the year including training the qualified first aiders and the Board gratefully acknowledges the valuable commitment of this team. The school is committed to providing a secure and safe environment for our pupils - all visitors to the school are required to report to reception upon arrival and to display a visitor's badge if not accompanied by a member of staff.

#### **(xi) Buildings and Facilities**

The School continues to invest in its facilities despite the significant and increasing pressure on revenue with capital expenditure of £2,134k in 2016/17 and associated grants of £1,757k from the Department of Education. The Department of Education approved a significant capital project under the School Enhancement Programme and this commenced construction phase in July 2016 with completion in August 2017. This project delivers a much needed enhancement to the facilities for our pupils with the refurbishment of a hockey pitch with an artificial grass playing surface and the provision of floodlighting, the provision of new changing facilities, a School gym and dance/drama studio. Total costs are estimated at £3.0 million with the School's share of costs due to be £580k. The Department of Education also approved the refurbishment of the rear pitches with costs of £92k in 2016/17.

The Board gratefully acknowledges the continued support of the Department of Education in such projects which is essential to ensure that our facilities are fit for purpose.

The School also continued its investment in ICT resources with expenditure of £47k funded by the voluntary contributions of parents.

The preparatory department also continues its rolling programme of refurbishment works. The final phase of these refurbishment works at Dromkeen House is scheduled for completion in the summer of 2017. Capital fees of £82k in total were set aside in the preparatory department to provide funding for such capital development and the purchase of major items of equipment.

## 4 FINANCIAL STATEMENT

### Financial Report for the Year ended 31 March 2017

The Board of Governors is pleased to present its report for Sullivan Upper School for the above year.

### Financial Reporting

The Governors confirm that they comply with the requirements of the Charities Act (Northern Ireland) 2008 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015).

### Sullivan Upper School Charity No: XN45715

Sullivan Upper School is a registered charity established for the purpose of the advancement of education achieved through the School's extensive programme of curricular and extracurricular activities. The School receives voluntary contributions from parents of £176k (2016: £168k) and gift aid of £39k (2016: £38k) was received in relation to these contributions. These funds are used to operate the School's wide programme of extracurricular activities and to fund items of expenditure which are not funded by the Department of Education in the secondary department such as the provision of additional ICT resources with a cost of £47k.

### Public Benefit and Operational Performance of the School/Achievements

The School provides the following demonstrable benefits all of which flow from the School's charitable purpose of advancing education:

- 1 The School provides a high quality education to all of its pupils.
- 2 The high quality of the academic education provided in the Grammar School is demonstrated by the excellent results achieved in the public examinations, both at GCSE, AS and Advanced Level and by the number of leavers who progressed to further education as follows:

#### Academic Achievements

In 2016 141 (97%) (2015 139 (93%)) of our leavers progressed to Higher or Further Education either immediately or achieved a place to be taken up following a gap year.

#### Advanced Level Examinations (A Level)

In the 2016 examination year 146 (2015 146) pupils were entered for the A Level examinations. 73% of pupils achieved a minimum of 3 Cs (81.3% in 2015). These very good results enable our pupils to progress to tertiary level education at the university of their choice.

#### General Certificate of Secondary Education Examinations (GCSE)

157 (2015 158) pupils were entered for the GCSE examinations in 2015. Of those entered, 97% (2015 96.8%) achieved A\* to C in 7 or more subjects including English and Mathematics.

### Extra-curricular Activities

The School also continues to provide a wide range of extracurricular activities through which pupils can develop independence, confidence and a range of skills. These include a wide range of clubs and societies as well as many sporting activities.

Sporting performances have been at impressive levels throughout the year. Although the School celebrates the achievements of those who excel in their chosen sport, the aim is for every pupil to derive enjoyment and satisfaction from achieving their best, at whatever level.

### **School Trips**

These are seen as an integral part of the education offered by the School. This year's trips included theatre visits; Duke of Edinburgh expeditions; Drama Trip to London; Physics and Geography Trip to Iceland, Ski Trip to Norway.

### **Music**

2016/17 was a very busy year for the Music Department, with pupils performing at Prize Day, the Carol Service, Open Day, St Patrick's Day celebrations in Down Cathedral, School functions and the annual Spring Concert in the Ulster Hall. The School was well represented in the Ulster Youth Choir, Orchestra and Jazz Orchestra.

### **Community Use**

Sullivan Upper School plays an important role in the local community and its facilities are made available to a number of local organisations (including local primary schools) during the year. The School is actively involved in the training of teachers, providing student-teacher placements and mentoring support. The annual charity fund-raising activities conducted within the School raise significant sums of money for distribution to a range of local, regional, national and international charitable causes.

### **Financial Results**

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2016/17 our total LMS funding increased by £63k (1.3%) compared with the previous year. Whilst in 2015 separate additional funding of £121k had been received to cover the additional costs arising from the increase in employers' pension contribution rate from 1 April 2015, funding for these additional costs was included within the total LMS budget from 1 April 2016. Additional grant funding increased in total by £65k or 12.37% in 2017. This included funding of £101k for one teaching and three non-teaching redundancies – there were no redundancies in the prior year. Additional in-year funding of £66k was received from the Department. These increases in additional funding were offset by the reduction of £121k to cover the additional pension costs referred to earlier. Overall, total income increased by £168k or 2.84 %.

Total teaching costs increased by £17k or 0.4% and include additional redundancy costs of £40k following one full time redundancy. New pay scales effective from 1 September 2016 were implemented during the year following completion of the pay remit approval process. The increase was 1% for teaching staff. The total cost of substitute teachers decreased by £30k or 21% and reflects a decrease in the number of maternity absences. Total non-teaching staff costs increased by £64k or 6.9%. New pay scales effective from 1 April 2016 were implemented during the year following completion of the pay remit approval process. The increase was 1% for non-teaching staff. Three posts in the non-teaching staff were made redundant with total associated costs of £61k. Staffing costs in total therefore increased by £80k (1.58%) during the year. Total expenditure for the year increased by £107k or 1.77%.

The Silver Robin reports an increase in income of £46k or 16%. Sales in the canteen have increased by £38k or 15% and reflect an increase in uptake and also an increase in the number of days on which the canteen was operational. Total costs have increased by £35k or 13% with additional food costs in line with sales. The Board is pleased that it has been possible to set aside funds of £21k (2016 £10k) for reinvestment in the Silver Robin facilities.

### **Funding of the Deficit (Secondary Department)**

The secondary department reports a deficit this year of £43k (2016 £105k). The income and expenditure account (Appendix 16) includes revenue and costs associated with curricular and extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School. Funding from the Department of Education does not extend to extracurricular activities and this deficit is funded by the voluntary contributions donated by parents. The Board gratefully acknowledges the continued support of its parents in this tangible measure and is pleased that all pupils have the opportunity to access the School's extracurricular programme.

### **Plans for Future Periods**

In January 2017, the Minister for Education announced a second call under the School Enhancement Programme (SEP) aimed at meeting immediate and pressing capital investment needs in Schools. The School Enhancement Programme makes available funding of between £500,000 and £4,000,000 for projects which refurbish or extend the existing School provision. The School has submitted an application for capital works to be carried out under this scheme and awaits the outcome of this process.

The preparatory department is due to conclude its rolling programme of refurbishment works in the Key Stage 1 classrooms with the final phase of the programme scheduled for completion in the summer of 2017.

Whilst funding has been made available from the Department of Education's capital budget for the building works previously mentioned, the Governors highlight their concerns at the uncertainty in recurrent (revenue) funding for 2017/18 and beyond. This is a separate source of funding which is allocated to Schools by the Department of Education based on pupil numbers and School size and is used to finance the daily operation of the Schools. Schools are not permitted to use capital funding for expenditure other than on approved building projects.

Despite these funding pressures, Sullivan Upper School continues to deliver a varied programme of both curricular and extracurricular activities, for all its pupils and in particular notes the many successes recorded in curricular areas, sporting events and an extensive range of extracurricular activities – all of which contribute to the best possible School experience for our pupils. The Board has put in place strategic cost reduction measures over the past number of years to address the shortfall in revenue funding and remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive program of extracurricular activities.

### **Fundraising – Sullivan Upper Appeal Fund**

The capital works, currently in construction phase and supported through the School Enhancement Programme, are viewed by the Board as fundamental to our commitment to "Sustaining Sullivan's Future". This major capital project is needed to keep the School's estate up to modern educational standards and the Board is determined that the School's facilities are maintained at the highest possible quality.

The Board of Governors of Sullivan Upper School was delighted to announce the launch of a major fundraising campaign during the year to connect together all of the members of the Sullivan family. Sustaining Sullivan's Future will reach out to all the many "Friends of Sullivan" who are alumni, students, teachers, staff, parents, governors past and present and also to those in the local community who wish to join to assist the ongoing development of the School.

As at 31 March 2017, this Appeal Fund has secured total funding of £131k from a combination of pledges and income from events. The Board of Governors wishes to record its gratitude to all those who have contributed to this fund and acknowledges the United Way Worldwide grant received on behalf of the generosity of Soros Fund Charitable Foundation.

### **SUPA and SUPPA**

The Board of Governors is grateful for the ongoing support of the parents' associations in the secondary and preparatory departments (SUPA and SUPPA respectively). These associations raise funds to assist the School and these are typically used to contribute towards the purchase of equipment and learning resources.

## **5 CONCLUSION**

Readers of this report will be well aware of the successes of the pupils and the developments that have taken place at Sullivan over the past year. The Board of Governors is proud of the pupils and their achievements and will continue to build on the solid foundations of the school's history and ethos. The Governors acknowledge that a school's greatest resource is its staff and thank them all for their commitment to the pupils. We will strive to meet the challenges that lie ahead and we remain committed to developing and improving what we do for the educational advantage of our pupils.

# **APPENDICES**

The information provided in these appendices is that which the Department of Education requires the Board of Governors to give parents in annual reports.

## **APPENDIX 1 - Information about Pupil Numbers**

In the 2016/2017 school year, at the time of the school census the total number of pupils enrolled in the school was 1264. Of these, 188 were in the Preparatory Department and 1076 in the Secondary Department with 156 in Year 12, 153 in Year 13 and 149 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 18, of whom 15 were in the Secondary Department and 3 in the Preparatory Department.

## **APPENDIX 2 - Attendance Rates**

The annual attendance rate for 2016/2017, calculated in the manner set down by the Department of Education, was 96.4% (2015/16: 96.6%) in the Secondary Department and 97.4% (2015/16: 97.3%) in the Preparatory Department.

## **APPENDIX 3 - (a) Admissions and Enrolment Numbers**

The school admissions number for 2016/2017 was (as usual) 150. The school's total enrolment number was 1060 for the Secondary Department (excludes Statemented pupils who are supernumerary).

## **APPENDIX 3 - (b) School Fees**

For the 2016/17 school year the annual capital fee for parents was set at £140 per child per annum and the voluntary fee requested by the Board of Governors was £275 per annum. A full statement of the Governors' Charges and Remissions Policy is available on the school's website or upon request.

## APPENDIX 4 - Courses of Study Available

The following subjects were available for study at GCSE level

Art & Design	Geography	Music
Biology	German	Physical Education
Chemistry	History	Physics
Drama	Home Economics	Religious Studies (GCSE)
English Language	ICT	Religious Studies (Short Course)
English Literature	Learning for Life and Work	Spanish
French	Mathematics	Technology and Design
Further Mathematics	Moving Image Arts	

The following subjects were available for study at GCE Advanced and Advanced Subsidiary level

Applied Business Studies*	English Literature	Mathematics
Art & Design	French	Moving Image
Biology	Further Mathematics	Music
Chemistry	Geography	Nutrition and Food Science
Computing	German	Physical Education
Design and Technology	Government and Politics	Physics
Drama	History	Religious Studies
Economics	ICT	Spanish

Subjects marked with an asterisk were taken through a collaborative arrangement at Priory Integrated College.

## APPENDIX 5 - Information about Extracurricular Activities

The main activities available for pupils were:

Army Cadet Force	Drama	Politics Society
Art Club	Duke of Edinburgh Award	Public Speaking
Athletics	Scheme	Rugby
Badminton	Fencing	Scripture Union (Junior and Senior)
Chess/Trading Card Club	Golf (Boys and Girls)	Skiing
Code Club	Hockey (Boys and Girls)	Tennis
Community Service	Inter-school quizzes eg	Warhammer
Creative Writing	Worldwise Quiz	Young Enterprise
Cricket	Musical Groups**	
	Netball	

\*\* includes Brass Group, Junior Strings, Sullivan Singers, String Trios/Quartets, Jazz Group, Junior and Senior Traditional Groups, Junior Band, Senior Band, Woodwind Trios/Quartets, Recorder Ensemble, Junior Choir, Orchestra.

**APPENDIX 6 - School Leavers**

As the following table shows 163 pupils left the school by the end of the 2016/2017 school year. The vast majority of these were students who completed their A levels and went on to study at Further or Higher Education institutions - mostly for degree courses.

<b>LEAVERS</b>	<b>Year 12</b>		<b>Year 13</b>		<b>Year 14</b>	
	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>
Transferring to another school	5	3.21	3	1.91	0	0
Apprenticeship Training Courses	0	0	0	0	1	0.68
Entering Further Education	3	1.92	2	1.27	16	10.89
Entering Higher Education	0	0	0	0	127	86.39
In Full-Time Employment	0	0	1	0.64	1	0.68
Other (Gap Year)	0	0	0	0	0	0
Seeking Employment	0	0	0	0	2	1.36
Other	0	0	2	1.27	0	0
<b>Totals</b>	<b>8</b>	<b>5.13</b>	<b>8</b>	<b>5.09</b>	<b>147</b>	<b>100</b>

## APPENDIX 7 - End of Key Stage 3 Levels of Progression

ENGLISH (Communication)		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	32	NR	29	NR	12

USING MATHEMATICS		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	31	NR	27	NR	16

\* **Please note:** 2016/17 data have been produced based on submitted returns from approximately 24% of post primary schools. The remaining schools did not submit returns due to industrial action.

**There is no KS3 result from Sullivan due to industrial action.**

### APPENDIX 8 - Examination Results - GCSE/Year 12

Number in Year 12	156
% entered for 7+ GCSE's	100%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	97%
% achieving 5+ GCSE's Grades A* - C	99.4%
% entered for other exams	0%
% achieving none of the qualifications listed	0%

### APPENDIX 9 - Examination Results - (i) A2 Level

Number in final year of A level (Year 14)	149
% achieving 3+ A level Grades A* - C	73%
% achieving 2+ A level Grades A* - E	100%

### APPENDIX 9 - Examination Results - (ii) AS Level

Number in Year 13	153
% achieving 3+ AS Grades A-C	72%
% achieving 2+ AS Grades A-E	98%

## APPENDIX 10 - Examination Results - Trend Data

Performance Indicator	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Sullivan	NI Grammar School Average								
<b>% Achieving 5+ GCSEs at Grades A* - C</b>	100	97.3	98.7	97.2	98.7	97.8	97.4	96.5	99.4	N/A
<b>% Achieving 7+ GCSEs at Grades A* - C</b>	96.9	93.6	94.2	93.0	96.8	93.6	96.7	92.1	96.8	N/A
<b>% Achieving 3+ A levels at Grades A* - C</b>	81.1	77.2	76.1	75.7	81.3	77.0	73.1	76.3	73.2	N/A
<b>% Achieving 2+ A levels at Grades A* - E</b>	99.3	99.6	100	99.8	100	99.4	99.3	99.5	100	N/A

NB Comparative figures for NI Grammar Schools 2016/17 not available at this time.

**APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2017**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE								
		A*	A	B	C	D	E	F	G	U
Art & Design	26	11.5	42.3	19.2	27.0	0	0	0	0	0
Biology	113	22.1	31.0	34.5	9.7	2.7	0	0	0	0
Chemistry	103	26.2	29.1	32.1	9.7	2.9	0	0	0	0
English Language	155	12.3	38.1	38.7	10.3	0.6	0	0	0	0
English Literature	155	18.7	27.1	39.4	13.5	1.3	0	0	0	0
Drama	13	7.7	7.7	53.8	30.8	0	0	0	0	0
French	121	20.7	28.1	25.6	17.3	6.6	1.7	0	0	0
Geography	96	11.5	33.3	40.6	10.4	2.1	2.1	0	0	0
German	18	5.5	16.7	11.1	44.4	16.7	5.6	0	0	0
Home Economics	41	26.8	26.8	41.5	4.9	0	0	0	0	0
History	72	19.4	41.7	19.4	15.3	4.2	0	0	0	0
ICT	77	7.8	61.0	24.7	5.2	1.3	0	0	0	0
Mathematics	155	38.7	30.3	27.1	3.9	0	0	0	0	0
Further Maths	64	56.3	31.2	12.5	0	0	0	0	0	0
Moving Image Arts	30	3.3	60.0	30.0	3.3	0	0	0	0	3.3
Music	20	40.0	55.0	5.0	0	0	0	0	0	0
Physical Education	42	28.6	33.3	19.0	16.7	2.4	0	0	0	0
Physics	105	24.7	38.1	28.6	7.6	1.0	0	0	0	0
Religious Studies (SC)	150	21.3	38.8	26.0	9.3	3.3	1.3	0	0	0
Spanish	34	23.5	26.5	20.6	26.5	2.9	0	0	0	0
Technology & Design	11	0	45.4	36.4	9.1	9.1	0	0	0	0

**APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2017**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Arabic	1	100	0	0	0	0	0
Art & Design	12	8.3	33.4	25.0	25.0	8.3	0
Biology	56	41.1	10.7	16.1	21.4	7.1	3.6
Business Studies	14	14.3	57.2	21.4	7.1	0	0
Chemistry	54	51.8	20.4	7.4	11.1	3.7	5.6
Computing	6	16.7	16.7	16.7	49.9	0	0
Economics	18	33.3	33.3	16.7	16.7	0	0
English Literature	30	23.3	26.7	23.3	16.7	10.0	0
French	11	36.4	36.4	27.2	0	0	0
Geography	36	47.2	22.2	13.9	5.6	11.1	0
Home Economics	25	52.0	32.0	12.0	4.0	0	0
History	16	68.7	25.0	6.3	0	0	0
ICT	14	21.4	28.6	7.1	14.3	28.6	0
Mathematics	79	58.2	13.9	12.7	6.3	5.1	3.8
Moving Image	18	50.0	33.3	16.7	0	0	0
Music	9	66.7	22.2	11.1	0	0	0
Physical Education	14	57.2	21.4	21.4	0	0	0
Physics	56	44.6	17.9	14.3	10.7	7.1	5.4
Politics	28	39.3	21.4	14.3	21.4	3.6	0
Religious Studies	13	30.8	53.8	7.7	7.7	0	0
Spanish	10	10.0	40.0	50.0	0	0	0
Technology & Design	4	75.0	25.0	0	0	0	0

**APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2016**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	8	25.0	0	12.5	50.0	12.5	0	0
Biology	38	31.6	26.3	21.1	5.3	13.1	2.6	0
Business Studies	14	0	21.4	42.9	21.4	14.3	0	0
Chemistry	28	28.6	57.1	10.7	3.6	0	0	0
Computing	11	9.1	27.3	9.1	27.3	9.1	18.1	0
Economics	18	5.6	11.1	38.8	27.8	11.1	5.6	0
English Literature	31	22.6	9.7	35.4	22.6	9.7	0	0
French	12	8.3	50.0	16.7	8.3	16.7	0	0
Geography	24	8.3	29.2	29.2	20.8	12.5	0	0
Home Economics	17	5.9	29.4	41.2	23.5	0	0	0
History	25	8.0	44.0	28.0	0	16.0	4.0	0
ICT	10	0	20.0	30.0	0	20.0	30.0	0
Mathematics	62	24.2	48.4	19.4	4.8	3.2	0	0
Further Maths	6	66.7	0	33.3	0	0	0	0
Moving Image Arts	21	14.3	47.6	33.3	4.8	0	0	0
Music	7	28.6	42.8	28.6	0	0	0	0
Physical Education	15	0	0	26.7	20.0	40.0	13.3	0
Physics	35	8.6	37.1	31.3	14.3	2.9	2.9	2.9
Politics	13	0	15.4	38.4	30.8	15.4	0	0
Religious Studies	22	0	22.7	45.5	22.7	9.1	0	0
Spanish	13	7.7	7.7	15.4	38.4	23.1	7.7	0
Technology & Design	10	30.0	20.0	50.0	0	0	0	0

### APPENDIX 14 - Other Examination Results

	<b>Examination</b>	<b>Number Entered</b>	<b>Pass Rate</b>
All Years	Associated Board of Royal Schools of Music	106	99%
All Years	Rock School Exams	12	100%
All Years	London College of Music	105	100%

## APPENDIX 15 - Key Dates for 2016/17

### KEY DATES FOR 2016/2017

#### **TERM 1**

Induction Day	Year 8 only	Friday 26 August 2016	9.00 am – 12.30 pm
Holiday		Monday 29 August 2016	
Induction Day	Year 14 only	Tuesday 30 August 2016	9.00 am – 12.30 pm
	Years 8-13 only	Wednesday 31 August 2016	9.00 am – 12.30 pm
All Pupils in School		Thursday 1 September 2016	
Half Term Holiday		Monday 31 October – Friday 4 November 2016	
Term Ends		Tuesday 20 December 2016 at 12.00 noon	

#### **TERM 2**

Term Starts	Tuesday 3 January 2017
Half Term Holiday	Monday 13 – Friday 17 February 2017
Term Ends	Friday 7 April 2017

#### **TERM 3**

Term Starts	Monday 24 April 2017
May Day Holiday	Monday 1 May 2017
Term Ends	Friday 30 June 2017 at 12.00 noon

5 Exceptional Closure Days: (Staff only – no pupils)	Thursday 29 September 2016
	Friday 30 September 2016
	Tuesday 3 January 2017
	Wednesday 1 March 2017
	Monday 29 May 2017

## APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2017

### Financial Statements

#### Revenue Account for the Year ended 31 March 2017

	2016/17		2015/16	%
<b>INCOME</b>				
Fees	617,036	10.16	587,245	9.94
LMS Delegated Budget	4,764,119	78.45	4,700,976	79.61
Additional Grant Funding	590,308	9.72	525,311	8.90
Other Income	101,412	1.67	91,760	1.55
<b>TOTAL INCOME</b>	<u>6,072,875</u>	<u>100.00</u>	<u>5,905,292</u>	<u>100.00</u>
 <b>EXPENDITURE</b>				
Teaching Salary Costs	4,171,613	68.69	4,154,648	70.35
Non-Teaching Salary Costs	990,851	16.32	927,278	15.70
<b>Total Salary Costs</b>	<u>5,162,464</u>	<u>85.01</u>	<u>5,081,926</u>	<u>86.05</u>
 <b>Other Costs</b>				
Curriculum	345,298	5.69	356,136	6.03
Property	429,101	7.06	407,257	6.90
Administration	177,184	2.92	162,119	2.75
<b>TOTAL EXPENDITURE</b>	<u>6,114,047</u>	<u>100.68</u>	<u>6,007,438</u>	<u>101.73</u>
 <b>Deficit for the year</b>	<u>(41,172)</u>	<u>(0.68)</u>	<u>(102,146)</u>	<u>(1.73)</u>
 <b>Surplus for Silver Robin Restaurant</b>	356		784	
 <b>Net decrease in revenue reserves</b>	<u>(40,816)</u>		<u>(101,362)</u>	

## APPENDIX 17 - Financial Statements - Balance Sheet as at 31 March 2017

### Financial Statements

#### Balance Sheet as at 31 March 2017

	<b>As at 31 March 2017</b>	<b>As at 31 March 2016</b>
<b>Fixed Assets</b>	10,514,336	8,449,485
<b>Current Assets</b>		
Stock	15,243	15,176
Debtors	67,846	112,504
Bank Current Account	610,651	370,882
Cash on Hand	300	300
	694,040	498,862
<b>Current Liabilities</b>		
Creditors	(727,805)	(644,542)
	(727,805)	(644,542)
<b>Net Current Liabilities</b>	(33,765)	(145,680)
<b>Total Assets Less Current Liabilities</b>	10,480,571	8,303,805
<b>Long Term Liabilities</b>		
Finance Loans	(16,513)	(17,745)
<b>Net Assets</b>	10,464,058	8,286,060
Represented By		
<b>Unrestricted Reserves</b>	10,238,223	8,114,686
<b>Designated Funds</b>	77,043	-
<b>Restricted Reserves</b>	53,789	86,056
<b>Endowed Funds</b>	95,003	85,318
<b>Total Reserves</b>	10,464,058	8,286,060