

ASSUMPTION GRAMMAR SCHOOL

**SCHOOL DEVELOPMENT PLAN
2010-2013**

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SECTION 1

The current School Development Plan has been produced by the Board of Governors as a result of gathering relevant data from the following sources:

- ETI Inspection Report (Nov 2006)
- Principal and Teaching Staff
- Pupil and Parental Consultation
- Student Council
- HOD Meetings
- Year Head and Pastoral Meetings
- Academic Examination Statistical Analysis
- School Bursar and Assistant
- Support Staff
- External Agencies
- Current Trends in Education
- Post Primary Review
- Together Towards Improvement (ETI)
- Kirkland Rowell Self Evaluation Survey
- District Inspector's Report on Specialist subjects (Feb 2010)
- District Inspector's Report on Pastoral Care (May 2010)
- ESAGS

A STATEMENT OF SCHOOL ETHOS AND AIMS

Our Mission Statement ...

“Fully Alive”

Our aim is to ensure that Assumption is a centre of true learning, providing a holistic education which nurtures body, mind and spirit. In the words of our vision statement “Fully Alive”, it draws its inspiration from the Gospel values on which it is founded. It is a place where staff and pupils share the same values, ideals, beliefs and dreams and where they work in close harmony for the good of each other and of society.

SECTION 2

STRATEGIES IN PLACE FOR

2A Learning and Teaching

- Self evaluative approach to Learning and Teaching in all Departments.
- Yearly Whole-School Focus on one aspect of Learning and Teaching as one PRSD Objective.
- PRSD and Linked Departmental Focus identify areas of development to be concentrated on each year.
- Senior Management Team Links to all Departments. (See Appendix 1)
- Twice yearly meetings between Heads of Department, VP Curriculum and Principal.
- Analysis of results and strategies for improvement.
- Departmental Target setting with pupils.
- Whole School Target setting for Key Stages 3, 4, 5 (reviewed annually). Reporting on Skills and Capabilities for Year 8, 9, 10 11 and 12 (See Appendix 2 to be amended by NC).
- Strategies in place in some Departments (moving towards in others) to promote independent learning and self assessment. (See Schemes of Work).
- Moving towards an agreement with Departments to make explicit Pupils' Learning Outcomes as part of each lesson.
- Use of Learning/Target Logs in some Departments.
- Adoption of our own VLE to facilitate independent learning.
- Adoption of CATS diagnostic testing in Years 10 and 12.
- Use of data within departments to baseline for target setting
- Use of tracker at Key Stage 3 in English and Maths to raise attainment
- Development of Assessment Manager as a tool to monitor performance
- Use of Performance Analysis to inform target setting
- Embedding of the Quality policy

2B Assessment

Internal Summative Testing

Interim Testing in October (Years 8-12)
Mid Year Testing December (Years 13+14)
Mid Year Testing January (Years 8-12)
End of Year Testing May (Years 8-11)

External Summative Testing

GCSE examinations both in Year 11 and Year 12
AS/A2 Modules in January
A2 Modules in June
Key Stage 3 English, Maths, Science examinations
Associated Board Exams in Music
COPE - Portfolio of evidence

Formative Assessment

Class Tests
Standardised Homeworks
Self Evaluation Sheets
Peer Assessment
Checklists
Presentations
Target Setting Post Exams (See Schemes of Work)
Feedback on Assessment
Supportive comments
Assessment for Learning, adopted as part of PRSD by all staff
Report Reply Forms
CAT analysis
AFL
C2KTracker

2C Pupil Attendance

Staff and Pupil guidance outlined in:

- "Information for Students & Parents" is distributed at the beginning of the school year to Form Teachers and pupils. Pupils' attention is drawn to amendments. Elements of the information are highlighted at Year Assemblies, in Form Class and in discussion with pupils as and when necessary.
- Pertinent information provided monthly to Year Heads and Form Teachers for discussion at weekly meetings with a view to follow up if needed.
- Year Assemblies are utilised to award 100 % attendance.
- Year 8 Induction Day (June)
- Parent Teacher Meetings
- Liaison with EWS re pupils whose attendance drops below 85%

ATTENDANCE

Regular school attendance is absolutely essential if pupils are to make progress. The Department of Education regularly checks attendance and publishes details. Parents of pupils whose attendance is causing concern will be contacted. Parents are asked to adhere strictly to school policy as detailed below, regarding any absences. In the case of prolonged absence, it may be necessary for the Pastoral Vice Principal to refer the issue to the Education Welfare Officer.

Unforeseen Absences

In the case of absence for whatever reason, a note must be provided by the parent on the day the pupil returns. These notes are filed for reference.

Should a pupil be absent for three consecutive days or on a regular but sporadic basis, the Form Teacher will alert the Year Head who will contact the parent. In the case of prolonged absence due to illness, parents should contact the Year Head. If it is felt that home tuition may be warranted, a parent should contact the pupil's Head of Section for further information.

Foreseen Absences

Should parents foresee the necessity to keep their daughter out of school, they are asked to give the Form Teacher timely notice so that the Principal can be informed. Pupils who are absent from school for educational purposes are marked present. Permission should be requested in advance.

Pupils Leaving the School Premises during School Hours

Pupils may not leave school during the day without a written request from the parent. All contact between pupils and parents during the school day must be conducted via the Year Head or Section Head. Parents are requested not to seek such permission unless it is absolutely essential. **Telephone messages will**

not normally suffice. Pupils in Year 14 have permission to lunch in town provided parental consent has been given and that they adhere to school policy.

NB All appointments should be made outside school hours where possible. Pupils leaving school during the day must follow the following procedures:

- 1 Letters requesting permission are brought to the Year Head on the day prior to the appointment either before school, at break or lunchtime. When the letter is brought to the Pupils' Secretary the student will receive a permission slip.
- 2 The pupil collects the permission slip before school, at break or at lunchtime.
- 3 When an appointment is for part of the day, on her return, the pupil reports to the Pupils' Secretary and returns the permission slip. The time of return is recorded on the slip.

Study Leave

Where it is considered to be advantageous to pupils, a short study leave period may be granted prior to examinations. During this period, study facilities will be available at the school. Subject teachers may arrange to see pupils during this time. ***On all occasions when pupils are in school during the period of study leave and examinations, full uniform must be worn.*** Under no circumstances may a pupil take unauthorised study leave.

Record of Class Attendance

In addition to the daily record of attendance, a record is kept of pupils who are absent from or late to a lesson.

Holiday Arrangements for Pupils

Parents are requested to ensure that holidays for their daughters are arranged during the recognised school vacation. Arranging holidays outside these times is considered by the Board of Governors to be a breach of school policy. ***Parents must contact the Principal directly, at least one month before the holiday, to discuss exceptions.***

Attendance Statistics published and celebrated

- Monthly attendance details are displayed on each year group's notice board and are circulated to Year Heads & Form Teachers.
- 100 % attendance certificates presented at the end of year.

- Celebrated at Year 11 and 13 Presentation Evenings with Parents.
- SEELB Recognition Ceremony.

2D Good Behaviour and Discipline

Assumption Grammar School seeks to establish a positive ethos (as articulated in "Fully Alive - A Vision of Education in Assumption Schools") which is conducive to learning and in which the individual pupil is valued and respected. Our discipline policy sets out guidelines which support all pupils within a caring framework, leading them to a position of self-discipline and personal responsibility.

ROLES AND RESPONSIBILITIES OF STAFF

"Good behaviour is a necessary condition for effective teaching and learning to take place." (Education Observed 5 D.E.S.)

"It will involve praise and rewards, sound relationships between teachers and pupils and stimulating and effective teaching and learning. It will also involve in some instances the application of sanctions." (Education Observed 5 D.E.S.)

All staff will maintain a consistent and fair approach to good discipline by:

- fostering mutually respectful relationships with pupils and staff;
- rewarding good behaviour and learning achievements;
- adopting constructive and effective sanctions;
- adopting appropriate teaching strategies to enable all pupils to achieve their potential;
- maintaining high expectations of all pupils;
- providing support through the pastoral system;
- implementing the measures for promoting positive behaviour (Page 4 of Positive Behaviour Policy).
- availing of schools pastoral structures;

PARENTS' ROLE AND RESPONSIBILITIES (Parental consultation- June 2010)

"Parents are the first educators of their children and it is in the home that respect for others and the basis of self-discipline is acquired"
(Promoting and Sustaining Good Behaviour D.E. 3.27.)

Parents are partners in the education of their child and foster positive behaviour by:

- sending their daughters to school on time, every day, in uniform, with

- their homework completed and with all the necessary equipment;
- supporting the school in its expectations of good pupil behaviour and agreeing to our sanctions.
- maintaining regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made;
- supporting the school in implementing all other aspects of school policy including our discipline procedures.

THE PUPIL'S ROLE AND RESPONSIBILITIES

The pupil is expected to:

- come prepared to school and ready to engage in the learning process by attendance at all classes;
- accept responsibility for her own learning;
- respect the rights of teachers to teach and pupils to learn;
- attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class;
- deal with conflict in an appropriately non-aggressive manner;
- respond positively to correction and advice;
- treat fellow pupils and adults with respect;
- respect the school environment;
- respect the property of others;
- be loyal to the school by maintaining high standards of behaviour and uniform in public;
- adhere to school rules.
- be aware of and respond to discipline procedures.

SECTION 3

A

(i) Pupils' work and standard of their attainment:

(KS3, GCSE, AS & A2 statistics of results are available from the BOG Annual Report)

- Overall, the standards achieved by the pupils across the subjects at GCSE and GCE Advanced level are very good. In 2009, 95.4 % achieved A* - C in at least 7 subjects and at GCE A level, 80.5 % of the pupils achieved grades A-C in at least 3 subjects. In addition, 99.2 % achieved grades A-E in at least 3 A-levels. These GCSE and GCE A level results are above the NI average for similar selective schools. The 2009 statistics show an overall improvement on 2008 – 95.4 %, 74.2 % and 98.4 %.
- In 2010, 98.5 % achieved A* - C in 7 or more GCSE subjects. At GCE A-level, 87% of the pupils achieved grades A-C in 3 or more A-levels and 97 % achieved grades A-E in at least 3 A levels. Summary of overall performance over the past 5 years is:

YEAR	% of pupils achieving 3 or more passes at Grades A-C (A Level)	% of pupils achieving 3 or more passes at Grades A-E (A Level)	% of pupils achieving A*-C in 7 or more subjects (GCSE)
2006	76	96	98
2007	73	91.1	96
2008	74.2	98.4	95.4
2009	80.5	99.2	95.4
2010	87	97	98.5

- In September & October, HODs meet with Principal and VP to discuss results' analyses and trends and set departmental targets. (See Appendix 3 to view agenda points of these meetings).
- Improvement in pupil attainment can be attributed to every department embracing the whole school target driven by the implementation of the specialist school plan, "to use effective target setting to improve pupil performance." Every department will now set targets for GCSE and A2 performances.
- Six departments are now preparing to participate in the Quality Policy Pilot Programme which will include pupil voice to inform future planning.
- It is still the aim that target setting will be used more effectively at all levels in the school to improve pupil performance. The Learning and Teaching Co-ordinator (temporary appointment) oversees this in conjunction with the VP Curriculum.

(ii) **Management and Structure within the School:**

- There is in place a strong and experienced Senior Leadership Team comprising of the Principal, 2 Vice Principals (1 Pastoral, 1 Curriculum), Heads of Senior, Middle & Junior School, Co-ordinator of Learning & Teaching (temporary appointment) and Bursar. The ETI (Feb 2010) recognised the strong leadership of the SLT in driving school improvement and staff development forward in a positive way.
- The School's pastoral structure is sound and well-organised consisting of 3 Head of Sections, 7 Year Heads and Form Teachers for each registration class.
- There are 2 designated teachers, a SENCO and 3 teachers have gained counselling training and one has been allocated time offering this service to pupils.
- The service, Counselling 4 Youth (now in its second year) is available to pupils – 3 hours per week.
- The Co-ordinator of Learning and Teaching has now entered the second of a 3 – year contract. This person is a member of the SLT who is also responsible for the co-ordination of the specialist status throughout the school. Her previous (and permanent) position was Year Head.
- All departments now accept and practise to varying degrees a self-evaluative approach to the improvement of L & T. In the recent baseline ETI inspection (Feb 2010), Mr Keown stated: *“The culture of self-evaluation is very evident. It is leading to improvement. Target setting is being promoted with Music and PE leading the way. There are coherent links. There are big plans and targets. Everything is being drawn together. The Principal's vision is driving it. There is a strong Senior Leadership Team which is taking school improvement and staff forward. There is a coherent body of people driving the school forward.”*
- A temporary Year Head continues to cover for the above member of staff.
- A new Head of Physics was appointed for 2009/10.
- A new Head of Mathematics will be appointed in December 2010. The temporary Head of Department will remain in place until then.
- Each HOD links with a member of the SLT. Departmental focuses are set on an annual basis and this is further linked through the PRSD and self-evaluation systems.
- A new permanent Head of French was appointed from September 2010. This was an internal appointment.
- The temporary Head of Spanish was given this position on a permanent basis.
- A temporary part time Music Teacher will be retained to teach in school and also in the primary partner schools – under the specialist status. This post is in its third year.

- A temporary full time teacher of Psychology, Sociology and Health & Social Care will be retained for at least another year. This post is in its third year.
- There is a LLW co-ordinator responsible for its development in KS3 and KS4. He has particular responsibility for Citizenship.
- The post of Curriculum Links Facilitator (CLF) was extended for another year. This person was appointed to work with other CLFs within the Ballynahinch Learning Community to look at real opportunities of collaboration between the schools to provide the full entitlement curriculum.
- The school is well equipped with personnel who are given responsibility points for other areas such as: PR and School Magazine, ICT, Examinations – internal and external, Public Events, timetabling and daily cover procedures etc.
- Finance and other management and administrative tasks are carried out by the Bursar, secretaries, caretakers, supervisors etc. Organisation and effectiveness are progressing well in these areas with staff working contently in a comfortable and secure environment.
- The Bursar will lead in financial planning and show a planned expenditure, incorporating the surplus accumulated to take account of the reduced pupil population imposed by DE, and allow for a smooth reduction in staffing levels.
- The Bursar with the Operational Director will produce a business plan for the use of the school facilities out of hours. They will be responsible for the preparation and delivery of this.
- The Bursar will assist in incorporating into the “Procedures for the Appointments and Promotion of Staff” up to date statutory processes which will also cater for support staff.
- The Support Staff Structure and its line management plan will be implemented. A Support Staff Handbook will be disseminated, structured one-to-one meetings scheduled and job descriptions updated and agreed.
- In 2009-10 a school nurse was appointed and is on a fixed term 3 day per week contract.
- The Principal and the BoG have gone through a process of reorganising the administrative/support staff and the following appointments have been made:
 - Operational Director (Fixed term – 12 months) – responsible for: security; building operating systems; premises maintenance, improvements and co-ordination of building services; health & safety management and whole school risk assessment; letting/booking and developing the use of school facilities after hours; administration; training of support staff.
 - Assistant Building Supervisor (Permanent Full-time)
 - Groundsman/Caretaker (Temporary -1 year)

- Repographics/Clerical Assistant (Temporary -1 year, Term time)
- Sixth Form Study Supervisor/Clerical Assistant (Temporary -1 year, Term time)
- Technology Technician (Permanent, Term time)
- 2 Catering/Till Operator/Cleaners (Permanent)
- 1 Cleaner (Permanent)

(iii) The Teaching provided by the School:

- There is a good range and appropriateness of teaching approaches and we endeavour to meet the needs of all pupils.
- HOD's are now asked to reassess teaching practices in view of educational reform. Developing skills and capabilities are now priorities within all learning areas.
- Departments are currently formulating tasks which can be used to assess pupils' levels in the cross curricular skills.
- The Head of ICT has audited departments with a view to assigning levels to tasks which have been created.
- Target setting for improvement has been adopted as a whole school focus for Self Evaluation and PRSD over the past two academic years.
- The Music and PE departments have excelled in the quality and quantity of provision they have offered both our school and the primary and post primary schools in meeting their Specialism targets.

The **strengths** Mr M Keown (Area Inspector) noted in his report on PE (February 2010) are:

- Exemplary standards
- Quality of teaching
- Working in teams to raise improvement
- Great working relationships between pupils and teachers
- A high level of engagement between pupils

The strengths Miss Crawford (Music Inspector) noted are:

- The quality of the provision
 - The girls' involvement
 - The quality of the teaching
 - Achievement in all public exams
 - Quality Leadership to inform target setting
- In the spring of 2010, Mr Mark Keown carried out a one day inspection of our provision for RSE. His evaluation commended the staff teaching RSE on their good practice.

(iv) The Arrangements for the Professional Development of Staff

- The School has dedicated time during staff and exceptional closure days to provide training and development in: ICT (Promethean Board; VLE.); examination analysis; pastoral programmes; induction of new teachers; SHAHRP for Form Teachers; data protection (from C2K); child protection – to include peripatetic teachers; the use of the EPI pen; eating disorders; Mind Matters; reporting and assessment procedures; curriculum developments; target setting; First Aid training;; training in Basic Hygiene. Training for Fire Marshalls. Cashless System Training.
- Workshops have been set up internally to allow teachers to sample best practice in target setting.
- The school is granting financial support to a day release scheme for the Finance Assistant who is in the final year of CIMA examinations.
- There is opportunity for a funding application made to the BOG to assist those being involved in post graduate qualifications such as the M.Ed.
- Particular encouragement is given to staff to attend pastoral related training/courses.
- The school still needs to have more effective ways of monitoring the benefits of professional development undertaken by staff and in particular how departments benefit from staff members attending courses.

(v) The Curricular and Extra-curricular provision made for Pupils:

- The School has now included timetabled provision for the Reviewed Curriculum in KS3 and KS4. One period per week will be given to Year 8 pupils for the development of ICT skills. This class will be available for pupils to enhance their understanding of the curriculum through the use of ICT. The Head of ICT coordinates with Heads of departments in planning for the Yr 8 classes. Years 9 and 10 have a module of ICT.
- LLW was offered along with a single Science – Biology – as an Option for GCSE. Eleven pupils chose this option.
- The School currently offers 25 GCSE and 28 AS/A2 subjects.
- With regards to the entitlement provision the school continues to investigate further opportunities for the introduction of more applied subjects.
- A member of SERC staff is delivering Music Technology to five of our pupils at Key Stage 5.
- Collaboration has increased with St Colman's High School.
- In 2010 2 teachers from St. Colman's are delivering Health and Social Care to 14 of our pupils. The class is held on our site for six of the nine periods.

- 1 boy from St. Colman's is studying A level English Literature in Assumption.
- 1 girl from St. Colman's is studying A level History of Art in Assumption.
- 1 girl from St. Colman's is studying A level Psychology in Assumption.
- 1 girl from St. Patrick's is studying AS Irish.
- Each Thursday, 8 pupils from Assumption study Beauty Science in St. Colman's as part of Enrichment.
- The school offered GCSE Music to schools in the BLC . In Year 12, 3 pupils from St. Colmcille's, Crossgar and 1 from St. Colman's come to Assumption 3 mornings each week. Some of our own pupils form part of this class and thus will have an 11th GCSE. They are in their second year of studying Music GCSE. In Year 11, 14 Assumption pupils take GCSE Music as an 11th subject and 3 pupils come from other schools.
- AS Irish is taught during two lunchtimes to Year 11 and 12 pupils who have come from the Bunscoil. They will take their exam at the end of Year 12.
- Year 8 pupils who have come from the Bunscoil do not do Latin but have discrete classes of Irish.
- Year 9 pupils who have come from the Bunscoil will do GCSE Irish at the end of their third year. Due to the introduction of Controlled Assessment, they will need the two year period to complete the qualification.
- The school remains part of the Ballynahinch Learning Community. Each of the 5 post primary schools has again appointed a Curriculum Links Facilitator who will investigate ways of addressing more effectively the entitlement framework where pupils will have full provision of applied and general subjects. There is in place an enrichment course for Year 13 pupils. Here pupils may choose to study one of the following: Sentinus, Survival Cooking, Leisure Studies and Certificate in Personal Effectiveness. In addition, First Aid, ASPIRE, Beauty Science and Deaf Awareness are delivered by external tutors in our collaboration with FE Colleges.
- Even though the school location can influence the levels of involvement in the extra-curricular life of the school and pupils rely heavily on transport provision, there are many well supported activities. These are listed in the School Prospectus and on the school website.
- The musical extra-curricular rehearsals taking place before the commencement of the school day has proved to be most successful and the registration procedures of those involved have been adapted to allow for a more fluent start to the day - rehearsal and registration time/procedures do not now conflict.
- All newly appointed teachers are made aware of the school's strong tradition in extra-curricular provision and its success. They are

encouraged to become involved in such activities and are given opportunity to lend their own strengths and skills in old and new areas.

(vi) The Provision made for Pupils with Special Educational Needs:

- Pupils' Special Needs are met in accordance with statutory regulations.
- Teaching Staff and Classroom assistants are made aware of their roles and responsibilities and are guided by the SENCO.
- General IEPs are drawn up and are available to staff to adapt and develop in Private Folder 4.
- Subject specific IEPs are produced by subject teachers. These are passed to the SENCO. The targets are reviewed throughout the year.
- Individual tuition in Numeracy and Literacy is provided on demand and needs.
- Heads of Department monitor SEN pupils at departmental meetings.
- The Board of Governors provides support to fund resources required to meet particular pupil needs.
- Training in the use of the Epipen is provided on an annual basis.
- The School Nurse arranges appropriate guidance on medical issues as required.
- An annual SEN register is maintained and updated.
- Details of SEN pupils are recorded on SIMS.

(vii) The Provision made for Pastoral Care of Pupils:

- The strengths of the school include..."the very high quality of the pastoral care provided for the pupils and the commitment of the pastoral care team to the safety and welfare of the pupils" and "the significant role played by form prefects in the pastoral care system" and "the pastoral leadership of the Principal who knows the school, staff and pupils well and is supported ably by the senior managers of the school". (ETI, Nov 2006)
- Meetings are held between Principal, VP Pastoral and Year Heads (see Appendix 3.2)
- Sixth Form Prefects are encouraged to and do play an active part in the pastoral care of younger pupils.
- Pupils can avail of the support provided by internal counsellors and the services of an external counsellor.
- Parents are invited to attend meetings with relevant members of staff where an issue arises.
- Parental feedback through written responses to questionnaires and oral feedback in PT meetings supports fully the views given by the ETI.
- The school continues to develop strategies to encourage positive behaviour and to enhance the role of the Student Council.

- Cognizance of the “pupil voice” is taken via formal and informal feedback.

(viii) The Strategies for Promoting Pupils’ Attendance, Good Behaviour and Discipline

In 2009-2010 the pupil attendance was 94.6 %.

- Pupil attendance is monitored regularly and all unexplained absences are followed up in accordance with agreed school policy and procedures.
- Good attendance is rewarded publicly at Assemblies and Presentation Evenings.
- Continuing efforts are made to ensure high standards of uniform.
- All staff are involved in promoting positive behaviour.
- Members of the Head Girl Team and School Council are encouraged to act as positive role models

(ix)

(a) The arrangements for managing attendance of staff:

- The attention of staff is drawn to the policy ‘Managing Staff Attendance at Work’.
- ‘Strategy for staff planned absences is effective and is influenced by:
 - Financial constraints
 - Quality of cover provision – e.g. using specific substitute teachers to cover their own area of expertise

New bullet:

Where absence is planned, staff are required to leave appropriate work for pupils.

- For staff unplanned absences the following are available:
 - Supervised study area
 - List of regular substitute teachers who know the school well
 - Procedures monitoring longer term absences in order to provide quality cover
- Cover through SIMS Net is used effectively in helping to manage staff absences and cover.

(b) The arrangements for promoting the health and well-being of staff and pupils:

- The ETI report outlined that the school has many strengths in the promotion of good health and well-being.
- Attention is given to the development and implementation of programmes which encourage the pupils to adopt healthy lifestyles.
- There is an ongoing commitment to promoting healthy eating.
- Many opportunities are provided for all the pupils to participate in a range of physical activities.

- Good health and well-being of staff is a prime concern of the SLT. The Principal is informed on these issues during regular meetings with VPs and Heads of Sections.
- Cover is provided for staff who are ill or who need time out. There is in place a return-to-work meeting with the Principal for staff who have been absent due to any illness or other personal reason.
- The staff committee recognises significant events in the lives of staff members. The Principal also makes private and/or public recognition of these.
- Ethos related team building days and staff buffets/meals celebrate special events and achievements.

(x) **The school's links with the parents of pupils at the school and the wider community, including the business community and other schools:**

Parents appreciate greatly the work of the school and are well informed of procedures, policies, practices and events.

In the summer term, 2010, Miss Goodall circulated parents with a questionnaire on RSE provision. The feedback from this analysis was very positive.

A few parents have raised concerns over Careers guidance. The Head of Careers will use questionnaires this year to ascertain the needs of pupils and parents.

The Kirkland Rowell external audit revealed both parent and pupil dissatisfaction with our Study Hall provision. The VP for Curriculum has put in place new monitoring strategies to address these concerns.

The links with the wider community appear to be strong. A Leadership Programme, career evenings, charity collections in town, Sponsored Walk Day, PSNI links, DOE traffic links, public speaking, musical events are all in place and developing.

The post-primary schools are developing more formal links through the BLC. Links with the community, including the business community and other schools have been developed through the specialist plan.

Five primary schools, Christ the King, Drumaness, Holy Family, Teconnaught, Drumlins Integrated, St. Patrick's, Ballynahinch and Ballynahinch Primary have all availed of our support through the Specialist Targets.

Support has included tuition in singing, musical instruments, dance, gymnastics, netball and Gaelic football.

The five schools joined Assumption to perform at the annual concert in the Waterfront Hall in March 2010.

The leasing of the school in the evenings and at weekends will enable our members of staff to develop new links with the local community.

(xi) The school's accommodation:

The new school building is due to be completed in November 2010.

In March 2008, Phase 1 of the new development was completed and the following areas have been in use since then: Science, Home Economics, Geography, History, PE, School Meals and some general classrooms.

In January 2010 the following areas came into use: Administration, new entrance and reception, Library, Art, English, Religious Education, Business, Drama, ICT, Sixth Form Centre, Careers and some general classrooms

The new and refurbished Music and Technology Suites were completed for September 2010.

The remainder of the external works and sports facilities will be completed by the end of November.

It is our aim to open up the sports facilities for after school use, when community groups, clubs and teams will be able avail of these. The school will consider forming a limited company which will use the finance from the hiring of facilities for the improvement of the school environment, purchasing of resources, staffing and maintenance of facilities. Therefore funds accrued through this mechanism will be directed to improving the educational experiences of our pupils.

3B THE SCHOOL'S FINANCIAL SITUATION

The school will continue to project income for 2010 – 2012 based on a reduction in pupil numbers as determined by the Department of Education. The current enrolment in the school is 877 and the DE target figure is 840.

In order to maintain current resource and staffing levels and enable a smooth transition to new school buildings and to cope with the requirements for the Revised and Entitlement Curriculum, it will be necessary to incur a deficit over this period. However, this should be offset by a surplus built up over the past few years with this in mind. A detailed spending plan will be prepared by the beginning of December 2010 to ensure that this surplus is deployed to benefit current pupils and to ensure that school continues to achieve value for money in achieving these aims.

In the financial year 2010-11 the school has provided for a deficit of approximately £150K. In complying with DE's strategy to reduce pupil numbers, and to allow for a relatively smooth restructuring of the school staffing compliment, a business plan will be formulated which will allow additional funding from the hiring of school facilities from January 2011 for the improvement of the school environment, purchasing of resources, staffing and maintenance of facilities.

There is a realisation that the surplus will be used through a three year planned expenditure programme. However, the school wishes to be visionary in providing quality education and facilities for the extended community produced through its business plan which will ensure its financial position remains secure.

3C THE EXTENT TO WHICH THE SCHOOL HAS MET ITS TARGETS SET OUT IN THE 2008-2010 SCHOOL DEVELOPMENT PLAN

All areas of the 2008-2010 School Development Plan were fully completed unless stated below.

5 SCHOOL DEVELOPMENT PLAN (September 2009 - June 2011)

1 REVISED CURRICULUM CONTENT PROVISION

AREA	TARGET	COMMENT
New Curriculum		
Year 9	To report electronically on LA and skills, using Assessment Manager instead of Pupil Profiles	C2k Advised that this was impractical for a longer report. We will continue to use Assessment Manager.
Year 10	To report electronically on LA and skills, using Assessment Manager instead of Pupil Profiles	C2k Advised that this was impractical for a longer report. We will continue to use Assessment Manager.
Year 11	To report electronically on LA and skills, using Assessment Manager	C2k Advised that this was impractical for a longer report. We will continue to use Assessment Manager.
Key Stage 3	<ul style="list-style-type: none"> To implement the New Curriculum in Year 10 	In place
Key Stage 3	To review language provision in Years 8 - 10	Year 8 pupils now do Latin, French and Spanish. (We commenced the first phase of this in September 2010, with Year 8 doing 3 languages) They will continue two of these into Year 9 and also learn Irish. In year 10 they will choose two of their three Year 10 languages.

AREA	TARGET	
New Curriculum		
Skills and Capabilities	To plan the delivery of the cross curricular skills and capabilities across the curriculum (Years 8-12).	Departments have modified their schemes to incorporate the skills. It is difficult to monitor the effectiveness of the planned delivery. Maintain target.
Key Stage 3/4 options	To review current provision- <ul style="list-style-type: none"> • Year 12 pupils to have PE for whole academic year • Audit between BLC schools to offer wider subject choice in light of the Entitlement Framework 	This is now in place. The ALC coordinators are currently planning this audit. This will be maintained in order to work towards the Entitlement Framework Implementation 2013. Maintain target.
Key Stage 4 New Specifications	To implement/ plan for the new specifications for GCSE, Map Assessment Requirements Years 11 and 12 including the introduction of modules in Year 11 and 12 in Accordance with New Specifications	HoDs in their Schemes of Work have planned for the changes. Teachers have also attended the relevant Agreement Trials and support workshops. Mrs Lewis has mapped the current needs but this target needs to be maintained as we are only into the second year of CA and some Depts are only just commencing. The school to put in place a policy for Controlled Assessment.
Key Stage 5	To review timetabling provision to investigate opportunities for providing more applied subjects	Maintain target This will be maintained in order to work towards the Entitlement Framework Implementation 2013.
Key Stages 4 and 5	To analyse uptake trends	Statistics are available on current uptake but the target needs to be maintained.

Key Stage 5 new specifications	To implement the new specifications at A2 Level	In place. Teachers have also attended the relevant Agreement Trials and support workshops.
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2 ICT

AREA	TARGET	COMMENT
Website	<p>To continue to develop and enhance the content and quality of the website</p> <p>To ensure all departments update their curriculum area to make available website links, syllabi information and coursework requirements</p> <p>To develop facility for Hit Site</p>	<p>Mr McQuade and Mr Gilchrist have been working regularly with the HoDs to endeavour to improve the site. Target to be maintained.</p> <p>Target to be maintained</p> <p>Not achieved – maintain target.</p>
Promethean Boards	<p>To ensure a member of staff has enrolled for Level 3 Accreditation</p> <p>To ensure all English and Maths teachers attain Level 1 Promethean accreditation by June 2011</p>	<p>Maintain target</p> <p>Target to be maintained</p>

	To provide more training in the use of IBW and relevant software	To be maintained.
Video Conferencing	To investigate and develop the potential for video conferencing (web cam)	To be maintained.
Wholeschool.net SDP	To train staff in the use of SDP software for information, target setting, action planning, feedback, PRSD and self-evaluation	To abandon this target as wholeschool.net did not provide the service promised. We will continue to use Word in drawing up our SDP.
VLE	To train staff and pupils in the use of Moodle VLE	This target is progressing but needs to be maintained.
Mapping Tool	To train staff in the use of the mapping tool to implement all aspects of the New Curriculum	To abandon this target as wholeschool.net did not provide the service promised. We will continue to use Word in drawing up our Schemes of Work. The VP for Curriculum will continue to check schemes of work for skills and capabilities at Key Stages 3 & 4.
C2K/SIMSNET	To use Performance Analysis for effective target setting	Ms McCusker has provided staff with relevant data. To be maintained.
	To use Assessment Manager as a tracking device	This has been developed well at Key Stage 3 in English and Maths. Other Depts have now expressed interest in using this tool, particularly those Depts involved in the Quality pilot. To be maintained.
CATs	To use CATs to inform baseline target setting in Years 10 and 12 To train English and Maths staff in CATs analysis	Target achieved.

Whole School SDP	To avail of the facility to update and give staff access to school policies	School policies are now on the school website and staff were invited to contribute to the review of policies. Target achieved.
Specialist Software	To assist Departments with the use of Music and PE software	The new software for Music Technology is currently used by SERC staff. Our own Music staff will need training in the use of this. The Head of Music has been trained in the use of Apple Technology. Mrs McAfee has been trained in the use of Editing Software and the school has invested in 4 additional computers and relevant software. To be maintained.

3 ACADEMIC ATTAINMENT

AREA	TARGET	COMMENT
Key Stage 3	<ul style="list-style-type: none"> • To retain CCEA's Key Stage 3 examinations in English, Maths, Science. <ul style="list-style-type: none"> ○ By June 2010 11.2% of pupils will achieve Level 5 in English. ○ By June 2010 to reduce the percentage of pupils in Year 10 achieving Level 5 in Maths from 13.5% to 11.2%. • By June 2011 ... • By June 2010 49.6% of pupils in Year 10 will achieve Level 7 in English. 	<p>The school is continuing to enter pupils for these exams.</p> <p>Target achieved. New target to be set.</p> <p>Target met. New target to be set.</p> <p>New target to be set.</p>

	<ul style="list-style-type: none"> • By June 2011 ... • By June 2010 to raise the level of pupils in Year 10 achieving Level 7 in Mathematics from 46% to 48.8% By June 2011 ... 	<p>Target met. New target to be set.</p> <p>Target met. New target to be set.</p>
Key Stage 4	<ul style="list-style-type: none"> • By June 2010, to raise the % of pupils attaining 7+ GCSEs at Grades A*-C to 96 %. (In June 2009 95.4% achieved 7+) • By June 2011 ... • By June 2010, to raise the % of pupils attaining A*-B to 47 % (based on current 3 year average 46 %). (In June 2009 46.9 % achieved A*-B). 	<p>98.5% of pupils achieved 7+. Target met. New target to be set.</p> <p>Target not met. 39.1% achieved A*-B New target to be set.</p>
Key Stage 4 English	<ul style="list-style-type: none"> • To ensure that at GCSE A*-C is 100 %. (In June 2009, 98.5 % pass rate). 	<p>Target met.</p>
Key Stage 4 Maths	<ul style="list-style-type: none"> • To ensure that at GCSE A*-C is 100 %. (In June 2009, 97.7 % pass rate). 	<p>Target not met. 97.8% of pupils passed. New target to be set.</p>

Key Stage 4	<ul style="list-style-type: none"> To continue to raise academic attainment of under-achievers 	<p>Support classes were put in place for Science, Maths and English. Some pupils were allowed to reduce the number of their entries after the mid year exams. To be maintained.</p>
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AREA	TARGET	COMMENT
Key Stage 5 <u>AS</u>	<ul style="list-style-type: none"> To ensure the total number of grade Ds or below is no more than 10 %. (In June 2009, 11.6 % of the grades were D or below). 	<p>Target not met. 12.8% Grades D or below. Badly worded target- the number of pupils who got a D or below in least one subject was 33.6%</p> <p>Set a new target</p>
<u>A2</u>	<ul style="list-style-type: none"> To ensure the number of pupils achieving grades A-E does not fall below 100 %. (In June 2009, 100% grades were A-E). To ensure the number of pupils achieving grades A-C does not fall below 80%. 	<p>Target not met. 97.35% achieved A-E. This included the three pupils who were identified as having Pastoral problems. New target to be set.</p> <p>Target achieved – 86.93% of pupils gained A* -C New target to be set.</p>

4 PASTORAL

AREA	TARGET	COMMENT
Positive Behaviour	<ul style="list-style-type: none"> To review the Positive Behaviour Policy. 	Target met.
Contact between Pupils and Form	<ul style="list-style-type: none"> To provide time for pupils to convey issues of 	Pastoral programmes have been amended to identify opportunities for pupils to speak with their Form Teachers.

Teachers	concern to Form Teachers	
Student Council	<ul style="list-style-type: none"> To further develop the role of the Student Council so that the pupils are involved in discussion and decisions on school life. 	This target is developing and is to be maintained.
In Sync programme	<ul style="list-style-type: none"> To implement In Sync programme in Year 10 	The programme is now embedded in the Pastoral scheme for Year 10. Target met.
Years 10 and 11	<ul style="list-style-type: none"> To continue to use the SHAHRP programme re alcohol prevention and to evaluate the content 	Both Year groups have engaged in this programme. It will remain as part of the Personal Development Scheme. Target met.
Child Protection	<ul style="list-style-type: none"> To ensure designated teachers have up to date training. To ensure that all new and temporary staff are made aware of the Child Protection Policy. To continue to make policies available on the website and whole school SDP software. 	<p>Training did take place for all staff and Mrs Devlin met new teachers individually, prior to the commencement of their employment.</p> <p>New staff, both teaching and support, are provided with information regarding the policy. The Policy is available on the Website. Staff substituting for one day and visitors with pupil contact are given two leaflets, <i>Information for Substitute Teachers and A Code of Conduct for Visitors</i>.</p> <p>The Child Protection Policy is available on the web site. Policy to be updated in December 2010.</p>
Access NI	<ul style="list-style-type: none"> To continue to ensure that regulations regarding barring and vetting are in place. 	The regulations have been adhered to and the exam invigilators have been vetted recently.

Assemblies	<ul style="list-style-type: none"> To enhance the quality of Year Assemblies 	The provision of seating has led to a more disciplined assembly. The use of the plasma screens for the lyrics of the hymns has also been of benefit. It is still difficult to develop a culture of singing out among the Years 11&12. The Sixth Form Prefects are working towards enhancing the assemblies through preparing themed presentations.
Study Facilities at Key Stage 5	<ul style="list-style-type: none"> To establish a Senior Study Facility 	A new supervised Sixth Form study has been established with an appointed supervisor.
Head Girl Team	<ul style="list-style-type: none"> To develop a team building day for the Head Girl Team 	Target to be maintained.
Staff Handbook	<ul style="list-style-type: none"> To produce a Staff Handbook 	Target met - The VP pastoral has completed this and will update when and if necessary.
Educational Visits Policy	<ul style="list-style-type: none"> To review and update the Educational Visits Policy in line with SEELB guidelines 	Target met.
Records of Achievement	<ul style="list-style-type: none"> To formalise the Records of Achievement process 	The format of the Record of Achievement for Key Stage 3 pupils has been amended. There is a difficulty in all pupils having access to the computer suite to complete this task. We are not completely happy with the outcome and feel that the target should be maintained
Mentoring	<ul style="list-style-type: none"> To acknowledge and further the position of Year 8 Prefects in their mentoring role 	Target to be maintained
Health and Safety	<ul style="list-style-type: none"> To undertake an audit of existing procedures and to update accordingly 	Much work has been done in this area due to the changes in building. Target to be maintained and Health and Safety Policy to be updated.

5 SPECIALIST SCHOOLS STATUS

AREA	TARGET	COMMENT
	To go through the application process for specialist school status in order to either: <ul style="list-style-type: none"> • Prepare relevant departments for viable application in 2009/10 or • Make application through relevant departments in February '09. 	Application was successful and the process, ensuing workshops, collaboration and sharing of good practice have enabled the school to promote a culture of self improvement through target setting.
	To use the Specialist School process as a tool for school improvement and effective target setting	

6 SCHOOL'S COLLABORATION PROGRAMME - *See Plan from 16 October. Also Post Primary and Primary Targets for Music and PE from Specialist Plan*

AREA	TARGET	COMMENT
	<ul style="list-style-type: none"> • To appoint a Curriculum Links Facilitator for BLC • To carry out EF audit within BLC • To plan joint School initiative of educational value between BLC schools 	<p>Dr Henry is now in her second year in post.</p> <p>The ALC facilitators have prepared a questionnaire for all schools. Each school's curriculum offer is available through the EF Audit site.</p> <p>A joint concert had been considered and it was decided that an inter school talent contest will be held in March 2011.</p>

Primary / Other Non Post-Primary Partners

We aim to use our Music with the support of the PE Department to assist the Primary school co-ordinators and teachers in delivering a higher quality of education for all pupils. They will experience a wider range and improved quality of teaching approaches which contain definite progression and assessment procedures. Curriculum content will incorporate skills and capabilities from the revised curriculum and develop the concept of Personalised Learning which will help facilitate continuity and a smooth transition from KS2 to KS3. The Primary teachers and pupils will be given confidence building strategies through the specialist area which will enhance the KS2 curriculum. In their role here, Music with PE will assist in whole school improvement and prepare the pupils for a smooth transition through KS2 and transfer to KS3.

Our targets are designed to provide a dynamic, broad and enjoyable Music and PE curriculum for the cluster group.

ICT will play a significant role in the delivery of the targets and there will be opportunity for e learning as part of the project.

	Year	Target	COMMENT
Subject 1	1	<p><i>Baseline: Local primary schools no longer receive additional support in raising the quality of teaching and Learning across the Key Stage 2 curriculum through the delivery of a vibrant and music programme.</i></p> <p>T1) By June 2010: Specialist Music teachers will maximise the potential for the use of Music at the beginning of Key Stage 2 through the skilling of non specialist teachers in 2 partner primary schools from the cluster</p>	Target Met. See Specialist Schools Self-Evaluation for Year 1.

	<p>group.</p> <p><i>Baseline: Staff in primary schools within the local community are currently unable to access support for choral singing and experience a lack of confidence in the delivery of a vibrant programme of vocal training to fulfil the requirements of the Key Stage 2 curriculum.</i></p> <p>T2) By June 2010: Teachers in the partner schools will have participated in choral training and will have prepared their own choir to perform in the local "Choir of the Year" competition. Boys and girls will come together to perform.</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>
<p>2</p>	<p>T3) By June 2011: Specialist Music teachers will maximise the potential for the use of Music in Years 5 <u>and</u> 6 through the skilling of non specialist teachers in 2 partner primary schools from the cluster group.</p> <p>T4) By June 2011: Extend the series of whole-staff workshops to the <u>other 2</u> partner primary schools in delivering Music to</p>	

		<p>pupils at the beginning of Key Stage 2 (See T1)</p> <p>T5) By June 2011: Teachers in the partner schools will have prepared their own choir to perform again in the local "Choir of the Year" competition and also will enter individuals to sing solo.</p>	
Subject 2	1	<p><i>Baseline:</i> <i>Despite Revised curriculum training for primary School teachers provided by CASS, the primary PE audit revealed that most teachers are not confident in teaching Primary PE especially gymnastics athletics and dance.</i></p> <p>Subject 2 T1a) 1 By June 2010:</p> <p>Key Stage 1 teachers in one of the primary schools will have been supported by Assumption PE staff in best practice teaching and learning in Fundamental Movement Skills and KS1 gymnastics.</p> <p>T1b) By June 2010:</p> <p>All pupils in key stage 1 will be</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>

	<p>timetabled to use Assumption's PE facilities and be supported by Assumption PE staff in order to understand and develop the core skills of gymnastics.</p> <p><i>Baseline: Primary schools in the local community do not meet the minimum requirements of 2 hours provision of PE as outlined in the Northern Ireland Curriculum</i></p> <p>T2) By June 2010: We will provide one local primary school with the opportunity to avail of an after school sporting activity such as netball, gaelic for one term</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>
<p>2</p>	<p>T1) By June 2011: all key stage 2 teachers will have trained with specialist Assumption PE staff on all aspects of best practice Teaching and learning through CPD courses on KS2 gymnastics</p> <p>T1b) By June 2011: All pupils in key stage 2 will be more able to understand and develop the core skills of gymnastics</p> <p>T2) By June 2011: We will provide two or</p>	

		more local primary schools with the opportunity to avail of an after school sporting activity such as netball, gaelic for one term	
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Primary / Other Non Post-Primary Partners

[outline objective]

The cluster group contains pupils from a range of cultural and ethnic backgrounds. Therefore this objective will not only address **inclusion** but will deliver what has been identified as good practice by the ETI :

- a. *the pupils have opportunity to perform to, and with, others outside the school, and to attend performances in the locality and further afield;*
- b. *professionals and others contribute from time to time to work within the school.” (Evaluating Music, ETI 1999)*

Music with the support of PE will enable the pupils to mix regardless of gender, ethnic and cultural background. As part of the school's continuing support for the objectives of the Shared Futures strategy, we seek to meet the cultural music and sporting needs of the ethnic children in the primary cluster group. This particular project will also see the two departments working hand in hand when training teachers how to teach dance to boys and girls. Music will connect with PE in developing skills using mentoring and coaching techniques. Both subjects will provide partner schools with resources to meet the needs of the diverse cultural and ethnic groups. Our targets are designed to provide dynamic, broad and enjoyable PE and/or Music activities for teachers and pupils, placing them in situations which builds confidence, raises motivation levels, nurtures creativity and encourages risk taking.

	Year	Target	Comment
Subject 1	1	<i>Baseline: There is currently no provision of Irish Traditional Music on an inter school basis.</i>	

		a performance held in Assumption to celebrate cultural and ethnic diversity.	
Subject 2	1	<p>Subject 2</p> <p>T1) By June 2010, non-specialist PE teachers in 3 of our partner primary schools will be supported by specialist Assumption staff in a 4 week programme which focuses on inclusion strategies in dance for KS2 boys and girls and addresses the range of ethnic and cultural diversity.</p> <p>T2) By June 2010 a specialist teacher from Assumption will have worked with the PE Co-ordinator from 3 partner primary school to develop a structured assessment policy for Key Stage 2 Dance which incorporates levels of attainment</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>
	2		

Post-Primary Partners

Specialist Music with the support of PE will extend and enhance pupils' learning experiences through expanding access to general and applied provision for pupils in our post primary partner schools in the Ballynahinch Learning Community. This will enable us to meet more fully the requirements of the Entitlement Framework by making available courses not previously offered. We will offer Level 2 BTEC First Diploma in Music (Edexcel), an accredited, applied GCSE short course in PE. (AQA), JSLA accreditation and CSLA awards. More relevant Music and PE activities will become accessible to all the pupils within the BLC. Achieving these accredited applied awards will enhance the portfolios of pupils and extend the range of career opportunities available. ICT will be used to develop personalised learning and cultural education which are absolute priorities in nurturing creative thinking, capability and confidence in the pupils from the BLC. Pupils and staff within the BLC will

be able to improve performance on an individual and group basis by using digital recording and technology to make positive and critical assessments under set criteria. The pupils will be able to understand and accept more fully cultural diversities and identify how music with similar activities in PE is an ideal medium for identifying common ground in its realm as a universal language.

	Year	Target	Comment
Subject 1	1	<p><i>Baseline: Currently 2 partner schools are unable to provide pupils with the option to study Music at GCSE level.</i></p> <p>Objective 1 Subject 1</p> <p>T1a) By June 2010: Facilitate pupils from St Colmcille's Crossgar to study GCSE Music in Year 11.</p> <p>T1b) Enable talented GSCE Performing Arts pupils from Saintfield High School to develop the Music aspect of the syllabus</p> <p><i>Baseline: ICT is not being used effectively to improve musical performances.</i></p> <p>T2) <i>By May 2010, all GCSE musical ensembles from the BLC will be trained</i></p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>

		to use ICT (video and sound recording) to enable them to fulfil agreed criteria including intonation, ensemble, interpretation and dynamics.	
	2	<p><i>Baseline: Schools in the local area do not provide accredited courses in the field of Music Technology.</i></p> <p>T3) By June 2011 :</p> <p>10 pupils, including pupils at risk of underperforming and those from disadvantaged areas, will have completed Level 2 BTEC First Diploma in Music (Edexcel).</p> <p><i>T4) By September 2010:</i></p> <p>Introduce Level 3 BTEC Music Technology course for a minimum of 8 students - taken from our school and others from the BLC. (see Post 16 Uptake T2, Yr2)</p>	<p>This course has been introduced. There are five pupils taking the course. Initially 1 boy from St. Colman's also attended for the first week.</p>
Subject 2	1	<p><i>Baseline: Post primary pupils in the BLC do not have access to an accredited applied course in PE</i></p> <p>T1) By May 2010, 15 pupils from the BLC will be given the opportunity to</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>

		<p>take an accredited Sports Leader Award</p> <p>T2) <i>By June 2010</i>, GCSE, AS and A2 PE teachers from the BLC will be introduced to Editing Software in order to improve performance in the practical component of the exam.</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>
	2	<p>T1) <i>By June 2011</i>, 30 pupils from the BLC will have completed an accredited, applied GCSE short course in PE. (AQA)</p>	

Post-Primary Partners

It is our belief that all pupils within the community can develop in confidence and competence through **musical** and **physical** activities. These two areas connect as they stimulate psychological and physical growth in all our young learners, be it through performing, listening, creating and/or participating at their own particular levels. We aim to break down the barriers that form elitism in these areas and offer programmes that will encourage participation at all levels. In this sense, we will offer professional expertise to facilitate the development of different types of learners within the BLC. The pupils will have exposure to relevant ICT hard and software to enhance learning and use assessment for learning effectively. Music will play a major part in bringing together the skills and expertise of pupils within the BLC in the planning, management and delivery of a concert in either the Waterfront Hall or Ulster Hall.

	Year	Target	Comment
Subject 1	1	<p><i>Baseline: members of the Ulster Orchestra have identified that little or no assistance has been provided by them in the SEELB area. Previous performance and compositional workshops have been held in Belfast so it has proved difficult to facilitate the musical development of pupils from rural areas. These two disciplines have been identified for areas of improvement.</i></p> <p>T1) By June 2010: three events will be held in collaboration with the Ulster Orchestra:</p> <ul style="list-style-type: none"> • Two Music performance workshops for Yr 11 pupils from all schools within the BLC. • Compositional workshop for G & T Yr 10 pupils from all schools within the BLC. <p><i>Baseline: composing in particular has been identified as an area of concern for music teachers.</i></p>	Target Met. See Specialist Schools Self-Evaluation for Year 1.

		T2) By May 2010, a resident composer will have worked with Yr 11 pupils in composing a piece to be performed in a major concert venue.	Target Met. See Specialist Schools Self-Evaluation for Year 1.
	2	<p>T1) <i>By June 2011:</i> three events will be held in collaboration with the Ulster Orchestra:</p> <ul style="list-style-type: none"> • Two Music performance workshops for Yr 11 and 12 pupils from all schools within the BLC. • Compositional workshop for Yr 10 and 11 pupils from all schools within the BLC. <p>T2) By May 2011, BLC pupils will work with PR Agents, designers, printers, events managers, venue managers, transport companies, stage managers, sound and light technicians in the planning and management of the annual concert in either the Waterfront or the Ulster Hall.</p>	
Subject 2	1	<i>Baseline: There are currently no formal established procedures among the partners in the BLC for identifying and nurturing Talented pupils, including pupils at risk of underperforming and those from disadvantaged areas.</i>	

7 COMMUNITY - *Community Section from Specialist Plan*

In working with the Down District Council and the Shimna Valley Project we will use the specialist expertise, resources, and facilities to promote the psychological and physical health and well being of adult and children groups. We will provide opportunities for them to learn skills that will help them cope with their life situations through enjoyable, therapeutic and progressive interactive activities. We seek to add capacity to the work of our community partners by providing concrete skills and activities which will enrich and enhance the lives of all in the community. We will also be addressing the objectives of the new curriculum by skilling our pupils with life skills which will be required in many relevant career paths.

	Year	Target	Comment
Subject 1	1	<p>T1) By June 2010, Assumption will have provided interactive and therapeutic music programmes for children attending Shimna Valley for respite care.</p> <p>T2) By June 2010, Assumption staff will have planned and delivered a "Community Group-based Drum Circle Series" of 5 workshops to promote to the adult community musical, cultural and social concepts within the safe environment. The group will give a public performance at the end of the workshops.</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>
	2	T1) By June 2011, Assumption staff	

		<p>and pupils will develop T1) from above and will extend the programmes to involve painting to music.</p> <p>T2) By June 2011, Assumption will have successfully housed and delivered a twilight programme for adults on tuned and untuned percussion.</p>	
Subject 2	1	<p>T1) By June 2010, the PE dept, in collaboration with the music dept, will use specialised skills to deliver practical and therapeutic creative workshops for children attending Shimna Valley for respite care</p> <p><i>T2 By June 2010 the PE department will have established a relationship with the DCSA : (see Areas for Developments with DDC)</i></p> <p>a) By June 2010, 20 pupils from Assumption will have completed courses in conjunction with the Down Clubmark Sports Association such as Junior Club Development, First Aid, Child Protection in Sport, Including People With Disabilities in your Club, Motivation & Mental Toughness and</p>	<p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p> <p>Target Met. See Specialist Schools Self-Evaluation for Year 1.</p>

		<p>Nutrition for Sport.</p> <p>b) By November 2010, 20 pupils from Assumption will have contributed to and participated in the Annual Youth Congress hosted by the Down Clubmark Sports Association.</p>	
	2	<p>T1) By June 2011, Assumption staff will have provided a series of taster respite health activities for the families, carers and siblings of young people attending the Shimna Valley Centre to help them relax and temporarily redirect their focus</p> <p>T2a) By June 2011, 40 pupils from Assumption will have completed courses in conjunction with the Down Clubmark Sports Association such as Junior Club Development, First Aid, Child Protection in Sport, Including People With Disabilities in your Club, Motivation & Mental Toughness and Nutrition for Sport.</p> <p>T2b) By November 2011, 40 pupils from Assumption will have contributed to and participated in the Annual Youth Congress hosted by the</p>	

		<p>Down Clubmark Sports Association.</p> <p>T2c) By June 2011, 20 pupils from the BLC will have been paired with clubs affiliated with the DCSA to complete the practical requirements of the CSLA</p>	
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OPTIONAL OBJECTIVE:

Knockevin have an existing partnership with Disability Sport and did not wish to take up our offer of help with sport. However, they are keen avail of our assistance in the delivery of Music.

In working with Knockevin Special School, we will use the specialist expertise, resources and facilities to provide individuals with opportunities for them to learn musical skills. Within this context we will also be able to address the needs of the Talented.

T1) By May 2010, all keyboard and vocal pupils from Knockevin Special School will have given at least one public performance in recitals organised by Assumption.

- Engage in an induction period to foster positive pupil/I teacher relationships and create a conducive learning environment.
- Provide vocal and keyboard peripatetic tuition on a weekly basis to the pupils identified as talented.
- Nurture the emotional well-being of the pupils by instilling confidence through the setting of achievable and progressive targets in an atmosphere of support and inclusivity.
- Establish and co-ordinate a series of recitals on a six weekly basis
- Organise a platform for public performance and promote within the wider community.

TARGET MET

8 BUSINESS/EMPLOYER INVOLVEMENT/CAREERS - Business Employer Section from Specialist Plan (Page 47-49)

BUSINESS/ EMPLOYER INVOLVEMENT

Key Stage	Year	Target	Comment
All	1	<ul style="list-style-type: none"> • To ensure that all our pupils have the opportunity to develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for life-long learning and work in a rapidly changing economic environment. • To continue to offer and encourage pupils to take LLW as a GCSE. • To continue to offer a biennial Careers' Convention, with increased participation from employers whose businesses/career opportunities are skill based. • To provide more active involvement in developing skills and 	<p>Target Met. See Year 1 Specialist School Self- Evaluation.</p> <p>LLW has been offered this year to pupils who only wish to do one Science. Eleven girls have taken this option. Only one pupil opted for LLW during the academic year 2009-10. Hence the new provision seems to be more attractive.</p> <p>The Careers' Convention will be in February 2011.</p> <p>The Young Enterprise programmes for Key Stages 3 & 4 have been employed to enhance our internal provision.</p>

	<p>capabilities through using programmes provided by Young Enterprise.</p> <ul style="list-style-type: none"> • To provide an in school forum for the Young Enterprise Business group to exhibit and market their product • To endeavour to use the Institute of Directors Work Shadowing scheme to enhance the Career opportunities for our pupils. • The format of the annual interview evening for pupils in Year 14 will be evaluated by November 2009 in light of the new facilities available and the potential new interviewers associated with local businesses and the BLC. • Head of Senior School, in liaison with the Head of Careers, will provide increased access to business entrepreneurs during the weekly Leadership programme for Year 14 	<p>The current group are marketing their T-Lights in school. During the last academic year, the group marketed their products on parent evenings and at lunch times.</p> <p>This scheme is no longer available and may be relaunched.</p> <p>Target Met.</p> <p>Target Met.</p>
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		<ul style="list-style-type: none"> To set up a student bank in school in conjunction with the Northern Bank 	Partially Met. See Specialist Self-evaluation.
	2	<p>The events of Year 1 will be continued and the following targets included:</p> <ul style="list-style-type: none"> To provide other Young Enterprise programmes for additional Year Groups. To use the school's intranet to inform pupils embarking on Work Experience of details of employers willing to accept pupils. To expand the student bank into the BLC 	

9 STAFF WELL-BEING

AREA	TARGET	COMMENT
To promote the health and well-being of all staff	<ul style="list-style-type: none"> To provide staff facilities which are pleasant, attractive and stimulating. To continue to acknowledge staff's contribution to extra-curricular events and activities. 	<p>Target achieved. A new staff room has been provided with attention paid to comfortable seating, a well fitted kitchen and soothing décor.</p> <p>The Principal does invite staff for morning coffee to mark success in extra curricular activities and offers congratulations at whole staff meetings. Congratulations are also tendered via the plasma screen facility.</p>

	<ul style="list-style-type: none"> • To continue to develop enhanced and more frequent communication lines. • To provide a Team Building day. • To conduct a staff audit using an external agency. • To continue to provide access to staff Fitness Suite, including training in its use. 	<p>The plasma screen and the use of email have become a more established route for communication.</p> <p>A successful team building day was held on 1st June 2010.</p> <p>A small questionnaire was given to staff during the Kirkland Rowell Survey in October 2009. This invited the staff to prioritise the areas they felt parents would consider of high importance. Feedback is available.</p> <p>Staff use the suite before and after school. Only staff who have been through the Induction Programme may participate. To be maintained.</p>
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10 NEW SCHOOL BUILDING

AREA	TARGET	COMMENT
<p><u>School Building</u> Target to be maintained. Existing School</p>	<p>To complete existing phasing plan to allow for refurbishment of current library block</p>	<p>The new build is almost complete. There is still work in hand in the school grounds, including fencing and gates at the entrance. Signage is now in place. The pitches are complete and ready for hire. One pitch has been prepared with signage for Fire Drill.</p> <p>The Oratory has not yet been completed. The funding for this will be provided by the school.</p> <p>When the financial settlement has been decided between the contractor and DE, the Oratory will be completed with funds accrued by the school.</p>

Construction of New Building Blocks A and B	<p><u>Block B:</u> New school entrance, Reception, Administrative Offices , Ancillary support space</p> <p><u>Block A:</u> Art, Drama, ICT, Library, Sixth Form Rooms, General Classrooms</p>	
<u>Phase 3</u>	<p><u>External Works:</u> Sports Pitch, Multi-use Games Area.</p> <p>Completion of New Road and Access Areas</p>	Target met
	<ul style="list-style-type: none"> Demolish and remove remaining mobile units, Construct synthetic pitch, complete works to form all-weather pitches on mobile platform. Construct Phase 3 buildings; Block H Link Entrance, Refurbishment of CDT Block 	Target met

11 POLICIES

AREA	TARGET	COMMENT
Policies Target to be maintained.	To review and update the following policies:	
	Educational Visits Policy	Target met
	Curriculum Policy	Target met

	School Council Constitution	Target met
	Staff Development Policy	Target met in Jan 2010. This policy is now referred to as "Continuing Professional Development Policy."
	Procedures for Part Time Teachers	Target to be maintained.
	Internet Policy	Target met
	Data Protection Policy	Retain Target
	Positive Behaviour Policy	Target met
	Health and Safety Policy	Target to be maintained.
	Quality Policy	Target met and pilot is in operation. The Quality Policy is being piloted during the Academic year 2010-11. It will then be evaluated.
	Assessment Policy	Target to be maintained. This reviewed policy will be presented to SLT and BOG for approval in the second term of 2011.
	Literacy Policy	Target met. A new Literacy Policy is in place.

SECTION 4: A SUMMARY OF THE CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Challenges and Opportunities

The school views all the challenges facing it as opportunities for development.

Administration / Support systems

Annual Concerts

Assessment Arrangements including those needed for Controlled Assessment

Board of Trustees

Canteen Accommodation; split lunch

Catholic Schools' Estate / Trusteeship

Changing Needs of Pupil Population including varied health issues; developing role of School Nurse

Child Protection

Collaboration; sharing of good practice

Continuing Curriculum change

Controlled Assessment

Creation of links with industry / retail trade / community

Data Protection

Effective use of school facilities

E-learning / ICT facilities/ VLE / website

Entitlement Framework; preparation for implementation 2013

Ethos

ESA?

ESAGS

Examination Procedures

Financial Accountability; economic downturn and reduction of school population

Fund Raising

Health and Safety

Inclusivity: pupils from different religious and cultural backgrounds

Investment in order to maintain links with Primary Schools after specialism

Key Stage 3 Performance

Language Provision; completing process of change

Managing Staff Attendance

New Specifications

Official opening of new building

Parental support

Post-Primary Review

Procedures for monitoring and review

Promoting positive behaviour

Provision for Gifted & Talented Pupils

Pupil Voice

Revised enrolment numbers
School Leadership Development
Schools' Collaboration Programme – Ballynahinch Learning Community
Societal issues
Special Educational Needs and Inclusion; development of IEPs
Specialist Schools/ Community Targets
Staff Development
Staff morale
STEM - CEAI G
Subject Uptake Trends
Target setting based on reliable baseline data
Transfer Procedures
Timetable design/time allocation/teacher contracts
Timetabling for BLC collaboration
Uniform
Union directives
Use of SDD's
Whole school Literacy and Numeracy

5 SCHOOL DEVELOPMENT PLAN (September 2010 - June 2013)

5.1 ACADEMIC ATTAINMENT AND REPORTING

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
To continue to use the Specialist School processes as a tool for school improvement and effective target setting to improve pupil performance.	To ensure that all Departments set specific targets for GCSE and A2 levels and for Key Stage 3 where relevant	<ul style="list-style-type: none"> • Principal • VP Curriculum • Coordinator of L&T • SLT • HoDs 	Sept 2010	<ul style="list-style-type: none"> • Gathering of targets • Data • PRSD • Staff Meetings • Sharing of Good Practice • Quality Policy • Specialist plan • Self Evaluation 	<ul style="list-style-type: none"> • Outcomes • Analysis of results • Evidence of Departmental Target Setting
	To ensure that all Departments set specific targets for AS levels.	<ul style="list-style-type: none"> • Principal • VP Curriculum • Co-ordinator of L & T • SLT • HoDs 	Sept 2011	<ul style="list-style-type: none"> • Gathering of targets • Data • PRSD • Sharing of Good Practice • Quality Policy • Specialist plan • Self Evaluation 	<ul style="list-style-type: none"> • Outcomes • Analysis of results in June 2012
To use effective Target Setting to improve pupil achievement	To ensure that <u>all</u> Departments have in place procedures for addressing under-achievement at GCSE, AS & A2 levels. To ensure that <u>all</u> teachers	<ul style="list-style-type: none"> • Principal • Co-ordinator of L & T • VP Curriculum • VP Pastoral • Head of Sections • HODs • Teachers 	Sept 2012 Sept 2011		<ul style="list-style-type: none"> • Schemes of Work • PRSD • SLT Links Structure and feedback • HOD feedback

	set specific targets for all their pupils at GCSE, AS & A2 levels.				<ul style="list-style-type: none"> • Exam results
Key Stage 3	<p>a) By June 2011 4 % of pupils in Year 10 will achieve Level 5 in English.</p> <p>b) By June 2011 to reduce the % of pupils in Year 10 achieving Level 5 in Mathematics from 10.4 % to 9.1%</p> <p>c) By June 2011 to raise the % of pupils in Year 10 achieving Level 7 in English from 48.8 % to 51%.</p> <p>d) By June 2011, 50.4% of pupils will achieve Level 7 in Mathematics.</p>	<ul style="list-style-type: none"> • Principal • VP Curriculum • Co-ordinator of Learning and Teaching • Head of Junior School • Head of Maths • Head of English • Teachers of Maths • Teachers of English 	September 2010 – June 2011	<ul style="list-style-type: none"> • Results and analysis of CATS testing (£900) • Identification of under achievement • Support programmes • Heads of relevant departments analysing relevant data and setting SMART targets • Internal exam results • Homeworks 	Analysis of exam results.
Cross-Curricular Skills	To ensure that all Departments devise tasks to assess levels of progression in Communication, Use of Maths and ICT	<ul style="list-style-type: none"> • VP Curriculum • Coordinator of L&T • Relevant HoDs • Head of ICT 	June 2011	<ul style="list-style-type: none"> • Training provided by CCEA • Communication training by CCEA on SDD on 18 March • Relevant documentation • Sample tasks 	<ul style="list-style-type: none"> • Created tasks • Staff feedback

				<ul style="list-style-type: none"> • Sharing good practice • Support of Head of ICT 	
Key Stage 4	<p>a) By June 2011, the % of pupils attaining 7+ GCSEs at Grades A*-C to be 96.09% (5 out of 128). (In June 2010 98.5% achieved 7+) <i>3 yr avg not used due to intro of controlled assessment</i></p> <p>b) By June 2011, to raise the % of pupils attaining A*-B to 41.4 %. (53 out of 128 pupils) (In June 2010 39.1 % achieved A*-B). <i>3 yr avg not used due to intro of controlled assessment.</i></p>	<ul style="list-style-type: none"> • Principal • Vice Principal Curriculum • Co-ordinator of Learning and Teaching • Head of Middle School • SLT • Year Heads • Heads of Department • All teaching staff 	September 2010 – June 2011	<ul style="list-style-type: none"> • Review of KS3 results • Review of internal test results • Meetings with under-achievers and Head of Middle School • Use of mentoring and Co-ordinator of Learning and Teaching in capacity of Study Skills Advisor • SLT monitoring 	Analysis of exam results and internal tests
Key Stage 4 English	<ul style="list-style-type: none"> • To ensure that at GCSE A*-C is 100 %. (In June 2010, 100 % pass rate). 	<ul style="list-style-type: none"> • Principal • VP Curriculum • Co-ordinator of Learning and Teaching 	September 2010 - June 2011	<ul style="list-style-type: none"> • Review of internal test results • Meetings with under-achievers and Head of Middle School 	Analysis of exam results and internal tests
Key Stage 4 Maths	<ul style="list-style-type: none"> • To ensure that at GCSE A*-C is 97.66 %. (3 pupils out of 128) (In June 2010, 97.8 % pass rate). 	<ul style="list-style-type: none"> • Head of Middle School • Heads of Maths and English 		<ul style="list-style-type: none"> • Use of mentoring and Co-ordinator of Learning and Teaching in capacity of Study 	

		<ul style="list-style-type: none"> Teachers of GCSE Maths and English 		<ul style="list-style-type: none"> Skills Advisor SLT monitoring 	
Key Stage 4	<ul style="list-style-type: none"> To continue to raise academic attainment of under-achievers 	<ul style="list-style-type: none"> Head of Middle School Co-ordinator of L & T Year Heads of Years 11 & 12 HoDs GCSE Subject Teachers 	June 2010 - June 2012	<ul style="list-style-type: none"> Identifying Years 11 & 12 pupils whose record indicates under-achievement Interviewing under-achievers and offering advice/support Monitoring pupil progress Meeting with the parents of those pupils who continue to give concern. Researching methods/resources available for raising standards at KS4 Trialling of peer mentoring. Use of support classes. 	<ul style="list-style-type: none"> Analysis of results of those pupils involved

<p>Key Stage 5 <u>AS</u></p>	<ul style="list-style-type: none"> • A – C in 3 or more subjects to be achieved by 80% of pupils (108 pupils out of 135). <i>(Current position 103 out of 128 people which is 80.5%)</i> 	<ul style="list-style-type: none"> • Principal • VP Curriculum • Co-ordinator of Learning and Teaching • Head of Senior School • Year Head of Year 13 • Heads of Department • Subject Teachers 	<p>June 2011</p>	<ul style="list-style-type: none"> • AS teachers • Records Secretary • Exams Secretary • Teacher responsible for analysis of results • VP Curriculum • Identifying Year 13 pupils whose record indicates under-achievement • Interviewing under-achievers and offering advice/support • Monitoring pupil progress • Meeting with the parents of those pupils who continue to give concern. • Researching methods/resources available for raising standards at KS4 • Trialling of peer mentoring. • Use of support classes. 	<ul style="list-style-type: none"> • Meetings • Analysis of results <ul style="list-style-type: none"> - internal - modular - external
<p><u>A2</u></p>	<ul style="list-style-type: none"> • To ensure the number of pupils achieving grades A*-E does not fall below 98.33 %. (In June 2010, 97% grades were A-E). 	<ul style="list-style-type: none"> • Principal • VP Curriculum • Co-ordinator of Learning and Teaching 	<p>June 2011</p>	<ul style="list-style-type: none"> • AS teachers • Records Secretary • Co-ordinator of L & T • VP Curriculum • Use of study facilities 	<ul style="list-style-type: none"> • Analysis of all results meetings

	<ul style="list-style-type: none"> To ensure the number of pupils achieving grades A*-C does not fall below 85%. (based on the last 2yrs AS performance A-C) 	<ul style="list-style-type: none"> Head of Senior School Year Head of Year 14 Heads of Department Subject Teachers 	June 2011		
Reporting	<ul style="list-style-type: none"> To adhere to DE Reporting Regulations To develop online reporting To introduce Reporting on skills and capabilities at Key Stage 4 To enhance the quality and consistency of reports through the provision of standardised guidance <p>To report electronically on Years 13 & 14 pupils</p>	<ul style="list-style-type: none"> Principal VP Curriculum Head of Middle School Relevant Year Heads and Form Teachers C2K Coordinator Staff C2K Support 	June 2011	<ul style="list-style-type: none"> DENI literature Identification of Depts reporting on skills Setting up templates Setting up marksheets Reporting guidance leaflet 	<ul style="list-style-type: none"> Successful completion of reports Review of process
		<ul style="list-style-type: none"> Principal VP Curriculum Head of Middle School Relevant Year Heads and Form Teachers C2K Coordinator Staff C2K Support 	December 2011	<ul style="list-style-type: none"> Setting up templates Setting up mark sheets Reporting guidance leaflet 	

5.2 CURRICULUM CONTENT PROVISION

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
Key Stage 3 Modern Languages To continue to implement planned changed provision in Modern Languages in Years 8-10	To implement and monitor the changes in language provision in Year 8, taking into account the introduction of Spanish to the Year 8 Curriculum.	<ul style="list-style-type: none"> • VP Curriculum • Heads of Language • SLT 	September 2010 – June 2011	130 new Spanish textbooks ££	<ul style="list-style-type: none"> • Minutes of language meetings • Pupil/parental feedback • Uptake in Year 9 • Summative Assessments
	To implement and monitor the changes in language provision in Year 9.	<ul style="list-style-type: none"> • VP Curriculum • Heads of Language • SLT 	September 2011 – June 2012	Potential for text book addition/ renewal, depending on uptake. Year 9 will study 3 periods of Irish and 3 periods of French or Latin or Spanish (2 of the latter subjects).	<ul style="list-style-type: none"> • Minutes of language meetings • Pupil/parental feedback • Uptake in Year 10 • Summative Assessments
	To implement and monitor the changes in language provision in Year 10.	<ul style="list-style-type: none"> • VP Curriculum • Heads of Language • SLT 	September 2012 – June 2013	Potential for text book addition/ renewal, depending on uptake. Year 10 will study 2 languages from their 3 Year 9 choices for 5 periods each.	<ul style="list-style-type: none"> • Minutes of language meetings • Pupil/parental feedback • Uptake in Year 11 • Summative Assessments
Key Stage 3/4 options	To review current provision- <ul style="list-style-type: none"> • Audit between BLC schools to 	<ul style="list-style-type: none"> • VP Curriculum 	November 2010 – June	<ul style="list-style-type: none"> • Statistic trends and subject uptake 	<ul style="list-style-type: none"> • SLT meeting • Surveys

	offer wider subject choice in light of the Entitlement Framework	<ul style="list-style-type: none"> • Principal • Curriculum Links Facilitator • Heads of relevant departments • BLC 	2011	<ul style="list-style-type: none"> • Timetable design • Staffing • EF Funding • Accommodation • Administration • Transport • Service Level Agreements 	<ul style="list-style-type: none"> • Questionnaires • Timetable provision • Audit • BLC feedback
Key Stage 4	<p>To offer one <u>more</u> GCSE subject for pupils from BLC schools.</p> <p>To offer at least 3 GCSEs for pupils from BLC schools.</p> <p>To provide, with other BLC schools, access for all pupils to the full EF requirements.</p>	<ul style="list-style-type: none"> • Principals • VP Curriculum • CLFs • SLTs • Heads of relevant departments • BLC 	<p>Sept 2011</p> <p>Sept 2012</p> <p>Sept 2013</p>	<ul style="list-style-type: none"> • BLC Action Plan • Timetable Design • EF Funding? • Accommodation • Service Level Agreement 	<p>Uptake</p> <p>Attendance</p> <p>PR</p> <p>Performance</p>
Key Stage 4 New Specifications	<p>Map Assessment Requirements in Years 11 and 12 including the introduction of modules in Year 11 and 12, in accordance with New Specifications</p> <p>Manage, monitor and evaluate Conduct of Controlled Assessment.</p>	<ul style="list-style-type: none"> • VP Curriculum • Head of Middle School • Co-ordinator of Teaching and Learning • SLT Links • HoDs 	Sept 2010 – June 2012	<ul style="list-style-type: none"> • Examination Board materials (inc JQC) • Examination Board Meetings • CA Policy • Agreement Trials • Timetabling • HOD meetings • SLT Link 	<ul style="list-style-type: none"> • SOW • Minutes • Pupil/Teacher feedback • Results • Feedback from meetings • Minutes • Internal Moderation • External Moderation • Exam Board Feedback
Key Stage 5	To review timetabling provision to investigate opportunities for providing more applied subjects	<ul style="list-style-type: none"> • VP Curriculum • Principal • Curriculum 	September 2010 – June 2011	<ul style="list-style-type: none"> • Examination Board materials • Statistic trends and subject uptake 	<ul style="list-style-type: none"> • SLT meeting • BLC meeting • Surveys • Questionnaires

		<ul style="list-style-type: none"> Links Facilitator BLC 		<ul style="list-style-type: none"> Timetable design Staffing EF Funding Accommodation Administration Transport 	<ul style="list-style-type: none"> Timetable provision Audit
Key Stage 5	<p>To increase AS/A2 access for pupils to 30 subjects.</p> <p>To increase access to number of Applied Subjects to 8 and then 9. (7 currently offered)</p> <p>To ensure that KS5 class sizes are as economically viable as possible.</p> <p>To offer 5 AS subject options to pupils from St Colman's who qualify through our Admissions Criteria.</p> <p>To offer 9 AS subject options to pupils from St Colman's who qualify through our Admissions Criteria.</p>	<ul style="list-style-type: none"> Principals VPs Curriculum CLFs SLTs Heads of relevant departments VPs Pastoral Teaching staff 	<p>Sept 2011</p> <p>Sept 2012</p> <p>Sept 2013</p> <p>Sept 2011</p> <p>Sept 2012</p> <p>Sept 2013</p> <p>Sept 2011</p> <p>Sept 2013</p>	<ul style="list-style-type: none"> BLC Action Plan Timetable Design School Budgets Accommodation Transport Service Level Agreement Curriculum Audit Assumption "Out of Hours" Ltd Co. 	<ul style="list-style-type: none"> Update records Minutes of Meetings Results of Curriculum Audit Attendance Records Parent/Teacher Meetings Exam Performance
Key Stages 4 and 5	To analyse uptake trends to inform future planning.	<ul style="list-style-type: none"> VP Curriculum Co-ordinator of Teaching and Learning 	September 2010- April 2011	<ul style="list-style-type: none"> Data over past 3 years Meetings with HoDs ESAGS 	<ul style="list-style-type: none"> Minutes of meetings Data Analysis from c2k

		<ul style="list-style-type: none"> • Head of Careers • Heads of Relevant Subjects 			
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5.3 ICT

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
Website	<p>To continue to develop and enhance the content and quality of the website.</p> <p>To ensure all departments update their curriculum area to make available website links, syllabi information and coursework requirements.</p> <p>To develop facility for Hit Site.</p>	<ul style="list-style-type: none"> • Principal • Bursar • Co-ordinator • ICT technician • HoDs • PR member of staff <ul style="list-style-type: none"> • Bursar • ICT technician 	<p>Ongoing</p> <p>By January 2011</p> <p>By June 2011</p>	<ul style="list-style-type: none"> • External agencies. • £ ? new web design. • Regular training for relevant staff. • Link for up to date PR information. 	<ul style="list-style-type: none"> • HOD evaluation • Hit site counter
Website	<p>To manage a site which is updated on a weekly basis.</p> <p>To enable Departments to manage their own mini websites.</p>	<ul style="list-style-type: none"> • Principal • Bursar • ICT Technician • HODs • VP Pastoral • PR member of staff 	<p>Jan 2011</p> <p>Sept 2011</p>	<ul style="list-style-type: none"> • External agencies. • £ ? new web design. • Regular training for relevant staff. • Link for up to date PR information. 	<ul style="list-style-type: none"> • External Audit • Weekly SLT update
IWB	To ensure all English and Maths teachers attain Level 1	<ul style="list-style-type: none"> • Co-ordinator of Learning and 	By June 2011	<ul style="list-style-type: none"> • Relevant Promethean Course 	<ul style="list-style-type: none"> • Certification • Usage/

	<p>Promethean accreditation</p> <p>To provide more training in the use of IWB and relevant software</p> <p>To ensure that all teaching staff receive relevant training for IWB use.</p>	<p>Teaching</p> <ul style="list-style-type: none"> • HODs • Head of ICT • Co-ordinator of Learning and Teaching • Teacher with Level 2 Accreditation • Skilled Practitioners • VP Curriculum • IT technicians • Co-ordinator of L & T • VP Curriculum • Head of ICT • Qualified staff • IT Technicians 	<p>Ongoing</p> <p>Sept 2011 -</p>	<ul style="list-style-type: none"> • SDP Day(s) • In house training • Board support • SDP Day(s) • C2K assistance • £? • C2K assistance • Relevant Hardware • £? 	<p>Practice/PRSD</p> <ul style="list-style-type: none"> • Surveys • HOD minutes • Meetings of SLT • Use of video conferencing • Uptake • Performance • Pupil audit
<p>Video Conferencing</p>	<p>To investigate and develop the potential for video conferencing (web cam)</p> <p>To pilot the delivery of a subject using video conferencing</p>	<ul style="list-style-type: none"> • Subject teachers • VP curriculum • ICT technicians • VP Curriculum • Co-ordinator of L & T • ICT Technicians • Relevant HODs • Partner School? 	<p>January 2011 - June 2011</p> <p>Sept 2012</p>		

VLE	To train staff and pupils in the use of VLE	<ul style="list-style-type: none"> • VP Curriculum • Co-ordinator of L & T • Head of ICT • IT technicians • HODs 	Ongoing from November 2010	<ul style="list-style-type: none"> • Wholeschool.net • Board Works 	<ul style="list-style-type: none"> • Use of VLE (Hitsite) • Minutes • SOW • Pupil Audit
	To audit the usage of the VLE	<ul style="list-style-type: none"> • VP Curriculum • Co-ordinator of L & T • Head of ICT • IT Technicians • HODs 	September 2011 - June 2012	<ul style="list-style-type: none"> • Input from Wholeschool.net • Hit count facility 	<ul style="list-style-type: none"> • Analyse available data from VLE • Questionnaire to subject teachers • Questionnaire to pupils
	To ensure that all departments use VLE within Schemes of Work	<ul style="list-style-type: none"> • VP Curriculum • Co-ordinator of L & T • ICT Technicians • HODs/Teachers 	Sept 2012	Whole School Audit	<ul style="list-style-type: none"> • Hit Site • Schemes of Work • Minutes • Pupil Audit
C2K/SIMSNET	To use Performance Analysis for effective target setting	<ul style="list-style-type: none"> • VP Curriculum • Co-ordinator of L & T • HODs • C2k Co-ordinator 	From September 2010 to June 2011	<ul style="list-style-type: none"> • C2K support • Accurate Data input by, C2k Co-ordinator and secretarial staff • C2k data • Internal Assessment record 	<ul style="list-style-type: none"> • Effective targets setting • Principal/ VP/HOD meetings • Monitoring of Trackers • Quality Policy
	To use Assessment Manager as a tracking device	<ul style="list-style-type: none"> • VP Curriculum • T and L Co-ordinator • HoDs • C2k Co-ordinator 	From September 2010 to June 2011	<ul style="list-style-type: none"> • Relevant templates • CAT data • C2K support • Other data sources 	<ul style="list-style-type: none"> • Use of Tracker • Internal Results • Key Stage results • CATs results/ analysis

		<ul style="list-style-type: none"> • Secretarial Support 			
CATs	To use CATs to inform baseline target setting in Years 10 and 12	<ul style="list-style-type: none"> • T and L Co-ordinator • IT technician • English and Maths staff • Head of Junior School • Head of Middle School • Year 10 and 12 Year Heads 	From September 2010 to June 2011	<ul style="list-style-type: none"> • GL Assessment Digital CATS Levels F and H • ICT suite • Headphones • Timetabling • £? 	<ul style="list-style-type: none"> • Use of trackers • CAT analysis • Target setting • Self-evaluation • Departmental Focus • PRSD • Quality Policy
Specialist Software	To assist Departments with the use of Music and PE software	<ul style="list-style-type: none"> • Teaching and Learning Co-ordinator • ICT technician <p>Departments involved:</p> <ul style="list-style-type: none"> • Music • PE 	Ongoing	<ul style="list-style-type: none"> • Relevant hardware and software • Apple Training • SERC • Funding £? 	<ul style="list-style-type: none"> • Usage • Minutes • Uptake • Performance Analysis
Use of Digital Signage Boards	To make effective use of the Boards to communicate with the identified audience groups	<ul style="list-style-type: none"> • ICT technicians • Bursar • Operational Director • Secretarial staff • Heads of Section • Relevant HoDs 	Ongoing	<ul style="list-style-type: none"> • Training • Input • Usage • OneLan Software £? 	<ul style="list-style-type: none"> • Termly review and informal feedback from staff and pupils
	To ensure that boards are kept currently and up to date.	<ul style="list-style-type: none"> • Principal • PA 	Dec 2010-June 2012	<ul style="list-style-type: none"> • Training • Time 	<ul style="list-style-type: none"> • Weekly review • Feedback from

		<ul style="list-style-type: none"> • Bursar • VP Pastoral • VP Curriculum • Head of Senior School • ICT Technician • Relevant HODs • Creative & Expressive Technician • Secretarial Staff 		<ul style="list-style-type: none"> • Usage • OneLan Software to include full access to Principal and Bursar's Offices £? 	staff, pupils and visitors
Cashless Catering System	To introduce the cashless catering system	<ul style="list-style-type: none"> • Bursar • Operational Director • Canteen staff • ICT technicians 	End of Nov 2010	<ul style="list-style-type: none"> • Training • Usage • Collecting prints • Allocating pins 	<ul style="list-style-type: none"> • System in operation • Review at SLT • Feedback from canteen staff and pupils
Communication System	To introduce and develop the use of an automated telephone system to parents	<ul style="list-style-type: none"> • Bursar • Operational Director • Principal • VP Pastoral • VP Curriculum • Designated secretary • Heads of Section • C2K co-ordinator • ICT technicians • Year Heads 	Nov - Dec 2010	<ul style="list-style-type: none"> • Call Parent Software • Loading of information onto C2K • Proforma for parents • Training • Cost -£1250 & annual fee of £500 and 4P per text. 	<ul style="list-style-type: none"> • Audit of costs in comparison with correspondence • Review of attendance at events
Communication System	To ensure that the automated telephone system is in <u>full</u> use.	<ul style="list-style-type: none"> • Bursar • SLT 	Sept 2011 -	<ul style="list-style-type: none"> • Call Parent Software • Updating info onto C2K 	<ul style="list-style-type: none"> • Audit of costs • Record of

		<ul style="list-style-type: none"> • C2K Support 			
Student Council	<ul style="list-style-type: none"> • To further develop the role of the Student Council so that the pupils are involved in discussion and decisions on school life. • Forming links with student councils in the BLC 	<ul style="list-style-type: none"> • VP Pastoral • SLT • Pupils 	June 2011	<ul style="list-style-type: none"> • Monthly meetings • Assemblies • External Agencies • Consideration given to new initiatives • Video Conferencing (£?) • Transport (£?) 	<ul style="list-style-type: none"> • Minutes • Pupil feedback • Teacher feedback
Child Protection	<ul style="list-style-type: none"> • To update the Child Protection policy • To present policy to whole staff including peripatetic staff • To ensure that BoG is updated regularly re child protection issues • To ensure that the designated teachers and members of BoG receive training in Child Protection. 	<ul style="list-style-type: none"> • VP Pastoral • Bursar • SLT • School Counsellor • All staff • SEELB CASS trainers 	Dec 2010 4 Jan 2011 BoG Meetings	<ul style="list-style-type: none"> • Parent / pupil questionnaire • Review by SLT & BoG • Website information • School Development Days • ICT Technician • SEELB CP resources • External Agencies 	<ul style="list-style-type: none"> • Policy in operation • Minutes from BoG • Distribution of relevant literature at specified times
Access NI	<ul style="list-style-type: none"> • To continue to ensure that regulations regarding barring and vetting are in place. • To ensure examination invigilators are vetted. 	<ul style="list-style-type: none"> • Principal • VP Pastoral • VP Curriculum • Bursar • Principal's PA • BoG 	Ongoing	<ul style="list-style-type: none"> • Use of Admin staff • Relevant literature • External Agencies • Online resources 	Annual audit of police vetting for staff
Head Girl Team	<ul style="list-style-type: none"> • To develop team building opportunities for the Head Girl Team. 	<ul style="list-style-type: none"> • VP Pastoral • Head of Senior School 	Sept 2011	<ul style="list-style-type: none"> • External facilitator • Relevant literature • Research practice in other 	<ul style="list-style-type: none"> • Pupil feedback • SLT

	<ul style="list-style-type: none"> To liaise with the Pastoral Vice Principal of Down High School to arrange a team building session between the two Head Girl/Boy Teams. 	<ul style="list-style-type: none"> Year 14 Year Head Pastoral VPs Heads of Senior School External Facilitator 	January 2011	<p>schools</p> <ul style="list-style-type: none"> Relevant literature Shared experiences External Facilitator The two teams will meet for lunch and to share good leadership practice. The facilitators will provide relevant materials and lead the session 	<ul style="list-style-type: none"> Pupil feedback SLT (both schools)
Records of Achievement	<ul style="list-style-type: none"> To formalise the Records of Achievement process To highlight to staff the value of ROA preparation To set up a time frame within which ROAs are completed. 	<ul style="list-style-type: none"> VP Pastoral Section Heads Year Heads Form Teachers Head of Careers 	June 2011	<ul style="list-style-type: none"> DE regulations School Pro forma Exemplars for each Year Group C2k system Time allocation in June for Years 8-11 Student Plasma Screens 	<p>Feedback from:</p> <ul style="list-style-type: none"> VP Pastoral Section Heads Year Heads Form Teachers Head of Careers
Mentoring	<ul style="list-style-type: none"> To establish a training session for Year 14 Prefects To acknowledge and further the position of Senior Prefects in their mentoring role 	<ul style="list-style-type: none"> VP Pastoral Head of Senior School Head of Middle School Head of Junior School Year Heads 	Sept 2011	<ul style="list-style-type: none"> Existing practice Training External literature Past Year 14 pupils 	<p>Feedback from:</p> <ul style="list-style-type: none"> Form Teachers Year Heads
	<ul style="list-style-type: none"> To enable Year 14 Prefects of Year 8 classes to adopt a supervisory roll in liaison with the Year 8 	<ul style="list-style-type: none"> VP Pastoral Head of Junior School Year 8 Year Head 	Sept 2011 – June 2012	<ul style="list-style-type: none"> I identify opportunities such as the Sponsored Walk, the Cinema Outing, Sports' Day. 	<ul style="list-style-type: none"> Feedback from pupils and teachers

	Form Teachers.	<ul style="list-style-type: none"> Year 8 Form Teachers 			
Health and Safety	<ul style="list-style-type: none"> To undertake an audit of existing procedures and to update accordingly To draw up a Health & Safety Policy To integrate demands of new school development To present H&S policy to staff on 4 Jan 2011 To train Fire Marshalls 	<ul style="list-style-type: none"> Principal VPs Health and Safety Committee External Consultant Bursar Operational Director BoG VP Pastoral HoDs Fire Marshalls Support Staff 	<ul style="list-style-type: none"> Dec 2010 Nov 2010 	<ul style="list-style-type: none"> Existing policy and procedures Croner Consulting Ltd ? Departmental Health and Safety Procedures 	<ul style="list-style-type: none"> External Evaluator Fire Drill / Evacuation review
Uniform	<ul style="list-style-type: none"> To improve uniform standards by: targeting Year 12 and 13 students; focusing on skirts, blouses/ties; increasing the responsibility of all staff for ensuring that pupils conform to uniform regulations; instilling in pupils and parents a respect for uniform standards and a realisation of the 	<ul style="list-style-type: none"> Principal BOG VP Pastoral VP Curriculum Head of Senior School Head of Middle School Head of Junior School Year Heads Form Teachers Subject Teachers Uniform Suppliers 	<ul style="list-style-type: none"> September 2011 	<ul style="list-style-type: none"> Liaison with uniform suppliers Consultation with School Council, SLT, Year Heads and BOG Information sent to parents on uniform regulations Rewards and sanctions School Development Day - Meeting with relevant Section Heads/Year Heads and Form Teachers to highlight targets Planned and regular 	<ul style="list-style-type: none"> Standard of uniform Sanctions and rewards Pupil feedback Staff feedback Suppliers feedback

	importance of conforming to school regulations.			checks by Vice Principals <ul style="list-style-type: none"> • Consistent and standardised use of detention system for breaches of school regulations • Review by SLT 	
Development Education	<p>To offer staff and pupils opportunities to broaden their knowledge and experience of issues related to sustainable human development and solidarity with those less fortunate than themselves in collaboration with Saphara and Habitat for Humanity.</p> <ul style="list-style-type: none"> • To build on the work of two previous Saphara & Habitat teams by involving current staff and pupils in maintaining this collaboration. • To use the experience gained in India and Malawi to better inform pupils about development issues through pupils or staff planning and delivering lessons in Citizenship, 	<ul style="list-style-type: none"> • Head of Senior School • Head of Middle School • VP Pastoral • Volunteer leaders and pupils 	Sept 2010 to August 2012	<ul style="list-style-type: none"> • Training provided by Saphara and Habitat for Humanity NI • Support from teams in India and Malawi • Personal / family contributions • Fundraising • Funding trip for VP Pastoral to visit India with Saphara (February 2011) 	<ul style="list-style-type: none"> • Post -trip evaluation forms and de-brief meetings • Assemblies • Articles

	<p>Geography, General Religious Education and / or Year Assemblies.</p> <ul style="list-style-type: none"> • To identify another member of staff to help lead a team to India in the summer of 2012. • To carry out training of leaders and volunteers in preparation for their visit to India or Malawi, in collaboration with Saphara and Habitat for Humanity. • To work in India and Malawi on educational and construction projects with local people. 				
To promote the health and well-being of all staff	<ul style="list-style-type: none"> • To continue to acknowledge staff's contribution to extra-curricular events and activities. 	<ul style="list-style-type: none"> • Principal • VP Pastoral • Bursar 	Ongoing	<ul style="list-style-type: none"> • Oral, written recognition 	<ul style="list-style-type: none"> • Audit of extra curricular events • BOG Report • Feedback
	<ul style="list-style-type: none"> • To continue to develop enhanced and more frequent communication lines. 	<ul style="list-style-type: none"> • Principal • SLT • HODs • Year Heads 	Ongoing	<ul style="list-style-type: none"> • Plasma Screen • Email • Internet • Meetings • Whole School.Net 	
	<ul style="list-style-type: none"> • To continue to provide a Team Building Day. 	<ul style="list-style-type: none"> • Principal • Bursar 	April 2011	<ul style="list-style-type: none"> • £3k • External venue 	<ul style="list-style-type: none"> • Staff • Feedback

	<ul style="list-style-type: none"> To continue to provide access to staff Fitness Suite, including training in its use. 	<ul style="list-style-type: none"> Bursar PE Staff 		<ul style="list-style-type: none"> Induction sessions 	<ul style="list-style-type: none"> Staff Usage
SEN	<ul style="list-style-type: none"> Implement recommendations from the Code of Practice Maximise pupil achievement and involvement Develop a whole school approach Develop commitment, knowledge and expertise of all staff Ensure close liaison with and between relevant staff Ensure liaison with parents Raise the status and formality of IEPs and develop effective and meaningful education plans 	<ul style="list-style-type: none"> SENCO HoDs Staff Pupils 	<p>Sept 2011</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>March 2011</p>		<ul style="list-style-type: none"> SENCO feedback Dept minutes Pupil feedback Teacher feedback

5.5 (i) SCHOOL'S COLLABORATION PROGRAMME

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
Specialist Status and	To identify, cost and seek funding for development of	<ul style="list-style-type: none"> Principal Bursar 	April 2011-June 2011	<ul style="list-style-type: none"> Bursar to inform of community spending 	<ul style="list-style-type: none"> Evaluation sheets to clients.

Community Partnerships	<p>community programmes and partnerships.</p> <p>To identify, cost and seek funding for school improvement initiatives.</p> <p>To continue to run relevant projects initiated through the Specialist Programme.</p>	<ul style="list-style-type: none"> • Operational Director • Board of Governors • SLT • Music and PE Departments • Primary School Principals 	Sept 2011	<p>budget.</p> <ul style="list-style-type: none"> • "After Hours" Ltd Co 	
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5.5 (ii) ENTITLEMENT FRAMEWORK IMPLEMENTATION PLAN - COLLABORATION WITH SCHOOLS IN BLC AND SERC AND DEVELOPING IN-HOUSE PROVISION

The BLC comprises of Assumption Grammar School, Ballynahinch High School, St Colman's, St Colmcille's and Saintfield High School. Within the BLC Action Plan 2010/2011, Assumption Grammar School will take the lead in Strategic Priority No 1, Curriculum Development (Targets 1-3):

	Strategic Priority	EF SMART Targets to be Achieved	Success Criteria	Approaches to be used/Actions to be taken	Actioned by	Monitoring and Evaluation
1)	1	By November 2010, complete an overview and evaluation of the current curriculum provision for the EF within the ALC.	Analysis of questionnaires. Drawing up agreed processes and service levels of agreement to be used within and across the ALC.	Use pupil questionnaires to ascertain the needs and views of local young people and parents; Evaluate current provision in supporting attainment, achievement and progression; listing examples of current good practice and referring to existing models of service levels of agreement. I identify particular	ALC Co-ord; Curriculum Links Facilitators (CF); Teachers; Pupils; Parents ALC Co-ord; Richard Armstrong; Principals; Vice Principals; Pastoral Teams	Audit current trends - attendance, performance, levels of participation, behaviour, quality of communication between schools, support mechanisms

				pragmatic and pastoral challenges already existing within collaborative projects	In Assumption: Principal, VP Curriculum, Co-ordinator of Learning and Teaching & CLF, Head of Careers.	
2)	1	By December 2010, identify gaps in the curricular offer and how these could be addressed to meet the requirements of the EF, with a particular emphasis on expanding the number of applied courses.	Analysis of EF audit for ALC Using results of 1a) above to address demand and needs in the area. Make a list of possible relevant courses which could be offered within the ALC A prospectus readily available throughout the community and on the web. List levels, resources and staff which can collaborate to deliver common courses Future Action Plans in place	The % KS4 and Post 16 cohort taking applied courses; Range of other courses that are potentially available, including FE; A fully operational Area Prospectus across all partners in the ALC; Learning and teaching resources which are aligned across collaborative activity. I identify strengths, areas for development and targets/strategies for the following year(s);	ALC Co-ordinator; CFs; Richard Armstrong; ALC Co-ord; CFs ALC Co-ord; CFs Principals/Vice Principals ALC Co-ord; Principals In Assumption: Principal, VP Curriculum & Co-ordinator of Learning and Teaching	
3)	1	By February 2011, each school within ALC has identified and set targets to deliver the EF by	Statement of individual and collective performance plus individual and collective targets.	PSA targets as they apply to the ALC and individual schools; The extent to which the ALC targets are reflected in individual School Development Plans. Evaluate the	ALC Co-ord; Principals, Vice Principals; SLTs In Assumption:	SLTs to monitor and review SDPs

		2013.	ALC section/targets in all SDPs	ALC annually. All ALC schools are involved in the process; Provide a sufficient evidence base to benchmark ALC progression annually.	Principal, VP Curriculum & SLT	
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5.5 (iii) YEAR 2 SPECIALIST SCHOOL COMMUNITY TARGETS

OBJECTIVE A1: Primary / Other Non Post-Primary Partners

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
	2	T3) By June 2011: Specialist Music teachers will maximise the potential for the use of Music in Years 5 <u>and</u> 6 through the skilling of non specialist teachers in 2 partner primary schools from the cluster group.	<u>T3</u> <ul style="list-style-type: none"> • Continue to provide specialist personnel to create and present workshops comprising strategies for the raising of confidence and achievement in Music of non-specialist primary teachers. • Workshops and lessons will continue to be designed to involve enjoyable and progressive activities for teachers and pupils • Train primary teachers to the application of musical software (ICT) • Teach a selection of P 5 <u>and</u> 6 classes to model good practice in teaching and learning and demonstrate the use of rhythm games and other aural awareness strategies for teachers. • Create a resource for the development of listening, performing and composing skills for teachers' continued use at P6 level in the primary classroom. • Invite Music Co-ordinators from primary partners to attend Year 8 classes to experience whole-class participation in ensemble performances. • Continue to provide a teacher to oversee the initial implementation of Schemes of Work. • As a result, user friendly Schemes of Work for P 6, which can be accessed on line, will be in place to support the development of skills and capabilities within the new

		<p>T4) By June 2011: Extend the series of whole-staff workshops to the <u>other 2</u> partner primary schools in delivering Music to pupils at the beginning of Key Stage 2 (See T1)</p> <p>T5) By June 2011: Teachers in the partner schools will have prepared their own choir to perform again in the local "Choir of the Year" competition and also will enter individuals to sing solo.</p>	<p>curriculum at KS2 and will promote positive behaviour.</p> <p><u>T4</u></p> <ul style="list-style-type: none"> • Provide specialist personnel to create and present workshops comprising strategies for the raising of confidence and achievement in Music of non-specialist primary teachers. • Workshops and lessons will be designed to involve enjoyable and progressive activities for teachers and pupils • Provide primary schools with a range of tuned and untuned percussion instruments to address the scarcity identified in the audit. • Introduce primary teachers to the application of musical software(ICT) • Teach a selection of P 5 classes to model good practice in teaching and learning and demonstrate the use of rhythm games and other aural awareness strategies for teachers. • Create a resource for the development of listening, performing and composing skills for teachers' continued use in the primary classroom. • Invite Music Co-ordinators from primary partners to attend Year 8 classes to experience whole-class participation in ensemble performances. • Provide a teacher to oversee the initial implementation of Schemes of Work. • As a result, user friendly Schemes of Work for P5, which can be accessed on line, will be in place to support the development of skills and capabilities within the new curriculum at KS2 and will promote positive behaviour.(ICT) <p><u>T5</u></p> <ul style="list-style-type: none"> • Continue to provide specialist support for Music Co-ordinators and other non-specialist staff in conducting skills and the selection of repertoire. • Review the effectiveness of workshops and the application of material within the classroom. • Organise whole-staff music workshops focussing on building confidence in singing solo and in ensembles. • Visiting recitals by choirs, barbershop group and solo singers from Assumption. • Continue peripatetic teacher for group singing lessons and introduce individual singing
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			<p>lessons.</p> <ul style="list-style-type: none"> • Use Coomber recording equipment to appraise and improve confidence and performance.(ICT) • Continue to assist with preparation for music at Christmas and other feast days, with the inclusion of smaller ensemble groups and solo singing. • Produce a CD recording of all performers in the competition and allocate copies to all the cluster group participants. (ICT) • Involve the local press in the coverage of the rehearsals and actual performances in the competition.
2	<p>T1a) 1 From October 2010:</p> <p>Key Stage 1 teachers in one of the primary schools will continue to be supported by Assumption PE staff in best practice teaching and learning in KS1 gymnastics.</p> <p>T1b) By June 2011: All pupils in Key Stage 1 will be more able to understand and develop the core skills of gymnastics.</p> <p>T2) By June 2011: We will provide two or more</p>	<p><u>T1a & 1b</u></p> <ul style="list-style-type: none"> • In conjunction with the SEELB help non-specialist teachers with non-specialist PE teachers with the KS 2 gymnastics element of the N.I Curriculum and provide opportunities for pupils to develop knowledge, understanding and skills in gymnastics. • Teachers and pupils from Drumlins IPS will be supported by Assumption PE staff and GCSE/ A Level students during Gymnastics lessons. • Provide specialist personnel to create and present workshops comprising strategies for the raising of confidence and achievement in PE of non-specialist primary teachers. This will involve Assumption staff and non-specialist primary partners engaging in team-teaching sessions. • Provide a teacher to oversee the initial implementation of Schemes of Work. • User friendly Schemes of Work which can be accessed on line, will be in place to support the development of skills and capabilities within the new curriculum at KS2 and will promote positive behaviour. • Create a mutually beneficial environment in which A-Level PE/GCSE pupils can access Primary groups to develop coaching skills and primary pupils can gain experience in a wide range of coaching situations. <p><u>T2</u></p> <ul style="list-style-type: none"> • Carry out an evaluation of the pilot programme via feedback questionnaire to 	

	local primary schools with the opportunity to avail of an after school sporting activity such as netball, gaelic for one term	<p>parents/teachers.</p> <ul style="list-style-type: none"> • Make necessary amendments to the programme. • Further promote the programme on the school's websites • Implement as for year 1
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OBJECTIVE A2: Primary / Other Non Post-Primary Partners

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
	2	<p>T1) By June 2011: Selected pupils from the PS cluster will have passed a London College of Music exam.</p> <p>T2) <i>By June 2011:</i> To prepare ensembles from the 4 individual primary schools to</p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Each ensemble will receive a weekly lesson from a traditional specialist • Former pupil Catherine Walsh will run the peripatetic programme in Year 2 • A rehearsal schedule will be carefully planned so that progressive targets can be met by the ensemble during the year. • Each ensemble will perform publicly. • Each ensemble will be recorded by camcorder during a rehearsal and performance. • Using recordings, tutor will assist musicians in making positive assessments in setting specific group targets. • Primary school teachers will be invited to attend rehearsals so that they can be trained in leading group practice. • Each ensemble will enter and play in a London College of Music exam. <p><u>T2</u></p> <ul style="list-style-type: none"> • Liaise with peripatetic staff to plan formation of individual school performances. • Provide specialists to work with each ensemble • Provide a specialist ensemble co-ordinator to liaise with peripatetic tutors for the selection of appropriate material for the performance - incorporating diverse ethnic

		participate in a performance held in Assumption to celebrate cultural and ethnic diversity.	<p>cultures.</p> <ul style="list-style-type: none"> • Develop each group as a vehicle for embracing ethnic diversity, <i>inclusion</i> and <i>citizenship</i>. • Continue to use rehearsals and performances to develop Skills and Capabilities such as communication, creativity, decision-making, managing information, independent learning and working together.
2	<p>T1) By June 2011, non-specialist PE teachers in all of our partner primary schools will be supported by specialist Assumption staff in a four week programme which focuses on inclusion strategies in dance for KS2 boys and girls and addresses the range of ethnic and cultural diversity.</p> <p><i>Baseline: There are currently no formal CCEA assessment guidelines in place for KS1 and KS2 Physical Education</i></p> <p>T2) By June 2011 a specialist teacher from Assumption will have worked with the PE Co-</p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Review implementation from Year 1 via a teacher questionnaire • Revise the 4-week programme • Update CD comprising different rhythms and musical phrases and use this to help pupils perform simple steps and movements • Review criteria which will help non-specialist teachers identify talented pupils and establish a register of talented pupils • A workshop on the delivery of dance at Key Stage 2 will be organised for PS teachers. Mrs McAfee will liaise with Neil McGivern from the SEELB. • Pupils and teachers from the PS will be invited to watch the Assumption Dance teams perform. <p><u>T2</u></p> <ul style="list-style-type: none"> • Implement with the PE Co-ordinators a pilot KS2 assessment programme in Dance • Monitor the pilot and use the findings to improve assessment policy 	

		ordinator from all our partner primary schools to develop a structured assessment policy for Key Stage 2 Dance which incorporates statements of attainment to gauge levels of progression.	
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OBJECTIVE B: Post-Primary Partners

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
	2	<p><i>Baseline: Schools in the local area do not provide accredited courses in the field of Music Technology.</i></p> <p>T3) By June 2011 :</p> <p>A pilot group will be identified from BLC schools to take Level 2 BTEC First Diploma in Music (Edexcel).</p>	<p><u>T3</u></p> <ul style="list-style-type: none"> • In March 2010, pupils in the partner BLC schools will be informed of the availability of this option and its suitability to individual learning styles. • Promote the course by visits from course co-ordinator and recent graduates. • The Careers Departments will collaborate to give the pupils appropriate information about this applied course and the employment opportunities it leads to. • Staffing and resources will be planned through the BLC forum, prior to finalisation of arrangements.

		<p><i>T4) By September 2010:</i></p> <p>Introduce Level 3 BTEC Music Technology course for a minimum of 8 students – taken from our school and others from the BLC. (see Post 16 Uptake T2, Yr2)</p>	<ul style="list-style-type: none"> • Access to music technology facilities will be provided within the school. • Staff from SERC to be involved in the delivery of the subject. <p><u>T4</u></p> <ul style="list-style-type: none"> • Provide information through links on website relating to careers in Music. (ICT) • Develop the music section of other school websites as a promotional tool. (ICT) • Invite BTEC course co-ordinator and graduate to address schools to promote interest among KS4 pupils. (CP) • Evaluate level of interest in Music Technology course by analysis of questionnaire data and response to presentation by course co-ordinator. (ME) • Provision of a Level 3 BTEC National award in Music Technology in collaboration with SERC. (CP) • Introduce appropriate equipment and resources for implementation of new BTEC course. (ICT) • Head of Music will monitor and evaluate the effective delivery of the Music Technology course
	2	<p><i>T1) By May 2011, 15 pupils from the BLC will have obtained an accredited Sports Leader Award</i></p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Building on the expertise gained by Assumption teachers in the pilot year of the course, they will provide training for BLC teachers to deliver the short course • The Careers Departments will continue to give the pupils appropriate information about this applied course and the employment and further education opportunities it leads to. . • VLE and email will be used to enable participation in online discussion groups to encourage student collaboration and for PE staff to share ideas and good practice with colleagues across the BLC

OBJECTIVE C: Post-Primary Partners

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
	2	<p><i>T1) By June 2011:</i> three events will be held in collaboration with the Ulster Orchestra:</p> <ul style="list-style-type: none"> • Two Music performance workshops for Yr 11 and 12 pupils from all schools within the BLC. • Compositional workshop for Yr 10 and 11 pupils from all schools within the BLC. <p><i>T2) By May 2011,</i> BLC pupils will work with PR Agents, designers, printers, events managers, venue</p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Focussing on the Yr 11 and 12 performance aspect of music making, using professionally classically trained musicians will not only help to prepare the pupils for this part of the GCSE course but will address interests of others who do not want to specialise in these areas. Colin Stark (woodwind), Ruth Bebb (strings) and Derek Parkins (brass) will co-ordinate and deliver these workshops. • Again, ICT will play a prominent role in teaching and learning and assessment for learning – see T1 above. • Members of the Ulster Orchestra will deliver structured seminars in the art of composition which develop skills and strategies for Yr 10 and 11 pupils and classroom Music teachers. • Year 11 and 12 pupils will prepare individual pieces to be listened to by members of the Ulster Orchestra in a masterclass setting. • Year 11 and 12 pupils will have opportunity to participate in an open play event enabling them to experience performance with professional musicians. • Year 11 and 12 pupils who avail of any of the extra curricular activities in listening, composing and performing will be allowed to participate at their own level in these programmes. • The players will be given their own recording of their performance to self assess. <p><u>T2</u></p> <ul style="list-style-type: none"> • Pupils from BLC schools will work collaboratively to plan the whole concert event from its initial stages. • Business Studies, Art, Journalism, ICT, PE and Music will collaborate and each department will use its own specific skills towards the realisation of the whole event.

		managers, transport companies, stage managers, sound and light technicians in the planning and management of the annual concert in either the Waterfront or the Ulster Hall.	<ul style="list-style-type: none"> • Pupils will have develop through the areas of Citizenship, Education for Employability and Personal Development • Job shadowing, work experience and guidance will be provided by Minprint, Waterfront/Ulster Hall staff, City of Belfast School of Music staff, H & J Martin and other local businesses and suppliers.
2	<p>T1) <i>By June 2011, a pilot group of 20 pupils from the BLC will have successfully completed a standardised G&T programme and received a relevant sport related accreditation.</i></p> <p>T2) <i>By June 2011 we will have agreed and implemented a Year 11 PE programme to reduce apathy among pupils in this year group</i></p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Continue to liaise with the SEELB and Youth Sport Trust to co-ordinate a support plan to implement the G&T strategies • Throughout the implementation of the Programme, BLC teachers will measure the effectiveness of the course through agreed quality indicators • The BLC partners will foster a culture of success through collaborating with ICT/ Journalism departments to celebrate achievement through website, electronic notice boards and local and national media. <p><u>T2</u></p> <ul style="list-style-type: none"> • Review strategies for reducing apathy in year 10 and make amendments. • Liaise with PE staff in the BLC to arrange distribution of a questionnaire for year 11 pupils to establish possible reasons for lack of interest/enthusiasm towards PE • Collate other possible reasons for apathy • Meet with PE staff to agree measures to combat apathy and provide innovate and fun activities which not only meet the demands of the POS for key stage 4 but instil in pupils the importance of leading an active, and healthy lifestyle • Devise resource booklet for non-participants and a PFP for participants • Contact external staff to arrange other activities to encourage participation such as 	

		<p>T3a) By October 2010, 2 Assumption Pupils will be selected to participate in the Youth Ambassadors for Sport Scheme run by Youth Sport Trust in preparation for the 2012 Olympic Games</p> <p>T3b) By November 2010, the school will have applied to become part of the London 2012 Get Set Network Agreement</p> <p>T3c) By December 2010, the Sports Ambassadors from Assumption will have worked with the SA from St Colmcille's to run, in conjunction with the SEELB, an Olympic Handball Tournament for the PS Partners.</p>	<p>boxercise, aerobics and outdoor education</p> <ul style="list-style-type: none"> • Provide use of state-of-the-art fitness suite facilities in Assumption • Promote PE and the importance of participation on motivational posters and school websites • Promote links with community sports clubs to encourage increased participation
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OBJECTIVE D: wider community groups including business/employers

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
	2	<p>T1) By June 2011, Assumption staff and pupils will develop T1) from above and will extend the programmes to involve painting to music.</p> <p>T2) By June 2011, Assumption will have successfully housed and delivered a twilight programme for adults on tuned and untuned percussion.</p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • These programmes will still involve the traditional group, jazz ensemble, barbershop, chamber orchestra and chamber choir. • Mr McCann, Assumption HOD Art will lead the painting programme and will select the students to participate. Past pupil Ailie O' Hagan and the Art Technician Brendan McGlone will assist. • In conjunction with staff of Shimna Valley, promote the event to parents, children, carers and siblings who are associated with the centre. • We will make a CD recording of our ensembles and provide written programmes of activities which can be used on a regular basis by volunteers and staff in Shimna Valley. • In collaboration with the Music, Art, and HE departments, we will make a DVD of the components of Art, Cookery, Music, Dance, Yoga and Pilates which the carers in Shimna Valley can use to enhance their skills. This may also be used in staff recruitment as an example of good practice. • In the delivery of these programmes, children, carers and siblings will learn more skills that will help them cope with illness. <p><u>T2</u></p> <ul style="list-style-type: none"> • This series will build upon the first one on drums. • A Drum series will take place in Assumption. It will be led by N. Such from Afreeka and City of Belfast School of Music. • The workshops will be offered to parents. • The series will be promoted by Assumption PR staff. • Recordings will be played on a loop so all individuals will improvise on a cyclical basis.

			<ul style="list-style-type: none"> • Pitch will now play a prominent role as well as pulse and rhythm. • The series will culminate in a final performance organised through the DDC and the school. • This series will provide participants with a development in social and cultural development while enhancing their skills in coping with stress and time management. • It will be advertised through the website and on posters • This series will target adults seeking relaxation and de-stressing strategies through music making and listening activities.
2	<p>T1) By June 2011, Assumption staff will have hosted/ contributed to Sports Events organised as part of weekend breaks for groups such as Kactus Siblings.</p> <p>T2a) By June 2011, 40 pupils from Assumption will have completed courses in conjunction with the Down Clubmark Sports Association such as Junior Club Development, First Aid, Child Protection in Sport, Including People With Disabilities in your Club, Motivation &</p>	<p><u>T1</u></p> <ul style="list-style-type: none"> • Assumption Staff will liaise with Angela Fee from Shimna to schedule suitable activities. <p><u>T2a</u></p> <ul style="list-style-type: none"> • Identify further interested pupils and encourage affiliation to DCSA clubs such as Saintfield Hockey Club, Ballynahinch Rugby Club, Bright GFC, Castlewellan Football Club • Further promote benefits of external club affiliation and opportunities for personal development using website, electronic noticeboards, flyers and posters. Emphasis on Community sport as good for young people and good for places, strengthening individuals and communities. • Foster greater inclusion of pupils with SEN by encouraging involvement in sports courses as a coping mechanism • Provide extra help/material to assist in successfully attaining award. • Provide/set up mentoring facilities for the pupils involved • Encourage the involvement of the pupils in extra-curricular activities to develop the required skills and provide feedback. 	

		Mental Toughness and Nutrition for Sport.	<ul style="list-style-type: none"> • Continue the recognition of success on website, electronic noticeboards • Update the database of pupils affiliated to clubs and an update of their personal development as they complete courses • Local club development and standards/quality of sporting provision will be enhanced through our pupils' participation and success in the relevant and accredited courses.
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OPTIONAL OBJECTIVE:

T2) To expand target a) to include performance opportunities for all Knockevin musicians who play instruments other than keyboard and voice.

- To engage other existing music tutors and musicians in a process of setting achievable and progressive targets in an atmosphere of support and inclusivity.
- Establish and co-ordinate for all Knockevin musicians a series of recitals on a termly basis.
- Organise a platform for public performance for all Knockevin pupils and promote within the wider community.

BUSINESS/EMPLOYER INVOLVEMENT/CAREERS

Key Stage	Year	Target	Implementation
	2	<p>The events of Year 1 will be continued and the following targets included:</p> <ul style="list-style-type: none"> • To provide other Young Enterprise programmes for additional Year Groups. • In addition to Young 	<ul style="list-style-type: none"> • By November 2010, Year 9 pupils will engage in <i>YE - NINE</i> which is a fun, interactive and innovative programme where the characteristics of an enterprising person are explored. • By March 2011, Year 11 pupils will engage in <i>Personal Economics</i>, a programme which

		<p>Enterprise projects, Enterprise UK will be used as a vehicle to promote skills and capabilities.</p> <ul style="list-style-type: none"> • Yr 11 BS will participate in "Enterprise in Action". • HOD Bus and other teachers will involve pupils in Business related competitions. • To use the school's intranet/ Moodle to inform pupils embarking on Work Experience of details of employers willing to accept pupils. 	<p>aims to encourage pupils to appreciate their role in society and the economy as a whole.</p> <ul style="list-style-type: none"> • By the end of September 2010, Mr Toner, the teacher in charge of Work Experience, will have established an electronic database of potential employers for Work Experience. The database will be linked to the school intranet. Using this method of accessing information will develop the pupils' abilities to work independently, manage information and make decisions.
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5.6 NEW SCHOOL BUILDING FACILITIES AND ADMINISTRATION

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
School Building	To complete development of new school facilities including all external amenities and sports facilities	<ul style="list-style-type: none"> • Principal • Bursar • Operational Director • Project Manager & Design Team • VPs & SLT 	Dec 2010 - April 2011	<ul style="list-style-type: none"> • Business Plan • Tendering • Legal advice • Insurance • Management • Staffing 	<ul style="list-style-type: none"> • Completion of project • DE Audit • Trustees' approval
Management of facilities	To appoint an Operational Director responsible for	<ul style="list-style-type: none"> • Principal • BoG 	Sept 2010- June 2011	<ul style="list-style-type: none"> • Trawl • Interview 	<ul style="list-style-type: none"> • Appraisal by Principal,

	security, building operating systems, premises maintenance, co-ordination of building services, health and safety management and whole school risk assessment, letting and developing school facilities after hours, training of support staff.			<ul style="list-style-type: none"> • Salary 	<p>Bursar & BoG</p> <ul style="list-style-type: none"> • Review of accounts
After hours use of facilities	To open up the sports facilities for after school use by the community and to provide funds to enhance the educational experience of our pupils	Operational Director Bursar Principal Finance Committee BoG	Dec 2010 – April 2011	<ul style="list-style-type: none"> • Business Plan • Tendering • Legal advice • Insurance • Management • Staffing 	DE Audit Trustees' approval Review of accounts
Monitoring of use of facilities	To provide a statistical report to the BOG on the usage of the facilities on a termly basis	<ul style="list-style-type: none"> • Principal • Operational Director • Bursar • Finance Committee 	September 2011 – June 2012	<ul style="list-style-type: none"> • Booking records • Application proformas • Statistics • Financial details 	
Official opening of the building	To hold an opening ceremony	<ul style="list-style-type: none"> • BoG • Trustees • Appointed Committee • Principal • SLT • Operational Director • External Agency • PR 	Second/Third Term 2011	<ul style="list-style-type: none"> • Meetings • Pupil representatives • RE, Art & Music depts • Past pupils and former staff • Present staff • Invited guests and VIPs 	
Administration	To ensure that the staffing meets the needs of the new school	Principal BoG Bursar	Sept 2010 -	<ul style="list-style-type: none"> • Assistant Building Supervisor • Groundsman / 	<ul style="list-style-type: none"> • Appraisal • Report from Bursar

				<ul style="list-style-type: none"> • Caretaker • Reprographics / Clerical Assistant • Sixth Form Study Supervisor / Clerical Assistant • Technology Technician • Catering & Cleaning Staff / Till Operators • Training • Meetings (one to one & group) • Staff Handbook • Appraisal 	<ul style="list-style-type: none"> • Report from Finance & Salaries Committee • Review from BoG
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5.7 POLICIES

AREA	TARGET	LEADERS & TEAMS	DATE	RESOURCES/ COSTING/METHODS	EVALUATION METHODS
Policies	To review and update the following policies: Controlled Assessment BoG Report	<ul style="list-style-type: none"> • Head of Middle School • Principal • VP Pastoral 	<p>Oct 2010</p> <p>Oct 2010</p>	<ul style="list-style-type: none"> • JCO Documentation • Current Practice • Examination Appeals Policy • Gathering of 	<ul style="list-style-type: none"> • Policy in Action • SLT

		<ul style="list-style-type: none"> • Principal's Secretary • HoDs • BoG • Bursar's Assistant • VP Curriculum • Principal • SENCO 		<ul style="list-style-type: none"> • Relevant Information from Staff • Sampler Material • Statistical Analysis • Printing Costs • Website 	<ul style="list-style-type: none"> • BoG • Parent Feedback
	Procedures for Appointment & Promotion of Staff	<ul style="list-style-type: none"> • Principal • Bursar • BoG 	Oct 2010	<ul style="list-style-type: none"> • ELB Documentation • Legislative Literature • BoG Training • Website 	<ul style="list-style-type: none"> • Successful Appointments!
	SDP	<ul style="list-style-type: none"> • SLT • HODs • Staff 	Nov 2010	<ul style="list-style-type: none"> • Gathering of Relevant Information from Staff • Literature • Statistical Analysis • Time • Substitute Cover • Website 	<ul style="list-style-type: none"> • BoG • SLT Revisiting and Reviewing during the academic year • Major Review November 2011
	Drugs	<ul style="list-style-type: none"> • VP Pastoral • SLT • Nurse 	Nov 2010	<ul style="list-style-type: none"> • Relevant Literature • Available Training • Website 	<ul style="list-style-type: none"> • BoG
	Procedures for Temporary Staff	<ul style="list-style-type: none"> • Principal • VP Curriculum • VP Pastoral 	Nov 2010	<ul style="list-style-type: none"> • Reflection of existing practice supported by 	<ul style="list-style-type: none"> • Policy in Practice

	Data Protection Policy	<ul style="list-style-type: none"> • Bursar • Principal • Bursar • VP Pastoral • BoG 	Dec 2010	<ul style="list-style-type: none"> • relevant documentation • SEELB Directives • Legislative Literature • Website 	<ul style="list-style-type: none"> • Policy in Practice
	Child Protection	<ul style="list-style-type: none"> • VP Pastoral • VP Curriculum • SLT 	Dec 2010	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Existing Policy • Time Allocation • SDP Days • Website 	<ul style="list-style-type: none"> • Annual BoG Review • Logs • Parent Questionnaires • Student Council
	Health and Safety Policy	<ul style="list-style-type: none"> • Operational Director • VP Pastoral • Bursar • Health and Safety Committee • Principal 	Dec 2010	<ul style="list-style-type: none"> • Meetings • Advice from external agencies • Legislative Literature • Website 	<ul style="list-style-type: none"> • External Audit
	Anti-Bullying	<ul style="list-style-type: none"> • BoG • VP Pastoral • VP Curriculum • SLT 	Jan 2011	<ul style="list-style-type: none"> • Legislative Literature • SEELB • Pupil Voice • Website 	<ul style="list-style-type: none"> • Student Questionnaire
	SEN & Inclusion	<ul style="list-style-type: none"> • SENCO 	Jan 2011	<ul style="list-style-type: none"> • Legislative 	<ul style="list-style-type: none"> • Policy in Action

	Assessment	<ul style="list-style-type: none"> • SLT • VP Curriculum • SLT 	Feb 2011	<ul style="list-style-type: none"> • Literature • SEELB • Pupil Voice • Website • Gathering of relevant information • Awarding Bodies Literature • Existing school policies • Website 	<ul style="list-style-type: none"> • Pupil Progress • Evaluation and audit of IEPs • Feedback from HoDs • Policy in action • Feedback
	Numeracy	<ul style="list-style-type: none"> • Head of Maths • Co-Ordinator of Learning and Teaching • SLT 	Feb 2011	<ul style="list-style-type: none"> • Existing school policy • Relevant Literature • ESAGS • School Practice • Website 	<ul style="list-style-type: none"> • Departmental Audit
	Managing Attendance at Work	<ul style="list-style-type: none"> • Managing Attendance at Work Committee 	Mar 2011	<ul style="list-style-type: none"> • ELB training for BoG • Existing Policy • Legislative Literature • SIMS • Website 	<ul style="list-style-type: none"> • Audit attendance • BoG Review
	Examinations Appeals Policy	<ul style="list-style-type: none"> • VP Curriculum • Heads of Senior and Middle School • Principal 	April 2011	<ul style="list-style-type: none"> • Existing Policy • New Guidelines 	<ul style="list-style-type: none"> • Policy in Action

	Salary Policy	<ul style="list-style-type: none"> • Examinations Officers • BoG Sub-Committee 	May 2011	<ul style="list-style-type: none"> • Legislative Literature • Agreed Structures and Procedures 	<ul style="list-style-type: none"> • BoG Review
	Gifted & Talented Policy	<ul style="list-style-type: none"> • VP Curriculum • SLT 	June 2011	<ul style="list-style-type: none"> • Existing Literature • Data Analysis • Specialist Plan Links 	<ul style="list-style-type: none"> • Departmental Audit • SOWs • Review by SLT

	To review and update the following policies:				
	BoG Report	<ul style="list-style-type: none"> • VP Pastoral • Principal's Secretary • HoDs • BoG • Bursar's Assistant • VP Curriculum • Principal • SENCO 	October 2011	<ul style="list-style-type: none"> • Gathering of Relevant Information from Staff • Sampler Material • Statistical Analysis • Printing Costs • Website 	<ul style="list-style-type: none"> • SLT • BoG • Parent Feedback
	SDP	<ul style="list-style-type: none"> • SLT 	Nov 2011	<ul style="list-style-type: none"> • Gathering of Relevant Information from Staff • Literature 	<ul style="list-style-type: none"> • BoG • SLT Revisiting and Reviewing during the

				<ul style="list-style-type: none"> • Statistical Analysis • Time • Substitute Cover • Website 	<ul style="list-style-type: none"> • academic year • Major Review November 2012
	Child Protection	<ul style="list-style-type: none"> • VP Pastoral • VP Curriculum • SLT 	Nov 2011	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Website • Reflection of existing practice supported by relevant documentation 	<ul style="list-style-type: none"> • Annual BoG Review • Logs • Parent Questionnaires • Student Council
	Anti Bullying	<ul style="list-style-type: none"> • VP Pastoral • SLT 	Nov 2011	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Website • Reflection of existing practice supported by relevant documentation 	<ul style="list-style-type: none"> • Annual BoG Review • Logs • Parent Questionnaires • Student Council
	Educational Visits Policy	<ul style="list-style-type: none"> • VP Pastoral 	December 2011	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Existing Policy • Time Allocation • SDP Days 	<ul style="list-style-type: none"> • BoG • Policy in Practice

	Internet Policy	<ul style="list-style-type: none"> • VP Pastoral • Head of ICT • SLT 	January 2012	<ul style="list-style-type: none"> • Website • ICT Technician • SDP Days 	<ul style="list-style-type: none"> • BoG • SLT • Policy in Practice • Parental Feedback
	Positive Behaviour Policy	<ul style="list-style-type: none"> • VP Pastoral • SLT 	March 2012	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Existing Policy • SDP Days • Website 	<ul style="list-style-type: none"> • BoG • SLT • School Council • Policy in Practice • Parental Feedback
	Critical Incident Policy	<ul style="list-style-type: none"> • VP Pastoral • SLT • Operational Director 	May 2012		<ul style="list-style-type: none"> SLT Operational Director Policy in Practice
	School Council Constitution	<ul style="list-style-type: none"> • VP Pastoral 	June 2012	<ul style="list-style-type: none"> SEELB Guidance Existing Policy 	<ul style="list-style-type: none"> SLT BOG School Council
	Suspension and Expulsion Policy	<ul style="list-style-type: none"> • VP Curriculum • SLT 	June 2012	<ul style="list-style-type: none"> • Relevant Information from External Agencies • Existing Constitution • Website 	<ul style="list-style-type: none"> • SLT • BOG

	Curriculum Policy	<ul style="list-style-type: none"> • VP Curriculum • SLT 	October 2012	<ul style="list-style-type: none"> • External Directives • Legislative Literature • Existing Policy 	<ul style="list-style-type: none"> • SLT • BOG • Policy in Practice
	BoG Report	<ul style="list-style-type: none"> • VP Pastoral • Principal's Secretary • HoDs • BoG • Bursar's Assistant • VP Curriculum • Principal • SENCO 	October 2012	<ul style="list-style-type: none"> • External Directives • Legislative Literature • Existing Policy • Time Allocation • SDP Days • Website 	<ul style="list-style-type: none"> • SLT • BoG • Parent Feedback
	SDP	<ul style="list-style-type: none"> • SLT 	November 2012	<ul style="list-style-type: none"> • Gathering of Relevant Information from Staff • Sampler Material • Statistical Analysis • Printing Costs • Website 	<ul style="list-style-type: none"> • BoG • SLT Revisiting and Reviewing during the academic year • Major Review November 2013
	Child Protection	<ul style="list-style-type: none"> • VP Pastoral • VP Curriculum • SLT 	Nov 2012	<ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Website • Reflection of existing practice supported by 	<ul style="list-style-type: none"> • Annual BoG Review • Logs • Parent Questionnaires • Student Council

	Anti Bullying	<ul style="list-style-type: none"> • VP Pastoral • SLT 	Nov 2012	<p>relevant documentation</p> <ul style="list-style-type: none"> • SEELB Directives • Legislative Literature • Website • Reflection of existing practice supported by relevant documentation 	<ul style="list-style-type: none"> • Annual BoG Review • Logs • Parent Questionnaires • Student Council
	Data Protection	<ul style="list-style-type: none"> • Principal • Bursar • BoG 	December 2012	<p>External Directives Existing Policy</p>	<ul style="list-style-type: none"> • Policy in Practice
	Procedures for Part Time Teachers	<ul style="list-style-type: none"> • Principal • VP Curriculum • VP Pastoral • Bursar 	January 2013	<ul style="list-style-type: none"> • Gathering of Relevant Information from Staff • Literature • Statistical Analysis • Time • Substitute Cover • Website 	<ul style="list-style-type: none"> • Policy in Practice
	Managing Attendance at Work	<ul style="list-style-type: none"> • Managing Attendance at Work Committee 	March 2013	<ul style="list-style-type: none"> • ELB training for BoG • Existing Policy • Legislative Literature • SIMS 	<ul style="list-style-type: none"> • Audit attendance • BoG Review

	SEN and Inclusion	<ul style="list-style-type: none"> • SENCO • SLT 	April 2013	<ul style="list-style-type: none"> • Website • Legislative Literature • SEELB • Pupil Voice • Website 	<ul style="list-style-type: none"> • Policy in Action • Pupil Progress • Evaluation and audit of IEPs • Feedback from HoDs
	Salary Policy	<ul style="list-style-type: none"> • BoG Sub-Committee 	May 2013	<ul style="list-style-type: none"> • Legislative Literature • Agreed Structures and Procedures 	<ul style="list-style-type: none"> • BoG Review

SLT LINKS incl PRSD 2010/2011

B Devlin	A McGinn (ICT/Psychology)	A O'Neill (Biology)	H Madine (Chemistry)	M Morrow (Physics)	D Goddard (Technology)
N Colhoun	R Graham (Maths)	M Wells (Geography)	J Morton (HE)	M McCafferty (Careers)	
D Breen	R Toner (English)	F Feron (Drama)	P Jeffers (Bus St/Economics)		
M Lewis	M Goodall (RSE)	M Daly (RE)	J Leonard (Spanish)	P Scullion (Irish)	C Martin (French)
M Murphy	J Kelly (Applied)	P McCann (Art)	P Maginn (Latin)		
D McCusker	H McCambridge (PE)	M Harrison (Music)	G Toner (History)		

ASSESSMENT OF CROSS CURRICULAR SKILLS

SCHEDULE OF DEPT RESPONSIBILITIES

	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
COMMUNICATION	ENGLISH	HISTORY	ENGLISH	ENGLISH	ENGLISH
USING MATHEMATICS	MATHEMATICS	SCIENCE	MATHEMATICS	SCIENCE	SCIENCE
USING ICT	SCIENCE ART	GEOGRAPHY HOME.ECON.	TECHNOLOGY R.EDUCATION	CAREERS	CAREERS

ASSESSMENT OF THINKING SKILLS AND PERSONAL CAPABILITIES SCHEDULE OF DEPT RESPONSIBILITIES

	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
MANAGING INFO	SPANISH	SPANISH	IRISH	N/A	N/A
THINKING, PROBLEM SOLVING, DECISION MAKING	MUSIC	LATIN	HISTORY	MATHS	MATHS
BEING CREATIVE	P.ED.	ART	MUSIC	N/A	N/A
WORKING WITH OTHERS	FRENCH	CITIZENSHIP	P.ED.	P.ED.	P.ED.
SELF MANAGEMENT	HOME. ECON.	EMPLOYABILITY	GEOGRAPHY	R.E.	R.E.

5. Departmental Self Evaluation

6. Addressing SEN within Department

7. Coursework/Controlled Assessment Issues

8. Website

9. Staff/Departmental Issues

10. AOB

STAFF DAYS 2010/2011

“Baker Days”

	Date	Focus
1	Thursday 26 August 2010	<p>Overview of Specialist Plan</p> <p>Departmental Work – Analysis of Exam Results/+Target Setting 2010-2011/ Requisition/Calendar/PRSD targets 2010-2011</p>
2	Friday 27 August 2010	<p>Pastoral Meetings</p> <p>Policy Update</p> <ul style="list-style-type: none"> - Internet - Positive Behaviour - Photographs - Data Protection <p>Embedding Careers/ICT in Schemes of Work</p> <p>Working Party on Reporting System</p> <p>Departmental Planning and Analysis of Results</p>
3	Tuesday 4 January 2011	<p>CAT Training and Sharing of Good Practice in Target Setting</p> <p>Prepare Term 2 Pastoral Programme including</p> <ul style="list-style-type: none"> - Safer Internet Use - Years 11 & 12 Form Teachers & Year Heads - Pastoral Issues/Meetings
4	Wednesday 20 April 2011	Coursework Moderation Day
5	Tuesday 31 May 2011	Self Evaluation and PRSD

School Development Days

1	Wed 1 September 2010	Development of ICT across the curriculum "Mind Out" Year 12 Form Teachers Training SHAHRP Training for Years 10 & 11 Year Heads and Form Teachers Cross Curricular Skills and Capabilities Workshops Quality Policy Managing Attendance Policy
2	Monday 1 November 2010	Effective Use of the VLE Continued ICT Training to include relevant software, video conferencing, Moodle, VLE
3	Friday 18 March 2011	Quality Policy in action
4	Friday 1 April 2011	Staff - Emotional Well Being