



# **Foyle College**

**Board of Governors  
Report to Parents  
2017-18**

## Constitution of the Board of Governors

The following shows the composition of the Board of Governors for the 2017-18 school year when the Board was re-constituted at a meeting held on 15<sup>th</sup> May 2018 following delays in the appointment of Department of Education Governors.

<b>Name of Governor (up to 15<sup>th</sup> May 2018)</b>	<b>Nominated by</b>	<b>Name of Governor (after 15<sup>th</sup> May 2018)</b>
Mr R. Young MBE	The Honourable The Irish Society	Mr G Killeen
Dr R Manning	Foundation Governor	Mr S Lindsay
Mr G Killeen	Foundation Governor	Mr R McBride
Mrs C Gilliland	Foundation Governor	Mrs C Gilliland
Mr I McCarter	Foundation Governor	Mr I McCarter
Mr W Lynn	Former Pupils' Association	Mr W Lynn
Mr C Jeffrey	Former Pupils' Association	Mr C Jeffrey
Mrs J McClintock	Former Pupils' Association	Ms A Watson
Mrs I McNally	Former Pupils' Association	Mrs C Arthur
Rev R Craig	Presbytery of Derry & Strabane	Rev S McCrea
Canon Rev M Ferry	Church of Ireland Diocesan Representative	Canon Rev M Ferry
Professor D Heenan	University of Ulster	Dr L Bradley
Mr T Nutt	Teacher Governor	Mr T Nutt
Mrs S McLaughlin	Teacher Governor	Mr D Barnett
Mrs S Guthrie	Teacher Governor	Mrs S Guthrie
Mrs D Leeson	Parent Governor	Mrs A McAteer
Mr P Howie	Parent Governor	Mr B Adair
Mrs K Jackson	Parent Governor	Mr R Gillen
Mr B Dougherty	Department of Education	Mr B Dougherty
Mr R McCullough	Department of Education	Mr D Bigger
Mr J Templeton	Department of Education	Mr R O'Boyle
Mrs S O'kane	Department of Education	Mrs S O'Kane
Mrs SJ Young	Department of Education	Mrs J McClintock
Mr K McCaughey	Department of Education	Mr K McCaughey
Ms L Quigley	Department of Education	Ms L Quigley
Mrs J Stewart	Department of Education	Mrs J Stewart
Mrs D Fleming	Department of Education	Mr K Hegarty
Mr P Allen	Ex-officio member as Principal	
Mr N Stewart (Bursar)	Secretary to the Board of Governors	

## **Aims of the school**

It is the aim of the staff, pupils, parents and governors of Foyle College to work together to create a secure, caring, happy and healthy environment. Within this environment pupils can grow academically, athletically and artistically in order to fulfil their potential both as members of the school community and as contributors to society. Such growth will be nurtured through the promotion of the school's core values of:

- **Respect** by all members of the school community for themselves, for others, for our community and for the environment through an appreciation of the need for moral values and tolerance of others;
- **Determination** by all members of the school community to strive for the achievement of personal and collective goals through hard work, courage and skill and a recognition that determination is what transforms the promise into reality;
- **Responsibility** by all members of the school community in accepting accountability for one's self and the well-being of others;
- **Integrity** by all members of the school community in demonstrating openness, honesty, inclusiveness and high standards of behaviour and attainment in all areas of school life
- **Commitment** by all members of the school community to its caring ethos and academic and extra-curricular traditions.

## **Fostering Opportunities for Young Learners to Excel**

## **Staffing**

### **Teaching Staff**

The number of teaching staff in the school was as follows:

Principal + 48 full time staff + 3 part time staff giving a Fulltime Teacher Equivalent figure of 51.

### **Changes to staff during 2017-18**

The following left the staff as of 31<sup>st</sup> August, 2017

Ms L McAuley (Head of French) left to pursue an alternative career

Mr C Duffy left with the return of Mrs C Robinson to the History Department

Ms M Brennan left as a Classroom Assistant

The following joined the staff in a fulltime capacity as of 1<sup>st</sup> September 2017:

Mrs C Robinson returned from maternity leave and career break;

Ms K Eakin returned from maternity leave and career break

Miss M Deery joined the Administration staff.

## **Curriculum Policy**

The Board of Governors of Foyle College seeks to provide, within the setting of a non-denominational, co-educational, voluntary grammar school, a balanced and broadly based curriculum which promotes the intellectual, physical, cultural, social, moral and spiritual development of pupils and prepares them for the opportunities, responsibilities and challenges of adult life. This policy should be read with reference to other whole school policies, particularly the Pastoral Policy, Assessment Policy, Positive Behaviour Policy and Special Educational Needs Policy.

### **Aims**

- to provide a broad, balanced and coherent curriculum which meets the needs of all of our pupils;
- to enable our pupils to fulfil their full academic potential;
- to help our pupils acquire the qualifications appropriate to the needs of their future careers;
- to prepare our pupils for the world of work;
- to encourage our pupils to become effective citizens who contribute fully to society;
- to encourage our pupils to become confident, articulate and responsible members of the community;
- to inspire our pupils to become fully rounded human beings shaped by values of integrity, respect for others, generosity and compassion.

## **KEY STAGE 3**

Pupils at Key Stage 3 follow the Northern Ireland Revised Curriculum which aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The key objectives are:

- to develop the young person as an individual;
- to develop the young person as a contributor to society;
- to develop the young person as a contributor to the economy and environment.

These objectives are to be achieved for learning for life and work through key elements, infusing cross-curricular skills, thinking skills and personal capabilities across the areas of learning (The Arts, English, Environment and Society, Mathematics, Modern Languages, Physical Education, Science and Technology and Religious Education).

The cross-curricular skills of Communication, Using Mathematics and Using ICT are developed across the curriculum, while opportunities to develop thinking skills and personal capabilities are embedded in the schemes of work of each subject area. The school will adhere to the assessment and reporting arrangements specified by the Department of Education for Northern Ireland for the Revised Curriculum.

Pupils in Year 8 come from a number of different primary schools and with a range of abilities, as measured by their scores in the AQE assessment tests. Five Year 8 registration groups are created by balancing the ratios of boys to girls, the pupils' primary schools and their ability range, as far as possible. Pupils are taught in these registration groups for most subjects and remain in these groups from Year 8 through to Year 10. For the other subjects, mostly practical in nature, a sixth class is created by bringing together four or five pupils from each registration group.

## KS3 Timetable Allocation

AREA OF LEARNING	SUBJECT	Year 8	Year 9	Year 10
The Arts	Art & Design	2	2	2
	Music	2	2	2
English & Literacy	English	6	6	6
Environment & Society	Geography	3	3	3
	History	3	3	3
Learning for Life & Work	Home Economics	2	2	2
	PSHE	2	2	2
	Careers			1
Mathematics & Numeracy	Mathematics	5	5	5
Modern Languages	French	6	3	3
	Spanish		3	3
Physical Education	Physical Education	3	3	3
Science & Technology	Biology			2
	Chemistry			2
	Physics			2
	Science	6	6	
	Technology & Design	2	2	2
	ICT	2	2	2
Religious Education	Religious Education	2	2	1
<b>TOTAL</b>		<b>46</b>	<b>46</b>	<b>46</b>

## KEY STAGE 4

Through the Key Stage 4 curriculum, the school offers a wide range choice of subjects for GCSE, thus allowing pupils access to a varied range of career options. We currently fulfil the DENI statutory requirement by offering 24 general and applied subjects at GCSE level. Every pupil takes a combination of compulsory core subjects and additional optional subjects leading to nine full course, and one or two short course, GCSE qualifications, as well as non-examinable classes in Physical Education and Learning for Life and Work. Almost all courses at Key Stage 4 follow CCEA GCSE specifications; the one exception is WJEC Geology.

Core Subjects	Optional Subjects
<ul style="list-style-type: none"> <li>English Language &amp; English Literature<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Art &amp; Design</li> <li>Biology</li> <li>Business Studies</li> <li>Chemistry</li> <li>Drama</li> <li>Engineering</li> <li>French</li> <li>Geography</li> <li>Geology</li> <li>Health &amp; Social care</li> <li>History</li> <li>Hospitality</li> <li>ICT Full Course</li> <li>Music</li> <li>Physical education</li> <li>Physics</li> <li>Religious Studies Full Course</li> <li>Spanish</li> <li>Technology &amp; Design</li> </ul>
<ul style="list-style-type: none"> <li>Mathematics OR Mathematics with Further Mathematics + Digital Technology<sup>2</sup></li> </ul>	
<ul style="list-style-type: none"> <li>Single Award Science OR Double Award Science OR Three separate sciences (Biology, Chemistry &amp; Physics)</li> </ul>	
<ul style="list-style-type: none"> <li>Religious Studies Short Course<sup>3</sup></li> </ul>	

<sup>1</sup> English Language and English Literature are taught together for the majority of pupils; a small number of pupils will study English Language only.

<sup>2</sup> Mathematics is taken in Year 11 and Further Mathematics in Year 12.

<sup>3</sup> Religious Studies can be taken as an optional full course.

The allocation of pupils to English classes is determined by the performance of the pupils in the Year 10 English Language and Literature examinations. For Mathematics and Science, the year group is divided into two bands. Here, the allocation of pupils is determined by their decision to study Further Mathematics or not, with the guidance of the Mathematics Department. The allocation of pupils to all other academic classes is determined solely by their choice of GCSE subjects.



## KS4 Year 11 Timetable Allocation

GCSE Grades	SUBJECT	Periods	
Core	1 English Language	6	
	1 English Literature		
	1 Mathematics	6	
	½ Religious Studies Short Course	1	
Science	1 Single Award Science + Extra Core Support	9	
	2 Single Award Science + Digital Technology Double Award Science		
	3 Biology + Chemistry + Physics	12	
Option A	1 Further Mathematics	2	
	2 Further Mathematics + Digital Technology	5	
	1		Art & Design
			Digital Technology
			Geography
			Music
		Spanish	
Technology & Design			
Option B	1	Business Studies	5
		French	
		History	
		Hospitality	
		Music	
		Physical Education	
		Spanish	
Technology & Design			
Option C	1	Digital Technology	5
		Geography	
		Geology	
		Health & Social Care	
		History	
		Spanish	
		Technology & Design	
Option D	1	Art & Design	5
		Business Studies	
		Drama	
		French	
		Geography	
		History	
		Moving Image Arts	
		Religious Studies Full Course	
		Spanish	
Other	0	Physical Education - Games	3
		PSHE	1
<b>TOTAL</b>	9-10		<b>46</b>

## KS4 Year 12 Timetable Allocation

GCSE Grades	SUBJECT	Periods
Core	1 English Language	6
	1 English Literature	
	1 Mathematics	6
	1 SA Science or Biology or Chemistry or Physics	5
	½ Religious Studies Short Course	1
Option A	2 Further Mathematics + Digital Technology	5
	1 Art & Design	
	1 Digital Technology	
	1 Geography	
	1 Music	
Option B	1 Spanish	4
	1 Art & Design	
	1 Biology	
	1 Chemistry	
	1 Geography	
	1 Health & Social Care	
Option C	1 Physics	5
	1 Technology & Design	
	1 Business Studies	
	1 French	
	1 Geography	
	1 Geology	
	1 History	
	1 Hospitality	
Option D	1 Physics	5
	1 Technology & Design	
	1 Biology	
	1 Business Studies	
	1 French	
	1 History	
	1 Moving Image Arts	
Option E	1 Music	5
	1 Religious Studies Full Course	
	1 Spanish	
	1 Chemistry	
	1 Digital Technology	
	1 French	
	1 History	
Other	0 Physical Education - Games	3
	0 PSHE	1
<b>TOTAL</b>	9-10	<b>46</b>

## KEY STAGE 5

Through its Key Stage 5 curriculum, the school offers a wide choice of subjects for A-Level, allowing pupils access to a varied range of career options. Pupils in the Sixth Form study 3 or 4 subjects at AS level before progressing to A2. Most courses at Key Stage 5 follow CCEA AS / A2 specifications, although some use Edexcel and OCR.

### Path 1

Year 13 – 4 AS  
Year 14 – 4 A2

### Path 2

Year 13 – 4 AS  
Year 14 – 3 A2

### Path 3

Year 13 – 3 AS  
Year 14 – 3 A2

### General Subjects

- Biology
- Business Studies
- Chemistry
- English Literature
- French
- Geography
- Geology
- History
- Mathematics
- Physics
- Religious Studies
- Spanish

### Applied Subjects

- Art & Design
- Health & Social Care
- Digital Technology
- BTEC Level Information Technology
- Music
- Sports & Active Leisure Industry
- Technology & Design

Additional subjects are also available through the Foyle Learning Community

To enter and remain in Sixth Form, pupils must be able to demonstrate their ability and commitment to pursuing their studies to A-Level within the supportive environment of the school. The following criteria apply to all applicants to the Sixth Form:

- Pupils must have achieved 10 points or more with their GCSE results, with A\*=4 points, A=3 points, B=2 points and C=1 point. GCSE Short Courses will be awarded half points.
- Pupils would normally be expected to have achieved at least Grade C in English and Mathematics
- Preference will be given to these pupils whose record of attendance, punctuality, discipline and attitude to study are satisfactory and who are willing to comply with school regulations.

To take a subject at AS/A2 level, pupils would normally be expected to have at least grade B at GCSE in that subject, or in a subject that requires similar skills. For Mathematics, pupils should have at least grade B in Further Mathematics. For Biology, Chemistry and Physics, pupils should have grade B or better at GCSE to take the same science at A-level. Pupils would not normally choose to study more than one subject at AS level which they have not taken at GCSE.

## KS5 Timetable Allocation

AS/A2 Grades		FOYLE SUBJECTS	EXTERNAL SUBJECTS	Periods
Option A FLC Common Block	1	Art & Design	Government & Politics	9
		Biology	Journalism & Media Studies	
		Geography	Moving Image Arts	
		Mathematics	Software Systems Development	
		Physics	Spanish	
		Religious Studies	Travel & Tourism BTEC	
		Technology & Design		
Option B FLC Common Block	1	Biology	Government & Politics	9
		Business Studies	Health & Social Care	
		Digital Technology	Journalism & Media Studies	
		French	Software Systems Development	
		History		
		Mathematics		
		Sports Science		
Option C FLC Individual Pupils	1	Business Studies	History	9
		Chemistry		
		English Literature		
		Geography		
		Health & Social Care		
		IT BTEC		
Option D FLC Individual Pupils	1	Biology	Engineering BTEC	9
		Geography		
		History		
		Mathematics		
		Music		
		Religious Studies		
		Spanish		
Technology & Design				
Other	0	Private Study		6
		Physical Education - Games		3
		PSHE		1
<b>TOTAL</b>	<b>3-4</b>			<b>46</b>

AS/A2 Grades		FOYLE SUBJECTS	EXTERNAL SUBJECTS	Periods
Option A FLC Common Block	1	Art & Design	Engineering BTEC	9
		Business Studies	Health & Social Care	
		Chemistry	Hospitality BTEC	
		Geography	Journalism & Media Studies	
		IT BTEC		
		Physics		
		Spanish		
Option B FLC Common Block	1	Biology	Drama & Theatre Studies	9
		History	Health & Social Care	
		Mathematics	Journalism & Media Studies	
		Music	Moving Image Arts	
		Physics	Software Systems Development	
		Religious Studies	Travel & Tourism	
		Technology & Design		
Option C FLC Individual Pupils	1	Biology	German	9
		French		
		Geography		
		Geology		
		History		
		Mathematics		
		Technology & Design		
Option D FLC Individual Pupils	1	Biology		9
		Business Studies		
		Digital Technology		
		English Literature		
		Health & Social Care		
		Mathematics		
		Sports Science		
Other	0	Private Study		6
		Physical Education - Games		3
		PSHE		1
<b>TOTAL</b>	<b>3-4</b>			<b>46</b>

## ENTITLEMENT FRAMEWORK

Foyle College is a member of the Foyle Learning Community. All the schools in this community are committed to providing pupils with access to the Entitlement Framework which aims to guarantee all post primary pupils aged 14 and above greater choice and flexibility, by providing them with access to a broad range of general and applied courses suited to their needs, aptitudes and interests. All pupils aged 14 and above have access to 24 subjects at KS4 (of which at least one third should be general and at least one third applied) and 27 subjects at AS/A2 level (of which at least one third should be general and at least one third applied).

### Partner Institutions

- Lisneal College
- Lumen Christi College
- Oakgrove Integrated College
- St Brigid's College
- St Cecilia's College
- St Columb's College
- St Joseph's Boys School
- St Mary's College
- St Patrick's & St Brigid's College, Claudy
- Thornhill College
- Verbal Arts Centre

Currently at KS5, we work with partner schools to provide more than the statutory number of general and applied courses for the pupils of Foyle College. We provide two common timetable blocks in Years 13 and 14, where pupils can access courses already on offer at Foyle College and additional courses available through our partner schools. Pupils will not normally choose to study more than one subject at AS level in another school.

The courses offered through the Foyle Learning Community change from year to year, as do the number of places available to our pupils, so it is difficult to be more exact about the combinations of subjects that can be studied in any given year.

## COMPLAINTS PROCEDURE

The following mechanism has been devised in accordance with the regulations laid down in the E.R.O 1989 Section 3 to deal with any problems or complaints that may arise in connection with the curriculum. Complaints should be made in the first instance to the Principal or the Curriculum Vice-Principal who will attempt to resolve them. If this proves unsatisfactory, then the complaint will be forwarded to the Chairman of the Board of Governors who, in turn, will try to resolve the issue. If it cannot be resolved at this level, the matter will be referred to the Complaints Tribunal set up by the Western Education and Library Board.

## External Examination Results

### Summary of KS3 Cross-Curricular Skills Results 2017-18

Cross Curricular Skill	Communication		Using Mathematics		Using ICT	
	School	NI	School	NI	School	NI
<b>% achieving level 5 or above</b>	NR	74	NR	72	NR	73
<b>% achieving level 6 or above</b>	NR	42	NR	44	NR	23

2017/18 figures have been produced based on submitted returns from approximately 32% of post primary schools in Northern Ireland. Due to industrial action short of strike action by members of the teaching staff no information was produced for pupils of Foyle College.

## GCSE Exam Performance

### Number of Pupils in Year 12 in 2017-18

Number of pupils in Year 12	Number of pupils with statements of special educational needs
124	4

### Summary of GCSE Results 2017-18

% entered for 7 or more subjects	% achieving 7 or more A*-C grades including English and Mathematics	% entered for 5 or more subjects	% achieving 5 or more A*-C grades including English and Mathematics
100	84.8	100	94.9

### Comparison of GCSE Results with the NI Averages 2014-15 to 2016-17

	2014-15		2015-16		2016-17	
	School	NI Grammar	School	NI Grammar	School	NI Grammar
<b>% achieving 7 or more A*-C grades including English and Mathematics</b>	85.2	92.1	82.6	91.0	87.5	90.3
<b>% achieving 5 or more A*-C grades including English and Mathematics</b>	91.4	95.0	93.9	94.1	94.2	96.5



## Summary of GCSE Subject Results 2017-18

Subject	Entries	% of pupils achieving grades								
		A*	A	B	C	D	E	F	G	U
Art & Design	11	9	0	27	46	18	0	0	0	0
Biology	68	16	37	44	3	0	0	0	0	0
Business Studies	27	7	37	26	19	7	4	0	0	0
Chemistry	61	16	28	34	20	2	0	0	0	0
Design and Technology	29	0	24	31	28	14	0	3	0	0
Engineering	14	0	14	29	14	29	14	0	0	0
English Language	121	10	32	43	14	1	0	0	0	0
English Literature	99	13	24	30	30	2	0	0	0	0
French	52	19	23	21	19	14	2	2	0	0
Geography	64	14	28	20	22	6	3	3	0	3
Geology	15	20	47	27	0	0	0	0	0	7
Health & Social Care	20	0	5	15	50	30	0	0	0	0
History	50	18	30	22	14	10	2	0	2	2
Hospitality & Catering	10	10	20	50	10	0	0	0	10	0
ICT Full Course	33	9	49	15	21	3	0	0	3	0
ICT Short Course	60	17	62	20	2	0	0	0	0	0
Mathematics	121	23	38	26	11	2	1	0	0	0
Mathematics Further	55	35	31	29	4	0	0	2	0	0
Moving Image Arts	11	0	0	27	64	9	0	0	0	0
Music	26	15	50	27	4	4	0	0	0	0
Physics	62	16	39	24	18	3	0	3	0	0
RE Full Course	15	33	47	13	7	0	0	0	0	0
RE Short Course	106	14	33	14	8	8	7	4	5	7
Science Single Award	19	0	21	21	53	0	0	5	0	0
Spanish	56	13	11	30	30	11	5	0	0	0
Sport/PE Studies	17	12	29	24	24	6	0	0	0	6

## A-Level Exam Performance

### Number of Pupils in Years 13 and 14 2017-18

Number of pupils in Years 13 and 14	Number of pupils with statements of special educational needs
192	3

### Summary of GCE A-level Results 2017-18

Number of pupils in Year 14	% achieving 3 or more A*-C grades	% achieving 2 or more A*-E grades
90	64.0	100

### Comparison of GCE A-level Results with the NI Averages 2014-15 to 2016-17

	2014-15		2015-16		2016-17	
	School	NI Grammar Schools	School	NI Grammar School	School	NI Grammar Schools
<b>% achieving 3 or more A*-C grades</b>	80.0	77.0	81.6	76.3	68.5	78.1
<b>% achieving 2 or more A*-E grades</b>	100	99.7	100	99.5	100	99.7

## Summary of GCE A-level Subject Results 2017-18

Subject	Entries	% of pupils achieving grades						
		A*	A	B	C	D	E	U
Art & Design	6	0	17	33	17	17	17	0
Biology	28	14	32	7	4	25	7	11
Business Studies	25	0	24	24	40	12	0	0
Chemistry	14	14	43	29	14	0	0	0
Design & Technology	14	0	7	43	21	21	7	0
Digital Technology	13	0	15	8	38	8	23	8
English Literature	9	22	11	33	22	11	0	0
English Literature *	1	0	0	0	100	0	0	0
French	5	0	20	60	20	0	0	0
Geography	26	8	19	46	12	12	4	0
Geography *	2	0	0	100	0	0	0	0
German *	1	100	0	0	0	0	0	0
Health & Social Care	11	0	9	73	18	0	0	0
Health & Social Care *	1	0	100	0	0	0	0	0
History	18	6	11	22	33	17	11	0
ICT Applied	5	0	40	20	40	0	0	0
Journalism *	1	0	0	100	0	0	0	0
Mathematics	28	11	39	25	14	7	4	0
Mathematics Further *	1	0	100	0	0	0	0	0
Moving Image Arts *	3	0	0	33	67	0	0	0
Music	6	0	0	83	17	0	0	0
Physics	13	0	15	31	15	15	8	15
Religious Studies	22	5	5	55	32	5	0	0
Religious Studies *	1	0	0	100	0	0	0	0
Science: Geology	8	0	25	25	25	0	25	0
Software Systems *	1	0	0	100	0	0	0	0
Spanish	6	0	17	50	17	17	0	0
Sport/PE Studies	7	0	14	14	71	0	0	0

## Attendance Rate 2015-16 to 2017-18

Year	% attendance
2015-16	94.6
2016-17	95.4
2017-18	94.9

## Summary of Destinations of School Leavers 2017-18

Total Number of Leavers from Years 12, 13 and 14                      126

Destination	% of school leavers
Other school	8.7
Job Skills	1.6
Further Education	19.0
Higher Education	61.1
Employment	4.0
Apprenticeship	4.0
Emigrated	0.8
Other	0.8
Unknown	0

## **Pastoral Care**

The school continues to operate a clearly defined and active system for pastoral care with a team of teachers operating agreed policies and procedures which are regularly reviewed and updated. The Principal, Mr Allen has oversight of Pastoral Care assisted by Mrs B McGowan (SENCo), Mrs B O'Connell (Designated Teacher for Safeguarding) and Mr A Manning (Senior Teacher). Each of these Senior Teachers has oversight of the pupils in a Key Stage. Each year group is the responsibility of a Year Head who leads a team of Form Tutors all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics, is provided as part of Learning for Life and Work to each year group in Key Stages 3 and 4.

The Independent Schools' Counselling Service (provided by New Life Counselling) continues to provide valuable support on a weekly basis to pupils of all ages addressing a wide range of issues.

## **Safeguarding**

The Designated Teacher for Child Protection is Mrs Sandra O'Connell (Senior Teacher) and the Deputy Designated Teachers are Mr P Gault (VP) and Mrs B McGowan (SENCo).

Mrs J Stewart is the Designated Governor for Safeguarding; Mrs Stewart and the Designated Teacher carried out an audit of Safeguarding in the school which did not identify any shortcomings in policies and procedures.

Safeguarding was discussed at each meeting of the Board of Governors by Mr Allen and the annual Safeguarding Report was delivered to the June meeting of the Board of Governors.

## **Special Educational Needs**

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

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

The school continues to adapt the buildings as and when required to improve facilities for those with disabilities in line with SENDO requirements.

## **Careers Education, Information, Advice & Guidance (CEIAG)**

The Careers Department in Foyle endeavours to promote careers across the curriculum through the development of Employability skills in the context of changing demands of the Labour Market. The input and enthusiasm of Mr P Farmer (Head of Careers), Miss N Sloane (work experience coordinator); Mrs J Campbell and Mrs H Eakin to provide informed and up to date Advice and Guidance is central to the success of the CEIAG programme.

Personal Career Planning is an integral part of progression throughout the school. This is an evolving process beginning in Year 8, where each pupil identifies their skills and qualities, carries out a job exploration and sets an action plan. All students from Year 8 to Year 14 have a

Personal Career Plan folder that will help them to make informed decisions at the key transition stages.

As a department, we welcome continued communication with parents and are seeking to develop stronger links in the next few years. We strive to provide information to parents of upcoming information events at Queen's University and Ulster University (Business and Finance, Engineering, Nursing, Psychology and School of Sport faculties) and the NWRC.

### **STEAM**

STEM (Science, Technology, Engineering and Maths) as well as the Arts (for example creativity and innovation) are now becoming the careers of the future. A "Choosing Science" event was organised by the Junior Science Department in February that involved increasing the awareness of STEM occupations. Year 10 pupils were given the opportunity to attend talks by local industries and Professionals. Dr Rochelle O'Hara spoke about exciting innovations in Biomedical Engineering. Other professions included: Biomedical Science in Altnagelvin, Lough's Agency, and STEM Aware. Thanks to Mrs Hand for organising this event.

### **Year 11 and 12**

**Work experience** in February was a very valuable experience for Yr12 pupils to improve their employability skills and increase awareness of the world of work. Many students were assisted in their choice of work experience based on a subject option sheet provided by the School Employers Connections. This tailored many of the work experience opportunities to the need of the pupil. For example, students attended Drumahoe Veterinary Clinic, Schivo Engineering, Seagate, 8over8 (international IT company), Bombardier. The feedback from Employers about Foyle students was very positive.

We are indebted to many of our local employers who provide the opportunity for Year 12 students to get a taste of the realities of the working environment. It provides work related experiences that help inform decisions on post 16 choices.

### **Year 13**

In September and October many Year 13 pupils gained experience of the Health Professions. They attended workshops in Altnagelvin on Biomedical Science, Psychology, Occupational Therapy, Nursing, Radiography/ Radiotherapy, Physiotherapy and Speech and Language Therapy, Medicine and Dentistry to gain an insight into the skills, qualities and experiences of the staff in the hospital. Foyle College maintains strong links with the local hospital (Altnagelvin). Many students gain work experience and volunteering opportunities to prepare for a profession in the Health Sector thus increasing the chances of success in applying to University. These links are maintained with the close contact between Foyle College and Anne Love (Work experience coordinator), Wendy Doherty (Volunteering coordinator) in the WHSCT in Altnagelvin Hospital.

There are many opportunities for senior school students to gain an invaluable insight into the options available for Higher and Further Education. In September sixth form students attend Queen's University and University of Ulster Open days. This gives them the chance to sample the campus, research the courses available, accommodation types and other associated costs of university life. Mrs Eakin organised a Kaplan UKCAT Test preparation course for prospective Medical and Dentistry students.

Applications to the Republic of Ireland Universities have increased in the last few years. Students are more aware of the cost of third level education in the UK. To provide information on studying outside the UK a student recruitment officer from Trinity College Dublin gave a presentation to Yr13 about the CAO application process and the opportunities to enter Higher Education in the Republic of Ireland.

## **Year 14**

As a department, we are proud that more than 75% of our sixth form students gained entry to their desired choice of University/ College. Many of which are high demand courses that require A/B grades at A-level for entry.

Year 14 Interview Skills Day was a great success this year. There were many local employers from Industry, Professional organisations and Academics including Seagate, University of Ulster faculty of Allied Health Professions, North West Regional College and many more. The students were very well prepared for their Interviews with very positive feedback from the interviewers and interviewees. The interviewers commented that the students in Foyle College were involved in so many extracurricular activities that they were able to demonstrate important key skills. Students found the process invaluable when trying to market and present themselves to employers and for University/ College interviews. This was reflected in a number of students being offered places in Nursing, teaching in Stranmillis University, Medicine, Dentistry and many Health Professions.

Foundation Degrees and Apprenticeships are becoming widely accepted as a viable alternative to Higher Education. Employers are looking very favourably on this route into employment as the students are gaining valuable employability skills and experience. There are many more opportunities to access apprenticeships and Foundation degrees through the Regional FE Colleges such as NWRC.

## **School Security and Safety**

The Board of Governors continues to be mindful of its responsibility for the safety of pupils and staff and the need to provide secure premises as far as possible given the age and design of the school buildings. The Health and Safety Committee, chaired by Mr N Stewart (Bursar) is comprised of the following members

School Principal – Mr P Allen

School Governor – Mr W Lynn (Chair of House & Estates Sub Committee)

Responsible for Staff Training – Mrs W Nutt

Buildings Supervisor – Mr C Austin

Caretaker – Mr G Balmer

Groundsman – Mr N Cole

Emergency procedures, including fire drills, were followed on a regular basis. The school alarm system is fully operational and effective. Safety procedures were reviewed throughout the year by the Senior Management Team, The Health and Safety Committee and/or the House & Estates Sub-Committee.

All school visitors must report to Reception, read and agree to the Visitors' Code of Conduct and sign the visitors' book. At the completion of their stay visitors must sign out again at the appropriate time.

## **Extra-Curricular Activities in 2017-18**

The main activities available for pupils in 2017-18 were

Art Club

Athletics

Bar Mock Trial (Senior School)

Chess

Combined Cadet Force (Year 9 onwards)

Cricket

Cross-Country Running

Debating

Drama / School Show

Duke of Edinburgh's Award Scheme

French Debating Society

Health Committee (

Hockey

Homework Club

Junior Magistrates (Junior School)

Languages Club (Junior School)

MathsBase

Minecraft Club (Junior School)

Musical Groups\*

Peer Tutoring

Public Speaking

Rugby

Scripture Union (Junior & Senior)

Soccer

Tennis

\* Including Junior Strings, Junior Band, Junior Choir, Jazz Band, Orchestra, Senior Choir, DJ classes



## Financial Report

As a Voluntary Grammar School, the Board of Governors have overall responsibility for the management of the school budget. Funding comes from the Department of Education and is based on a formula which applies to all schools. The main elements in the formula are the number of pupils attending the school and their age. An Aged Weighted Pupil Unit (AWPU) cash value is used in the calculation of the pupil related element together with a weighting depending on the age of the pupil. In 2017/18 the AWPU cash value was £2,062.19 with a weighting of 1.68 applied to pupils in years 8 to 12 and 2.18 for those pupils in years 13 and 14. Other factors taken into account include social deprivation (based on the number of pupils receiving free school meals), the premises, administration and landlord maintenance. Under this system schools are permitted to carry forward an operating surplus or deficit, where necessary, in accordance with the longer term financial strategy of the school.

### RECURRENT EXPENDITURE

Income	2017/18	Expenditure	2017/18
	£		£
Dept. of Education Grants	3,960,527	Teaching Staff Costs	2,805,532
Income from other sources	<u>36,656</u>	Support Staff Costs	747,855
		Other Operating Costs	421,482
		2017/18 surplus c/f	<u>22,314</u>
	<u><b>3,997,183</b></u>		<u><b>3,997,183</b></u>

