



# **Foyle College**

**Board of Governors  
Report to Parents  
2015-16**

## Constitution of the Board of Governors

The following shows the composition of the Board of Governors for the 2014-15 school year:

<b>Name of Governor</b>	<b>Nominated by</b>	
Mr R Young	The Honourable The Irish Society	
Mr R Manning	Foundation Governor	
Mrs G Killeen	Foundation Governor	
Mr B Long	Foundation Governor	Replaced by Mrs C Gilliland (10/12/15)
Mr I McCarter	Foundation Governor	
Mr W Lynn	Former Pupils' Association	
Mr C Jeffrey	Former Pupils' Association	
Mrs J McClintock	Former Pupils' Association	
Mrs I McNally	Former Pupils' Association	
Very Rev R Craig	Presbytery of Derry & Strabane	
Rev MRK Ferry	Church of Ireland Diocesan Representative	
Professor D Heenan	University of Ulster	
Mr T Nutt	Teacher Governor	
Mrs S McLaughlin	Teacher Governor	
Mrs S Guthrie	Teacher Governor	
Mrs D Leeson*	Parent Governor	
Mr P Howie*	Parent Governor	
Mrs K Jackson*	Parent Governor	
Mr K McCaughey	Department of Education	
Mr R McCullough	Department of Education	
Mr B Dougherty	Department of Education	
Mrs S O'Kane	Department of Education	
Ms L Quigley	Department of Education	
Mrs J Stewart	Department of Education	
Mr J Templeton	Department of Education	
Mrs D Fleming	Department of Education	
Mrs SJ Young	Department of Education	
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 + 50 full time staff + 3 part time staff giving a Fulltime Teacher Equivalent figure of 53

### **Changes to staff during 2015-16**

The following left the staff as of 31<sup>st</sup> August, 2015

Mr J McBride retired from the staff on the grounds of ill-health

Mrs P Coughlin, Mr K Given and Mrs S Thomas left the staff through the voluntary redundancy scheme.

Mr R McKeegan left teaching to return to full-time education to study Pharmacy

Mr R Menown left the staff to take up the position of Vice Principal at RBAI

Mrs C Johnston left the staff to up a teaching position at Omagh High School

Mrs C Robinson and Mrs S Bollard requested, and were granted career breaks

Miss L Boyce – Classroom Assistant

The following joined the staff in a fulltime capacity as of 1<sup>st</sup> September 2015:

Mr B Quigley

Mr C Duffy – to cover for Mrs C Robinson

Miss C Moore – to cover for Mrs S Bollard

Mrs C Johnston – part-time teacher of Geography

Mr G Young – full-time teacher of Modern Foreign Languages

Miss N Mullan – Classroom Assistant

Mrs C Ward-Gallagher – Classroom Assistant

Mrs D Miller – Classroom Assistant

## **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 + ICT Short Course<sup>2</sup></li> </ul>	
<ul style="list-style-type: none"> <li>Single Award Science OR Biology OR Chemistry OR Physics</li> </ul>	
<ul style="list-style-type: none"> <li>French OR Spanish<sup>3</sup></li> </ul>	
<ul style="list-style-type: none"> <li>Religious Studies Short Course<sup>4</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> French can be taken with Spanish if chosen as an optional subject.

<sup>4</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	Year 11
Core	1	English Language	6
	1	English Literature	
	1	Mathematics	6
	1	SA Science / Biology / Chemistry / Physics	4
	1	French / Spanish	5
	½	Religious Studies Short Course	1
Option A	1	Art & Design	5
		Geography	
		ICT Full Course	
		Music	
		Physical Education	
	1½	Further Mathematics + ICT Short Course	
Option B	1	Biology	5
		Chemistry	
		Geology	
		Geography	
		Health & Social Care	
		ICT Full Course	
		Physics	
		Technology & Design	
Option C	1	Biology	5
		Business Studies	
		Drama	
		Geography	
		Geology	
		History	
		Hospitality	
		Physical Education Technology & Design	
Option D	1	Art & Design	5
		Business Studies	
		Engineering	
		French	
		Geography	
		History	
		Music	
		Religious Studies Full Course	
Other	0	Physical Education - Games	3
		PSHE	1
<b>TOTAL</b>	<b>9/10</b>		<b>46</b>

## KS4 Year 12 Timetable Allocation

GCSE Grades		SUBJECT	Year 11	Year 12
Core	1	English Language	6	6
	1	English Literature		
	1	Mathematics	6	6
	1	SA Science / Biology / Chemistry / Physics	4	5
	1	French / Spanish	5	5
	½	Religious Studies Short Course	1	1
Option 1	1	Art & Design	5	5
		Drama		
		Geography		
		ICT Full Course		
		Music		
		Physical Education		
	1½	Further Mathematics + ICT Short Course		
Option 2	1	Biology	5	4
		Chemistry		
		Geology		
		Health & Social Care		
		ICT Full Course		
		Technology & Design		
Option 3	1	Business Studies	5	5
		Chemistry		
		Engineering		
		Geography		
		History		
		Hospitality		
Option 4	1	Art & Design	5	5
		Business Studies		
		Geography		
		History		
		Music		
		Religious Studies		
		Spanish		
		Technology & Design		
Other	0	Physical Education - Games	3	3
		PSHE	1	1
<b>TOTAL</b>	<b>9/10</b>		<b>46</b>	<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
- ICT
- Applied ICT
- 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 should normally have at least a grade B at GCSE in that subject or in a subject which requires similar skills.

For Mathematics, pupils should have at least a Grade B in Further Mathematics.

For Biology, Chemistry and Physics, the Grade B should be in Double Award Science or in the subject component of the same award. From 2016-17 onwards, pupils will need a Grade B or better at GCSE to take the same science at A-Level.

Pupils will not normally choose study more than one subject at AS Level which they have not previously studied at GCSE.

## KS5 Timetable Allocation

AS/A2 Grades		Foyle Subjects	External Subjects	Year 13 Periods
Option A FLC Common Block	1	Art & Design Biology Geography Mathematics Physics Religious Studies Technology & Design	Drama & Theatre Studies BTEC Engineering Government & Politics Health & Social Care Journalism & Media Studies	9
Option B FLC Common Block	1	Applied ICT Biology Business Studies French History Mathematics Sports Science	Health & Social Care BTEC Hospitality Journalism & Media Studies Moving Image Arts Software Systems Development Travel & Tourism	9
Option C FLC Individual Pupils	1	Business Studies Chemistry Digital Technology Geography Health & Social Care Physics Spanish	Drama & Theatre Studies German	9
Option D FLC Individual Pupils	1	Biology English Literature Geology History Mathematics Music Technology & Design	Moving Image Arts	9
Other		Private Study Physical Education – Games PSHE		6 3 1
<b>Total</b>	3-4			46

<b>AS/A2 Grades</b>		<b>SUBJECT</b>	<b>Year 14 Periods</b>
Option A FLC Common Block	1	Art & Design	9
		Business Studies	
		Chemistry	
		Geography	
		History	
		Information & Communication Technology	
		Physics	
		Spanish	
Option B FLC Common Block	1	Biology	9
		English Literature	
		Geography	
		Mathematics	
		Music	
		Physics	
		Religious Studies	
		Technology & Design	
Option C	1	Biology	9
		Business Studies	
		Chemistry	
		Health & Social Care	
		Information & Communication Technology	
		Mathematics	
		Performing Arts	
		Sports Science & Active Leisure Industry	
Option D	1	Biology	9
		English Literature	
		French	
		Geography	
		Geology	
		History	
		Mathematics	
		Technology & Design	
Other	0	Independent 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
- Northwest Regional College

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 2015-16

Cross-Curricular Skill	Communication		Using Mathematics	
	School	NI	School	NI
% achieving level 5 or above	NR	77	NR	77
% achieving level 6 or above	NR	45	NR	50

2015/16 data have been produced based on submitted returns from approximately 40% of post primary schools; the remaining schools did not submit returns due to industrial action.

## GCSE Exam Performance

### Number of Pupils in Year 12 in 2015-16

Number of pupils in Year 12	Number of pupils with statements of special educational needs
118	1

### Summary of GCSE Results 2015-16

% 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	82.6	100	93.9

### Comparison of GCSE Results with the NI Averages 2012-13 to 2014-15

	2012-13		2013-14		2014-15	
	School	NI Grammar	School	NI Grammar	School	NI Grammar
<b>% achieving 7 or more A*-C grades including English and Mathematics</b>	92.3	91.6	82.8	91.6	85.2	92.1
<b>% achieving 5 or more A*-C grades including English and Mathematics</b>	96.2	94.0	88.3	94.5	91.4	95.0



## Summary of GCSE Subject Results 2015-16

Subject	Entries	% of pupils achieving grades								
		A*	A	B	C	D	E	F	G	U
Art & Design	17	0	24	41	18	12	0	6	0	0
Biology	66	17	32	39	12	0	0	0	0	0
Business Studies	38	5	32	29	18	8	5	3	0	0
Chemistry	69	14	13	28	25	13	7	0	0	0
Design and Technology	23	9	26	61	4	0	0	0	0	0
Drama	6	0	33	67	0	0	0	0	0	0
Engineering	11	0	9	18	18	55	0	0	0	0
English Language	118	1	21	48	30	0	0	0	0	0
English Literature	102	5	21	42	29	3	0	0	0	0
French	73	8	11	16	40	23	1	0	0	0
Geography	56	16	36	25	11	11	2	0	0	0
Geology	5	40	20	40	0	0	0	0	0	0
Health & Social Care	4	0	0	50	25	25	0	0	0	0
History	56	11	18	29	34	9	0	0	0	0
Hospitality & Catering	14	7	21	71	0	0	0	0	0	0
ICT Full Course	32	9	31	44	16	0	0	0	0	0
ICT Short Course	55	22	58	20	0	0	0	0	0	0
Mathematics	116	24	27	37	11	1	0	0	0	0
Mathematics Further	46	37	24	20	13	2	2	0	0	2
Music	12	25	42	33	0	0	0	0	0	0
Physics	58	10	28	22	29	10	0	0	0	0
RE Full Course	19	16	42	32	11	0	0	0	0	0
RE Short Course	99	9	19	15	22	15	7	3	2	7
Science Single /Award	19	0	21	37	37	5	0	0	0	0
Spanish	47	6	13	23	32	21	4	0	0	0
Sport/PE Studies	16	13	19	25	31	13	0	0	0	0

## A-Level Exam Performance

### Number of Pupils in Years 13 and 14 2015-16

Number of pupils in Years 13 and 14	Number of pupils with statements of special educational needs
201	3

### Summary of GCE A-level Results 2015-16

Number of pupils in Year 14	% achieving 3 or more A*-C grades	% achieving 2 or more A*-E grades
102	81.6	100

### Comparison of GCE A-level Results with the NI Averages 2012-13 to 2014-15

	2012-13		2013-14		2014-15	
	School	NI Grammar Schools	School	NI Grammar School	School	NI Grammar Schools
<b>% achieving 3 or more A*-C grades</b>	68.6	77.2	74.3	75.7	80.0	77.0
<b>% achieving 2 or more A*-E grades</b>	98.1	99.6	99.0	99.6	100	99.7

## Summary of GCE A-level Subject Results 2015-16

Subject	Entries	% of pupils achieving grades						
		A*	A	B	C	D	E	U
Art & Design	3	0	0	0	100	0	0	0
Biology	26	23	23	38	8	8	0	0
Business Studies	21	0	33	38	24	5	0	0
Chemistry	17	18	24	35	18	6	0	0
Design & Technology	12	0	42	42	17	0	0	0
English Literature	14	7	29	36	14	7	7	0
French	8	13	25	0	38	13	0	13
Geography	38	13	42	24	18	3	0	0
Government & Politics *	3	33	67	0	0	0	0	0
Health & Social Care	7	0	29	57	14	0	0	0
Health & Social Care *	4	0	0	50	0	0	50	0
History	28	4	18	43	25	11	0	0
ICT Applied *	1	0	0	0	0	100	0	0
ICT	18	0	22	33	39	6	0	0
Journalism *	2	0	0	100	0	0	0	0
Mathematics	34	6	44	24	26	0	0	0
Moving Image Arts *	1	0	100	0	0	0	0	0
Music	3	0	67	0	33	0	0	0
Physics	20	5	35	25	20	0	5	10
Religious Studies	13	0	31	54	8	8	0	0
Science: Geology	20	5	10	45	30	10	0	0
Spanish	6	0	33	33	33	0	0	0
Sport/PE Studies	2	0	0	0	100	0	0	0
Travel & Tourism *	4	0	25	50	25	0	0	0

## Attendance Rate 2013-14 to 2015-16

<b>Year</b>	<b>% attendance</b>
2013-14	95.8
2014-15	95.7
2015-16	94.6

## Summary of Destinations of School Leavers 2014-15

Total Number of Leavers from Years 12, 13 and 14                      133

<b>Destination</b>	<b>% of school leavers</b>
Other school	3.0
Job Skills	1.5
Further Education	18.0
Higher Education	69.9
Employment	3.0
Apprenticeship	1.5
Emigrated	0
Other	3.0
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 Bridgeen McGowan (SENCo) and Mrs Sandra O'Connell (Senior Teacher for Pastoral Care). 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**

Safeguarding checks were carried out on all volunteer sports coaches who might work unsupervised with pupils. Staff training on Child Protection was carried out in August 2013 and is up-to-date for all staff.

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 Miss Sloane (work experience coordinator); Mrs H Eakin to provide informed and up to date Advice and Guidance.

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**

As part of informing pupils of future employment opportunities, "Future Careers in Construction" event in the NWRC highlighted the growth of the construction industry and the skills shortage in Northern Ireland and the UK. Top local NI construction companies made presentations including Kevin Watson Group, IMAC, and Heron Brothers. As well as a guest speaker with a keen interest in apprenticeships and encouraging women into the construction industry.

**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 a 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.

### **"Women in Engineering"**

In June 2016 Mrs Lynn took a group of Year 10 girls on a site visit to Sphere Global to become informed of the Engineering opportunities within the city. Sphere Global are an international company based in Campsie, making automation products and using innovative technology. It was an excellent opportunity to increase awareness of the careers available using Mathematics.

### **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.

Susanne Marshall, Abigail Baird and Catherine Leeson were very fortunate to gain work experience in a surgical theatre in NorthWest Independent Clinic, Ballykelly and observe operations to develop knowledge required to enter Medicine.

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.

Finally, Foyle College careers department is continuing to promote "Women in Engineering" and has provided Yr10 students the opportunity to see first-hand the increasing opportunities for Women in Science and Engineering.

## **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 visitors must report to Reception in both the Springtown and Duncreggan sites, 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 2015-16**

The main activities available for pupils in 2015-16 were

Art Club (Junior School)

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 (Boys & Girls)

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 2015/16 the AWPU cash value was **£2,021.0929** 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	2015/16	Expenditure	2015/16
	£		£
Dept. of Education Grants	4,306,170	Teaching Staff Costs	3,014,547
Income from other sources	<u>62,981</u>	Support Staff Costs	778,163
		Other Operating Costs	647,541
		2015/16 <b>deficit</b> c/f	<u>-71,100</u>
	<u><b>4,369,151</b></u>		<u><b>4,369,151</b></u>

