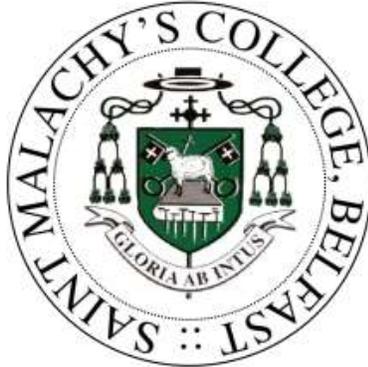




BOARD OF GOVERNORS' ANNUAL REPORT TO PARENTS

ACADEMIC YEAR 2020 / 2021



St Malachy's College

Board of Governors

Trustee Representatives:

Sir Gerry Loughran (Chairman)

Fr Colin Grant (Vice Chairman)

Mr Eamonn Donaghy

Mr Feargal MacElhatton

Nominated by DENI

Mr Gerry McGinn

Mr Anthony Houston

Co-opted

Mrs Sheila Parkhill

Mr Michael Wilson

Elected Parent Governor

Mr Martin Sherlock

Elected Teacher Governor

Dr David Roberts

Secretary

Mr Paul McBride (Principal)

MISSION STATEMENT

"St Malachy's College, as a Catholic school, is dedicated to providing academic excellence in the context of a Christian community ethos. It seeks to preserve its traditions of spirituality and learning so that all pupils, staff and parents can experience continuity in achievement and further their own spiritual, educational and personal growth in a pleasant interesting, and stimulating environment. "

The Board of Governors of St Malachy's College is very pleased to present to the annual report for the academic year 2020 – 2021.

The year just past has been another very busy and highly successful one for the College Community. There has been increasing emphasis on developing a medium term strategic approach to improvement and the process of self-evaluation. However, the Board is committed to its Mission Statement. It is based on the premise that belief in a God of love, justice and forgiveness is essential to the education of the whole person. What makes the Catholic school distinctive is its religious dimension, and this is to be found in:

- The education climate and culture
- The personal development of each student, teacher and member of the school community
- The relationship established between culture and the Gospel
- The illumination of all knowledge with the light of faith
- A synthesis of culture and faith.

The Board is fully aware of the need both to foster the needs of all pupils and to continue to make its unique contribution to building relationships in the community.

ENROLMENT

Total numbers enrolled on, the official school census – 1109

STAFFING

We welcomed the following members of staff:

Departures

The following members of staff left the College:

Mrs Gerardine McAlinden – Head of Careers & Teacher of Mathematics

Mr Frank Malone – Teacher of Science

The following appointments were made for 2021/22:

Miss Bethan Hallgarth – Teacher of English

Miss Niamh McBride - Teacher of Mathematics

Ms Siobhan O'Reilly – Teacher of MIA and Art

Miss Erin McAleese – Teacher of HE & Health and Social Care

Miss Jenny Thompson – Teacher of English - Temporary

Mr Conor McGinn - Teacher of English – Temporary

We are happy to acknowledge the tremendous work done by the members of staff and wish them every blessing.

D. Finance

The Finance and Audit Committee of the Board of Governors has met regularly during the year to fulfil all the legal obligations, and to examine the proposed annual budget for 2021-2022. The College auditors gave a very favourable report on the College's financial and accounting procedures in respect of the 2020/2021 year.

Income and Expenditure for 2020/21

Expenditure		Income	
Teaching staff	£4,058,861	DENI	£6,375,460
Other staff	£1,573,754	Grants	
Other Operating Costs		Other	
Stationery, books & materials	£109,309	income	£82,980
	£21,419		
Examination fees	£64,029		
Purchase of equipment	£67,540		
Rent, rates, insurance	£119,133		
Heat, light & power	£83,515		
Maintenance	£4,681		
Transport	£20,059		
Postage and telephone	£29,157		
Advertising & printing	£34,920		
Cleaning materials	£17,114		
Hire & contracted	£26,716		
Audit & professional fees	£11,581		
Other costs	£56,175	£665,348	
VAT			
	<u>£6,297,963</u>		<u>£6,458,440</u>
Surplus	160,477		
	<u>£6,458,440</u>		<u>£6,458,440</u>
Accumulated surplus at 1 April 2020			<u>£205,724</u>
Accumulated surplus at 31 March 2021			<u>£366,201</u>

The College prepares financial projections for a three-year cycle and plans to achieve a break-even financial position by 31st March 2024.

School Meals Revenue Account

Expenditure

Food	£31,190
Wages	£95,048
Heat & light	£2,617
Other costs	£9,889

£138,744

£138,744

Surplus

£6,452

£145,196

Income

Sale of meals	£25,841
DENI Grants	£85,804
Other income	£33,551

£145,196

£145,196

Accumulated deficit at 1 April 2020

£(10,740)

Accumulated deficit at 31 March 2021

£(4,288)

The College operated the following additional accounts in the year ended 31 August 2021:

Pitch Account

The College operates an account for the letting of our 3G pitch. At 31 August 2021 there were fund reserves of £30,327. Reserve Funds accumulated will be eventually be used to replace the pitch surface.

Fund-raising Account

The College operates a fund-raising account. Funds raised from the College's designated charities are lodged into this bank account and cheques written to the charities accordingly. Money is also lodged in relation to fundraising activities undertaken by the College, donations from alumni and money raised for school trips.

At 31 March 2021 there was a cash balance of funds of £126,802.

SUMMARY OF CURRICULUM POLICY

The College seeks to develop the potential of every pupil through the provision of a broad, balanced and relevant curriculum that is in keeping with legislative requirements. The curriculum on offer is reviewed annually and all measures are taken to ensure its composition reflects the needs of the current cohort of students at each key stage, particularly at GCSE (KS4) and AS/ A2 level (KS5).

Key Stage 3

The College KS3 Curriculum has been under review within the current cycle of SDP. This review has ensured that all schemes of work have been refreshed and the strands of the NI Curriculum are being address across all departments within the Key Stage. Areas of focus will continue to include Assessment for Learning (AFL), Thematic Units & Connected Learning, Thinking Skills and Personal Capabilities as well as an infusion of the Cross Curricular Skills of Numeracy, Literacy and the effective use of ICT.

In year 8, all pupils follow the same curriculum, which includes a total of fifteen subjects as well as discrete provision for Learning for Life and Work (LLW). Elements of LLW are also infused across the learning areas. In Year 8 & Year 9 an Enrichment programme has been established; this infuses various opportunities which include; workshops on pertinent pastoral matters, health and well-being, study skills and a range of sports.

In Years 8 & 9 students are allocated a library period fortnightly during which a focus is placed on reading for enjoyment and enables further promotion of the Accelerated Reader programme which has been well established across KS3.

The Students study the following courses:

Art & Design	Science
Physical Education	Technology
Drama	Home Economics
Music	Mathematics
English	Geography
History	LLW*
Religious Studies	Computing
And two languages from French, Spanish and Irish	

*LLW coupled with the tutorial programme includes the delivery of;

- Personal Development (Pd)
- Citizenship (Cz)
- Employability (Em)

Key Stage 4 & 5

At Key Stages 4 & 5 the curriculum satisfies the Entitlement Framework. This is to ensure that all our pupils have access to a broad range of courses, both general and applied. The College in partnership

with other schools from the North Belfast Area Learning Community (NBALC) fulfils the requirement of the Entitlement Framework. (minimum requirement: 21 courses on offer at GCSE and A-Level, at least one third of courses to be applied.)

The College curriculum is audited annually to ensure the EF requirements are satisfied.

Key Stage 4:

Choice of Subjects for GCSE - All students study 9 or 10 GCSE subjects.

Core subjects (studied by all students) include; Religious Studies, English Language, English Literature and Mathematics

All students also choose five other subjects from the groups below.

GROUP A Science (Pupils must select from the three options)

- Triple Award Science (Biology, Chemistry, Physics)
- Double Award Science (equal to two subject passes – incorporating Biology, Chemistry and Physics)
- Single Award Science

GROUP B Languages (all students select at least one language)

- French
- Spanish
- Irish
- Gaeilge

In exceptional circumstances, based on baseline and diagnostic tests, as well as school performance data, a small number of pupils may be exempted from the requirement to study a language at GCSE. This decision must be made after consultation with the Careers Department/ SENCO / Heads of Languages/ Vice Principal Curriculum and Parents.

GROUP C

- Art and Design
- Business and Communication Systems (BACS)
- Business Studies
- Moving Image Arts
- Computer Studies
- Drama
- Geography
- Home Economics
- History
- LLW
- Leisure & Tourism
- Music
- Physical Education
- Technology and Design

Pupils of proven ability may be selected for Further Mathematics. These students will complete GCSE Maths in Year 11 and GCSE Further Maths in Year 12.

Key Stage 5:

The Sixth Form Curriculum aims to build upon the foundations laid in KS4.

The College tries to accommodate any combination of subjects. Students normally study three subjects for AS, pupils with a strong GCSE performance (20 points and above) are encouraged to study a fourth subject at GCE AS-level. Most students take three subjects through to A2 level but some who attain top grades at AS may continue to study four.

The following subjects have been offered at A-level: (2020-21)

Art & Design	Biology	Geography*
Moving Image Arts*	Chemistry	History
Physics	Religious Studies	Spanish
Music*	Mathematics	Sociology*
Drama	Further Mathematics	Business Studies*
English Literature	Design & Technology	Politics
CTEC Applied ICT	Economics	French*
Journalism*	Computer Studies (SSD)	Irish
Health & Social Care	BTEC Travel & Tourism	
Sport Studies in an Active Leisure Industry*		

*indicates subjects which may be offered through collaboration, linking with another school from within the North Belfast Area Learning Community (NBALC) – see section 8 for more details.

All pupils are required to supplement their A-level studies by taking additional courses in Religious Education (except for students taking A-level Religious Studies), Tutorial and Careers Education. Students are encouraged to include time for Physical Education (personal fitness training) as well as partaking in a choice of enrichment opportunities.

6. Examination Results & Leavers Destinations 2020-21

In the summer of 2021, all schools and Colleges were instructed by the Department of Education to provide Centre Determined Grades (CDGs) for students currently due to complete GCSE, AS and A2 qualifications in Summer 2021. The College followed the guidance provided by JCQ, CCEA and other exam boards and employed a rigorous, consistent process of producing these results within each department area. The CDGs were quality assured by a sub group of SLT before being submitted to CCEA and the other relevant examination boards in June 2021.

The results produced are documented in Appendix 1 (pages 23-26)

COLLABORATION WITH OTHER SCHOOLS

In 2020- 2021 KS5 Collaboration continues to takes place among the NBALC within Post 16 provision with the 11 schools involved having aligned timetable blocks in both Year 13 and 14. This work continues to enable young people from North Belfast to access a wider range of courses and the work has been described as best practice and has been showcased among other ALCs in Belfast.

The following subject areas are currently included within collaboration: Business Studies, Computing (SSD), Geography, Maths, Music, Moving Image Arts, French, Chemistry, Biology, Physics and Sociology. This collaboration involves partnerships with BRA, Dominican College as well as the two Model Schools for Boys and Girls.

Overview of Collaboration 2020-21

Students from St Malachy's College accessing courses within NBALC

Host School	Year	Subject	No of pupils
Dominican College	13	Geography	1
BRA	13	Business Studies	5
BRA	13	HE	1
BRA	14	Business Studies	2
BRA	14	Economics	4
Dominican College	14	Sociology	5
BRA	14	Music	3

Students from other schools accessing courses in St Malachy's

Home School	Year	Subject	No of pupils
Boys' Model	13	Chemistry	4
Boys' Model	13	Maths	1
Girls' Model	13	Chemistry	1
Girls' Model	13	Biology	1
Dominican College	13	French	4
BRA	13	MIA	6
Dominican College	14	French	4
BRA	14	MIA	9

ST MALACHY'S COLLEGE / BELFAST ROYAL ACADEMY SHARED EDUCATION PARTNERSHIP

Despite the restrictions imposed by Covid 19 the partnership continued provide opportunities for both staff and pupils.

This document records the work undertaken in 2020-21 and outlines plans for 2021-22

2020-21

- In September 2020, Patricia Marcus returned to full time teaching at St. Malachy's College after a very valuable secondment to EA as a Shared Education Teacher Developer.
- SLT links continued to strengthen and develop - both in partnership and as part of the ALC.
- The Co-ordinators continued keep Shared Education in the 'conversation' at their respective schools and supported colleagues to make contacts with partners.
- While not directly linked to Shared Education - collaboration between the two schools continues to grow and help to embed links.
- There were some limited opportunities for pupil contact (within Covid restrictions)
 - The TAMHI initiative afforded Year 13 enrichment pupils to develop their skills in tackling mental health issues through sport.
 - The Politics in Action program continued with pupils from St Malachy's / BRA and Fortwilliam College
- In Term 1 we were visited by DE who were collecting information on the impact of the Shared Education Project in anticipation of mainstreaming. Our pupils spoke very well and were complimented on their enthusiasm and cogency.
- A number of departments continued to liaise and new partnerships were created. This was especially valuable when CDGs were required. Small departments were able to share expertise at this very stressful time. Departments working together in 2020-21 include;
 - Politics
 - Drama
 - Technology and Design
 - Economics
 - Home Economics
 - Careers
- The online CPD units offered in Term 3 proved very popular, particularly as it was supported by a package of cover. Some colleagues complete all three units and most have found them informative for their general as well as shared practice. This element really increased their appeal.

- The partnership contributed an article, on the TAMHI initiative for an EA magazine showcasing Shared Education.
- At the end of 2021 a summary document and dashboard was submitted to EA.
- The partnership were invited to take part in the TREK programme and were the first post primary schools to do so. This is an LLW / PDMU initiative designed to promote positive behavior in public places.

2021-22

The plans for 2021-22 are very much a ‘work in progress’ as EA and individual schools navigate the changing regulations. We are hopeful that more activities can be added as the Covid landscape changes.

Activity	Responsibility	Action Points
Shared (Virtual) Staff Day 29/9/21	VPs Shared ED Coordinators Individual staff presenting	Co- ords to canvass staff for questions / queries about Shared Ed Co-ords to create a presentation based on staff answers SLT to invite representatives from EA etc to event
No Code An enrichment course in No Code which is being written for our pupils and will be the first of its kind in N Ireland	Patricia Marcus - regarding creation and development of course Co-ords to advertise and organise course	Co-ords to liaise with Years Heads to allocate pupil places Co-ords to canvass staff - licence may be extended to offer staff CPD P Marcus to work with No Code team and C2k to create and launch course
TAMHI - 20 places available for 2021-22	Year 13 Heads	Heads of Year to organise pupils, transport etc
Politics in Action	Politics Teachers in Partner Schools	Teachers to continue to co-ordinate Politics in Action events
CPD Online Courses	Co-ords	Co-ords to continue to advertise and promote online CPD opportunities
Nurture existing & develop new links	Co-ords	Co-ords to liaise with academic / pastoral / SEN staff to follow up on expressions of interest in Shared Education
Link with EA officer to access funding and opportunities	Co-ords	Links to be established with Paul McIver at EA to follow up on opportunities.

LEARNING FOR LIFE AND WORK

As with all departments, the activities of the LLW department were curtailed by Covid and Lockdown. However a full curricular programme was offered at KS3 and 4.

KS3:

In Year 8 pupils completed in person and remotely a citizenship programme. This is based on the CCEA Active citizenship materials. It proved very popular, particularly as there are several opportunities for watching the CCEA / Cinemagic films.

Year 9 pupils followed a Metacognition programme. Understanding their own learning was particularly important during the period of remote learning.

In summer term we were invited (along with our partners BRA) to be the first post primary schools to take part in the TREK programme. This is commonly adopted by primary schools in the ALC but given the rash of antisocial behaviour in the area we were invited to take part too. It proved very popular with the Year 8 pupils and is certainly something we will revisit in the future.

KS4

In 2020-21 there was no Year 12 class but a new Year 11 cohort started.

This was a challenging year with numerous extended absences due to covid, commitment to sport and pastoral issues.

In response to these issues I chose this class as my School Improvement Plan focus for the Pathways to leadership course for EA. An early analysis of recent assessment suggests that marks are improving and engagement has increased. Further remedial plans have been put in place to support individuals and the class as a whole.

As part of their Citizenship studies pupils had a live (zoom) meeting with the UNHCR who talked about their work and answered questions.

Staff Development / CPD

All Year 8 LLW staff

All staff with Year 8 classes had the opportunity to take part in and deliver the TREK programme in Term 3

All CPD opportunities are made available to staff, this often overlaps with Shared Education events. As school opens up again these opportunities will increase.

HOD Patricia Marcus

Patricia Marcus is completing the EA Pathways to Leadership Course. The SIP is 'From Apprentice to Journeyman'. It is a teacher delivered programme supporting pupils to identify and overcome their barrier to learning and improve metacognition.

After a reflection and review of this unit there are plans to extend this opportunity to the Year 12 tutorial programme.

In December / January 2020-21 Patricia Marcus was a lead author on the Emotional Health and Wellbeing guidelines distributed by DE/EA/CCEA to all schools. Patricia Marcus was an author of some of the Primary School resources for NI 100.

SPECIAL NEEDS PROVISION

The Special Educational Needs Provision in St. Malachy's College ensures that the needs of all students with specific, individual learning, and medical needs are supported within an inclusive and socially integrated learning environment.

The College's policy and procedures on Special Educational Needs (SEN) follow the Department of Education's Code of Practice on the identification and assessment of SEN.

Our Learning Support Co-Ordinator, Mr Aaron Douglas, leads the team, and is responsible for the identification, assessment and coordination of the arrangements and facilities for students with short and long-term special educational needs.

In the academic year 2020-2021, there were 144 (13%) students on the SEN Register and 303 (27.4%) on the Medical Register. This included 53 (4.8%) students with a Stage 5 Statement of Special Educational Needs. In addition, 108 (9.8%) students received Examination Access Arrangements in the College.

All students on the SEN register have an Individual Education Plan and are currently in receipt of support which is tailored to each student's specific needs within the classroom. The College buildings are fully compliant with disability legislation. College staff work in consultation with parents and outside agencies to make appropriate arrangements for students and visitors with disabilities.

Over the last year learning support and teaching staff have accessed a range of professional development courses provided by external providers and participated in workshops facilitated by College staff. Areas addressed included Level 1 & 2 Autism Awareness & Intervention Strategies, Adverse Childhood Experiences, Social Skills Development, ADHD Teacher Strategies, New SEN Framework COP, First Response in Mental Health, Online Safety, The Role of the Classroom Assistant and How to Utilise the Classroom Assistant Effectively.

ARRANGEMENTS FOR SCHOOL SECURITY

(c.f. The Education (NI) Order 1998 – Article 15)

The Board of Governors of St Malachy's College is committed to providing a safe and secure environment for staff and visitors in the College.

Access

Entrance to the College property for students is normally only by the Antrim Road gate. The Lincoln Avenue and Crumlin Road gates are open only for limited periods at the beginning and end of the school day to facilitate staff parking.

Visitors

Parents and visitors are welcome to the College. However, all visitors must report to the College Office. If they are proceeding beyond the office, they will be issued with a visitor's pass for the duration of their stay on College premises.

Meetings between visitors and staff will normally take place by appointment. Visitors and parents are not permitted to approach staff directly in their classrooms.

Cars

In the interest of safety and to avoid congestion, parents are asked not to bring cars on to the school premises at the beginning or end of the school day. Only staff or visitors that have signed in, are permitted to park on the College site.

General security

The College monitors every visitor to the College and utilises a range of security measures including intruder alarms, CCTV coverage and security lighting. The College employs caretakers / security guards to monitor the Lincoln Avenue entrance from the end of the school day to late evening while our sports facilities are used by external groups. These measures assist in providing a safe secure environment for pupils, staff and visitors.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The Careers Department works in partnership with two Careers Advisers from the Department of Employment and Learning (DEL) to provide CEIAG at the College.

All students in Y10 – Y14 are scheduled one lesson of Employability/Careers Education per two weeks. Methodology is varied according to year group and topic, and includes teacher and powerpoint presentations, videos, class and peer group discussions, individual research and reflection, and a range of topic workbooks.

At Key Stage 3, the CCEA Education for Employability programme, with its emphasis on pupil-centred learning and preparing young people for life after school, influences the careers programme. In addition to Careers lessons, some Key Stage 4 students also study CCEA GCSE Learning for Life and Work, of which Employability is a major component. In the Sixth Form, the emphasis is on preparing students for university, higher level apprenticeships, and accessing experiential learning in preparation for the world of work. Due to covid restrictions there has been a focus on widening opportunities and participation in virtual work placements. Pupils are encouraged to apply for and participate in virtual work experiences and provided with all application details in class and through the Google Classroom platform.

Careers staff, supported by academic staff, advise on all aspects of subject choice, and guidance was provided to class groups and individuals as required. Careers staff were available for consultation by pupils and parents post exam results in August. GCSE and AS/A Level Options Booklets were produced to support students make their subject choices and to inform parents about the curricular offer. GCSE and AS/A Level Options Events were held during the second term.

All Y12 pupils had a career guidance interview with one of the DEL Careers Advisers, either face-to-face, on-line or by phone. Career guidance interviews were offered to all pupils in Years 10, 13 and 14 and were arranged as required throughout the year. The pandemic resulted in NICS making the decision that their Careers Advisers would not visit schools in-person. We made the decision that, in order to enable these interviews to continue, we would offer students access to a virtual interview (via WebEx) or a telephone interview. All of this was done in regular contact with parents, ensuring that we were able to conduct interviews in a much more normal way, despite the obvious difficulties. From Year 10 onwards, pupils are expected to produce a realistic personal career plan.

Due covid restrictions many organised events with and talks were not possible including the annual Mock Interview event in 2020. Open days were virtual and promoted through tutorial, careers classes, and Google Classroom.

Virtual Mock MMIs for Year 14 Medical applicants were organised by the College and facilitated by Dr G Loughrey via Zoom in advance of QUB virtual MMIs in December 2020.

Mock Oxbridge interviews for Year 14 were organised by the Careers Department and facilitated by Dr C McGrath who is a past pupil and Senior Lecturer of Tort Law at Kings College London (former student and lecturer at Cambridge University) in December 2020.

Mock hospitality interviews for Year 14 Travel and Tourism pupils were organised by the Careers Department and facilitated by Mr M O’Sullivan, past pupil and former manager of Merchant Hotel and Bullit Hotel.

A zoom webinar was organised by the Careers Department and delivered by Dr K Gourley remotely with pupils and staff to prepare pupils for Dentistry Interviews January 2021.

The CEIAG programme was heavily impacted by Covid restrictions, as visitors were restricted and speakers could not assist in the delivery and communication of CEIAG in the normal format. During the second lockdown period, remote teaching and learning continued for every class in every year group and were uploaded to the established Careers Google Classrooms. This platform was essential for the continuity of the programme. Careers Classrooms were used extensively to communicate important information and details of virtual opportunities such as work experiences, open days, conferences, insight events, as well as subject and course presentations.

In the absence of in-person Careers events due to the pandemic, students were provided with access to a variety of virtual opportunities/information sessions:

Year 12:

WorkForce Training Day (August 2021)

Northern Regional College – Subject Information Sessions (June 2021)

QUB Psychology Virtual Event – June 2021

Pharmacy Forum NI – Careers in Pharmacy (May 2021)

NI Apprenticeship Week (May 2021)

Reach for the Stars – Careers in Astronomy (March 2021)

Science at Queen’s (April 2021)

CAFRE (College of Agriculture, Food and Rural Enterprise) Virtual Open Day (October 2020)

Deloitte Virtual Work Experience (Oct 2020)

Year 13/14

GSK Virtual Work Experience (June 2021)

Medical Projects - Summer Medical Work Experience (June 2021)

PwC Career information sessions at PwC for Accounting, Business, Consulting, Technology and PwC Operate (June 2021)

Seagate ONE DAY Virtual Work Experience Placement Opportunity (June 2021)
“A Day in the Life of an Engineer”

Belfast Trust Medical Work Experience Virtual Session – hosted in school November 2020 and remotely (June 2021)

This included;

- Welcome and an Introduction to Belfast Health and Social Care Trust
- Why do you want to study medicine?
- Day in the Life Of
- Different careers in Medicine
- QUB – Medical Application
- Q&A

FinTrU RegTech company in the financial services sector 3-day Virtual Work Experience Programme (May 2021)

QUB Psychology Taster Event (May 2021)

Dentistry at Queen's University Dentistry Insight Event for Y13 (June 2021)

Deloitte Year 13 work experience programme (May 2021)

Generation Innovation Programme. This Work Experience was promoted as the perfect opportunity for 17 and 18-year-olds to upskill for the jobs of the future. Students will receive Design Thinking training over the course of five days, learn how to work as part of a team and develop innovative solutions for some of the most successful and dynamic companies in Northern Ireland. (May 2021)

Planning at QUB Pupil and Parents' Virtual Event (April 2021)

Medicine and Dentistry Webinar Kingsbridge London (April 2021)

Liverpool John Moores University subject insight talks (April 2021)

Southern Regional College Big Apprenticeship Event with panel discussion and virtual Q and A (April 2021)

Speakers for Schools Virtual Work Experience opportunities (March/April 2021)

NUI Galway taster events online (March 2021)

NIE Networks Apprenticeship Recruitment (Feb 2021)

QUB Science Event online (Feb 2021)

Campus Media Engineering Event Advice from inspiring speakers,
Youth panel talks about apprenticeship and graduate routes into engineering,
Engineering - myth V reality,
Engineering in the RAF, live panel & careers insights,
Soft Skills workshop,
Further education courses to study,
Employer insights Feb 2021

Almac online STEM quiz (Feb 2021)

Kainos Virtual Work Experience Programme which included coding (Feb 2021)

University College London Summer School recruitment (Feb 2021)

LJMU NSO Work Experience for pupils interested in Astrophysics (Feb 2021)

Belfast Met Tech Connects Event (Feb 2021)

Workforce Training Services- Vocation Training Courses (Feb 2021)

Northern Regional College Online Open Day (Feb 2021)

Ernst and Young Apprenticeships and Work Experience Insight Event (Feb 2021)

University of Edinburgh insight videos (Jan 2021)

Belfast Met Virtual Open Day (Jan 2021)

Workplus apprenticeship applications (Jan 2021)

Social Mobility Foundation Aspiring Professionals Programme (Jan 2021)

Oxford and Cambridge Student Conferences (Jan 2021)

NUI Galway Science and Engineering CAO Virtual Information Evening (Nov 2020)

UCD Social Sciences Virtual Open Evening (Nov 2020)

UU World Planning Day short course (Nov 2020)

QUB Pathways Opportunity Programme (Nov 2020)

Trinity College Dublin Virtual Open Day (Nov 2020)

UCD Virtual Open Day (Nov 2020)

QUB Undergraduate Virtual Event (Oct 2020)

Cafre Virtual Events (Oct 2020)

UU webinars Oct 2020

Careers with Mathematics - Virtual Conference run by the Institute of Mathematics and its Applications (Oct 2020)

An audit and evaluation of pupil participation and experience of virtual events will be carried out in 2021/22

RELIGIOUS ETHOS 2020-2021

The College Mission Statement makes it clear that St. Malachy's is a Catholic school, which is dedicated to providing academic excellence in the context of a Christian community ethos. The College, among many other things, seeks to ensure that all pupils and staff experience opportunities for their own spiritual growth and faith development. In view of this, the following opportunities were provided.

Be it known to all who enter here: Christ is the reason for all we do. He is the invisible presence in every classroom, made visible through our relationships with the pupils and with each other.

The start of the year began tentatively, and more or less as "normal" yet under strict Covid rules. Again, we turned to the use of on-line platforms to try and keep the spiritual life of the College alive and to engage with the College community. At the start of the year class prayer services and assemblies were conducted over zoom and google classroom. Classes stayed in their own "bubbles" and teachers moved from class to class. As the use of the College Chapel was not allowed, we were reliant on all staff to help maintain our spiritual ethos. The department was able to offer support as best we could.

During the year we experienced the tragedy of bereavement. Due to the restrictions the College community was unable to meet as a whole. Fr Spence was able to minister to classes as best he could to help boys, staff and families express their grief and sorrow. Some prayer services were recorded and shown in classes. The College felt deep pain and talking through our experience in classes helped many come to terms with grief.

Christmas was celebrated thanks to a video link from the chapel to classrooms, where Fr Spence, Rev Dowd and a few boys read scripture, said prayers, gave reflections and sang Advent hymns. In January we went back into lock-down again. Members of the department (Brendan Dowd, Patricia Morris, Tara Bell and Nicholas Hammersley) presented regular Assemblies and "Thoughts for the Day". These were put up on individual Google Classrooms.

Obviously, during the year the various year-group liturgies, St Malachy's Day Mass, Masses for old boys and so on, could not take place.

The usual College outreach was stopped. So, the St. Vincent de Paul Conference, John Paul II Awards were all unable to proceed. This meant that our Advent fundraising and Christmas Hampers could not be collected or distributed. However, during Lent we were able to raise money for two charities, Trócaire and Children in the Crossfire. By pledging to Jog/ walk or cycle 50km, and, staff and students keeping a tally of their daily exercise to see whether we could "walk to Sudan", the amount raised were shared between the two charities.

There were no retreats for the Year 14s, and only limited form of mini retreat, in classes, for the Year8s.

PHYSICAL EDUCATION

St Malachy's College has an unrivalled reputation for excellence across a wide range of sports. The College is a recipient of a 'Sports Gold Mark,' awarded by the Sports Council for Northern Ireland in conjunction with the Department of Education, in recognition of excellence in the delivery of curricular Physical Education and provision of a varied extra-curricular sports programme.

GCSE PE and A-LEVEL SPORTS SCIENCE (CDG)

I am delighted with and proud of the way that the PE Department handled the difficult situation presented to us by CCEA in the providing of GCSE and A-Level grades for our students. Once again, it was a rigorous and robust process and we had certainly learned from the CAG process from the previous year. I would like to pay particular tribute to Mr Phil Molloy, Mr Andy McClean and Mr Kevin Niblock for their excellent work in determining these grades. Numbers in our subject continue to be good, with strong uptake at both GCSE and A-Level. We have been reduced to 1 GCSE PE class for the 2021-22 academic year but this was to be expected given the profile of the year group. I would expect the number of students applying to study GCSE PE next year will increase based on the profile of the next year group.

ACADEMIC AND GENERAL PE CLASSES

The PE Department did an excellent job in delivering material to our GCSE and A-Level students as well as our General PE classes. This was done via a combination of live classes, recorded lessons and material uploaded to Google Classroom. We used motivational video messages and skills challenges to help encourage the boys to stay or get active. The level of engagement was generally very good.

EXTRA-CURRICULAR SPORT

What a disappointing year for school sport due to all the disruption. We were unable to offer any extra-curricular sport up until the lifting of restrictions in May. In May and June, we started to rebuild our programme steadily with the emphasis very much on the Key Stage 3 pupils. They missed out on the opportunities to become involved in the wide range of sports on offer and as a result, particularly for the Year 8 and 9 pupils, begin to form new friendships throughout their year groups. By the end of the academic year, the boys were back to training. In the last 2 weeks of June we worked closely with the PE Department in OLSPCK to play Gaelic Football, Basketball and Soccer matches in a number of age groups. This was one of the few highlights of the extra-curricular programme.

SPORTS DAY

We always place a huge importance on our College Sports Day, and even more so in 2021. The turnout was our biggest ever at a College Sports Day in the past 25 years which speaks volumes in itself. The boys and staff were thrilled to participate. We had a very successful day once again in Antrim Forum. A copy of the results has been included.

CODE OF CONDUCT FOR THOSE PARTICIPATING IN SPORT

RESPECT and COMMITMENT

The most important rule to remember is that each student must at all times show respect and courtesy towards everyone that he meets: his fellow pupils, all staff in the College and members of the public.

Pupils committed to and involved in extra-curricular activities should experience personal achievement and enjoyment in a pleasant and safe environment.

1. Pupils must never compromise their academic progress because of their involvement in extra-curricular sporting activities.
2. Pupils involved in activities should have excellent records in the following areas: attendance, punctuality, behaviour and co-operation, observance of uniform regulations, respectful attitude towards all staff; homework and coursework submitted on time.
3. Substance abuse (drugs, alcohol, tobacco etc.) are serious breaches of discipline and will result in automatic and immediate suspension from sporting activities and trips.
4. Participants should play for enjoyment and to improve performance, not just to please their parents or coaches.
5. Participants must accept the decisions of coaches and officials and always play by the rules.
6. Participants should display good sporting attitudes and behaviour and support all good play, whether it is in their own team or an opposing team.
7. Participants should control their tempers at all times.
8. Participants should treat all players, as they themselves would like to be treated.
9. Bullying or taking unfair advantage of any player should not be tolerated.
10. Participants should endeavour to do their best and work equally hard for all members of their team.

Participants should appreciate and accept that being a part of a team carries many responsibilities. Accepting difference and sacrificing yourself for the good of the team are crucial in developing good team spirit.

Your commitment and dedication are greatly appreciated
UNA CONIUNCTI — VIRES PLURA
(Together everyone achieves more)

Gloria Ab Intus

MUSIC

Music Department Mission Statement

To inspire, engage and nurture musical excellence within a supportive and aspirational environment, and provide all pupils with opportunities to fulfil their musical potential and live out their
Glory From Within.

Staff

Mr David Strange *Head of Music*

Mr Paul Davison

Examination Results

GCSE Music August 2020. A*A*, AAA, C*

AS results August 2020. (Five students taking the two-year linear Edexcel Music Course)

A2 results August 2020. B (Tom Farren now studying Music and Sound Design at QUB)

Peripatetic Music Service

When we returned in September 2020, St. Malachy's was one of the first schools to welcome back Peripatetic Music Teachers. With our risk assessment in place, and the various mitigating measures successfully adopted by pupils and staff, our boys were once again able to avail of our highly experienced Peripatetic Music Staff in 'live' lessons, having previously completed 3 ½ months of online music lessons. Brass, Wind and Singing teachers had to wait a few weeks longer to be reinstated, but before long, the Music Department was making noises again!

Some ensembles resumed from November to December 2020, albeit in a reduced capacity, and we recorded some of their work for a highlights reel, which can be found on the College website. There was another lockdown from January to April, after which Peripatetic Music teaching resumed in the College.

Practical Exams

Numbers entering for practical exams were down slightly, which is understandable. A total of 45 boys entered exams, 26 boys through the College, and 19 entered online either by their teachers or by themselves.

Results: 10 distinctions, 25 merits, 10 passes

Staff

There were no changes or additions to staff in September 2020, however two teachers (Neale Agnew, Piano, and John Gillen, Drums) left us at the end of June 2021. We thank them for their dedication to our boys and for their inspirational teaching.

Performances and Events

October 2020

Friday 23 11am St. Malachy's Feast Day Mass, Irish Trad Group and Piano soloists

December 2020

Recordings by Senior and Junior Strings, Jazz Band, and soloists

Summer Scheme

Due to restrictions being eased, we held a Music Summer Scheme in the first week of the summer holidays. Throughout the week we had various ensembles running including Jazz Band, Traditional Music Group, String Orchestra, Music Theory and Chamber Choir, all of which catered for current and new members. It was great to see such a large turn-out for these groups, especially having not had any regular group music-making in so long. The boys were surprisingly supportive about making this an annual event, even though it is their holiday time!

Summary

Enabling our tutors to continue to teach in person and to recruit new students has not only been essential to the continued development of our Music Department, but it has been incredibly beneficial to our tutors, many of whom suffered income loss throughout the pandemic. I would like to thank our Senior Leadership Team who have been so positive and supportive in enabling our Music Service to provide 'in person' instrumental and singing lessons at the College.

Onwards and upwards!

David Strange
Head of Music

Appendix 1 Academic Outcomes Summer 2021

GCSE

All year 12 students are entered for GCSE examinations with the following examination boards:

- Computing - WJEC
- All other subjects - CCEA

Category	
Number of students in Year 12	161
Number of Students level 5 SEN	9
% entered for 5 or more GCSEs	100%
% achieving 5 or more GCSEs	97.4%
% achieving 5 or more GCSEs including English & Maths	96.7%
% entered for 7 or more GCSEs	100%
% achieving 7 or more GCSEs	94.12%
% achieving 7 or more GCSEs including English & Maths	94.12%

GCSE Results by Subject

Subject	Entries	A*	A	B	C*	C	D	E	F	U	A*-C	% A*-C
Gaeilge	3	1	0	2	0	0	0	0	0	0	3	100.0
Art & Design	18	2	6	8	1	1	0	0	0	0	18	100.0
Biology	38	11	13	10	1	2	1	0	0	0	37	97.4
Chemistry	38	14	14	7	2	1	0	0	0	0	38	100.0
Design and Technology	20	1	8	7	2	2	0	0	0	0	20	100.0
Drama	13	0	3	5	3	1	0	1	0	0	12	92.3
English Lang	155	16	53	47	22	13	3	1	0	0	151	97.4
English Lit	150	8	45	43	28	20	6	0	0	0	144	96.0
French	42	8	7	9	4	9	3	2	0	0	37	88.1
Geography	53	20	13	7	3	8	2	0	0	0	51	96.2
History	85	8	26	20	14	7	4	4	2	0	75	88.2
Home Economics	20	1	4	6	4	2	2	1	0	0	17	85.0
Irish	32	5	8	11	5	2	1	0	0	0	31	96.9
MIA	17	1	6	7	3	0	0	0	0	0	17	100.0
Leisure & Tourism	23	2	8	4	2	5	1	1	0	0	21	91.3
Mathematics Further	58	12	20	15	7	1	1	2	0	0	55	94.8
Mathematics	94	1	22	43	14	12	0	0	0	2	92	97.9
Music	6	2	3	0	1	0	0	0	0	0	6	100.0
Physics	38	9	14	13	2	0	0	0	0	0	38	100.0
Religious Studies	153	25	47	48	9	13	8	3	0	0	142	92.8
Science Single Award	20	3	4	5	5	2	1	0	0	0	19	95.0
Spanish	54	10	25	8	5	6	0	0	0	0	54	100.0
Sport/PE Studies	28	5	5	13	3	1	1	0	0	0	27	96.4

Subject	Entries	**	*A	AA	AB	BB	BC*	C**	C* C	CC	CD	DD	EE	A*- C	% A*-C
Science Double Award	94	5	12	16	7	16	9	12	9	3	2	2	0	90	95.7%

A Level

Category	
Number of Students in Year 14	142
Number of Students in Year 14 (included in academic data)	139
Number of students level 5 SEN	6
% achieving 3 or more A level passes grades A*-C	93.5%
% achieving 3 or more A Level passes grades A*-E	100%

- 93.5 % of students achieved Grades A*- C in 3 or more subjects
- 66.2 % of students achieved Grades A*- B in 3 or more subjects
- 100 % pass rate at A2 level

A Level Results by Subject

Subject	Entries	A*	A	B	C	D	E	% A*-C
Art & Design	4	1	1	2	0	0	0	100
Biology	40	4	17	10	7	1	1	95
Business Studies	21	1	5	9	6	0	0	100
Chemistry	32	7	10	10	4	0	1	96.9
Computer Studies	6	2	2	1	1	0	0	100
Design and Technology	6	0	2	2	2	0	0	100
Drama	11	0	3	7	1	0	0	100
Economics	8	2	4	1	1	0	0	100
English Literature	11	1	4	4	1	1	0	90.9
French	1	0	1	0	0	0	0	100
Geography	17	1	11	2	3	0	0	100
Health & Social Care	30	0	9	17	4	0	0	100
History	37	7	11	13	6	0	0	100
Irish	9	2	5	2	0	0	0	100
MIA	8	0	5	2	1	0	0	100
Journalism	13	1	7	3	2	0	0	100
Mathematics Further	2	1	1	0	0	0	0	100
Mathematics	51	16	18	7	6	1	3	92.2
Music	1	0	0	1	0	0	0	100
Physics	25	6	6	8	4	1	0	96
Politics	18	0	11	4	3	0	0	100
Religious Studies	9	2	4	3	0	0	0	100
Sociology	5	0	2	1	2	0	0	100
Spanish	14	2	5	5	1	1	0	92.9
Sports Science	17	2	7	7	1	0	0	100

Performance in Public Examinations 2017-18 to 2020-21

	2017-18		2018-19		2019-20		2020-21	
	School	NI Average (Boys' Grammar)	School	NI Average (Boys' Grammar)	School	No NI Data Available	School	No NI Data Available
% achieving 5+ GCSEs at Grade A*-C	98.2%	93.8%	98.2%	93.8%	96.9%	-	97.4%	-
% achieving 7+ GCSEs at Grade A*-C	93.3%	86.6%	91.6%	86.6%	93.8%	-	94.12%	-
% achieving 3 + A Levels at Grades A*-C	82.4%	74.4%	75.5%	74.4%	100%	-	93.5%	-
% achieving 2 A Levels at Grades A*-E	100%	99.3%	100%	99.3%	100%	-	100%	-

Destination of Leavers in 2020/21

Year Group	No. of Pupils in Year Group	% to Higher Education	% to Further Education	% to another school	% in Employment	% Other
14	142	93.7%	2.0%	0%	2.8%	1.4%

Record of days attended by all pupils on roll – 2020/21 = 96.0 %

(NI Average 2019/20 = No Data Available due to School Closures.)

CONCLUSION

The 2020/21 academic year began again, and as usual, with our opening prayer service enabling us to pause and remind ourselves of how strong and tightly-knit we are as a College family, and that we continue to support those of us who have and are going through sad and tough times, and we celebrate with those who have good news to share.

We had planned to start the school year by gathering in person but, as adults in the school setting were still instructed to try to maintain a 2m distance, the staff had no choice but to meet remotely in the opening days at sessions which involved large groups of teachers and support staff.

Much work had taken place during the summer holiday period to ensure the College could resume operations as smoothly as possible. Many people devoted great efforts to make us ready to welcome back our young Malachians after an extended period of lockdown. These included support and maintenance staff, the timetablers, the careers team, those staff who attended for the Yr 12-13 interviews in August, staff members who made themselves available to support our KS3 pupils who very sadly lost loved ones during July and August, those Senior Staff who are members of our well-practised Covid team, and last but not least our CDG Examinations and Appeals Team for managing a potentially very delicate period post results. All of the above are part of an exceptionally hard working and highly professional staff team.

2020-21 was Year 3 of the School Development Plan (SDP) for 2018-21. The plan continued to focus on raising academic standards by infusing the work of the Curriculum and Pastoral areas of the College. The academic year began promptly in August with Years 12 & 14 commencing lessons from 24/08/20. This term contained an intensive period of teaching, and the gathering of suitable evidence of attainment was a priority. The review of Assessment material was a focus for all subject areas, ensuring that any data held on each student could potentially be used in the summer to help inform grades, if required.

Emerging from the first lockdown, classroom routines and pastoral support were also vitally important in supporting the boys mental wellbeing. A wide range of pastoral strategies and support mechanisms were put in place.

The College staff continued to upskill in relation to the use of ICT to support learning, developing blended learning strategies which, if required, were developed further to support remote learning.

The staff programmes during the first term were not much different to those from previous “normal” years, except some sessions, including CPD, continued to be managed remotely when involving all staff. We had our usual sessions for relevant areas including; operational instructions, Child Protection update and training, policy updates, important reminders of those routines which must be followed by staff and pupils so that order is maintained, and an abundance of time was given over during the opening days for personal and departmental preparation and planning. Effective planning, communication and implementation of DE and PHA guidance ensured that both pupils and staff could go about their daily routines as safely as possible. The College was able to manage a high quality of provision whilst adhering to a rigorous, demanding and relentless “track and trace” system. The one

major frustrating aspect of life for our boys was the restrictions on extra-curricular activities. However, staff continued to find creative and remote ways of engaging our boys.

Towards the end of the first term, we again experienced great sadness with the tragic and sudden loss of another esteemed and gifted Malachian, Daniel Black. His family, close friends and extended College family remain in our thoughts and prayers.

It was at the end of the first term when it was announced that there was to be a second extended period of lockdown, and so the vast majority of the College family were to remain at home for the entire second term. Clear guidance for staff, parents and pupils were provided to support the remote learning which took place in the second term. As staff grew in confidence, many engaged in live on-line lessons across all year groups. Daily registration also took place through pastoral Google Classrooms (GC). The level of engagement from our boys was continually monitored and regular follow-up occurred from pastoral staff to keep the young learners on task and encourage them to follow healthy and balanced routines. Quality Assurance measures were put in place with Middle and Senior leaders gaining an overview, through Pupil and Parent Voice, of the student's 'day to day' routine in the new virtual world.

Inevitably, lockdown again severely hindered many of the more enjoyable aspects of College life; extra-curricular activities, Sports and Clubs were still unable to take place. However, staff stepped up to engage the boys remotely via GC to engage in exercise, a sponsored walk and a "keepy-ups" competition between staff and pupils. Boys were also positively engaged through baking, art and reading competitions. The usually extensive Careers programme was also hampered, although through the effective use of GC, effective communication and promotion of many events took place, with Virtual Work experiences being accessed by many. The pupil element of the Shared Education Programme was halted, although the staff continued to engage in joint CPD with BRA and attend various on line courses.

The Board of Governors continued to offer effective governance and supported the progress of the SDP, in remote meetings and through in-person sub committees.

The Standards and Achievements Sub-Committee continued to meet throughout 2020-21. This committee takes a pro-active role in supporting and monitoring the quality of the provision of learning, teaching and achievements and standards. During the year the schedule provided opportunities for the governors to hear, first hand from senior and middle leaders and teaching staff, sharing examples of best practice which further extended the culture of proactive Continuing Professional Development. In addition, the senior students eloquently reported to this subcommittee, and also had opportunity to share their experiences with the full Board.

The other sub-committees continued to function as normal. Their work to ensure that the correct resources and infrastructures were in place, and the rigorous review of the many policies, to ensure that we remained compliant with all relevant statutory legislation and DE, PHA and EA guidance and that these reflect fully the ethos of the College, have been invaluable.

Towards the end of the second term, the College welcomed back the senior students to prepare them for the CCEA Assessment Resources which would help to inform the process of awarding grades. After the Easter break we welcomed the rest of our pupil population on their staggered return. This was a great relief even though many restrictions continued to be in place. The awarding of GCSE, AS and A2 grades shifted from Centre Assessed Grades (August 2020) to Centre Determined Grades

(August 2021). From the College perspective, it was very evident that the first class planning, policy making and actions by our CDG Team had been extremely meticulous and effective. Furthermore, all the Heads of Department and subject teachers must be commended for their work in determining grades, going through rigorous assessments and trying to be fair to every boy.

Instead of us creating a new 3-year SDP for the coming academic period, we agreed, under guidance from DE, to do a one-year extension to the existing SDP which is entirely understandable due to the disruption occurring over the past two academic years.

It is very clear that we have challenges and I believe, many exciting opportunities in front of us, and those responsible for education policy have produced some areas which we must take seriously in our planning and actions, both in the immediate and distant future. Various hefty DE documents have been passed our way recently, one being “Curriculum Planning for Post Primary Schools 2021/22”. Under key messages to post primary schools it states:

- Schools have the freedom to tailor and adapt delivery of the NI curriculum to support recovery
- The aim in 2021/22 is to support pupils to be motivated to learn and towards becoming adept independent learners through a curriculum that gives equal emphasis to knowledge, understanding and skills.
- Gaps in curriculum coverage and understanding are complex issues, and not all of these can be addressed immediately. If the curriculum provision is well-sequenced then teachers will have identified the key knowledge and concepts that need further embedded before children can move to the next stage.
- Practical activities will resume across the curriculum for all post primary pupils, requiring them to have access to specialist equipment and accommodation.
- Schools should consider and reflect explicitly on how they are developing whole curriculum thinking skills in every subject area.
- DE recommends two hours of good quality PE provision per week, stating that this contributes to the well-being and development of resilience and allows for the progression of skills, knowledge and understanding in the range of activity areas that make up the PE curriculum.
- In 2021/22, it is strongly recommended that schools allow children to come to school in their PE uniform on relevant days to minimise the need for changing.
- And finally, schools should continue to have in place a contingency plan for remote learning in the event of local and wider school closures, or that a class or a large group of pupils within a class need to self-isolate. Schools will wish to have detailed plans in place.

Much of what is mentioned in the document can be directly linked with our current SDP extension.

All of the above, provide us with particular challenges and opportunities, and these will be in the context of having our largest population in the history of the College. I am estimating that this year’s enrolment figure will be 1152 boys, which includes a Year 8 population of 215. Furthermore, this will

be our first new Yr 8 intake in living memory who have not followed an academic entrance route. Over the past 4 years or so, that is including all the boys up to year 12, our new boys have almost all come with an A grade in the GL assessment. This coming year, we are not yet aware, of the academic levels of the 215 who are about to join us. Therefore, we will need to be gathering much data as quickly as possible to ensure that we are well placed to support and challenge our new Malachians at appropriate levels, and that they can learn quickly how to be a typical Malachians, proud of our badge and history, and so they can find and do their best. This area of the College will need much and detailed attention. We will now have a KS3 of just under 600 boys.

Educational experts in NI have recently offered national areas for development for the coming years in which we as a College have and will continue to lead the way. These are:

- Championing Emotional Health & Well-being
- Ensuring the relevance of appropriateness of Curriculum & Assessment
- Promoting a whole school community approach to education, ensuring collaboration and delivery within and across subject areas _ consistency of high level teaching and learning
- Maximising boys' potential - and in St Malachy's that does not only mean academia and extra-curricular but also how to be good men, service leaders and respectful to all

And of course, we need to continue to drive forward Teacher Professional Learning so that we can achieve our goals within this great Catholic College. All food for thought!

Signed:  : G Loughran (Chair of the Board of Governors)