

KS3 Head of School & Head of Year Presentation

(August 2023)

Key Messages

- ▶ To reflect on progress made in 2022/23
- ▶ To briefly consider KS3 Areas of Focus 2023-26 and share next steps

Whole School Areas of Focus

- ▶ Raising Standards through High Quality Teaching and Learning
- ▶ Raising Standards through High Quality Pastoral Care
- ▶ Curriculum and Extra-Curricular Development to include Collaboration and Careers Education
- ▶ Pupil & Staff Development, Accommodation and Resources

Progress Made 2022-23

(Raising Standards through High Quality Teaching and Learning)

Key Target - By June 2023 in all departments...there will be a continued focus on improving the Quality of Provision...and impact of the 3 areas which promote successful learning.' (Planning for learning/Teaching/Assessment)

Actions

- Rosenshine's Principles of Instruction continued to be the focus for the work of the Teaching and Learning group and within Departments (CPD)
- Members of the T&L Group shared their experiences and some strategies for Strands 1 & 2 during SDD and Departments asked to progress as appropriate
- T& L Group moved their focus onto Strands 3 & 4 - SBP in January and August 2023
- KS3 Pupils began to experience lessons in the Digital Hub
- Teacher Voice & Pupil Voice was used to get feedback on KS3 Provision (April -June 2023)

Progress Made 2022-23

(Raising Standards through High Quality Teaching and Learning)

Teacher Voice & Pupil Voice April - June 2023

Opinions taken across eight areas

1. Impact of Rosenshine in the classroom
2. Digital Hub
3. TS & PC (Awareness of and opportunities to reflect on skills development)
4. Employability Skills
(Communication/Innovation/Creativity/Entrepreneurship/Critical Thinking)
5. Careers Education
6. Preventative Curriculum
7. Extracurricular experiences
8. Happiness & Knowing who to talk to

Target Areas 2023-26

(Raising Standards through High Quality Teaching and Learning)

TV & PV Feedback very helpful in determining our next steps for the period ahead

- ▶ Continued focus on Retrieval Practice and Reteaching Material when necessary (Rosenshine)
- ▶ Continue to develop Digital Learning opportunities within and between departments (Nerve Centre - 'Sing' project)
- ▶ Continue to strengthen pupils employability skills through their subject learning experiences (*Communication/Creativity/Innovation/Entrepreneurship*)
- ▶ Refresh our focus on developing pupils TS & PC (Awareness of, and opportunities to reflect on skills development)
- ▶ KS3 Careers Provision to be reviewed and updated as required
- ▶ KS3 Preventative Curriculum is currently being reviewed - updated PV Curriculum in place for 2024/25
- ▶ Renewed focus on ensuring consistency in KS3 Assessment Practice and pupil feedback

KS3 Outcomes (2023-26)

(Raising Standards through High Quality Teaching and Learning)

‘Strengthening our Learning Culture’

- ▶ All pupils in every classroom are supported and challenged to do their individual best; this includes a rich and engaging Curriculum and high expectations for T & L to prepare pupils for C21st working and living
- ▶ A continuing focus on reflecting on the key elements which contribute to high-quality learning experiences for pupils and staff
- ▶ KS3 pupils will have at least maintained their level of attainment and aptitude in relation to their baseline and be equipped for a smooth transition into KS4. (PTM, PTE, PASS, Year 8 Internal Assessment Data, CAT4, SIMS, Attd)

Progress Made 2022-23

(Raising Standards through High Quality Pastoral Care)

- ▶ Key Target - 'By June 2023 SIMS Behaviour and Intervention Data will evidence a consistent application of the 'Stepped Consequences' demonstrating that Pupils are being positively supported to meet high expectations for behaviour, attitude and attainment, both during and outside of class contact time.'

Actions

- User friendly Behaviour Management Data was disseminated and reviewed on a regular basis by KS3 Pastoral Teams to inform timely interventions
- Consistent use of sanctions as per 'Stepped Consequences'
- Behaviour and Intervention Data continued to be shared with Parents/Carers via Parent app
- Targeted support for identified cohorts of KS3 pupils to support their progress
- Rewarding Pupil Achievement/Embedding Implementation of 'Positive Behaviour Chart' (*HOY Award introduced in 2022/23 and whole Year Group reward trips reintroduced*)

Progress Made 2022-23

(Raising Standards through High Quality Pastoral Care)

- ▶ In the period 2017-18 - 2022-23 = 208% increase in Merits
- ▶ In the period 2017-18 - 2022-23 = 47% decrease in Demerits
- ▶ 2023/24 - *New Baseline established for Merits and Demerits*

Progress Made 2022-23

(Raising Standards through High Quality Pastoral Care)

- ▶ Key Target - ‘Attendance figures will be in line with or exceed the NI average for schools of a similar type and are monitored to ensure that issues can be identified and addressed promptly.’

Attendance %	Year 8	Year 9	Year 10
2021/22	94.05%	92.4%	92.58%
2022/23	95.6%	93.45%	92.46% (12/6/23)

- ▶ FT/HOY/HOS analysed attendance data to inform interventions
- ▶ 44 HOS Attendance letters with DENI guidance ‘Attendance Matters’ (Rising from 18 letters previously)

KS3 Next Steps 2023-26

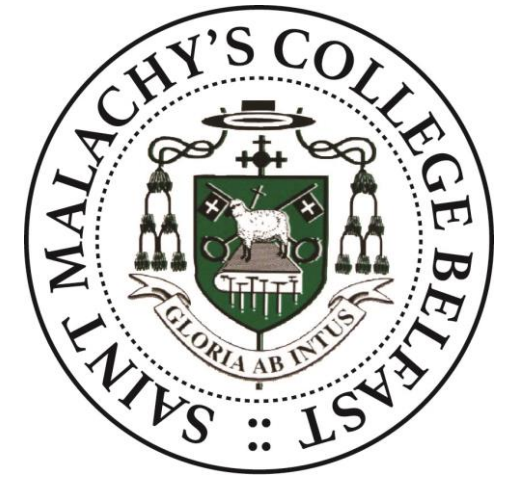
(Raising Standards through High Quality Pastoral Care)

- ▶ Maintain successful implementation of the College's Positive Behaviour Management Policy through consistent application of 'Stepped Consequences'
- Implement recommendations from Attendance Policy Working Group
- HOS/HOY to regularly link with their Prefect counterparts to oversee the development of the Prefect Leadership role and provide support and guidance
- ▶ Review KS3 Pastoral Programme to ensure relevance, age appropriate and progression
- ▶ Embed work of the KS3 Student Council Sub-committee
- ▶ Embed Positive Behaviour Chart

KS3 Outcomes (2023-26)

(Raising Standards through High Quality Pastoral Care)

- ▶ The Behaviour Management Policy and Stepped Consequences are fully implemented in an appropriate and consistent manner
- ▶ Implementation of the Positive Behaviour Chart (inc. Rewards) is sustained and further enhanced, as possible (*October 2023 Junior Prizegiving*)
- ▶ The Preventative Curriculum is reviewed and updated to ensure relevant and appropriate educative support to pupils for the issues they may be experiencing inside and outside school
- ▶ The College attendance figures will be in line or exceed the NI average for schools of a similar type
- ▶ There are increased opportunities for impactful Student Leadership



Welcome to Year 10

Year 10 Parent Information
Session

Wednesday 30th August
2023



Welcome



Mr C Johnston
Head of Year 10
cjohnston320@c2ken.net

Year 10 Tutor Team

10A – Mr M Fleming [mfleming937@c2ken.net]

10B – Mr P McAllister [pmcallister801@c2ken.net]

10C – Mrs N Catney [ncatney613@c2ken.net]

10D – Mrs L Kerr [lkerr330@c2ken.net]

10E – Mrs E Douglas [edouglas663@c2ken.net]

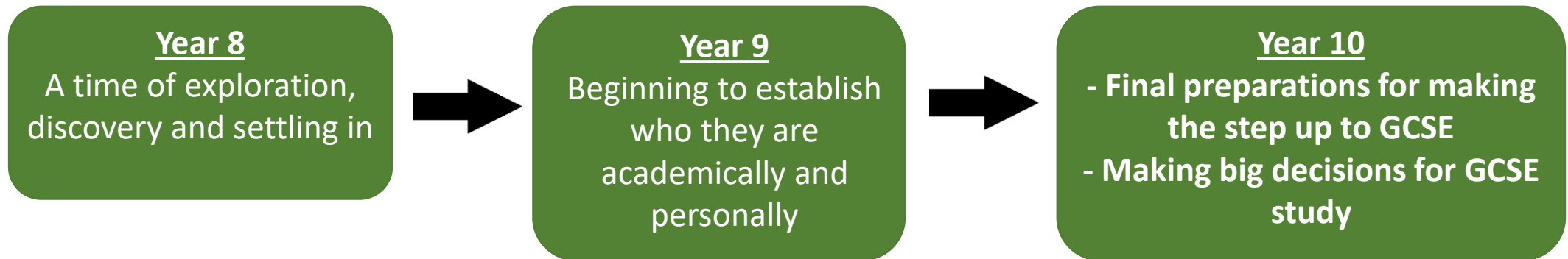
10F – Miss E McAleese [emcaleese689@c2ken.net]

10G - Miss E Doherty [edoherty757@c2ken.net]



Key Stage 3 – An Academic and Personal Journey

- The Key Stage 3 journey is a crucial one in the academic and personal development of our students
- There are three distinct steps across years 8, 9 and 10



- Each of these steps prepares our students for taking the next one successfully
- It is important, therefore, that our students understand each of these steps and put measures in place to ensure that they make the most of the opportunities presented to them along the way



Long Term Vision- Success



- At Key Stage 4 our students will embark upon GCSE study
- By starting this process with a well-developed and clear sense of who they are and how they can be successful, this enhances their chances of realising their potential
- The journey to success at GCSE starts now
- A successful Year 10 will have a direct impact upon the success achieved at GCSE level and beyond



What Makes a Successful Year 10?

- At the end of Year 10 we hope to have a cohort of students who feel ready to progress to GCSE study.
- In order to gauge this success it is important to identify some key objectives.
 - To:
 - have chosen a combination of subjects that sets them up for success at GCSE
 - have made progress towards achieving self-identified targets in the majority of subjects
 - have an awareness of what routines and habits facilitate good quality learning
 - have developed effective study techniques
 - have developed/refined additional skills through participation in a range of extracurricular activities
 - have had fun along the way

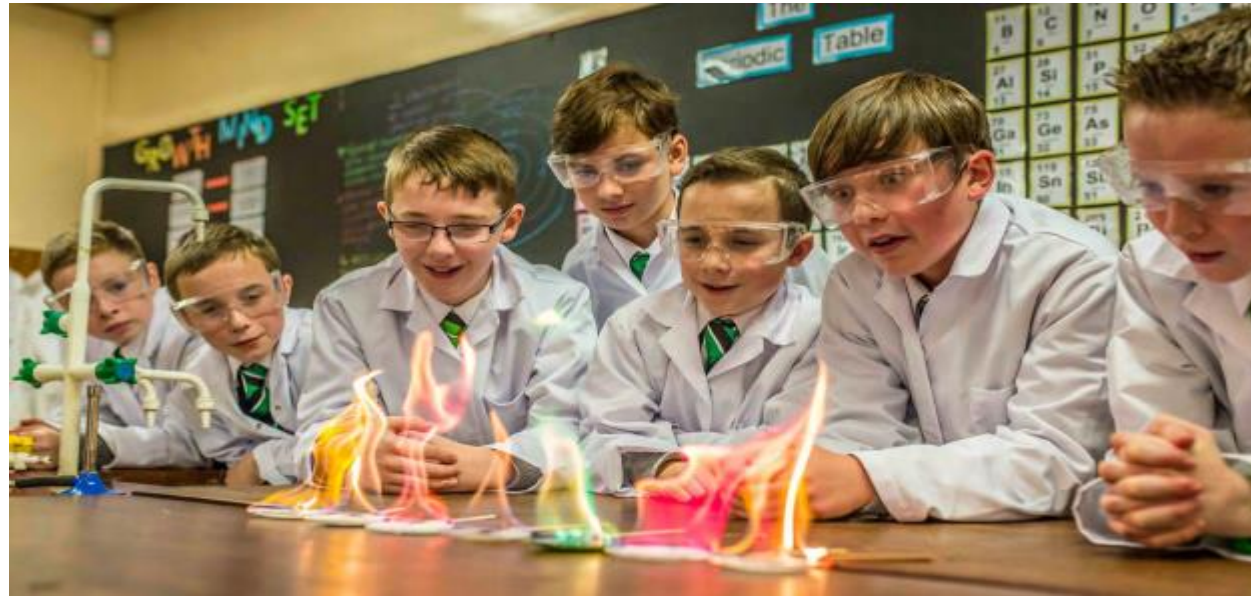


Which successes they would like to repeat

What mistakes they have made which they wish to avoid in future

The key skills they possess

The subjects in which they must work harder to be successful



Which revision techniques work best for them

Which subjects they are most successful in

What routines help them be prepared for learning well

Which subjects they are passionate about

Year 10 – An Academic Journey



Academic Journey



- Key Stage 3 is a vital learning curve
- In a process of trial and error, Key Stage 3 students are able to make mistakes 'free of charge'
- This allows them to sharpen their academic skills and facilitate progression towards fulfilling their potential
- However, this must all be underpinned with a drive and determination to improve
- Each mistake cannot simply be put down to 'well it's only Key Stage 3'
- These mistakes can only be turned into positives if a student learns from them and takes appropriate action to rectify the issue
- When this happens, there is no 'failure'. You simply 'achieve or you improve'



Turning Negatives into Positives

I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.

- Michael Jordan



Year 10 Christmas Examinations

- The 2023 Christmas Examination results will be the key informant in relation to your son's GCSE subject choices in Jan/Feb 2024
- We will use the results from this examination series to guide students in the subject choice process
- These will be the most important exams that your son will have taken to date
- In lessons there will be emphasis placed on the importance of these exams, as there also should be in your conversations at home
- Students need to be well prepared
- They should also work to perform well in all assessments throughout the academic year



Self-Evaluation

Self-evaluation to prevent...



Drift





Motivation

“Your feelings on results day will be determined by your actions today. Act accordingly.”



Well-Being is Important

NEED TO TALK



Mrs. McCusker
Designated Teacher for
Child Protection



Mr. Douglas
SENCO / Deputy
Designated Teacher KS4



Mr. Heaney
Deputy Designated
Teacher KS3



Mr. Cooke
Deputy Designated
Teacher



Mrs. McAlister
Deputy Designated
Teacher KS5



Mrs. Devlin
Deputy Designated
Teacher KS4



Ms. Evans
Deputy Designated
Teacher KS3

The
**St. Malachy's College
Child Safeguarding Team**
are there for you

If you are concerned don't stay silent.

Talk to family, friends, teachers,
your Form Tutor or a member
of the Child Safeguarding Team
above.

CONTACT EMAILS

Mrs McCusker: dmcusker152@c2kni.net

KS5

Mrs McAlister: nmcalister341@c2ken.net

KS4

Mr Douglas: adouglas807@c2ken.net

Mrs Devlin: cdevlin148@c2ken.net

Mr Cooke: mcooke657@c2ken.net

KS3

Mr Heaney: cheaney206@c2ken.net

Ms Evans: cevans843@c2ken.net

- There is a team of staff available to support student well-being in the College
- If students feel overwhelmed, anxious or are struggling with anything then please encourage them to talk
- The Form Tutor, Head of Year, and the staff pictured here are available to support our students
- Further support is available to our students through access to a counselling service (and other outside agencies) in school. Information on this is available from Mrs McCusker or enquire through to the Form Tutor or Head of Year

Stepped Consequences Summary

	Behaviour	Consequences
PRINCIPAL Policy and Strategy Overview	<ul style="list-style-type: none"> ● Serious behavioural incidents - Referred by VP 	<ul style="list-style-type: none"> ■ Interview with parents/carer ■ Suspension ■ Expulsion (Board of Governors)
VICE PRINCIPAL Policy, Strategy, Support, Interventions, External Agencies	<ul style="list-style-type: none"> ● <85% Attendance ● 10+ Lates ● Serious behavioural incidents ● Persistent infringement of rules ● Smoking (second offence) ● Physical violence 	<ul style="list-style-type: none"> ■ Meeting with parents/carer ■ EMA bonus for 6th Form students denied ■ Suspension ■ Internal suspension ■ Extended Saturday DT ■ Withdrawal from class ■ Links to appropriate external agencies ■ Referral to EWO
HEAD OF SCHOOL Support, interventions	<ul style="list-style-type: none"> ● <90% Attendance ● 7 Lates ● 15 - 20 Demerits ● Major behavioural incidents ● Smoking (first offence) 	<ul style="list-style-type: none"> ■ Parental Review Meeting ■ HOS DT (8.30 - 11.30am Sat)(May be extended) ■ HOS Report ■ HOS DT (8.30 - 11.30am Sat) - Education programme ■ Internal suspension
HEAD OF YEAR Support, interventions	<ul style="list-style-type: none"> ● <95% Attendance (where attendance has not improved after intervention from FT) ● 10 Demerits ● Behavioural incidents ● 5 Lates ● Inappropriate haircut ● Littering ● Chewing gum ● Eating outside designated areas 	<ul style="list-style-type: none"> ■ Attendance Plan + HOY DT (if appropriate) ■ HOY Report ■ HOY DT (3.30 - 5pm Fri) ■ HOY Saturday DT (8.30 - 11.30am) ■ Environmental duty
FORM TUTOR Support, interventions	<ul style="list-style-type: none"> ● <95% Attendance ● 5 Demerits ● 3 Lates 	<ul style="list-style-type: none"> ■ Red Flag Discussion + Targets set ■ Red Flag Discussion + Tutor DT ■ Referral to HWV club if required ■ Form Tutor Report
HEAD OF DEPARTMENT SUBJECT TEACHER Support / interventions	<ul style="list-style-type: none"> ● In liaison with HOD will deal with HW/Equipment and behavioural demerits within subject 	<ul style="list-style-type: none"> ■ Subject DT ■ Subject Report

PARENTAL CONTACT THROUGHOUT



How Can We Make Year 10 Successful For Our Boys?

Staff

- Provide high quality teaching and learning
- Demand high standards
- Model expected behaviour
- Give advice and guidance
- Communicate effectively with parents/carers

Together

By working together and supporting each other in our roles, we ensure that we maximise our ability to successfully guide each of our students towards realising their potential

Parents

- Make regular check-ups with your son on his progress in school
- Develop a routine/timetable for homework and study with him
- Monitor his homework and study
- Check his work regularly and discuss it with him
- Ensure mobile phones, games consoles etc. are used in appropriate amounts



Stepped Consequences

- We aim to encourage excellent behaviour
- We also understand that there are occasions when students may make mistakes
- Therefore, we will work to support students, celebrate achievement and mentor them when mistakes happen
- Demerits will be communicated to parents via Parent App
- Continued accumulation of demerits will require application of the our 'Stepped Consequences'
- Tutors and Head of Year will make contact where demerits are being accumulated
- For example:
 - **5** demerits will lead to a **Tutor Detention** being issued
 - **10** demerits will lead to a **Head of Year Detention** (Mr Johnston)
 - Beyond this, students will be referred to the Head of School (Mr Heaney)
- Tutor or Head of Year Report cards may also be issued as a supportive measure, to monitor a student's behaviour over a two week window. This gives the Tutor/HOY the chance to discuss issues that may arise, or to congratulate them on excellent behaviour



Uniform

- Plain black socks
- Plain black school shoes (trainer style shoes are not permitted)
- Jewellery must not be worn
- Hair- no longer than collar length; no shorter than a number 2 cut
- Hair longer than collar-length is not acceptable, even if tied back or up in any way

Students with inappropriate haircuts will be referred to the Head of Year who will contact parents, and a Saturday Detention will be issued



Attendance and Punctuality

- Students should aim to keep their attendance as close to 100% as possible
- If a student is absent from school for any reason a parent/carer should email the reason to the Form Tutor
- Students should be present in registration rooms before the start of school bell. Registration starts at 9:00am. If they are late, they should sign in at the Office
- If students accumulate 5 'lates' they will be issued with a Tutor Detention
- If a student needs to leave school early for any reason a parent/carer should email their Tutor in advance to inform them of the reason and departure time



Physical Violence

- St Malachy's College has a **zero tolerance** approach to physical violence and all parties involved in such instances will be issued with a suspension



Smoking and Vaping

- Although we know that the vast majority of our boys are complying with the College rules, we would like to draw your attention to our policies regarding smoking including the use of e-cigarettes.
- We have clear sanctions for smoking:

The College forbids a pupil from:

- ***Smoking (including chemical/electronic cigarettes) or bringing cigarettes onto site***

And

- ***Smoking, including the use of electronic cigarettes is forbidden and will be dealt with through the College Positive Behaviour Policy and Stepped Consequences***
- Vaping or possession of a vape will incur sanctions. For a first offence, this will be a Saturday Detention and further infringements will lead to more serious sanctions. Please note that if students are with a group of boys who are vaping, then they may be issued with a sanction even if they are not vaping or in possession of a vape at the time.
- Electronic cigarette liquid refill bottles are also forbidden.



Drugs Education Policy

- The College Drug Education Policy states that:
 - ***Possession of and/or taking controlled or illegal substances will be dealt with through the Suspensions and Expulsions Policy***
 - ***Possession of with intent to supply or supply of controlled substances will be dealt with through the Suspensions and Expulsions Policy and will lead to Expulsion***



Anti-Bullying Policy

- The Anti-Bullying Policy is in each homework diary
- Each student should read this carefully and reflect it in your behaviour towards others
- Students have a responsibility to respect the rights of every other individual in the College
- Students must treat all others with respect and not engage in bullying behaviour
- Students **MUST NOT** use any derogatory language in relation to disability, race, gender or sexual orientation

'You do not have to be friends with everyone, but you **MUST** be respectful towards everyone'



Parent App

- Parent App will be used to communicate merits and demerits accrued by your son
- The aim of this communication is to provide you with a real time update on the type of merits/demerits being accrued by your son to facilitate discussion
- Please discuss the reason for the demerit with your son
- Tutors and class teachers will not be available to discuss or justify reasons for giving demerits
- Some notes recorded on our SIMS system appear in red, such as visiting Matron, but this does not indicate a demerit has been issued
- This is pre-determined by the system and cannot be overridden



Arrangements for the Start of Term – Key Details

Entrance	Venue Before School	Start	Break Time Eating Venue	Break Time Recreation Venue	Lunch Time Eating Venue	Lunch Time Recreation Venue	Toilets
Main Student Entrance	Tutor Room	9:00 am (Not permitted on site before 8:50am)	College Hall	Pitch Area outside pitch	College Hall	Pitch Quad	Break time: Quad Lunch time: Quad

***Lunch:** During lunch, students who wish to purchase a full cooked dinner from the canteen may do so. All other hot snacks will be available from your assigned eating area.

***Toilets during class:** If a student needs to use the bathroom during class time, the following toilets will be open – Quad, Upstairs C Block, Downstairs E Block, Crolly.



Google Classroom

- There will be a Year 10 Google Classroom
- This will be used to communicate regularly with students and to share information/resources
- Each student must join this Year 10 Google Classroom
- They must use their C2K email to do so
- If they join using a non-C2K email address they will be removed and will have to re-join, which may mean they miss important messages
- They should use this C2K login to sign up for ALL Google Classrooms for each of their subjects



Google Classroom

- The Year 10 Pastoral GC code is:

j4jpw74

- The students were given an opportunity to join this Google Classroom during Induction
- If they were unable to do this it was set as a homework for **Monday 4th September**