

BOARD OF GOVERNORS'  
ANNUAL REPORT  
FOR  
SCHOOL YEAR  
2017 – 2018

Mary Queen of Peace Primary School  
Glenravel  
Co. Antrim  
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Principal: Mr Malachy Conlon [BEd., MEd., PQH]



June 2019

## INTRODUCTION

Mary Queen of Peace Primary School was opened in September 2016, following the amalgamation of St. Mary's PS, Cargan and Glenravel PS. The school operates on a split site, with Y1-3 on the Cargan site and Y4-7 in Martinstown during the 2017-18 school year.

The Board of Governors' second annual report covers the period 2017 - 2018; its purpose is to keep you informed of what is happening in the school and to foster your participation as an important partner in the education of your child or children. I trust that you will find this report informative.

The report cannot cover every aspect of school activity but gives an overview. If there are any issues of general concern in it, which you would like to discuss, please contact either myself or the Principal.

On behalf of the Governors, I would like to thank the Principal and teaching staff for their conscientious dedication to the education and development of our children. The non-teaching staff plays an essential role in the running of the school and their contribution is gratefully acknowledged.

If you require information about your *own* child or have a concern about him/her, you should contact the school and arrange an appointment with the Principal or the class teacher.

On behalf of the Board of Governors I thank you for your support and look forward to your continuing involvement.

Rev. Gabriel Lyons  
Chairman  
Board of Governors

## **ORGANISATION AND MANAGEMENT**

### **THE BOARD OF GOVERNORS 2017-18**

**Chair:** Rev. Gabriel Lyons  
Parochial House, 119A Glenravel Road, Glenravel, Co. Antrim,  
BT43 6QL  
Tel: 028 2175 8217

**Secretary:** Miss Elaine Higgins

The Board of Governors has overall responsibility for the effective management of the school. They are required to meet as often as the conduct of business may require, and a minimum of three times a year but in practice meet more frequently.

The Board of Governors is involved in all aspects of school life including but not limited to:

- Determination of Curriculum Policy and of the Curriculum
- Safeguarding
- Appointment of teachers and other staff
- School Admission Policy
- Control of the LMS Budget
- Fostering partnership with parents in school affairs
- School policies
- School building
- Promoting links with the community

#### **Membership**

Governor Name	Representing
1. Rev Fr Gabriel Lyons	Trustees
2. Mrs Martina Pirie	Trustees
3. Mr Sean Harvey	Trustees
4. Mr Mark McQuillan	Trustees
5. Miss Elaine Higgins	Department of Education
6. Mrs Karen Magill	Education Authority
7. Mr Seamus McMullan	Education Authority
8. Mrs Shauna Hynds	Teachers
9. Mrs Josephine McIlhatton	Parents
10. Mr Malachy Conlon	Principal

Date of expiry of current term of office: 2018

## **SCHOOL STAFF 2017 – 2018**

### **Teaching Staff**

Mr M Conlon	Principal	Mrs L Gormley	Year 4
Mrs F McConway	Vice-Principal, Year 2	Mr T Magee	Year 5
Mrs S Hynds	Year 1	Mrs E Sharkey	Year 6
Mrs O'Mullan	Year 3	Mr P McKenna	Year 6
Mrs G McKeown	Year 3	Mrs M McAlister	Year 7

### **Support Staff**

Mrs Denise McAuley (Secretary)  
Mrs Kathleen McHugh (Building Supervisor)  
Mrs Mary Swann (Building Supervisor)  
Mrs Christine McAfee (Cleaner)

### **Supervisor Assistants**

Mrs Christine McAfee  
Mr Sam Galloway  
Mrs Marina McQuillan  
Mrs Mary Swann  
Ms Emer Higgins

### **Learning Support Assistants**

Mrs Christine McAfee (Y6 & Y7)  
Mrs Marina McQuillan (Y7)  
Mrs Pauline Mulholland (Y6)  
Miss Chloe Higgins (Y5)  
Ms Karen Conway (Y5)  
Mrs Dawn Dougan (Y2)  
Ms Mary Swann (Y2)  
Ms Emer Higgins (Y1)  
Mrs Sheila Gallagher (Y1)

### **School Crossing Patrol**

Mrs Patricia Higgins  
Mr Sam Galloway

### **Management Responsibility**

Mr M Conlon	Principal	Overall responsibility for Curriculum, Pastoral Care, Deputy Designated Teacher for Child Protection
Mrs F McConway	Vice-Principal	Mathematics, Pastoral Care, Designated Teacher for Child Protection, Links to Parents & the Community
Mrs G McKeown		Literacy Co-ordinator
Mrs M McAlister		Special Educational Needs Co-ordinator
Mrs S Hynds		Head of Foundation Stage, Yr 1 Induction / Enrolment, Medical Co-ordinator
Mrs L Gormley		Information Communication Technology Co-ordinator

## Professional Development

### Staff Training

The School Development Plan [SDP] curriculum and staff development priorities for 2017 – 2018 were:

#### 1. Mathematics

The focus this year was on the teaching of mental maths strategies. A scheme of work for the teaching of number from Y1 to Y7 was agreed by the staff.

The standards of attainment in mathematics were measured and analysed.

The mathematics co-ordinator also raised the profile of mathematics throughout the school, through competitions (in-school and outside of school) as well as designated maths day during the year.

#### 2. Literacy

The main literacy focus during the school year was the development of a reading lesson to include text, sentence and word level activities to improve the children's appreciation and understanding of what they are reading.

Y5 were introduced to the Accelerated Reading programme and a reward scheme was implemented alongside target setting.

The standards of attainment in literacy were also measured and analysed.

#### 3. ICT

The focus for work in ICT was the development of Film & Animation, with a particular focus on Film.

The standards of attainment in ICT: Interactive Design, Film & Animation were measured and analysed.

On-line safety was incorporated into the Personal Development & Mutual Understanding (PDMU) curriculum and school calendar.

C2K Securus Training completed (Principal & ICT Co-ordinator).

Baseline Monitoring Inspection (April 2018: *'(Pupils) are clear about how to remain safe, including online, ...'*).

#### 4. Special Educational Needs

Accelerated Reading targets incorporated into the Individual Education Plans (IEPs).

#### 5. Foundation Stage

The focus of work in the Foundation Stage (Ys 1 & 2) was on planning for play and provision for outdoor learning.

A Maths Workshop was held for parents in the Foundation Stage.

In the course of the year members of staff and the Principal attended individual training sessions including: safeguarding, leadership, ICT and religion.

Medical training also took place for staff including allergies & Epi-pen training as well as diabetes training. There is a Policy for the Administration of Medication Needs in School

All of the staff in the school undertook Child Protection training.

### **School Development Days (SDDs) and Baker Days (BDs)**

School Development Days (SDD)		Baker Days (BD)	
SDDI (31.08.17)	SDP; Safeguarding; ISEF: Learning Teaching & Assessment Policy	BD1 (30.08.17)	Classroom Preparation
SDDII (02.10.17)	ISEF: Learning Teaching & Assessment Policy; Maths; Literacy	BD2 (03.11.17)	Religion
SDD III (05.01.18)	Pastoral Care, ICT	BD3 (08.12.17)	Thornfield Outreach Support; Literacy
SDD IV (05.03.18)	Maths/Assessment, ICT	BD4 (04.01.18)	Literacy
SDD V (08.05.18)	School Development Planning; Speech & Language; Shared Education	BD 5 (29.05.18)	Assessment

### **Governor Training**

During the year members of the Board of Governors were trained in Child Protection and Recruitment.

### **The Education Training Inspectorate (ETI)**

The ETI visited the school in April 2018 to undertake a Baseline Monitoring Inspection (BMin), which takes place within the first two years of an amalgamated school being established. A Baseline Monitoring Inspection takes account of the fact that a school is newly established and as a result it focuses on a smaller, but equally important, number of areas of school life that relate to the establishment of a new school.

- The overall aim of the baseline inspection is to *'evaluate the extent to which the leadership and management uses self-evaluation to inform the development planning process to bring about improvement.'*
- The school's actions to create a shared culture, ethos and identity which promotes the care and welfare of the school community.
- An area that the school identifies for itself, in consultation with the inspectorate. In this case, the school's actions to develop the capacity of leadership at all levels to effect and sustain improvement.
- Safeguarding of the pupils.

The inspection took place at a time of legitimate industrial action by four of the teaching unions, which included non-co-operation with the Education Training Inspectorate. The ETI were not able to visit classrooms and therefore they were *'unable to evaluate the quality of teaching and learning in the classroom'* and *'evaluate fully, the outworking of the arrangements for safeguarding in the school.'* As a result, the inspectors will be returning to the school when the industrial action comes to an end. They have indicated this in the report, in the following paragraph: *'Owing to the impact of the action short of strike action being taken by teachers, the ETI is unable to assure parents/careers, the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.'*

As part of the inspection process the ETI administered a confidential on-line questionnaire with parents and staff in the school. The response rate to the parental questionnaire was 25%. In summary, the responses from the staff and parent survey were very positive and endorsed the *'leadership and management of the amalgamation'* and *'the support provided by the staff for the care and well-being of all the children'*.

The key findings of the Baseline Monitoring Inspection found that:

- Self-Evaluation -

*'The school is developing a robust whole-school process of self-evaluation.'*

*There is a 'clear focus on the provision of a broad curriculum to meet the interests and needs of all of the children' and the school has made 'effective use of first-hand evidence by senior leaders and co-ordinators ... to identify appropriate priorities for the school development plan .. and developing further the provision for numeracy, literacy and information and communication technology.'*

In consultation with the school, the ETI has recommended that we should *'develop further the planning.'* The school agrees that this an appropriate target



for our new school.

- Shared culture, ethos and identity -

There is a *'shared vision for improvement'* and *'positive working relationships.'*

*The leadership and governance of the school have enabled the children, staff and parents ... to play a meaningful role in the success of the amalgamation.'*

The children spoke *'very positively about their sense of identity and belonging to the newly-formed school'*, *'enthusiastically about the benefits of the new school'* and *'contribute meaningfully to decision making about matters which affect them.'*

- The capacity of leadership at all levels to effect and sustain improvement –

*'The leadership and governance of the school have enabled the children, staff and parents, through the strategic plan, to play a meaningful role in the success of the amalgamation.'*

*'the capacity of the middle leadership is empowering the co-ordinators to lead strategically and effectively.'*

- Safeguarding –

The school's arrangements for safeguarding *'reflect broadly the guidance from the Department of Education'* and *'a member of the senior leadership team is located in each setting and monitors that the agreed procedures and actions are implemented consistently.'*

The children *'feel happy and safe in school'*. They know *'what to do and who to talk to if they have a concern'* and *'are clear about how to remain safe, including on-line, and are proud of belonging to a friendly, caring school.'*

The ETI were unable to visit classrooms, owing to industrial action, and were therefore unable to *'evaluate fully, the outworking of the arrangements for safeguarding in the school.'*

A copy of the Baseline Monitoring Inspection Report is available at:

<https://www.etini.gov.uk>

## **SCHOOL BUILDING AND ENVIRONMENT**

### **The School Building**

A planned new school build was suspended before the opening of Mary Queen of Peace PS, as result of a planning requirement for a footpath between Martinstown and Cargan. The Board of Governors has been working with the Department of Education and the Council for Catholic Maintained School (CCMS), as well as statutory bodies to resolve this matter. A new school site has been identified, adjacent to Martinstown.

While the school remains on two sites, work has continued to improve the conditions for the pupils and staff. In particular, the school has focused on improving the outdoor environment on the Cargan site; and successful Minor Works applications to the Department of Education to improve safeguarding access on both sites, have now been completed.

### **Health & Safety**

An Emergency Evacuation Plan has been introduced for the new school, with fire drills throughout the school year.

### **Security**

The school has a 24 hour monitored security system on the Cargan site which includes:

- 4 cameras;
- Security access to external doors, including video and audio intercom.

Controlled access to both school sites was introduced: including perimeter fencing and security monitored (including cameras) access gates for pedestrian and vehicles.

## STATEMENT OF SCHOOL AIMS

In this report, the Board of Governors takes the opportunity to remind parents of:

- What the school believes in;
- What it aims to do for your children; and
- What values we want to give to the children.

# OUR SCHOOL AIMS

- To enrich the Catholic lives of each pupil by offering a religious programme which will support their parents in handing on our faith.
- To create the opportunity for each child to reach their full potential: spiritually, academically, socially, emotionally and physically in a safe and caring environment.
- To provide an education which enables every child to be proud of their learning and achievements by delivering a modern, active, broad and balanced curriculum thus ensuring high academic literacy, numeracy and ICT standards throughout the school.
- To promote positive behaviour within the school through a happy and caring environment based on respect, tolerance, co-operation and self-discipline and where all children are valued as equals.
- To provide a positive learning environment where children's attitudes are nurtured to ensure they become independent, confident, resilient and enthusiastic learners for life and the future.
- To develop positive relationships between staff, parents, parish and the community to promote the life, work and values of the school.
- To encourage a positive lifestyle by promoting healthy eating, personal and physical development through the school's curriculum and after-school programme.



## **External Relations**

We see the school as part of the local community and we endeavour to strengthen our links with parents, parish organisations and the wider public. We are pleased to welcome parents and the wider community to school masses, religious celebrations and to performances by the pupils. Children receive the Sacrament of Reconciliation, First Holy Communion and Confirmation. These significant and special occasions were celebrated with parents, families and friends.

A Parent Teacher Association (PTA) was formed at the start of the new school which has encouraged parental participation in the life of the school.

Mary Queen of Peace PS also has strong links to the local GAA club, scouts, historical society, Saint Vincent DePaul and the Credit Union.

The school is also involved in joint programmes with its main feeder post-primary schools.

## **Cross Community Links**

Mary Queen of Peace PS supports cross-community activities in education, sport and cultural events. In the 2017-18 school year planning took place to introduce shared education programmes with Clough PS and Camphill PS, Ballymena.

## PRINCIPAL'S REPORT

Enrolment in Y1 in September 2017 was 33 children which brought the overall school numbers to 237.

Girls – 115

Boys – 122

Average attendance for the year was 95.8%.

## THE CURRICULUM

### *Curriculum a Definition:*

“A school’s curriculum consists of activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its pupils. It includes not only the formal programme of lessons, but also the “informal” programme of extra-curricular activities as well as those features which produce the school’s ethos, such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the school sets about its task and the way in which it is organised and managed. Teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it. Since pupils learn from all of these things, it needs to be ensured that all are consistent in supporting the school’s intentions.”

In a Catholic school the teaching and expression of our Catholic values are key elements of the curriculum. It is important that the children are well prepared for the Sacraments – Reconciliation, Eucharist and Confirmation and that these events are made memorable by the liturgy, music and celebration which accompany them.

The full NI Curriculum is being delivered by the staff within the school, supported by facilitators who enhance our children’s education.

### **Assessment and Reporting**

It is school policy for regular assessment to be carried out to evaluate the progress of pupils and the success of teaching strategies used.

Assessment in the school, during the school year, took the following forms:

- Regular ongoing assessment by class teachers e.g. weekly spelling, tables, maths etc..
- Formal assessment of Maths and English, using standardised tests.

The school will promote:

- Assessment for Learning (AfL) providing pupils with on-going guidance and feedback on their work. AfL also includes pupil self-assessment of their own strengths and areas to be developed.

The following forms of assessment did not take place in the 2017-18 school year as a result of industrial action:

- Statutory Assessment of Year 4 and Year 7 pupils in Communication and Using Mathematics (CCEA).
- Assessment of ICT competencies, including End of Key Stage 1 & 2 Accreditation.

### End of Key Stage Assessment 2017-18

During the 2017-18 academic year, teaching trade unions were involved in industrial action in relation to the new assessment arrangements. Mary Queen of Peace PS was part of this action and there is, as a result, no End of Key Stage data.

The Northern Ireland summary for End of Key Stage Data was similarly affected by the action and *best estimate* only figures are available for 2016-17. The Department of Education recommends caution in analysing data and benchmarking performance at this time.

#### Key Stage One 2017-18

##### Mary Queen of Peace PS - NI Averages

	Communication		Using Mathematics	
	MQP PS %	NI (Best Estimate) %	MQP PS %	NI (Best Estimate) %
Level 2 and Above		88.2		89.3

#### Key Stage Two 2016-17

##### Mary Queen of Peace PS

##### Mary Queen of Peace PS - NI Averages

	Communication		Using Mathematics	
	MQP PS %	NI (Best Estimate) %	MQP PS %	NI (Best Estimate) %
Level 4 and Above		78.8		79.6

Assessments using standardised tests were administered during the 2017-18 school year in mathematics and literacy. The standards of attainment in mathematics and literacy in Mary Queen of Peace PS were considerably higher than the levels of attainment nationally, at all levels of ability:

- There were more children with standardised scores of 100 or more than at the national level. A standardised score of 100 or more indicates average to above average ability. Mary Queen of Peace PS has more children who are of average or above average ability when compared to other pupils nationally, in both mathematics and English.
- There were more children at the very highest levels of ability (standardised scores of 115 or more) in Mary Queen of Peace PS, when compared to children nationally.
- There were less children in the special educational needs group (standardised scores of 85 or below) in Mary Queen of Peace PS, when compared to children nationally.

Standardised Test Scores in Mathematics:

	<b>SS ≤ 85</b>	<b>SS ≥ 100</b>	<b>SS ≥ 115</b>
<b>% of Pupils in MQP</b>	<b>8%</b>	<b>76%</b>	<b>36%</b>
Nationally	16%	50%	16%

Standardised Test Scores in English:

	<b>SS ≤ 85</b>	<b>SS ≥ 100</b>	<b>SS ≥ 115</b>
<b>% of Pupils in MQP</b>	<b>7%</b>	<b>69%</b>	<b>28%</b>
Nationally	16%	50%	16%

### **Transfer to Post-Primary School**

<b>Post-Primary School</b>	<b>No. Pupils</b>
Our Lady of Lourdes HS (B'money)	1
St. Louis' GS	13
St. Killian's College	18
St. Patrick's College	1

### **Special Educational Needs Provision**

Using information from formal assessments and classroom observations, the Special Educational Needs Co-ordinator (SENCO) in close consultation with class teachers and parents, identify children who would benefit from individual education plans. These children are placed on the school's Special Educational Needs Code of Practice Register.

In Mary Queen of Peace PS support is given within the classroom setting whereby differentiated learning and teaching experiences allow children to work at an appropriate level. These experiences present opportunities for each child to progress at his or her own pace, consistent with his or her ability.

A number of children in the school are provided with literacy and medical support by external partners.

The school continues to work closely with parents and children to meet the wide spectrum of needs e.g. health, emotional and behavioural difficulties as well as physical disabilities.

### **Sport and Extra-Curricular Activities**

Sport and extra-curricular activities form an important part of the life of the school. The local community has a strong sporting tradition and sports also provide an excellent opportunity for the children to come together as one school, competing for Mary Queen of Peace PS. The extra-curricular programme in the school also included creative and artistic clubs. In 2017–2018 the extra-curricular programme included sporting, creative & expressive, as well as environmental activities. The programme included netball, choir dance, golf, mindfulness, Zumba, multi-skills, hurling, camogie, Gaelic football (girls and boys), cross-country running, girls' soccer, pottery, art, ECO School, tin whistle, board games, quiz, knitting and sewing clubs.

The majority of the coaching was provided by the school's teaching staff with external support from Mid & East Antrim Borough Council, PSNI, Con Magees/Brídíní Óga GAC.

Participation in inter-school competitions is also an important part of school life, with Mary Queen of Peace PS competing in:



- **GAA:** SW Antrim hurling, camogie and Gaelic football (boys and girls competitions (indoor & outdoor).  
 The school won the SW Antrim indoor and outdoor hurling, championships; with a 3<sup>rd</sup> place finish in the All-County indoor final and runners-up in the outdoor final.
- **Cross-Country** The girls won the regional competition and finished 6<sup>th</sup> in the NI Girls' Final; a Y7 boy made the individual Boys' Final.
- **Festivals:** Ballymena Speech & Language Festival. We retained the Best Overall Primary School trophy in the Speech & Drama category. Our choir was placed second overall in the Ballymena Festival. There were also individual awards for pupils in string, piano and singing grade examinations.
- **Quizzes:** School quiz teams took part in the Credit Union and Cumann na mBunscol quizzes.  
 The school won its regional Cumann na mBunscol competition and were 13<sup>th</sup> in the Ulster final. In the Credit Union competition, the team won its local competition, were runners-up in the chapter heat, eventually coming 4<sup>th</sup> in their category at the All-Ireland final.

### **School Educational Visits**

The educational visits undertaken by classes were closely linked to areas of the curriculum or focused on developing social skills and building relationships. Teachers undertook a risk assessment prior to visits and reported to the Principal.

### **Support for Parents Before School**

A Morning Club, providing pre-school supervised care and a breakfast for children, continued into the second year of the new school.

## EXTRACTS FROM THE SCHOOL DIARY FOR THE 2017 – 2018 YEAR

### 1st Term

#### September

- String, piano and singing tuition begins
- After School Clubs: Cross-Country, Choir
- GAA Ulster Council Coaching
- Lunchtime playground equipment introduced
- Outdoor play equipment introduced in the Foundation Stage (Y1-2)
- School presented with Feis na nGleann Award for Ceramics

#### October

- Cross-Country race in Ballymoney. Girls win their competition.
- After School Clubs: Art, Board Games, Cross-Country & GAA, Golf, Mindfulness, Girls' Soccer
- Maths Week
- Cross-Community twinning with Harryville PS
- School Council elections
- After School Clubs: Golf, Girls' Soccer, Mindfulness, Gaelic Football (boys & girls), Cross-Country
- PTA Fundraiser for Parish Hall
- FS Parents' Maths Workshop
- Hallowe'en Fancy Dress

#### November

- Anti-Bullying Week: All Equal, All Different, All Together
- Shoe Box Appeal – 117 boxes. Thank-you.
- PTA Fundraiser - Cash for Clobber: £196. Thank-you.
- High Viz Day
- PTA hosted The Breast, Cervical and Bowel Screening Awareness Training Programme
- Y4 and Y7 Commitment Services
- After School Clubs: Golf, Girls' Soccer, Mindfulness, Gaelic Football (boys & girls), Cross-Country
- Boys' and Girls' indoor Gaelic football tournaments
- Survey of pupil, parent and staff views

#### December

- PTA Family Bingo
- Open Morning
- Cross-Country Race II in Coleraine (UU)
- MQP Christmas Cards (PTA)
- School Christmas Card Competition
- Christmas lunch

- Visit to the pantomime – Rapunzel. Thank-you to the Glenravel and District Community & Residents’ Association for purchasing the tickets for every child in the school.
- Christmas concerts: Y1/2, Y3/4. Just the best way to the end the year!

## 2<sup>nd</sup> Term

### January

- After School Clubs: ECO, Cross-Country, Girls’ Soccer, Multi-Sports, Zumba, Knitting & Sewing, Hurling, Camogie
- Book Fair
- Cross- Country Race III in Limavady and a win for the girls again. Girls’ team qualify as regional champions for NI Final and we have a Y7 boy in the individual boys’ race.
- Indoor Camogie tournament.
- Indoor Hurling tournament. Boys win their first trophy of the year.
- Credit Union Quiz (Ballymena District) winners!
- Report from survey of pupil, parents and staff published
- Catholic Schools’ Week: Called to be a Family of Families

### February

- Mass and collage of grandparent photos in the Parish Centre, to mark Grandparents’ Day (on St. Brigid’s Day) as part of Catholic Schools’ Week
- Y7 Confirmation Retreat
- After School Clubs: Hurling, Camogie, Cross-Country
- Y6 Road Safety Workshop
- Safer Internet Day
- Cross-Country National Finals in Mallusk; Girls’ team finished 6<sup>th</sup>
- Indoor hurling: Boys were 3<sup>rd</sup> in the All-County competition
- PTA secured a £3,000 grant from The Rathsherry Community Benefit Fund to purchase iPads
- Ballymena Festival: individual and school prize winners in speech & drama and music sections. The school won best overall primary school in the speech & drama section, while the choir came 2<sup>nd</sup> in their competition.

### March

- Trócaire collection begins
- World Book Day
- World Maths Day & Family Quiz
- Sacrament of Penance
- Cumann na mBunscol Quiz regional winners. Mary Queen of Peace then represent Co. Antrim at the Ulster Final, finishing 13<sup>th</sup>.
- Ceili, Irish dancing, readings, musical performances and singing in celebration of St Patrick’s Day. Green Day fundraiser in aid of Trócaire.
- Credit Union Quiz (Chapter) 2<sup>nd</sup> place. The team qualified for the All-Ireland Final.

- Sentinus K'Nex Construction Challenge. Our team came in 2<sup>nd</sup> and will now progress to the national final.
- Trócaire total £991.51. Thank-you.
- Sacrament of Confirmation

### 3<sup>rd</sup> Term

#### April

- ICT Curriculum focus on Animation
- School Council: introduce Worry Boxes, Buddy Benches, Good News Boxes
- Credit Union Quiz- 4th in the All-Ireland Final
- STEM Challenge – 2<sup>nd</sup> place for our engineer
- After School Clubs: Stitching Generations' Club, Needlecraft, Gaelic Football (boys & girls), Netball
- Boys' Gaelic football competition: 2<sup>nd</sup> place
- Girls' Gaelic Football Competition
- Anti-Bullying Policy published

#### May

- Townlands Project
- Animation Workshop
- After School Clubs: Camogie, Hurling
- Singing: Grade 1 and 2 awards from the London School of Music for individuals in the singing tuition programme
- Pupils' work on display at the Glenravel Art Club Exhibition
- Girls' Camogie Competition.
- Boys win SW Antrim Hurling competition and go on to represent the school in the All-County Final
- Sacrament of First Holy Communion
- Induction Day for Year 1 pupils starting school in September 2018
- School Trip: Y1 & 2: Thursday 31 May - Galgorm Fairy House & The Fun Factory
- School Trip: Y3 & 4 W5, Belfast
- School Trip: Y5 Watertop Farm
- School uniform evening
- A pupil plays for Antrim at the half-time interval of Antrim's Ulster Championship game v Down (Newry)
- Shared Education: soccer game v Camphill PS

#### June

- Big Spring Clean in Glenravel
- Hi-Viz vests were produced in partnership with Glenravel and District Community and Residents' Association and The Housing Executive. 'Be Safe, Be Seen' was the winning slogan in an internal school competition.
- Choir Club treat
- All-County Hurling Final (played at Fr. Maginn Pk). Boys beaten by St. Joseph's PS, Dunloy.
- Accelerated Reader: 3,461 books 34,668,485 words. Well done Y5-7.

- Fundraiser: Luck Squares. Thank-you for your wonderful support and congratulations to the prize winners.
- Sports Day
- Y6 STEM Day in St. Louis' GS
- Y6 CSI Day in St. Killian's College
- Y7 Inside Out Programme
- Y1 Film Premier for parents
- Success in exams for piano and string pupils in the tuition programme
- Prize Giving
- School Trip: Y6 & 7 Lisburn Swimming Pool
- Feis na nGleann: School wins Glendun Shield for the Best School at the Festival
- Sentinus Young Innovators 2018 Primary Construction Challenge in the Ulster University (Jordanstown). The children qualified for the final, following their success in the Causeway Regional competition.
- Y7 Leavers' Mass
- School closes for the summer holidays

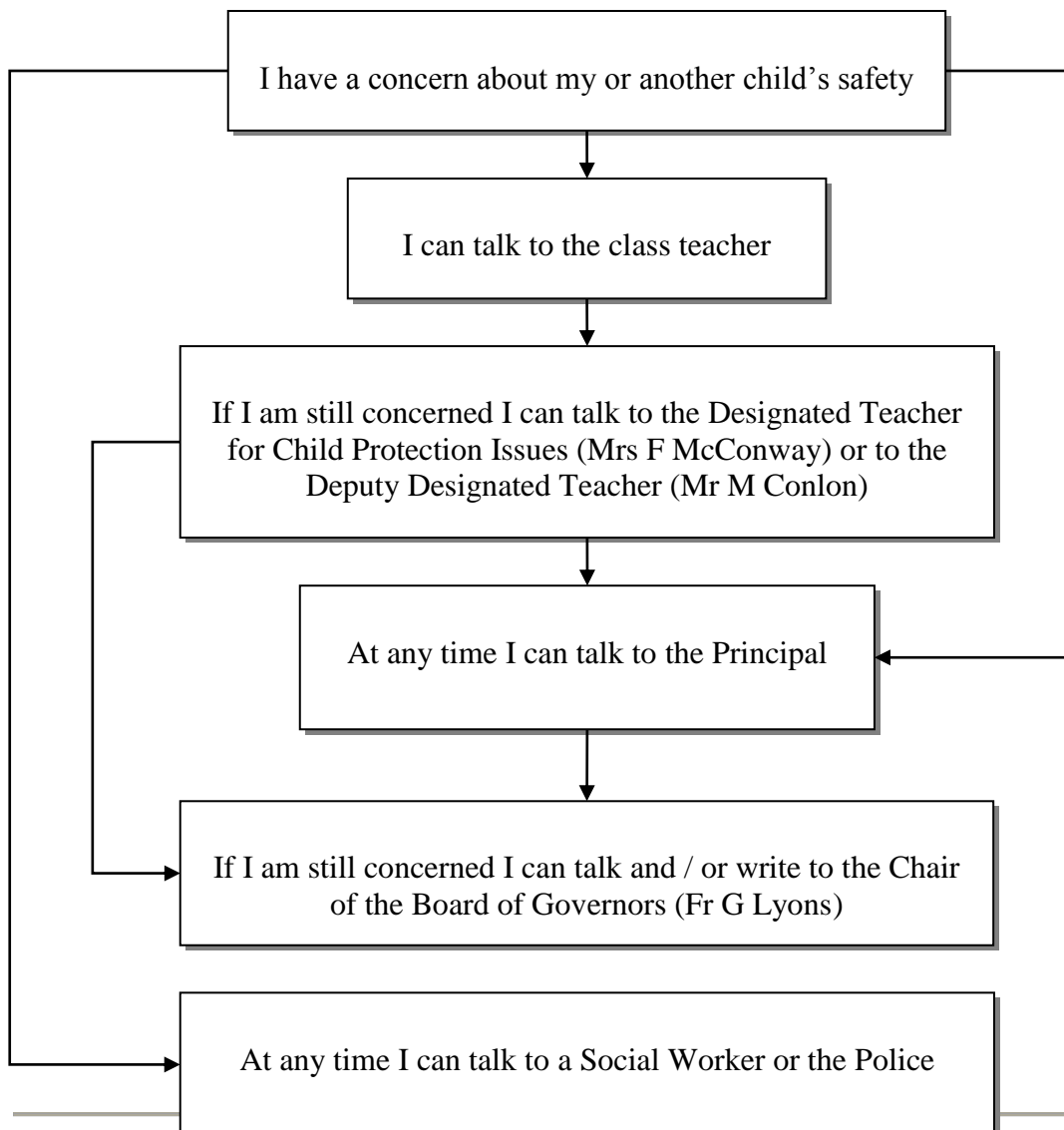
## PASTORAL CARE AND CHILD PROTECTION

The school is an institution to further the education of all our pupils, with a duty of care to each pupil commensurate with the care afforded by any reasonable parent.

The Governors, Principal and Staff act in accordance with the requirement of DENI on Child Protection. Both the Designated Teacher (Mrs F McConway) and the Deputy Designated Teacher (Mr M Conlon) have had and will continue to avail of training. The Board of Governors has a School Safeguarding Team. Mrs M Pirie is the Safeguarding Governor.

In accordance with legislation and following recommendations from the Education Authority and DENI the school has formulated guidance to parents, staff, pupils and governors on Child Protection Policy and Procedures. At the opening of the new school, each family was provided with a copy: A Guide for Parents – Child Protection School Policy; this document is also available on the school website. A copy of the Child Protection Policy is available in the school office.

Should any parent wish to raise a concern about a child's safety the following flow chart suggests a course of action:



## **ANTI – BULLYING POLICY**

### **Guidelines for Parents**

#### **What is Bullying?**

Bullying is threatening or dominating behaviour towards another person with the calculated intention to hurt or frighten them physically, emotionally or psychologically. It is usually, but not always, repetitive. Children have the right to receive their education free from such humiliation, oppression and abuse.

#### **What to Do in the Event of Bullying**

- Watch for signs of distress in your children. This could be apparent in, for example, unwillingness to attend school, a pattern of headaches or stomach aches, possessions that have gone missing, a request for extra pocket money, damaged clothing or bruising.
- Take an active interest in the child's social life. Discuss friendships, how playtime is spent and the journeys to and from school.
- If you think that your child is being bullied, inform the school immediately and ask for an interview with the member of staff who should deal with the incident.
- Reassure your son or daughter that there is nothing wrong with him or her. He or she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example a liked and trusted teacher.
- Advise your son or daughter not to attempt to buy off the bully with sweets or other 'presents' and not to give in to demands for money.
- Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding WHO, WHAT, WHERE and WHEN.
- Together with an appointed teacher, and your son or daughter, work out a plan of action. Should the bullying be repeated the plan must be followed and an adult, parent or member of staff, informed that it has happened again.

#### **What if Your Child is A Bully?**

- If you think that your child may be bullying others, contact the school, so that together we can resolve the problem.

## FINANCIAL REPORT

The School Budget, as allocated by the Education Authority under LMS, is controlled and managed by the Board of Governors.

Below is a summary of the application of the funds allocated.

### **LMS Budget Report** **For the Financial Year 1 April 2017– 31 March 2018**

	£		£
Budget for the Year	652,360	Staff Costs	645,821
		Non-Staff Costs	37,580
		Income	-11,728
			-----
		Net Expenditure	671,673
Surplus c/f 2016/2017	31,784	Surplus c/f to 2018/2019	12,471
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	<u>684,144</u>		<u>681,144</u>

### **School General Fund Account** **For the school year 1 September 2017- 30 June 2018**

	£		£
Balance c/f	15,693.10		
IN		OUT	
Credit Union Quiz Fees	350.00	Credit Union Quiz	300.00
Breakfast Club	3673.47	Breakfast Club Wages	3000.00
Christmas Play	767.60	Christmas Play	259.80
Book Fair	1635.54	Book Fair	1622.44
Trip Payments	3160.00	Trip Transport	1600.00
Trócaire	875.00	Trip Entry Fees	1548.48
Swimming	497.58	Trócaire	875.00
Ballymena Festival	518.20	Swimming	350.00
Christmas DVDs	256.00	Ballymena Festival	527.00
Recycling	444.00	Christmas DVDs	256.00
Fundraisers	4780.50	Charity Donation	100.00
Health Dental Survey	250.00	GAA Fees	50.00
Uniform	327.82	Transport	557.20
Violin Payments	130.00	Bank Fees	152.79
		Hall Rent	1500.00
		Christmas Dinner (Hall)	80.00
		Medical Training	638.40
		Music Fees	540.00
		After Schools	100.00
		Sacrament Certificates	176.00
		Printers	599.40
		Club Minibus Hire	377.50
		ICT Workshop	190.00
		Whiteboard Fix	106.00
		Leavers' Mass	100.00
		Stirling Trophies	595.00
		Theatre Group	474.00
		Irish News	34.32
		Balance c/f	16,649.48



## PARENT TEACHER ASSOCIATION

The school benefits from an active and vibrant PTA which supports the work of the school throughout the year in a variety of ways. This year's fundraising was used to support the development of outdoor play in the Foundation Stage and at playtimes on both sites.

The Principal and Staff are indebted to the PTA for the contribution that they make to the life and work of the school and we wish to express our sincere gratitude.

### Mary Queen of Peace Primary School PTA Account

#### For The Year 1 September 2017 – 30 June 2018

	£		£
<b>Opening Balance</b>	<b>669.78</b>		
Hallowe'en Disco	506.33	Banqueting Roll	21.64
Christmas Cards	640.00	Donnelly's (Hallowe'en)	158.00
Bingo	600.00	Hall Hire Hallowe'en	27.00
Rathsherry Grant	3,000.00	Christmas Cards	489.20
		Hardy's Tuckshop (Bingo)	54.84
		Paint	24.98
		Insurance	105.00
		Grandparents' Day	74.27
		Sacraments Hospitality	283.99
		Sacraments Crockery	341.02
		Sacrament Flowers	65
		Sacrament Scones	180
		Fees	57.01
		Balance c/f	£534.16
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	<b>£5,416.11</b>		<b>£1,881.95</b>
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## CONCLUSION

The Governors wish to congratulate the children for their diligence and efforts during the second year of Mary Queen of Peace PS. We would also like to thank you, their parents, for the support and assistance given to the new school. We particularly commend our dedicated and loyal staff for the way they have undertaken their many and varied tasks and we congratulate them on a very successful second year in Mary Queen of Peace Primary School.