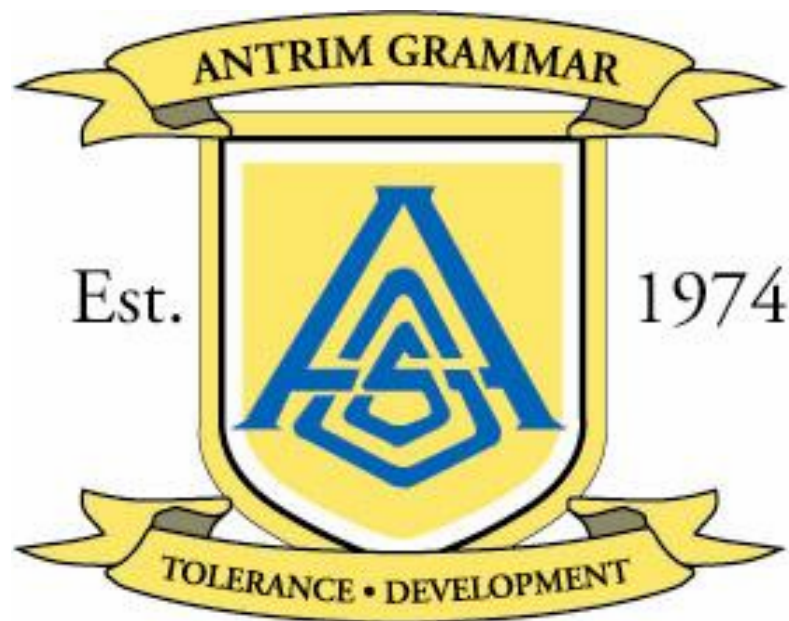


ANTRIM GRAMMAR SCHOOL



Board of Governors Annual Report 2010-2011




THE SUNDAY TIMES
'NI Post Primary School of the Year for 2007'


International
School Award
2004-2011

**ICT MARK
ACCREDITED**
ICT
TECHNOLOGY
EQUIPMENT



SPECIALIST SCHOOL FOR
MATHEMATICS AND COMPUTING

The Board of Governors

Chairman: Mrs S Bell

Vice-Chairman: Mr R McCune

Secretary: Mr S W Black MSc PQH (NI)

Parents' Representatives:

Mrs E Brown
Mr E Cooke
Mr R Duncan
Mrs J Montgomery

NEELB Representatives:

Mr A Cameron
Mr A Hamilton
Mr G Houston
Ven Dr S McBride
Mr R McGlaughlin
Mr P Michael (until 03.12.2010)

DENI Representatives:

Mrs S Bell
Mrs T Kennedy
Mr A Kyle
Mr R McCune

Teachers' Representatives:

Mr R J Cullen
Mrs J Henderson

The Board of Governors met 10 times, during the year, with a further 17 meetings of committees, (Finance 8, Admissions 4, Appointments 5). Mrs S Bell and Mr R McCune continue to hold the positions of Chairman and Vice Chairman respectively. All 27 meetings throughout the year have been attended by the Chairman and the Principal/Hon. Secretary. Duties were carried out in accordance with Article 23 (3) of the NEELB Scheme of Management.

Governors receive regular reports on all aspects of the life and work of the school and take decisions on staff appointments, admissions, financial management, curriculum, maintenance of plant and buildings and all the other topics which arise in the running of a successful grammar school. Governors work in conjunction with the controlling body, the North Eastern Education and Library Board, and the Principal and staff in fulfilling their responsibilities under the requirements of the appropriate Education Orders.

The Principal has the responsibility for the day-to-day management of the school. The Board of Governors has full confidence in the Principal and staff and fully supports decisions taken by them in relation to the ongoing work in all areas of the school's life. The Board congratulates the staff on maintaining the school's high standards in the academic achievement, discipline and general behaviour of its pupils. Governors were also delighted that the school was successful in its application for the BECTA ICT Mark and for the International Schools Award, with both designations effective for the 2010/2011 academic year. The Board also records its appreciation of the efforts of non-teaching staff in helping to keep the school a clean, safe and happy place.



SCHOOL DEVELOPMENT AND INSERVICE TRAINING

Throughout the year the school has utilised Staff Development Days, our Monday afternoon Development Programme and other training opportunities, to address priorities identified in our School Development Plan. External INSET has also been attended by most staff, who received training in whole school or subject specific issues. Evaluation is made of both external and internal courses; these evaluations help to identify and shape developmental planning.

School priorities have included:

- Implementation of the Entitlement Framework
- Enhanced assessment, curriculum and reporting systems
- Greater use of data for tracking and evaluating pupil progress
- The use of SIMs to assist in Behaviour Management
- Child Protection
- SEN pupil needs, with classroom management
- PRSD improvements
- Whole school approaches to health and wellbeing
- Reviewing and emphasising consistency of approaches to discipline
- Sustaining initiatives begun during the Specialist School programme

SCHOOL DEVELOPMENT DAYS

In addition to five “Baker Days”, five School Development Days were taken during 2010/2011; and a short summary of the programmes for these is tabulated below:

27th August 2010	OUTCOMES
• Suicide Awareness (Dare to Stretch)	Entire staff informed and trained
• SENCO	Advice and information on Statemented pupils
• Child Protection Update	Outline of policy, protocols and roles
• Gifted and Talented Provision	New approach outlined, with greater focus on classroom

1st November 2010	OUTCOMES
• Collaboration in ALC	Shared website
• Together Towards Improvement	Shared understanding of school improvement
• Sharing Good Practice	Useful discussion of approaches to Controlled Assessments

26th November, 2010	OUTCOMES
• Assessment tracking and reports	New systems explained
• Parental Engagement	Increased opportunities for parents to engage with the school
• Self-Evaluation of Pastoral Care	Using NEELB Quality Indicators
• Digital Creativity Suite Training	Hands-on training in this new facility

17th March, 2011	OUTCOMES
• SDP, Aims, Values and planning	An outline of the approach to our new SDP
• Evaluation of current plan/SWOT	Identification of staff priorities
• “Other Teams” meetings	Opportunities for those in more than one team to meet

31st May, 2011	OUTCOMES
• Outline of Sports Day	New Sports Day arrangements outlined
• Evaluation of SDP 2008/11	Honest evaluation of progress made
• SWOT Analysis	Feedback to staff
• Kirkland Rowell Survey	Detailed feedback to staff on this professional survey of parents and pupils
• Behaviour Management/SIMs/Parentmail	Training on use of new, on-line systems for communicating, recording and reporting



VALUES AND AIMS

Developing the Whole Person: Valuing Individuals

- All pupils will be offered the best education possible, regardless of their sex, race, culture or religion.
- A wide range of educational opportunities will be provided to develop and enrich the whole person, including the academic, physical, social, cultural, aesthetic and spiritual dimensions of life.
- Every pupil will be educated in a safe and caring environment, in which the emotional and social needs of each pupil are considered.
- All members of the school community will be appreciated and valued in their own right.

Educating for Life: Valuing Learning

- All pupils will be provided with an excellent grammar school education, with a strong emphasis on high academic standards.
- As a modern grammar school, we will keep abreast of a changing world by providing selective vocational, technical and practical courses, where these best suit our pupils' needs and abilities.
- Pupils will be encouraged to develop skills and values which will make them effective learners and inquiring, thinking individuals who are prepared to take initiatives in life.
- Pupils will be encouraged to follow, and will be provided with, a broad, balanced, coherent and relevant curriculum.
- The habits of intellectual curiosity, reading, thinking, discussing and problem-solving will be fostered to encourage lifelong learning.

Developing a Sense of Community: Valuing Others

- Moral and ethical values will be fostered in individuals and within the school to create a desirable and necessary ethos for social integration and cohesion.
- Mutual respect and respect for others' work and property will be required.
- Pupils will be encouraged to be committed, responsible and productive members of the school, and wider, communities.
- Pupils will be prepared to their full potential to lead fulfilled and purposeful lives as citizens.



CURRICULUM PROVISION

Through an increasingly broad and balanced curriculum for all year groups, pupils are encouraged and motivated to achieve their academic potential, and to become independent, lifelong learners. Each pupil is prepared for university or college or to enter suitable employment. Careers guidance is made available to every pupil, with work experience in the Sixth Form building on the links between school and our business partners. The Entitlement Framework is providing an opportunity to make curriculum changes, at Key Stages 4 and 5, increasing the provision of applied courses, but also balancing these with maintaining the grammar school ethos.

Key Stage 3

- The Year 8 curriculum comprised Mathematics, English, Biology, Chemistry, Physics, French, Geography, History, Music, Art and Design, Home Economics, Learning for Life and Work (Personal Development, Citizenship, Careers, Employability and Entrepreneurship), Physical Education, Technology, Religious Education, ICT and Games.
- In Year 9 there is the opportunity to study a second language (German or Spanish).

Religious Education

- The Religious Studies Department is committed to assisting pupils in their quest for answers to life's 'big question'. Through a variety of learning methods the Department aims to develop an awareness, understanding and appreciation of key Christian teachings and their relevance to contemporary life, while being sensitive towards other beliefs. Statutory requirements were fully met.

Key Stage 4

- In Years 11 and 12, pupils were prepared for GCSE and BTEC in up to twelve subjects and entered for the GCSE examinations in Year 12.
- English Language, English Literature or Journalism, Mathematics, one Science and a Modern Foreign Language were compulsory GCSE subjects. Physical Education, Religious Education and Learning for Life and Work were also compulsory as non-examination subjects.
- GCSE short courses in Religious Education and ICT were delivered to complement the full course chosen in the option blocks.
- Following consultation with staff and parents, optional subjects were chosen from the following list:

Additional Mathematics
Art and Design
Biology
Business Studies
Chemistry
Engineering
Equine Studies

French
Geography
History
Home Economics
Horticulture
ICT

Music
Performing Arts
Physical Education
Physics
Religious Studies
Spanish



Sixth Form

1. Sixth Form students in Antrim Grammar School benefit from excellent facilities. A designated study area is used for private study and managed by staff and a sixth form supervisor. Upper Sixth have use of the sixth form centre with kitchen facilities and access for leisure on occasions throughout the week.
2. Collaboration with the Northern Regional College has allowed us to develop and extend our curriculum provision. The inclusion of Sports Studies from 2007/2008 and the introduction of Travel and Tourism and Agriculture (through CAFRE in 2009/2010) provide increased applied options and offer students broader choice at 'A' level. Our students currently have a choice from 25 subject areas, including academic and vocational courses.
3. Our enrichment programme seeks to enhance the students' experience and develop their skills. Currently students choose from Classroom Support, Community Links, COPE, Digital Photography, Engineering Education Scheme, EPQ and Young Enterprise.
4. Sixth Form mentors and buddies play a vital part in the School's pastoral programme, helping Year 8 settle into a new environment.
The mentors also ran a series of events for junior pupils and were able to ally this with fund raising for Charity at the same time.
5. Other contacts have also developed throughout the year:
 - Music was brought into the community at Junction One.
 - Our contacts with Spirit of Enniskillen continue to grow and have become central to the school year. Three pupils spent part of their summer on the Explore Programme, working with young people from challenging backgrounds.
 - Contacts with local primary schools have continued to evolve through STEM workshops and music events
 - The Sixth Form Personal Development programme aims to prepare young people for the challenges that await them after school. We hosted the Roadsafe Roadshow which focused on the dangers on the roads. Interview skills and survival cookery were also topics cover by Year 14.



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RESULTS

Key Stage 3	% achieving Level 5+		% achieving Level 6+	
	English	Maths.	English	Maths.
AGS Teacher Assessment	100	100	100	99
Grammar School Average 10/11	99	99	92	93

Year 12: 106 pupils

GCSE	% entered for 7+ subjects	% entered for 5+ subjects	% achieving 7+ at grades A* to C	% achieving 5+ at grades A* to C
June 2011	100	100	91	97

GCSE June 2011	Board	Entry	Percentage								
			A*	A	B	C	D	E	F	G	U
Additional Mathematics	CCEA	34	29	29	29	9	3	0	0	0	0
Art & Design	CCEA	17	18	29	18	29	0	6	0	0	0
Biology	AQA	66	15	27	30	24	3	0	0	0	0
Business Studies	AQA	39	5	28	51	8	8	0	0	0	0
Chemistry	AQA	47	15	26	17	28	15	0	0	0	0
Drama (Performing Arts)	AQA	15	33	0	27	20	13	7	0	0	0
Engineering	CCEA	38	5	47	32	16	0	0	0	0	0
English	CCEA	106	7	27	55	11	0	0	0	0	0
English Literature.	CCEA	73	8	26	48	16	1	0	0	0	0
French	AQA	55	9	15	29	24	20	4	0	0	0
Geography	CCEA	68	9	29	31	24	6	1	0	0	0
German	CCEA	12	0	17	17	50	17	0	0	0	0
History	OCR	53	26	38	23	8	4	0	0	2	0
Home Economics	CCEA	16	19	6	63	13	0	0	0	0	0
Horse Care	Edexcel	18	44	44	11	0	0	0	0	0	0
Horticulture	Edexcel	10	80	0	10	10	0	0	0	0	0
Information Systems	CCEA	44	7	57	18	14	5	0	0	0	0
Journalism	CCEA	15	0	7	33	20	40	0	0	0	0
Mathematics	CCEA	106	10	27	39	24	0	0	0	0	0
Music	CCEA	4	0	25	75	0	0	0	0	0	0
Physics	AQA	53	15	38	30	11	6	0	0	0	0
Religious Studies	CCEA	22	14	23	50	9	0	5	0	0	0
Spanish	AQA	33	6	9	30	30	24	0	0	0	0
Sport Studies	AQA	17	24	12	35	29	0	0	0	0	0
RS Short Course	CCEA	20	10	35	35	20	0	0	0	0	0



Year 14: 92 pupils

GCE	% achieving 3+ at grades A* to C	% achieving 2+ at grades A* to E
June 2011	76	100

GCE June 2011	Board	Ent	Percentage							
			A*	A	B	C	D	E	U	X
Art & Design	CCEA	7	0	14	71	14	0	0	0	0
Biology	AQA	24	4	38	33	8	17	0	0	0
Business St	AQA	23	0	17	30	30	22	0	0	0
Chemistry	AQA	15	0	20	40	20	13	7	0	0
Computing/IT	CCEA	11	9	9	36	27	18	0	0	0
D&T Product Design	EDXL	13	0	0	15	46	38	0	0	0
English Literature	CCEA	9	0	22	33	33	11	0	0	0
French	CCEA	5	0	0	60	40	0	0	0	0
Geography	CCEA	32	0	31	31	28	9	0	0	0
History	EDXL	26	19	27	38	15	0	0	0	0
Home Economics	CCEA	4	25	0	25	25	25	0	0	0
Mathematics	CCEA	38	29	37	11	18	5	0	0	0
Further Maths.	CCEA	2	100	0	0	0	0	0	0	0
Music	CCEA	2	0	0	50	50	0	0	0	0
Performing Arts	OCR	7	0	14	86	0	0	0	0	0
Physics	CCEA	15	0	33	20	40	7	0	0	0
Political Studies	CCEA	16	19	44	38	0	0	0	0	0
Psychology	AQA	3	0	0	33	33	0	33	0	0
Religious Studies	CCEA	12	17	50	33	0	0	0	0	0
Spanish	CCEA	3	0	0	100	0	0	0	0	0
Sports Studies	EDXL	6	0	100	0	0	0	0	0	0
Travel & Tourism	EDXL	4	0	100	0	0	0	0	0	0
Agriculture	EDXL	1	0	100	0	0	0	0	0	0

Individual

Student	Subject	Rank in N.I.
David Lucas	'A' Level Further Mathematics	2 nd
Alexander Arrell	'A' Level Religious Studies	2 nd
Dani Kansanaho	GCSE Engineering	1 st
Matthew Simpson	GCSE Engineering	3 rd

Rachel Heyburn	GCSE Religious Studies (AQA)	Full Marks
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School Attendance

Total attendance	94.70%
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Performance Indicator	2008		2009		2010		2011
	School	N.I. Average	School	N.I. Average	School	N.I. Average	School
% achieving 7+ GCSEs at A* to C	98	91	96	91	92	92	91
% achieving 5+ GCSEs at A* to C	99	96	98	97	99	97	97
% achieving 3+ GCSEs at A* to C	75	74	68	75	73	78	76
% achieving 2+ GCSEs at A* to C	100	99	100	100	100	100	100



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PASTORAL CARE

Pastoral Care and Guidance

Antrim Grammar School continues to provide high standards of pastoral care, support and guidance for all individuals. It is the foundation for the excellent standards of which the school is proud. Each year group from 8 -12 has two Year Tutors, one for boys and one for girls; these Year Tutors remain with them throughout these years. The Sixth Form has a Head of Sixth Form and two deputies.

Year Tutors are responsible for initial counselling, guidance, discipline and home-school links. A Class Tutor is assigned to each class, with responsibility for dealing with daily problems, attendance registers and absence notes. Years 8 – 9 classes have Sixth Form Mentors, and Buddies, to provide extra pastoral and academic support.

In addition there are various support programmes and links with other agencies for pupils who are encountering attendance, punctuality or pastoral problems. This is in addition to in-school provision, managed by our SENCO (for statemented children) and the counselling service provided by New Life.

Four to five times a year the Care Team meets to discuss particularly grave pastoral concerns. This Team comprises senior school pastoral staff, along with representatives of relevant outside agencies.

School Rules and Uniform

The school rules seek to encourage self-discipline, consideration of and co-operation with others by requiring high standards of behaviour in and around the school. Uniform regulations are strictly enforced. Pupils wear a French-blue blazer with grey trousers/skirt. (Copies of the school rules and uniform regulations are available from the school office.)

Drugs Education

Antrim Grammar School's Drugs Education Policy has, as its central focus, the welfare, care and protection of the young people in its care. The school is committed to taking action to safeguard and promote pupils' well-being, recognising in particular the importance of its role in helping them to make informed and responsible decisions. The Policy expresses guidelines on sanctions and outlines support mechanisms for relevant pupils.

A copy of the Drugs Education Policy Document is available from the school office or on our school website www.antrimgrammar.org

Special Educational Needs

There are increasing numbers of students with identified special educational needs, including dyslexia, autism and hearing needs.

The school aims to provide an inclusive grammar school education for children with special educational needs who have been assessed as part of the transfer procedure, or by the Educational Psychology service, as being correctly placed in a grammar school. The school considers the physical and curricular requirements of pupils with special educational needs so that they can benefit from as wide a range of curricular experiences as possible within the resources available. Attention will be paid to individual pupils' needs, as resources permit.

The school operates the Code of Practice for the identification and assessment of pupils with special educational needs.



CHILD PROTECTION

The school's policy and practice are fully compliant with legislation and are updated annually. The Designated Teacher is Mr B Gingles and his deputy is Mrs L Crockett.

COMMUNICATION

The school values communication with pupils' parents and guardians. Appointments may be arranged by contacting the Front Office of the school, stating when a visit would be most suitable, a contact number and the main reason for the meeting. A mutually acceptable time and date is then arranged as soon as possible.

Liaison with parents is regarded as particularly important for pupils with special needs, and regular contact is maintained.

Copies of the school's policies on a wide variety of aspects of school life – including anti-bullying, child protection and discipline policy statements – may be obtained on request from the school office and several are available on the school's website, www.antrimgrammar.org (A digest of all policies relating to Discipline and Pastoral Care is also issued to all parents as appropriate.)

Other communications with parents include the many occasions on which parents are invited in to school. There is also a new on-line communications system called *Parent Mail* which also includes a texting service to check on the whereabouts of pupils.

EXTRA CURRICULAR PROVISION

The school continues to offer a wide range of extra-curricular activities which promote health, enjoyment, social interaction and skills development. These are conducted individually, or in groups or teams, as appropriate.

These activities reflect the traditions of the school and the interests of the pupils, the staff and the wider community, always encouraging pupil participation and parental and community involvement where possible. The activities available include Rugby, Hockey, Netball, Duke of Edinburgh, Art, Charities, ICT, Dance, Debating, Public Speaking, Drama, Scripture Union, School Orchestra and Choirs, Warhammer Club, Environment Club, Athletics, Cricket, Tennis and Badminton.

LfLW and PD

The taught part of the pastoral provision is delivered by Class Tutors, organised into Year Teams and coordinated by a Senior Teacher. A central aim of the programme is to encourage pupils to say no to harmful behaviours and activities. The programme also promotes values such as tolerance, as well as equipping pupils for life beyond school.



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EDUCATION FOR MUTUAL UNDERSTANDING

EMU has been replaced by Citizenship Studies, delivered through Learning for Life and Work, Assemblies and curriculum programmes of study. Overseas trips were organised to Spain, Israel and Germany. The school continues to develop links through its International Schools programme and through student exchanges.

STUDENT VOICE

The school operates a fully democratic system for electing pupils on to a school council, which is called the Student Voice. Each council meeting is facilitated by a member of staff and Mr Gingles provides the link with the SLT.

KIRKLAND ROWELL SURVEY

The school employed the services of Kirkland Rowell to conduct a very wide-ranging survey of parents' and pupils' opinions about various aspects of the school's provision and its effectiveness. This was just one of the review mechanisms used by senior staff to establish priorities for our new Development Plan. The findings were then published for the entire staff and were used to help to establish priorities for our new Working Groups.

This is just one example of the greater involvement of parents and pupils in the strategic planning undertaken by the school's senior staff and its Governors.

CAREERS PROVISION

Careers provision within Antrim Grammar School has 5 key components: timetabled Careers Education and Employability lessons, work related learning and careers information, advice and guidance. Year 8, 9 and 10 pupils receive formal timetabled lessons in career planning and employability which furthers their appreciation of the world of work and the diverse numbers of jobs available. Pupils continue to explore their own skills and preferences through Year 11 and Year 12 in Careers Education, moving towards the completion of a personal career plan. In Year 13 pupils continue with timetabled Careers Education, effectively equipping them for post 18 pathways. In Year 14, students are prepared for application to universities and equipped with interview skills for the world beyond Antrim Grammar School.



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FINANCES

In accordance with statutory requirements, the LMS Budget statement from the NEELB is produced and an internally produced budget balance for 2010-11.

INCOME

Initial Allocation from NEELB	2,951,177
Carry Over from 2008/09	33,576
Specialist School Sponsorship	19,500
STEM-Specialist Schools	73,300
Entitlement Framework	44,842
EMA	1,320
Revised Curriculum	2,430
Miscellaneous	749

Total Available 3,126,894

EXPENDITURE

		Percentage
Teaching Staff	2,374,929	76.1
Auxillary Staff	176,201	
Ancillary Staff	68,083	
Non-Teaching Staff	244,283	7.8
Oil	1,736	
Gas/Natural Gas	33,202	
Electricity	43,293	
Water	1,900	
Toilet Requisites	2,085	
Bins	2,452	
Build Maintenance	6,511	
Furniture&Fittings	6,119	
Premises	97,298	3.1
Cleaning	129,379	
Hire of Equipment	10,804	
Instrument Tuition	15,845	
Hire of Facilities	2,334	
Link Course fees	54,345	
Others	30,922	
Supplies & Services	243,629	7.8
Grounds	22,530	0.7
Teaching Materials	31,782	1.0
Exam Fees	73,785	2.4
Travel & Transport	8,085	0.3
Advertising	3,104	
Printing & Stationery	11,062	
Postages	3,090	
Telephones	4,610	
Sundry	753	
Establishment Costs	22,619	0.7
Miscellaneous	334	
Total Expenditure	3,118,974	

BALANCE FOR YEAR: 7,920

North-Eastern Education and Library Board LMS Budget Statement – Financial Year 2010/11



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North-Eastern Education and Library Board
LMS Outturn Statement – Financial Year 2009/10

PART 3: ANALYSIS OF RESOURCE ALLOCATIONS AND EXPENDITURE FOR INDIVIDUAL SCHOOLS

3.7 CONTROLLED GRAMMAR SCHOOLS

School Name: Antrim Grammar

NEELB Code: 1302

DE Ref No: 341 0209

Pupil Count: 733.00

(A) SCHOOL BUDGET

	School Resources	Non-Delegated Resources	Total Resources
	£	£	£
(i) Initial Formula Allocation	2,951,177		2,951,177
(ii) 2009/10 Carry Over / (Overspend)	33,576		33,576
(iii) STEM – Specialist Schools	73,300		73,300
(iv) Entitlement Framework – Specialist Schools	0		0
(v) Entitlement Framework	44,842		44,842
(vi) Education Maintenance Allowances	1,320		1,320
(vii) Revised Curriculum	2,430		2,430
(viii) Contingency – Enrolments	0		0
(ix) Non-Delegated Allocation		236,938	236,938
(x) Total Resources Available	3,107,394	236,938	3,344,331

(B) ACCRUED EXPENDITURE

(i) Teaching Staff	2,374,929	33,311	2,408,240
(ii) Non-Teaching Staff	244,283	47,879	292,163
(iii) Other Employee Expenses	35	24,777	24,812
(iv) Non-Staff Costs	499,727	130,970	630,697
(v) Gross Expenditure	3,118,974	236,938	3,355,912
(vi) Less Income	(19,500)	0	(19,500)
(vii) Net Expenditure	3,099,474	236,938	3,336,412

(C) BALANCE (A – B)

7,920

(D) ANALYSIS OF NON-DELEGATED EXPENDITURE

(i) Long Term Sickness (Teachers)	13,244
(ii) INSET – Substitution	(387)
(iii) Other Central Substitution (including Maternity absences)	13,911
(iv) Reorganisation Allowances	0
(v) Youth Tutors	0
(vi) Redundancy/Premature Retirement Costs (Teachers)	24,777
(vii) Special Educational Needs (SU Teachers, Classroom Assistants etc.)	52,516
(viii) Landlord Maintenance	48,064
(ix) School Improvement Programme	437
(x) Other DE Initiatives	4,434
(xi) Rates	74,035
(xii) Support Staff Costs	0
(xiii) Recurrent Furniture & Equipment < £3,000 per item	0
(xiv) Other Costs	5,906
(xv) Total Non-Delegated Expenditure	236,938



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CURRENT STAFFING LIST

Mr S Black, MSc, PQH(NI)
 Mr B Gingles, BA(Hons),MA(Ed), Dip Ed
 Mr V Hughes, BSc, BA, DASE, MEd
 Mr S Brown, MA, PGCE, PQH(NI), PGCE, PQH(NI)
 Mr D Byrne,MA(Hons),PhD,PGCE,Alnst AM (Dip),PQH(NI)
 Mr B Neill, BA(Hons), Dip CSE
 Mrs J Reid, BA(Hons), PGCE, PQH(NI)
 Mrs V Woods, BSc(Hons),PhD,PGCE, PQH(NI)
 Mrs L Aitcheson, BA(Hons), MSc (Ed), PGCE
 Mrs P Calvert, BSc, PGCE, Adv Cert Ed
 Mr V Coert, BTh(Hons), PGCE
 Mr R Cullen, BEd
 Miss H J Drummond, BSc(Hons) PGCE
 Mrs D Fitzsimmons, BA(Hons), MEd, QTS
 Mr J Gardiner, BA, PGCE
 Miss EL Gibson, MA(Hons), PGCE, PGCEM
 Mrs NI Gilbert, BA(Hons), PGCE
 Mrs E Haslett, PCT, DipComEd TDipWP
 Mrs M Hughes, BA(Hons), PGCE
 Mr S Johnston, BSc(Hons), PGCE
 Mrs S Jones MA, MEd, PGCE, PhD
 Mrs H McIvor, BEd(PE)
 Mr R McKenna, BA(Hons), PGCE
 Mr J Reidy,BA(Hons), PhD, PGCE LTCL
 Mr J Ross, MA, PGCE, PGCEM
 Mrs W Strain, BA(Hons), PGCE
 Mrs J Stranney, BA(Hons), PGCE
 Mr B Baguley, BA(Hons), HED
 Miss A Boyd, BA(Hons), MEd, PGCE, PGCEM
 Mrs A Boyd, BA(Hons), PGCE
 Mr S Conlon, BEd
 Mrs S Craig, BA(Hons), PGCE
 Mrs L Crockett, BSc,DipPD,PGCE,AdvCertEd
 Mrs C Crozier, BSc, Dip Ed,
 Mrs L Crozier, BEd,
 Mr P Crozier, BTech, PGCE
 Mr P Finlay, BSc(Hons), PhD, PGCE
 Mrs EH Fullerton BSc(Hons), PGCE
 Miss KJ Garvin, BSc (Hons), PGCE
 Mr R Gillen, BEd,
 Mr D Gillespie, BMus PGCE, ATCL,
 Mrs S Hanna, BA (Hons), PGCE
 Ms J Henderson, BSc(Hons), PGCE,
 Mrs L Henry, BSc(Hons) PhD, PGCE
 Mrs B Lavery, BSc(Hons), PGCE,
 Ms K McCrory, BSc(Hons), PGCE
 Mr R McKee, BSc(Hons), MEd, PGCE
 Miss R Martinez, BA(Hons) PGCE
 Mrs L O'Kane, BSc(Hons), PhD, PGCE
 Mrs S Stephens, BSc(Hons), PGCE
 Mrs L Wallace, BSc (Hons), PhD, PGCE
 Miss J Wilkinson, BEd(Hons)
 Mr H Woodcock, BA (Hons), PGCE

PRINCIPAL

VICE PRINCIPAL

ACTING VICE PRINCIPAL

Senior Teacher, Subject Leader, Politics, Head of Sixth Form
 Senior Teacher, Head of Modern Foreign Languages, Subject Leader, French
 Senior Teacher, ICT
 Senior Teacher, Specialist School Co-ordinator
 Senior Teacher Subject Leader, Mathematics
 Subject Leader, Geography
 Head of Science, Subject Leader, Biology
 Subject Leader, Religious Studies
 Subject Leader, Technology
 Subject Leader, Physics
 Subject Leader, ICT/Computing
 Subject Leader, History
 Subject Leader, Careers
 Subject Leader Performing Arts, English, Religious Studies
 Subject Leader Business Studies, Word Processing
 Subject Leader, English, Drama
 Subject Leader, Chemistry
 Subject Leader, Spanish
 Subject Leader, Girls' PE/Games
 Subject Leader, Boys' PE/Games
 Subject Leader, Music
 Subject Leader, German
 Subject Leader, Home Economics
 Subject Leader, Art & Design
 Director of Rugby, Psychology, Business Studies
 English
 English
 Technology
 Religious Studies
 Biology
 Mathematics
 Mathematics
 Chemistry
 Geography
 Mathematics
 Mathematics
 Art & Design
 Music
 History, English
 Home Economics
 Biology
 Geography
 French, German
 Physics
 Spanish, German
 Mathematics
 ICT
 Chemistry, Physics, Biology
 Mathematics
 English



NON-TEACHING STAFF

Mrs H Ingram	Principal's Secretary
Mrs N Barr	Office Manager
Mrs N Davison	Clerical Officer
Mrs S Carson	Librarian
Mrs J Feeney	Senior Library Assistant
Miss L Darragh	Classroom Assistant
Mrs D Gribbon	Classroom Assistant
Ms L Mawhinney	Classroom Assistant
Mrs N McQuillan	Classroom Assistant
Mr G Clark	Technician, Reprographics, Audio Visual
Mr D Cameron	Laboratory Technician
Mr D Costello	Laboratory Technician
Mrs R Ennis	Laboratory Technician
Miss E McGrogan	Laboratory Technician
Mr D McClelland	Laboratory Technician
Mrs S Stephens	IT Technician (3 days)
Mr S Dunlop	IT Technician (2 days)
Mr T Franklin	Building Supervisor
Mr E Patterson	Asst. Premises Manager
Mrs C Magee	Catering Manager
Mr P McMurray	Groundsman



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SPECIALIST SCHOOL FOR
MATHEMATICS AND COMPUTING