



# **SULLIVAN UPPER SCHOOL HOLYWOOD**

**Report of the Board of Governors  
on the  
2015/2016 School Year**

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# 1 THE CONSTITUTION OF THE BOARD OF GOVERNORS

## 2015/16 School Year

a) **nominated by the church bodies in Holywood which were the original trustees of the school:**

Church of Ireland, Parish of Holywood Church of St Philip and St James

Mr Brian Burke  
Mrs Catherine O'Neill  
Mrs Roberta Price

First Holywood Presbyterian Church, Bangor Road, Holywood

Mr Peter Moran  
Mr Chris Warnock

High Street Presbyterian Church, Holywood

Mr Brian Cave  
Mrs Audrey Gordon

First Presbyterian (Non-Subscribing) Church, Holywood

Rev Colin Campbell

The Methodist Church, Holywood

Mr Colin Burnside  
Mrs Zara McCone

b) **nominated by the Department of Education**

Mr Peter Greene  
Mr Stuart Hamilton  
Mrs Jacqueline McIlroy  
Mrs Jacqueline Simpson

c) **elected by parents of pupils attending the school**

Mr Mike McNeill  
Dr Joanna Turner

d) **elected by the teaching staff of the school**

Mr Bill Halliday  
Mr Martin Thom

e) **co-opted by the Board of Governors**

Mrs Doreen Mathison  
Mr Lindsay Todd

f) **member ex-officio as Principal of the school**

Mr Chris Peel

g) **secretary to the Board of Governors**

Dr Christina Byrnes (Bursar)

The Board of Governors meets approximately once every 2 months during the school year, with more detailed work being done between the full Board meetings by the committees of the Board.

The **current** office bearers are:

Chairperson of the Board of Governors:	Mr Brian Cave
Vice-Chairperson of the Board of Governors:	Mrs Catherine O'Neill
Chairperson of the Education Policy Committee:	Mrs Jacqueline Simpson
Chairperson of the Education Services Committee:	Mrs Roberta Price
Chairperson of the Finance Committee:	Mr Colin Burnside
Chairperson of the Audit and Risk Assurance Committee:	Mr Brian Burke
Chairperson of the Preparatory Dept Committee:	Mrs Zara McCone

Other sub-committees of the Board include the Salaries Committee, the Salary Appeals Committee, the Transfer Procedure and Admissions Committee, the Health and Safety Committee, the Property Sub-Committee and the Safeguarding Team.

## 2 THE PREPARATORY DEPARTMENT

### AQE Transfer Results 2015/16

We are reporting the following 'groups' of scores for AQE results this year:

111-125	48%
100-110	36%
99 or below	16%

100% of our children in 2015/16 attained a Grammar School place for Year 8.

**Prep Average AQE score was 108** (AQE report that an average score for their test is 100).

**Attendance:** 2015/16 was 97.3% with 32 children achieving 100% attendance. We had two visits from our Educational Welfare Officer this year.

Annual school events included a Harvest service at our local Church of Ireland where children's gifts of pens, pencils, colouring pencils, rubbers and sharpeners were contributed towards an ASHA trip to Delhi in November; Christmas nativities in St Patrick's Hall for the Lower Prep; an Upper Prep's evening Christmas Concert in the local Presbyterian Church; a whole-school concert called Reach for the Stars in April starring each of our classes on stage in the Senior School Assembly Hall; a World Book Day with a difference, which involved all classes dressing up as a scientist as part of the participation in Project 500 (a Literacy project encouraging children to read Science books); a 'Get Caught Reading Challenge' as part of Roald Dahl celebrations; a Sports Week with a varied timetable of assorted sporting experiences for our P1-P7 pupils; swimming galas for P3-P7 pupils where they earned House points for a number of events; World Earth Day which coincided with Climate Education Week when our children completed activities to think about what they could do to help the earth supported by website activities to be continued at home; a swimathon as part of Sports Week; Sports Days for both P1-P3 pupils and P4-P7 pupils; two residential, one for P6 in the Ulster Museum overnight and the other was a 5 day adventure held for P7s at Greenhill YMCA in Newcastle, both again very much enjoyed by all who participated; and three Parent Information Evenings, for each separate Key Stage, on areas such as helping with reading and phonics, literacy and numeracy activities at home, all led by staff.

In our World Around Us programme we visit the wider environment and welcome visitors coming into our school. This year we again enjoyed assembly speakers such as Alistair McNeice from Holywood Baptist; Mr Pinkerton, a retired Vice-Principal, who regularly visits to talk to our children about some historical aspects of the curriculum in P4, P5, P6 & P7; visits to the Ark Farm, Holywood Library, the Ulster Museum, the Camphill Community at Glencraig, Eason's, Mount Stewart & Castle Ward; Hovis bakers visited P5 to talk about bread making and Clandeboye Yogurt gave a talk to P5 too; a post AQE treat for P7s to make pizzas in Frankie & Benny's; Karen Shiels from RSPB; the NI Water Bus visited to talk to KS2 classes about water conservation; a visit to Belfast Zoo; trips for all classes to W5 for assorted workshops; NI Dairy Council; Carrickfergus Castle; and the Queen's Film Theatre.

Some special class events this year: P3 and P6 took part in World Education Games in October; a Maths Week Ireland in October for P4-P6 classes which saw the children participating in challenges online as well as completing a Maths trail in the school grounds; 'I'm a Scientist, get me out of here' was an online event where P6 asked questions of real-life scientists in live chats; an anti-littering campaign in November for all classes; P3/4 singing at an Action Cancer morning in the Culloden Hotel; author Derek Keilty speaking to P6s in Easons; P3-P7 participated in Christmas Reading Challenges; P7s represented the school at a Kids' Lit competition as the competition's only Primary School entry; and P6 took part in assorted football, Gaelic and tag rugby activities offered by North Down coaches at the newly opened 4G pitch at Spafield in November.

We thank SUPPA this year for raising an amazing amount for the school to spend on future resources, £12,000 this year. We purchased glockenspiels, maths resources and sports day medals and this leaves us with an amazing amount of over £10,000 to resource further areas as needed. Many thanks to SUPPA and all parents for their great support each year!

This year we offered parents an information evening taken by PSNI in the Senior School regarding Child Protection in the Digital World, a very important topic and one about which parents had requested further advice. We also consulted with all parents and our suppliers about our school uniform following queries regarding stock and quality. This resulted in clarity of information and we hope to source updated PE fleece-wear as a follow up.

Another excellent year has been completed, with hardworking pupils who have achieved a personal best in many aspects of their work supported by their talented hardworking teachers, and a most able non-teaching staff. We said goodbye and thank you to Mrs Cherry McKinley who has been the specialist Music teacher in KS2 for the last 25 or so years and wish her well in the future. We also said goodbye and thank you to Miss Katherine McGeagh who was a Classroom Assistant and Deputy Supervisor of the After School Club and welcomed Miss Natasha Barbour as her successor in these posts. Mrs Hazel Malseed also joined the team at Dromkeen in the post of Foundation Stage classroom assistant.

A huge 'Thank you' goes to everyone on the Prep staff for their hard work and commitment over the year.

**Prep Charity for 2015-16:**

Sport Relief	200.00
NI Children's Hospice	1250.00
Poppy Appeal	224.28
Christmas Jumper Day	186.00
Academy George South Africa	900.00
Jeans for Genes Day	200.00
Marie Curie's Blooming Great Tea Party	1000.00
Children in Need	203.00
<b>Total:</b>	<b><u>£4163.28</u></b>

+ 90 shoeboxes were sent to Samaritans' Purse

+ Harvest gifts were given to ASHA for distribution in Delhi in November 2015

**CO-ORDINATOR REPORTS 2015-16**

**LITERACY: Miss K Worthington & Mrs M Galway**

This has been yet another extremely action-packed year for Literacy in Sullivan.

Our first major initiative started as soon as the pupils returned at the end of August with a Roald Dahl Reading Challenge. This was a whole school project and pupils were encouraged to be "caught reading" any of Roald Dahl's works and to send evidence to their class teacher in photographic form. Staff and pupils entered into the spirit whole-heartedly and each class had an amazing array of Roald Dahl moments captured – from the BFG being read on horseback, to Matilda in the boxing ring – a perfect way to promote reading and to celebrate Roald Dahl's birthday on 13 September.

Our link with the Eason Book Store in Belfast has once again enabled us to visit the shop and for them to bring authors to our school. This year Prep 5 went to meet authors Judi Curtin and Erika McGann on two separate visits. The Prep 6 class also visited the store to meet Derek Keilty, a Belfast children's author. One of our "meet the author" highlights this year was definitely our visit from Shane Hegarty, an Irish children's author, when we also invited Year 8 to

join us in the Senior School Hall. This joint initiative with the Senior School's English Department was extremely well received and one which we would like to repeat in the future.

We were extremely thankful to Head of the English and Drama Department, Mrs Millar, for the opportunity to meet the much acclaimed English author Dan Freedman (author of the Jamie Johnson series). Preps 4, 5 & 7 were delighted to meet this award winning writer, especially the football fans.

In November, a team of four Prep 7s again entered the Kids Lit Quiz at Wellington College. Once again, we were the ONLY Primary School team to enter and we truly excelled ourselves. We returned home as prize winners and had the opportunity to witness the Year 9 team from Sullivan win overall on the day. This was a fabulous experience for our Prep 7 children to see like-minded pupils engage in a fun competition, all about books!

Our 'Books at Bedtime' fundraising event was next on the calendar and during the week before Christmas our classrooms were transformed into magical reading worlds for the evening. We had guest readers including our local librarian and Mrs Mitchell, our ex Prep 1 teacher, as well as Speech & Drama fun alongside crafts. All of the staff worked really hard to ensure the success of this event, both financially and for the promotion of reading in our school. The money has been spent on additional reading books for the two Foundation Stage classes.

After Christmas our next major initiative was to launch our new reading challenge which was introduced as an alternative to our normal Book Week activities. In conjunction with Dr Ruth Jarman from QUB, we introduced Project 500 (Schools) into Sullivan Prep. We devised our own reading passport, stickers and certificates, ably assisted by our Prep Secretary and launched the project with a visit from 'Scientific Sue' to all classes. Dr Joy Gillespie from QUB was present for the opening events and Ruth came to join us on our closing day when we all came to school dressed as a scientist. We had an extremely busy fortnight alongside the reading challenge when classes visited W5 (P3), The Ulster Museum for Scientific Sue (P6 & P7), the Titanic Quarter for The Ugly Animals Roadshow (P5) and a University of Ulster for a Futures Engineering event (P7). Dr Jarman, along with the staff, was thrilled with the success of the scheme in Sullivan and the pupils gave very positive feedback about all that they had experienced and learned from our involvement in it. A sum of £100 was given to our school for our participation to be spent on a science related item/event.

In May, one of our Prep 7 Pupils, Emma Yeaman, won the Prep 7 competition in-house and as a result entered the Eason Spelling Bee at the County level spell-off. We thank her for her efforts.

Curriculum practices which continue to evolve include reciprocal reading which is now firmly established in Prep 7. Class teachers have all been involved in a Parents' Curriculum Evening during the course of the year and, once again, feedback was very positive. Each Key Stage has had targeted book dips with appropriate feedback to teachers.

This year we also introduced our Literacy 'Thought for the Month' which is displayed in both buildings to inspire our pupils.

### **Standardised Testing**

Prep 2-7 classes have completed their last year of using NFER PIE. This will be replaced by PTE as PIE is no longer available. Results were analysed at a staff meeting and target/focus groups allocated for the next year's teachers.

Preps 3 & 5 continue to use the NRIT test and Prep 4 and 6 non-verbal testing. A new reading test was sourced and trialled in September and at the end of year so that a more accurate score could be ascertained; the Suffolk test did not have a high enough upper limit for our pupils. NGRT appears to fulfil our needs and we will continue to monitor this and use the results to

inform future teaching/groups. BST Spelling was also introduced for tracking progress in spelling and was a success.

Literacy support using our Learning Support teacher continued to be primarily targeted at Prep 3 and 4 but some pupils from Key Stage 2 availed of reading support when available. Prep 6 also had a weekly Comprehension group.

Plans/notes are monitored and evaluated by co-ordinators termly.

Co-ordinator files continue to be developed and staff needs for Literacy resources are audited for planning purposes and budget needs.

### **NUMERACY: Miss E Cairnduff & Mrs K Wilson**

At the beginning of the 2015-2016 school year, the maths co-ordinators identified in an Action Plan the areas of maths that were to be the focus of our work during the year.

#### **Parent Meetings**

The KS1 and KS2 teachers held very successful parent meetings in January 2016 when parents were given lots of 'fun' ideas on ways to help their children with maths. These ideas were very well received by parents. Information leaflets for appropriate age groups were given out, alongside discussion of the different strategies and techniques needed for AQE. Many parents have found these useful and use them over the weekends to boost mental arithmetic and Maths' life skills.

#### **Financial Capability**

Prep 7 had a visit from the Bank of Ireland this year, again, to help them understand more about banking, accounts, saving and spending wisely. Financial capability is now included in all planners. Our pupils have had the opportunity to be in charge of their money and budget spending at events like Spooky Fun Night, Sports Auction, Summer BBQ and bun sales.

#### **Standardised Tests**

- Prep 1-7 completed NFER Progress in Maths tests in May 2015. The results of these tests were analysed and disseminated at a staff meeting in August 2015. From this information we were able to identify pupils who had made below average progress in maths and pinpoint the areas of the maths curriculum needing more concentration in each class. We also identified those children who were 'high achievers', 'low achievers' and 'under achievers'.
- Prep 2-7 completed NFER progress in maths tests in May 2016.
- As regards the area in mathematics called 'Measures' which deals with measurements used in weight, size, height, etc, we are pleased to report that very good progress is being made as verified by NFER tests. This is currently now one of the strongest strands of mathematics in our school.
- Our analysis this year gave us a new area to focus on and implement into the new School Development Plan: Problem Solving and Investigations.
- In May 2016 Preps 3 & 5 completed NRIT (Non Reading Intelligence Test) and Preps 4, 6 & 7 completed Non Verbal Intelligence test.
- Results have been recorded in SIMS and data analysed. We use the measurement of 10 points or more below their NRIT score to identify children for support by the class teacher and Learning Support teacher.

#### **Assessment**

We are now in our second year of the class portfolios for assessment tasks. Each pupil has completed different tasks that have been levelled/assessed according to the NI Curriculum assessment levels. Each child completes a task in Measures, Shape, Data Handling and Number to ensure progress is being made. Each portfolio is passed on to the next year group to allow for tracking.

### **Resources**

- New maths apps for the iPads have been trialled and tested. All classes are enjoying them and teachers are integrating them into their 6-weekly notes. This is always on-going as new apps are introduced. Every teacher includes the apps they use in their planners.
- Schofield & Simms have launched a new range of mental arithmetic books. From Sept 2016, we are going to introduce them from Prep 2.

### **School Portfolio**

- The school portfolio is in place should it become mandatory to submit.

### **Maths and the Outdoors**

- Each class has been bringing their Maths lessons outside to bring this subject area to life! All classes participate in maths games, maths trails and 'Sunny Sums' in and around the garden.

### **Monitoring & Evaluation**

- Maths book dips were completed from P1-P7 to assess continuity.
- 6-weekly notes have also been monitored and evaluated to ensure progression through the different strands; differentiation is included as well as apps and ICT games.

### **Maths Days**

- Maths Fun Day (February 2016) brought lots of focus and fun to the subject for a full day in each class. Lots of activities were trialled and the children's feedback taken for monitoring purposes for next year.

### **School Website**

- Links to maths games for each class on school website have been added to our Learning Zone and are up and running along with some Maths Fronter rooms.

### **IT**

New laptops have been phased in, which has allowed almost every pupil to work individually.

### **Forward Planning & NFER Tests**

- Complete NFER Progress in Maths tests in May 2017 in all classes.
- Analyse results and identify 'target' pupils/areas to focus on in class.
- PIM is changing to Progress Test in Maths (PTM).
- Prep 4-6 is continuing with NINAs to help prepare pupils for Computer Based Assessments.
- PTM might be completed online, which will be a new concept for some.
- Continue to monitor and evaluate problem solving and investigations in Maths throughout the school.
- Teachers to draw up a baseline assessment test for their class to complete at the start of the year. Retest again in November, March & May to track progress and to report to parents and Maths Co-ordinators for further analysis.
- Continue to add to our bank of Maths apps and games to the Learning Zone on the interactive school website.

### **ICT: Mrs K Wilson & Mrs J Matthews**

This has been another year of moving forward in the area of ICT as we continue to integrate iPads into our school community in teaching and learning.

### Teaching

- Staff training in the use of iPads provided by iTeach has continued this year with introduction of new apps and also refresher sessions of previously downloaded apps to ensure they are being used appropriately in classrooms.
- Apps and software details have been added to teachers' 6-weekly notes.
- Two ICT coordinators have attended training at iLearn conferences to glean information on new ventures and means of using this modern technology effectively in the classroom.
- The Inspire 2015 conference held in the Titanic Centre was an inspiring and thought-provoking conference on the uses and the dangers of internet safety in schools and has caused to continually be mindful of best practice as adults and when teaching our pupils how to work online appropriately.
- The North Down Collaborate project began in October 2015 offering training at Ashfield to encourage local primary schools to use Video Conferencing to enhance topic work in our classrooms.
- The Prep's website, [sullivanprep.weebly.com](http://sullivanprep.weebly.com) launched in 2015, continues to provide a link for parents and pupils to keep them up-to-date with information and also to celebrate the breadth of activities that have taken place throughout the year.
- A Google Drive account has been set up for secure photo sharing and storage sporting successes etc.
- ICT continues to be a focus for PRSD, for staff.

### Learning

- All classes are timetabled to attend the Specialist Teachers' room at least once a week to use PCs and laptops to enhance learning; Prep 4 and 7 visit the suite twice a week. NI Curriculum ICT tasks are now used throughout the school and evidence is available in the form of digital assessment portfolios.
- Preps 1-4 have ICT homework as part of their weekly home learning, linking class and home learning.
- Online assessment was carried out in November and December by Preps 4 – 7 using the NILA and NINA software. Not without its own issues, it does, however, provide standardised scores which can be used in Literacy and Numeracy to create a learning profile at the beginning of the year in each class taking part.
- Prep 7 pupils attended a 2 day ICT project using Microbots in conjunction with Stranmillis and St Mary's College and a PGCE student spent a placement in Prep 7 helping to teach the pupils the skills needed to write html code.
- Through the Collaborate Project, Prep 7 joined up online with a Primary 5 class in Ballymagee Primary School to get to know each other better in this virtual way and we hope to develop the use of this further next year.
- Preps 3, 5 & 6 took part in Mathletics on line again this year. Very positive feedback was received, with some individuals receiving certificates for their efforts.
- Prep 6 took part in 'I'm a Scientist Get Me Out of Here' in November. This is another online event. Meena Lennon was awarded a prize for contributing the most to the event. She won some vouchers and had her photograph taken for the newspaper.

### Resources

8 new laptops have been received to boost the number of PCs. Classes are almost able to work individually in lessons.

### Recognition

- In May 2015 we were awarded the Digital School of ICT Distinction Award by HP for our high standard in the teaching and learning of ICT. We are one of very few schools in both Ireland and the UK to achieve this prestigious award.

### Future Plans

- Keyboard typing and basic computer skills to be introduced from Prep 3.

- Skills list to be drawn up for each year group and class teacher to record evidence on a tick list.
- More frequent use of My School at home.
- Exchanging of their work and ideas within the secure environment of Fronter.

### **ASSESSMENT: Mrs A Patterson & Mrs EA Smith**

#### **Monitoring and Evaluation**

##### **Half Termly notes for each year group**

We continue to monitor and evaluate every teacher's half termly notes to ensure that appropriate differentiated classwork is identified through 'Groups' and 'Learning Focus'. These differentiation sheets are written for Reading, Spelling, Writing and Maths. The half termly notes also include the IEPs for SEN pupils and next year each teacher will also include a sheet detailing the learning intentions for the 'Focus Group'. The detail in these differentiation sheets is improving and the best practice notes include a detailed 'Learning Focus' and progress made each six weeks.

##### **Standardised Tests Data**

This year we have analysed the PIE/PIM data further into the bands of boys and girls, in each year group, who are performing 'below 95', 'between 95 and 105' and those 'above 105'. This data is analysed to check if the children identified as SEN (and receiving support) are in the band performing below 95. The data is also analysed to check if the children selected for focus groups in each year corresponds to band 95-105. This year's data will be a baseline for future years to monitor if our school's performance is improving or similar from year to year.

##### **End of KS1 & KS2 Data**

We complete a process called benchmarking each year where we compare our performance at the end of KS1 (P4) and end of KS2 (P7) with like schools. Our results show that we compare very favourably in this top group of schools.

We monitor the standards achieved and maintained in our school and this year's results were analysed at the end of June 2016:

- ✓ In June 2015, 90% of children in KS1 achieved Level 2 or above in Communication and this is the same percentage as June 2014.
- ✓ In June 2015, 90% of children in KS1 achieved Level 2 or above in Using Mathematics and 94% achieved Level 2 or above in June 2014.
- ✓ In June 2015, 92% of children in KS1 achieved Level 4 or above in Communication and 89% achieved this percentage in June 2014.
- ✓ In June 2015, 92% of children in KS1 achieved Level 4 or above in Using Mathematics compared with 93% in June 2014.

##### **SIMs Data**

Data entered onto SIMs annually is analysed for stanine banding and correlation to our identification of SEN children and 'Focus Group' children groups. We work alongside the SEN co-ordinators to track pupils with 'Dyslexic' profiles etc.

##### **Staff Training and Support**

This academic year we completed the Using Mathematics assessment tasks that were chosen for each year group in May 2015 to complete levelling in May 2016 and maintain evidence of pupil attainment. A folder of work confirming each child's attainment in Number, Measure, Shape & Space and Handling Data is passed on to the next year's class teacher.

AfL target boards in each class have been continued this academic year in Key Stages 1 and 2. Each child identifies a focus for the week which is reviewed on a Friday with praise for their achievement of their target. Foundation years have continued to keep their targets the same for

the whole class on sticky notes and the children can visually see their target moving higher (ie getting closer to being achieved). KS1 have continued the use of their under desk 'Target Book' to stick their targets into at the end of each week so that they can keep a record of all their improvements. These practices will be continued in 2016/17 and monitored and reviewed.

### **SEN: Mrs J Lockhart & Mrs A Patterson**

#### **Monitoring and Evaluation**

1. We continue to monitor and evaluate every teacher's half termly notes to monitor appropriate provision for children with SEN and the inclusion of IEPs for pupils identified in assessment data analysis.
2. The SEN policy has been amended and reviewed this academic year.

#### **Staff Training and Support**

1. ASCET support continued this academic year, with the Prep 3 targeted group support. 6 children received small group attention and listening support for 6 weeks, once per week for an hour. One child was then referred for further assessment to ASCET from this group. Prep 3 girls also received small group social skills support group for 6 weeks once per week for an hour focusing on making friendships and dealing with conflict. We have collated the ASCET training information into a staff file.
2. The SEN register has been updated and distributed to staff.
3. We continue to resource support materials for Autism, EBD, dyslexia, Cerebral Palsy.
4. The Dyslexia Portfolio was purchased this year to allow us to administer an appropriate test to ensure we cater appropriately for pupils displaying specific learning difficulties in literacy.
5. The co-ordinators have continued to add useful ASD support resources to the 'Foundation and KS1' File and a 'KS2' file eg 'Red Beast' Story and box, Cool Cubes. These are for teacher and classroom assistant use with children.
6. The co-ordinators have reviewed our school's support and guidelines for classroom assistants. We will continue to use CA job role outline and CA A5 booklet for their weekly notes on the pupil.

#### **SEN pupil support in school for Code of Practice Stages 1 and 2**

1. Following standardised testing of all children, the Prep Secretary entered the data onto PIE and PIM analysis sheets and onto SIMS, to enable teachers to monitor pupils' progress and identify pupils for SEN support in the next academic year. This data analysis to identify and account for the children receiving support at stages 1 and 2 in the Code of Practice.
2. We will continue to prioritise early intervention (KS1) for SEN children with time allocated on the Learning Support (LS) teacher's timetable.
3. We will continue to include KS1 children in discussion about target setting, both at Stage 1 and 2 of the Code of Practice, helping to make children more aware of their targets and working to reach them.

### **PE: Mrs E Wilkinson**

#### **Targets for Academic Year 2015/16 were to:**

- Make further use of iPads in KS1 PE – gymnastics and scope for other activities.
- Introduce iPad use to KS2 PE – initially gymnastics.
- Develop schemes of work for badminton.
- Begin target setting in PE – through fitness activities.
- Begin development of PE Pages on Website.

#### **Progress made to date**

- iPads have been used in KS1 throughout gymnastics unit of work – P1/2 classes took photos of their peers performing individual and partner balances. They were able to view

these on their own and with a group. P3/4 started video recordings of them linking different gymnastics skills together.

- iPads have been used in KS2 throughout gymnastics, P5 were able to take photos of group balances, P6 and 7 started developing sequences to video however, access to the school hall was very limited so final videoing was not completed.
- Badminton schemes of work completed for P5-7.
- P5-7 Fitness/coordination levels tested using range of tests at start of year, pupils recorded scores and retesting took place in Term 3 with pupils trying to improve scores.
- Training in website completed in January 2016, with PE information pages currently under development for publishing in Term 1 2016.
- Additionally – Badges were introduced for KS1 Sports Day (partly funded by SUPPA). Participation button badges were given to all children. Sports Day and Swimming Gala Medals were also reinstated this year with funding split between school and SUPPA.
- Netball Posts and Stands have been purchased using Sainsbury's vouchers for school.
- Sullivan Prep continues to retain a high profile within the community by participating in a wide range of sporting events which include: Athletics NI Cross Country League, Fun in Athletics Roadshows, Football and Netball Leagues, Handball and Hockey League, Cricket Tournaments, Mini Rugby Festivals & North Down Athletics.

### **Next Steps**

- Use iPad photos to create pic collage and display images both in school and on website.
- Allow KS2 to use images/videos in ICT and Art to create iMovies/art work.
- Communicate with Senior School via School Hall booking to try and ensure at least a 4 week block of gymnastics in the school hall for P5-7.
- Source and attend Badminton coaching course and use knowledge gained to evaluate and adapt badminton schemes of work.
- Next year link targets to areas children want to try and improve on as well as testing fitness/coordination. When retesting, allow children to reflect on what they have achieved in the year.
- Use PE pages to report on sporting successes of school as well as House events, pupils work in PE/Games in school, team progress in leagues etc.

### **ART**

#### **Targets for Academic Year 2015/2016**

1. Continue to use sketchbooks in Prep 5, 6 & 7.
2. Build upon children experiences of manipulating clay in 2D & 3D for different purposes
3. Develop children's photography skills using iPads.
4. Establish and embed international links with a view to applying for the Intermediate International Schools Award.
5. Continue to build upon children's use of iPads in Art.

#### **Progress made to date**

1. Sketchbooks are up and running for all classes with one side being used for Art and the other side for Technology. The children have been very enthusiastic about their sketchbooks and have taken great pride in them. Prep 7 finished their year with a beautifully presented record of their KS2 years' work to take home.
2. All classes had the opportunity to use clay for at least one topic and a link was made with the senior school Art department who kindly allowed us the use of their Kiln as well as a visit their GCSE Art Exhibition. Prep 5 made Greek style pots and 'Germmy Monsters' which were fired in the kiln and the results were very pleasing. Prep 6 made mini beasts as well as Gripping Beast tiles for their Viking topic. Prep 7 used clay to make pinch pots and Victorian tiles in the style of William Morris. Prep 7 also extended their 3D model building skills by making erupting volcanoes using Mod Roc.

3. A photography session taken by a professional photographer took place in the summer term for Prep 7 and was received well by the children. It focused on photography in nature around the school grounds.
4. A link was established with Colegio Integral Nuevos Ayres in Buenos Aires working with the current Prep 7. The teacher we were collaborating with in Buenos Ayres has since left and we are waiting for contact from her replacement to organise future international projects.
5. iPads have been used on every topic in every class in Art this year. The children have used Comic Life to complete artist studies, taken "selfies" using the camera and edited for self-portrait work. We have continued to use many apps such as PlayArt to recreate own versions of famous artists work.

### **Next Steps**

It would be exciting to develop further international school links and to get some of our parents involved in art projects where possible.

iPads have been an amazing resource used in as many art lessons as possible. This year it would be great if we could invest in more art apps for the children to enhance their creativity through interactive learning.

## **DESIGN & TECHNOLOGY**

### **Targets for Academic Year 2015/2016**

1. Review effectiveness of alterations made to Design & Technology tasks.
2. Consider ordering/sharing different resources to further develop practical skills.
3. Build upon links with the Senior School.
4. Continue to use iPads as a learning tool in Design and Technology.

### **Progress made to date**

1. Changes were made to some of the Technology tasks and discussions are ongoing to continue to make more appropriate curriculum links.
2. The children used most of the equipment on offer however their still needs to be changes made to tasks to allow for the use of hand saws and more hands on tools. New resources have been ordered and arrived at the end of last year. They include a 'Power It' kit as well as a 'Build It' kit and will be incorporated into next academic year's lessons.
3. A link has been made with Prep 7 in the summer term. More links could be made as tasks continue change.
4. iPads have been used for research, recording and evaluating in Technology this year.

### **Next Steps**

The focus for Technology this year is to finalise changes made to the subject and ensure the tasks as closely linked to Science topics and appropriate resources are available.

## **WORLD AROUND US: Miss K Worthington & Mrs J Matthews**

### **Resources**

No major financial costs have been incurred this year as no new resources were acquired. Extensive use has been made of the free online resources from The Pod which has helped us develop our work for Eco Schools. Ards & North Down Borough Council have allowed us to borrow litter pickers and gloves to use onsite and in the local community.

### **Progress in 2015-2016**

- Thinking Skills and Personal Capabilities continue to be highlighted and linked to WAU topics. TS&PC Think Packs are in each classroom.
- Prep 7 attended the K'Nex Design and Technology Challenge at Wellington College.
- An outdoor learning policy has been written and we hope to integrate this into planning over the next 3 years to encourage more use of the outdoor classroom.

- Prep 7 carried out a Litter Pick in Crawfordsburn and Helen's Bay as part of the Big Spring Clean campaign.
- This year Book Week was given a Science focus with the Project 500 challenge supported by Ruth Jarman from QUB. Each class took part in a Science reading challenge to encourage the reading of non-fiction science texts. Science book packs were borrowed from the Library Service to top up school resources for free.
  - Scientific Sue visited Prep 1-7 onsite with a focus on lotions and potions and dragons (chemical reactions).
  - Prep 7 attended a seminar at UUJ on medical and renewable energy.
  - Prep 6 took part in I'm A Scientist Get Me Out of Here online competition with a P6 pupil being the overall winner.
  - Prep 5 attended the Ugly Animals exhibit at Andrews Gallery in Titanic.
  - Prep 4 & 1 linked with RSPB to study minibeasts and birds in the garden.

### **Annual Events**

- Scientific Sue's show covered forces and gravity in March.
- Dress Up As A Scientist Day on 4 March with a visit from Dr Jarman.
- Green Day was merged with World Earth Day on Friday 3 June and each class took part in environmentally friendly activities linked to our Eco Schools focus of litter, biodiversity and school grounds.
- Europe Day took place on 17 June with Prep 3 leading assembly.
- Prep Buddies Teddy Bear's picnic on 20 June included a link-up with St Patrick's Primary school children from P1 & P7.

### **Forward Planning: Monitoring and Evaluation**

- Evidence of ICT, TS&PC and Science to be looked for in planning.
- Long term planning completed.
- Planning boards on display throughout the school.
- Topic webs in place and available online.

### **The Green Flag Award**

- Continuing to work towards Green Flag.
- Annual Review done at beginning of year to assess current environmental impact within the school.
- Mr Campbell (the Prep's Caretaker) maintains 2 compost heaps on school grounds.
- In Sept 15 a new Eco Committee was established and an Eco Display board will be on view in Loughhead House.
- Prep 7 began a new topic on Energy.

### **Outdoor Classroom**

- Outdoor Classroom timetable will be established for KS1-KS2 to further the use of the garden.
- Eco Club planted in raised boxes.
- RSPB link continues; visit to RSPB reserve, hedgehog homes established, Prep 4 made bug hotels, wildlife infra-red video link set up and introducing Priory College pupils to our school grounds.

### **3 THE SECONDARY DEPARTMENT**

#### **(i) Introduction**

The Governors' Annual Report to parents represents one of the principal ways that the school communicates the details of its major activities for the year just ended. It contains a great deal of information, much of it prescribed and stipulated in regulation issued by the Department of Education. However, over and above all the facts and figures, it is hoped that there is also some indication of the vibrant, dynamic and successful school at the heart of it all. Just how successful the school is can be judged in many ways and a number of the indicators are included in this publication.

The school was inspected in November and we were delighted with the outcome, both in the three areas of Achievements and Standards, Provision for Learning and Leadership and Management and in the summative evaluation, which placed the school in the top band for overall effectiveness.

In terms of performance in public examinations, 2015/16 was another very successful year, both at A level and GCSE. The non-academic highlight of the year was undoubtedly the 1<sup>st</sup> XI boys hockey team winning the McCullough Cup.

The recognition of the success of the school is also clear from the fact that it remains oversubscribed in all year groups. 2015/16 saw the seventh series of AQE testing in relation to Transfer and the process once again passed off smoothly.

The pace and volume of educational change continues to present the school with a range of challenging circumstances and there is no doubt that the difficult economic climate is continuing to have a significant impact on schools. However, it is important to point out in this introduction that the Board of Governors and staff of Sullivan Upper are committed to maintaining and improving the high standards for which the school is known. We continue to achieve excellent results, we continue to provide a rich diet of extracurricular activities and we continue to support our pupils with strong pastoral and careers structures.

#### **(ii) Curriculum**

The school offers pupils access to a broad and balanced curriculum to empower young people to develop their potential and to make responsible decisions throughout their lives. Schemes of work at all levels continue to be refined and teaching strategies developed. Self-evaluation strategies are embedded and are used to enable departments to evaluate and adjust units of work and to keep schemes under review throughout the year. Heads of Departments also evaluate their role as curriculum leaders and draw up an annual Departmental Development Plan. In addition, data is used to analyse external examination results to inform future decisions regarding curriculum issues such as tier of entry, sequencing of teaching and the teaching approach to specific modules.

Tasks have been developed to address the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT and the school is in a good position to meet all statutory requirements in relation to assessing and reporting levels.

Much work was done during this academic year in preparation for the changes to A Levels. New specifications are being developed for introduction from September 2016. Heads of Departments were disappointed that CCEA was slow in producing the draft specification meaning that preparation time in school was limited. As teachers prepared for the introduction of new specifications at A Level, consultations began about 'ReVision' – CCEA's new GCSE specifications.

The Literacy Committee continued to embed good practice. Building on the audit in June, 'Talk to Learn' became a focus and the link between PRSD and Literacy was maintained. Training was delivered and opportunities to share good practice were profitable. The Accelerated Reader

programme (AR) was evaluated through pupil feedback in June. The pupils' responses were very positive. The use of Library Mentors continued. The mentors' evaluation survey indicated that they found the training and the experience useful. The 'Transition Project', in partnership with feeder Primary schools, continued and benefitted from Department of Education training and funding.

The Numeracy Coordinator continued to monitor the Numeracy and Using Mathematics content in other subject areas, throughout Key Stage 3.

The use of data to inform teaching and learning was further developed during the year. MidYIS testing took place again to provide baseline data on the Year 8 pupils. The tracking system was continued for Years 8 and 9 and was successfully extended into Year 10. External examination data continued to be supplied to Heads of Departments to enable them to analyse pupil performance in the public examinations. Data to analyse the performance of Special Educational Needs (SEN), Education other than at School (EOTAS) and Free School Meals (FSM) pupils was produced for use by the SENCO, SLT, Heads of Departments and subject teachers. A decision was made to use YELLIS with Year 11 during 2016/2017 in order to have baseline data for this cohort.

Controlled Assessment at GCSE continued to be monitored and evaluated. There is no doubt that Controlled Assessment presents many logistical challenges for teachers and not inconsiderable strain for some pupils. In addition to information being sent home, the Vice-Principal in charge of Curriculum also held an information evening for Year 11 parents which was well attended.

The Entitlement Framework continues to be an important part of government policy. The rationale behind it is to provide access to a wide range of courses for students. GCSE pupils should be able to choose from at least 24 subjects with at least one third being classified as "general" and one third "applied". Similarly, at Sixth Form students should have access to at least 27 courses with the same one third stipulation for general and applied subjects. In terms of subjects offered to pupils we comply with this target. However, a few classes do not run because of the very small number of pupils selecting them. The proximity of Priory Integrated College and the alternative courses they offer has enabled a strong link to be forged to the benefit of both schools.

**(iii) Examination Results**

See Appendices 8-13.

**(iv) The Public Examinations System**

The Administration of the Public Examinations System by the school has increased in range and complexity over the years. Last year the Examinations Officer entered over four hundred students for a variety of GCSE, AS level and A2 level examinations.

In January, pupils in Years 12, 13 and 14 were entered for their GCSE, AS and A2 units and cash-in awards for the subjects they were studying. Year 14 pupils were also entered at this time for any AS units they wish to re-sit in school during the summer examination session.

In the Spring, coursework marks, samples and estimated grades were collected from departments, ready to be sent to the relevant Awarding Bodies (ie examination boards) in May. The main examination period ran as usual from early May to the end of June with examinations held in a number of locations around the school. The examinations were supervised by a team of invigilators which was organised by the Examinations Officer. Examination arrangements also included requests for Special Consideration and Access Arrangements for a number of pupils. The past few years has seen an increase in the number and range of Access Arrangement requests, a fact recognised by the Joint Council for Qualifications (JCQ). They have this year considerably tightened up on what is allowable, and what evidence is required when applying for an Access Arrangement.

Results were issued in August, with Year 14 pupils receiving individual unit scores for all their AS (if they re-sat a module) and A2 units and final grade awards for both AS and A2 level subjects. Year 13 pupils received unit scores and grade awards for each AS units studied. GCSE pupils in Year 12, as the specifications are now unitised in the main, also received unit scores as well as grade awards for each subject studied.

Requests for re-marks and access to scripts were also handled at this time by the Examinations Officer.

**(v) Pastoral**

The school continues to operate a clearly defined and active system for pastoral care with a team of teachers operating agreed policies and procedures which are regularly reviewed and updated. The Vice-Principal with responsibility for pastoral matters is Miss Anne Dines who leads a team made up of Head of Sixth Form, Year Heads, Form Teachers and SENCO all of whom discharge major pastoral functions.

A programme of personal development, citizenship and employability, as well as other relevant topics was provided as part of Learning for Life and Work to each year group.

The 'Skills and Dispositions' group began to look at the use of SIMS to record achievements. This will be developed further and evaluated.

In order to keep everyone aware of this important issue, Safeguarding Children Training was given to new members of staff, teaching and non-teaching, as well as governors and the Safe-Guarding Team met once each term.

The Learning Support Resource Room continues to be used on a one-to-one basis by pupils as a quiet, conducive place to learn, as well as a venue for the games club at lunchtime under the supervision of the Year 14 mentors.

The independent counselling service Familyworks has continued to provide valuable support on a weekly basis to pupils of all ages throughout the school.

In addition work continued with the School Council to develop its role as an important channel for the pupil voice.

**(vi) Special Educational Needs**

Sullivan Upper School encourages and accepts applications from all sections of the community regardless of race, religion, gender or disability. Parents of pupils with Statements of Special Educational Needs who wish to apply for admission are invited to contact the school in advance, to consider arrangements which may be necessary to facilitate their attendance at Sullivan Upper School. The school has a policy on Special Educational Needs and a copy of this is available upon request.

The number of pupils at the school with Statements of Special Educational Needs, who have designated classroom assistants or who are recognised at stages 1, 2 or 3 of the Code of Practice and who have educational plans in place, continues to increase. The Special Educational Needs Co-ordinator oversees the educational provision for these pupils, liaises with relevant outside agencies and communicates with parents on behalf of the school. The annual review process of pupils with a Statement of Special Educational Needs involves all interested parties in decisions about the educational provision and curriculum choices, and transition planning for these pupils.

The school continues to adapt our buildings to improve facilities for those with disabilities in line with SENDO requirements. This has involved the creation of ramps, widening door access, lift installation and hygiene facilities.

The Special Educational Needs Co-ordinator and Assistant Special Educational Needs Co-ordinator continue to work tirelessly to enable pupils with statements and others at stages 1 to 3 of the Code of Practice to have access to the Northern Ireland Curriculum. This requires the creation of individual Educational Plans which are drawn up in collaboration with staff, parents and appropriate outside agencies.

**(vii) Extracurricular**

As always, pupils engaged in an enormous range of extracurricular activities, a flavour of which follows.

There is no doubt that sporting pride of place last year went to boys hockey. The 1<sup>st</sup> XI boys won the McCullough Cup for the first time in the school's history and were runners up in the Burney Schools Cup; and the 2<sup>nd</sup> XI won the Prior Shield, again for the first time in the school's history. The U13 boys won the Belmont Cup.

The 1<sup>st</sup> XI girls hockey team almost did the double, ending the season as runners up in the Schools Cup.

In rugby, the 1<sup>st</sup> XV reached the quarter-finals of the schools cup and the Medallion team won the Plate competition in a thrilling final against Campbell. The Senior Sevens were runners-up in the Annual Campbell Tournament.

Our netballers enjoyed a successful season, particularly at junior level. The Year 8 team won the Belfast League. The Year 9 team were runners-up in the Minor B League and the Year 10 team won the Junior B League. Not to be outdone, the Intermediate Team won the B League and the Seniors were runners-up in their league.

In badminton, the Year 8 girls were tournament winners and Ulster Cup runners-up, the Junior Girls team runner-up in Division 2 of their league and the Senior Boys team runner-up in the Senior Cup.

In tennis, the Year 8 girls team won the Ulster Schools Minor Cup and the Year 11 boys won the Ulster Intermediate Cup.

There were many other sporting achievements in a vast array of disciplines, reflecting tremendous participation by pupils, from swimming to athletics, from golf to fencing. Provincial, national or international representative honours were gained in hockey, rugby, tennis, swimming, athletics, fencing, golf, wheelchair basketball, football, cricket, table tennis, squash, sailing, orienteering, cycling, diving, trampolining and ice hockey.

The high level of participation and success across a wide-range of activities, and particularly in the junior school, is noteworthy.

A high level of participation was also very evident in music. Around 300 pupils took part in the wonderful Spring Concert at the Ulster Hall. The many and varied musical groups had a busy year and highlights included the annual Carol Service and the Traditional Group's participation in the St Patrick's Day service at Down Cathedral. The school was well represented in the Ulster Youth Choir, Orchestra and Jazz Orchestra.

In drama, Year 8 Mummers performed at the Folk Museum to celebrate the annual Spirit of Christmas Past event, Junior Drama pupils performed four short and entertaining productions, written (or adapted) and directed by a team of Year 13 pupils and Year 11 and 12 pupils performed Twelfth Night at the Shakespeare in Schools Festival.

The Year 8 Kids' Lit Quiz team won the local heat and travelled to Oxford for the National Final. The Creative Writing club continues to forge links with the Creative Writers' Network at Methody

and, through this, pupils have been provided with a bursary to attend the Arvon Writing Course in England.

The CCEA Moving Image Arts Awards saw two Sullivan pupils receive prestigious awards for their work. In the Ulster Museum 'True Colours' Exhibition it was pleasing to see a piece by a Sullivan pupil.

Pupils participated in the Sentinus IT bursary scheme, the Royal Mail Letter Writing Competition, the Royal Society of Chemistry's Top of the Bench competition, the Salters Festival of Chemistry competition, Young Enterprise, the Year 9 Masterchef competition, the Geographical Association World Wise Quiz, the ACF, the Duke of Edinburgh's Award Scheme.

Over 50 educational trips and visits took place over the year: from Saphara to Scripture Union, from Geography fieldwork to the ski trip, from theatre visits to sports tours.

The Accelerated Reader programme, aimed at promoting reading and ultimately literacy skills, has been in operation for three years and in June we celebrated the millions of words read by pupils in Years 8, 9 and 10 and we also acknowledged the contribution made by sixth form mentors. Based on last year's participation, Sullivan was named top performing Northern Ireland school in a ceremony held recently in London.

It is widely acknowledged that a school's greatest resource is its staff and the Governors thank them all for their commitment to the pupils.

#### **(viii) Careers, Education, Information, Advice and Guidance**

Sullivan runs an active Careers and Guidance programme from Key Stage 3 to Sixth Form and beyond. Currently six members of staff are responsible for co-ordinating and delivering the programme. Opportunities are sought for the involvement of outside organisations and individuals to participate in the provision of careers guidance. The Careers department uses the expertise of the Northern Ireland Careers Service, local universities, local businesses and parents to enrich the Careers Programme. The provision includes:

##### **Key Stage 3**

- Input into the Employability element of the Learning for Life and Work programme
- Guidance interviews for pupils and parents for GCSE choices

##### **Key Stage 4**

- The provision and delivery of a weekly period of Careers Education in Year 12
- A parental evening concerning choices at 16+
- Guidance interviews for pupils and parents for choices at 16+
- Outside speakers informing pupils about career paths
- Consultations with the Northern Ireland Careers Service for all pupils

##### **Sixth Form**

- A taught Careers programme in Year 13 and 14
- A week of work shadowing
- Organisation of Higher Education (HE) applications (UCAS, CAO etc)
- Consultations for pupils prior to their HE applications
- Various outside speakers and opportunities to attend Open Days and conferences
- Practice interviews and preparation for Oxbridge candidates

##### **After Care**

- A reference writing service for former pupils
- The facilitation of HE applications by former pupils

**(ix) Staffing**

There were some significant changes last year: Mr Bill Halliday (Head of Mathematics) retired after 38 years; Mrs Ingrid Purcell (Geography, SENCO) retired after 35 years; and Dr Nigel McIlrath (Economics) retired after 28 years in the school. Mr Willie Anderson left after 11 years to take up a post with Ulster Rugby. Mrs Andrea Kane left the English department after her temporary appointment. In order to cover long-term staff absences we availed of the services of Mr Adam Craig, Mr Chris Henderson, Miss Sarah Kee, Miss Louise McCullough, Miss Carol Brown, Miss Rose Skehin and Mr Tom Stevenson. At the end of the year we were pleased to appoint: Mrs Jennifer Hutchinson, already a long-serving part-time member of staff, to full-time in the English Department and Mrs Rosey Trainor likewise; Mr Adam Craig, Miss Jemma Borland, Mrs Carol Johnston and Mrs Kayleigh Jordan in the PE, Mathematics, Geography and IT departments; Miss Rachel Adamson and Miss Shirelle Wilson to cover career breaks in Mathematics (Mr Gareth Boreland) and PE (Miss Lyn Brown); and Miss Joanne McGivern to cover maternity leave in Mathematics.

There were also some changes on the non-teaching side. Miss Vicky Patrick, Mr Andy Williamson and Mr Josh Burnside joined the classroom assistant team. At the end of the year we said farewell to: technicians Mr Michael Farrelly (Moving Image Arts), Mr Eddie Kirk (Physics) and Mrs Lisa McCann (Home Economics); to Mr John McMorrow (Study Supervisor); Mrs Pauline Drennan (School Librarian); Mr Jackie McKeown (Maintenance), Mrs Deidre Brown (Lunchtime Supervisor) and Miss Liz Suitor (Catering Assistant). Mrs Gillian McGee and Mrs Susan Stafford were welcomed to the catering team during the year and at the end of the year we appointed Mrs Marion Hood (Classroom Assistant), Miss Ruth Hopkins (Assistant Librarian) and Mr Thomas Hampton (Study Supervisor).

**(x) School Security and Safety**

The Health and Safety Committee, chaired by Mrs Catherine O'Neill (Governor) and with representatives from many parts of the school's activities, continued to oversee this important aspect of school life. The programme of refresher training continued during the year including training the qualified first aiders and the Board gratefully acknowledges the valuable commitment of this team. The school is committed to providing a secure and safe environment for our pupils - all visitors to the school are required to report to reception upon arrival and to display a visitor's badge if not accompanied by a member of staff.

**(xi) Buildings and Facilities**

The school continues to invest in its facilities despite the significant and increasing pressure on revenue with capital expenditure of £294k in 2016 and associated grants of £122k from the Department of Education. In 2016 the Department of Education approved the refurbishment of the rear pitches - the Board gratefully acknowledges the continued support of the Department of Education in such projects which are essential to ensure that our facilities are fit for purpose. The prep department also continued its rolling programme of refurbishment works in the Key Stage 1 classrooms and completed the second phase of works in 2015 at a cost of £60k. It is anticipated that the final phase of these refurbishment works will take place within the next few years. Capital fees of £98k in total were set aside in the preparatory department to provide funding for capital development and the purchase of major items of equipment.

The school also continued its investment in ICT resources with expenditure of £49k funded by the voluntary contributions of parents.

Sullivan Upper School had submitted a project under the School Enhancement Programme and was delighted that this was selected in February 2016 to progress to the construction stage. This project commenced in July 2016 and it is anticipated that construction will take one year to complete. This project will deliver a much needed enhancement to the facilities for our pupils with the refurbishment of a hockey pitch with an astroturf surface and the provision of floodlighting, the provision of new changing facilities, a school gym and dance/drama studio. Total costs are estimated at £3 million with the school's share of costs due to be £580k.

## 4 FINANCIAL STATEMENT

### Financial Report for the Year ended 31 March 2016

The Board of Governors is pleased to present its report for Sullivan Upper School for the above year.

### Sullivan Upper School Charity No: XN45715

Sullivan Upper School is a registered charity established for the purpose of the advancement of education achieved through the school's extensive programme of curricular and extracurricular activities. The school receives voluntary contributions from parents of £168k (2015 £160k) and gift aid of £38k (2014 £40k) was received in relation to these contributions. These funds are used to operate the school's wide programme of extracurricular activities and to fund items of expenditure which are not funded by the Department of Education in the secondary department such as the provision of additional ICT resources (£49k).

### Public Benefit and Operational Performance of the School/Achievements

The school provides the following demonstrable benefits all of which flow from the school's charitable purpose of advancing education:

- 1 The school provides a high quality education to all of its pupils.
- 2 The high quality of the academic education provided in the grammar school is demonstrated by the excellent results achieved in the public examinations, both at GCSE, AS and Advanced Level and by the number of leavers who progressed to further education as follows:

### Academic Achievements

In 2015, 139 (93%) of our leavers progressed to Higher or Further Education either immediately or achieved a place to be taken up following a gap year.

### Advanced Level Examinations (A Level)

In the 2015 examination year, 146 (2014 142) pupils were entered for the A Level examinations. 81.3% of pupils achieved a minimum of 3 Cs (up from 76.1% in 2014). These excellent results enable our pupils to progress to tertiary level education at the university of their choice.

### General Certificate of Secondary Education Examinations (GCSE)

158 (2014 156) pupils were entered for the GCSE examinations in 2015. Of those entered, 96.8% (2014 94.2%) achieved A\* to C in 7 or more subjects including English and Mathematics.

### Extracurricular Activities

The school also continues to provide a wide-range of extracurricular activities through which pupils can develop independence, confidence and a range of skills. These include a wide-range of clubs and societies as well as many sporting activities.

Sporting performances have been at impressive levels throughout the year. Although the school celebrates the achievements of those who excel in their chosen sport, the aim is for every pupil to derive enjoyment and satisfaction from achieving their best, at whatever level.

### School Trips

These are seen as an integral part of the education offered by the School. This year's trips included theatre visits; rugby and hockey trips to England and Holland respectively; Music Trip to London; Physics Trip to CERN, Ski Trip to USA and Modern Language Exchange Trip to Spain.

### Music

2015/16 was a very busy year for the Music Department, with pupils performing at Prize Day, the Carol Service, Open Day, St Patrick's Day celebrations in Armagh Cathedral, school functions and the annual Spring Concert in the Ulster Hall.

### **Community Use**

Sullivan Upper School plays an important role in the local community and its facilities are made available to a number of local organisations during the year. The school also has strong links with local schools and involves, for example, the operation of music workshops, sports coaching at various primary schools, the use of the school's swimming pool and the hosting of sports events on the school site.

### **Financial Results**

Pupil enrolment has remained constant in both the Secondary and Preparatory Departments. In 2015/16 our total LMS funding reduced by £11k (0.24%) compared with the previous year. Additional grant funding increased in total by £153k or 41% in 2015 and included funding of £121k to cover the additional costs arising from the increase in employers' pension contribution rate for the Northern Ireland Teachers' Pension Scheme from 13.6% to 17.7% from 1 April 2015. Overall, total income increased by £152k or 2.64 %.

Total teaching costs increased by £169k or 4.2% and reflect the increase in employers' superannuation contributions mentioned previously. New payscales effective from 1 September 2014 were implemented during the year following completion of the pay remit approval process. The increase was 1% for teaching staff. New payscales from September 2015 for teaching staff have not yet been issued although provision has been made for an increase of 1% within these accounts. The total cost of substitute teachers increased by £26k or 22% and reflects an increase in the number of absences due to long term sickness within the secondary department. Total non-teaching staff costs increased by £41k or 4.66%. New payscales effective from 1 January 2015 were implemented during the year following completion of the pay remit approval process. The increase was 2.2% for non-teaching staff. There was an increase of £19k (8.8%) attributable to the increase in the number of classroom assistants in both the secondary and preparatory departments. Within the preparatory department, the after school club's enrolment was formally increased from 23 to 30 and this resulted in increased staffing costs of £8k or 31% during the year. Staffing costs in total therefore increased by £210k (4.32%) during the year). Total expenditure for the year increased by £222k or 3.84%.

The Silver Robin report an increase in income of £8k or 3%. Sales in the canteen have increased by £24k or 10.6% and reflect an increase in uptake – this increase however has been offset by a reduction of £16k or 38% in funding from the Department of Education. In 2015/16 funding was no longer provided to support the implementation of the Nutritional Standards or to assist with expenditure such as the replacement of heavy equipment or administration costs. Total costs have increased by £17k or 6.6% with additional food costs in line with sales and charges for waste removal. The Board is pleased that it has been possible to set aside funds of £10k (2015 £19k) for reinvestment in the Silver Robin facilities.

### **Funding of the Deficit (Secondary Department)**

The secondary department reports a deficit this year of £105k (2015 £35k). The revenue account (Appendix 16) includes revenue and costs associated with curricular and extracurricular activities and reflects the complete educational programme offered by Sullivan Upper School. Funding from the Department of Education does not extend to extracurricular activities and this deficit is funded by the voluntary contributions donated by parents. The Board gratefully acknowledges the continued support of its parents in this tangible measure and is pleased that all pupils have the opportunity to access the school's extracurricular programme.

### **Plans for Future Periods**

Sullivan Upper School had submitted a project under the School Enhancement Programme and was delighted that this was selected in February 2016 to progress to the construction stage. It is anticipated that this project will commence in the summer of 2016 and that construction will take one year to complete. This project will deliver a much needed enhancement to the facilities for our pupils with the refurbishment of a hockey pitch with an astroturf surface and the provision

of floodlighting, the provision of new changing facilities, a school gym and dance/drama studio. Total costs are estimated at £3 million with the school's share of costs due to be £580k.

Whilst funding has been made available from the Department of Education's capital budget for the building works previously mentioned, the Governors highlight their concerns at the reduction in recurrent (revenue) funding for 2016/17. This is a separate source of funding which is allocated to schools by the Department of Education based on pupil numbers and school size and is used to finance the daily operation of the schools. Schools are not permitted to use capital funding for expenditure other than on approved building projects. Due to pressures on revenue as a result of this funding reduction and inescapable staff cost increases, Sullivan Upper School has undertaken a strategic cost reduction process in 2016/17 which is anticipated to result in a number of redundancies across teaching and non-teaching costs.

Despite these funding pressures, Sullivan Upper School continues to deliver a varied program of both curricular and extracurricular activities, for all its pupils and in particular notes the many successes recorded in curricular areas, sporting events and an extensive range of extracurricular activities – all of which contribute to the best possible school experience for our pupils. The Board remains committed to preserving the high standard of educational provision to all its pupils both inside the classroom and through its extensive program of extracurricular activities.

#### **SUPA and SUPPA**

The Board of Governors is grateful for the ongoing support of the parents' associations in the secondary and preparatory departments (SUPA and SUPPA respectively). These associations raise funds to assist the school and these are typically used to contribute towards the purchase of equipment and learning resources.

#### **Friends of Sullivan**

The Board of Governors was delighted to launch a brand new initiative to connect together all the various strands of the wider Sullivan community, to be officially known as 'Friends of Sullivan'. Friends of Sullivan is an umbrella organisation covering all the existing groups of parents and former pupils, including the Sullivan Association, and as such would be delighted to make contact with each and every one of its alumni, staff and parents who are connected to the school. We have launched a website at [www.friendsofsullivan.com](http://www.friendsofsullivan.com) which will explain more about us. Our objective is clear - to focus us all on 'Sustaining Sullivan's Future' for the benefit of our current and future pupils.

## **5 CONCLUSION**

Readers of this report will be well aware of the successes of the pupils and the developments that have taken place at Sullivan over the past year. The Board of Governors is proud of the school's achievements and will continue to build on the solid foundations of the school's history and ethos – we will strive to meet the challenges that lie ahead and we remain committed to developing and improving what we do for the educational advantage of our pupils.

## **APPENDICES**

The information provided in these appendices is that which the Department of Education requires the Board of Governors to give parents in annual reports.

### **APPENDIX 1 - Information about Pupil Numbers**

In the 2015/2016 school year, at the time of the school census the total number of pupils enrolled in the school was 1264. Of these, 187 were in the Preparatory Department and 1077 in the Secondary Department with 157 in Year 12, 157 in Year 13 and 147 in Year 14. The number of pupils who were in receipt of a Statement of Special Educational Needs in the school was 19 of whom 16 were in the Secondary Department and 3 in the Preparatory Department.

### **APPENDIX 2 - Attendance Rates**

The annual attendance rate for 2015/2016, calculated in the manner set down by the Department of Education, was 96.6% (2014/15: 96.7%) in the Secondary Department and 97.3% (2014/15: 97.1%) in the Preparatory Department.

### **APPENDIX 3 - (a) Admissions and Enrolment Numbers**

The school admissions number for 2015/2016 was (as usual) 150. The school's total enrolment number was 1060 for the Secondary Department (excludes Statemented pupils who are supernumerary).

### **APPENDIX 3 - (b) School Fees**

For the 2015/2016 school year the annual capital fee for parents was set at £140 per child per annum and the voluntary fee requested by the Board of Governors was £275 per annum. A full statement of the Governors' Charges and Remissions Policy is available on the school's website or upon request.

## APPENDIX 4 - Courses of Study Available

The following subjects were available for study at GCSE level

Art & Design	Geography	Music
Biology	German	Physical Education
Chemistry	History	Physics
Drama	Home Economics	Religious Studies (GCSE)
English Language	ICT	Religious Studies (Short Course)
English Literature	Learning for Life and Work	Spanish
French	Mathematics	Technology and Design
Further Mathematics	Moving Image Arts	Journalism*

The following subjects were available for study at GCE Advanced and Advanced Subsidiary level

Applied Business Studies*	English Literature	ICT
Art & Design	French	Mathematics
Biology	Further Mathematics	Moving Image
Chemistry	Geography	Music
Computing	German	Physical Education
Design and Technology	Government and Politics	Physics
Drama	History	Religious Studies
Economics	Home Economics	Spanish

OCR Level 3 National Health and Social Care\*

BTEC Level 3 Subsidiary Diploma in Applied Science\*

BTEC Level 3 Subsidiary Diploma In Sport\*

Subjects marked with an asterisk are offered through a collaborative arrangement at Priory Integrated College.

## APPENDIX 5 - Information about Extracurricular Activities

The main activities available for pupils were:

Army Cadet Force	Duke of Edinburgh Award	Netball
Art Club	Scheme	Politics Society
Athletics	Fencing	Public Speaking
Badminton	Golf (Boys and Girls)	Rugby
Chess/Trading Card Club	Gymnastics Club	Scripture Union (Junior and Senior)
Code Club	Hockey (Boys and Girls)	Skiing
Community Service	Inter-school quizzes eg	Tennis
Creative Writing	Worldwise Quiz	Warhammer
Cricket	Mountaineering Club	Young Enterprise
Drama	Musical Groups**	

\*\* includes Brass Group, Junior Strings, Sullivan Singers, String Trios/Quartets, Jazz Group, Junior and Senior Traditional Groups, Junior Band, Senior Band, Woodwind Trios/Quartets, Recorder Ensemble, Junior Choir, Orchestra.

**APPENDIX 6 - School Leavers**

As the following table shows 164 pupils left the school by the end of the 2015/2016 school year. The vast majority of these were students who completed their A levels and went on to study at Further or Higher Education institutions - mostly for degree courses.

<b>LEAVERS</b>	<b>Year 12</b>		<b>Year 13</b>		<b>Year 14</b>	
	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>	<b>Number</b>	<b>Percentage Year Group</b>
Transferring to another school	5	3.18	3	1.91	0	0
Apprenticeship Training Courses	0	0	0	0	1	0.68
Entering Further Education	6	3.82	1	0.64	18	12.33
Entering Higher Education	0	0	0	0	123	84.25
In Full-Time Employment	0	0	1	0.64	2	1.37
Other (Gap Year)	0	0	0	0	0	0
Seeking Employment	0	0	0	0	2	1.37
Other	2	1.27	0	0	0	0
<b>Totals</b>	<b>13</b>	<b>8.27</b>	<b>5</b>	<b>3.19</b>	<b>146</b>	<b>100</b>

## APPENDIX 7 - End of Key Stage 3 Levels of Progression

ENGLISH (Communication)		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	32	NR	31	NR	14

USING MATHEMATICS		% ACHIEVING LEVEL 5 AND ABOVE		% ACHIEVING LEVEL 6 AND ABOVE		% ACHIEVING LEVEL 7 AND ABOVE	
		Sullivan	NI Schools	Sullivan	NI Schools	Sullivan	NI Schools
	Teacher Assessment	NR	28	NR	28	NR	21

\* Please note: due to industrial action this year's Northern Ireland summary is not based on the full cohort of pupils.

There is no KS3 result from Sullivan due to industrial action.

### APPENDIX 8 - Examination Results - GCSE/Year 12

Number in Year 12	157
% entered for 7+ GCSE's	99%
% entered for 5+ GCSE's	100%
% achieving 7+ GCSE's Grades A* - C	97%
% achieving 5+ GCSE's Grades A* - C	97%
% entered for other exams	0%
% achieving none of the qualifications listed	0%

### APPENDIX 9 - Examination Results - (i) A2 Level

Number in final year of A level (Year 14)	146
% achieving 3+ A level Grades A* - C	73%
% achieving 2+ A level Grades A* - E	99%

### APPENDIX 9 - Examination Results - (ii) AS Level

Number in Year 13	157
% achieving 3+ AS Grades A-C	69%
% achieving 2+ AS Grades A-E	99%

## APPENDIX 10 - Examination Results - Trend Data

Performance Indicator	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Sullivan	NI Grammar School Average								
% Achieving 5+ GCSEs at Grades A* - C	99.3	97.0	100	97.3	98.7	97.2	98.7	97.8	97.4	N/A
% Achieving 7+ GCSEs at Grades A* - C	96.1	92.2	96.9	93.6	94.2	93.0	96.8	93.6	96.7	N/A
% Achieving 3+ A levels at Grades A* - C	83.8	76.7	81.1	77.2	76.1	75.7	81.3	77.0	73.1	N/A
% Achieving 2+ A levels at Grades A* - E	98.6	99.7	99.3	99.6	100	99.8	100	99.4	99.3	N/A

NB Comparative figures for NI Grammar Schools 2015/16 not available at this time.

**APPENDIX 11 - GCSE Results by Subject and Grade - Summer 2016**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE								
		A*	A	B	C	D	E	F	G	U
Art & Design	30	23.3	50.0	13.3	13.4	0	0	0	0	0
Biology	108	25.0	41.7	28.7	3.7	0	0	0	0	0.9
Chemistry	100	27.0	36.0	28.0	5.0	2.0	2.0	0	0	0
English Language	157	18.5	36.3	31.8	12.2	0	0.6	0	0	0.6
English Literature	157	20.5	31.4	28.8	14.1	4.6	0	0	0	0.6
Drama	13	7.7	23.1	69.2	0	0	0	0	0	0
French	115	23.5	25.2	18.3	18.3	11.3	3.4	0	0	0
Geography	100	12.0	31.0	35.0	15.0	5.0	1.0	0	0	1.0
German	30	23.3	20.0	30.0	13.3	6.7	0	6.7	0	0
Home Economics	28	10.7	60.7	21.4	3.6	0	0	0	0	3.6
History	77	27.3	40.3	16.9	11.7	3.8	0	0	0	0
ICT	82	30.5	48.8	13.4	6.1	0	0	0	0	1.2
Mathematics	149	45.0	26.2	24.1	4.0	0	0	0	0	0.7
Further Maths	68	50.0	35.3	13.2	0	0	1.5	0	0	0
Moving Image Arts	15	13.3	33.3	46.7	6.7	0	0	0	0	0
Music	20	55.0	35.0	10.0	0	0	0	0	0	0
Physical Education	39	23.1	38.5	25.6	12.8	0	0	0	0	0
Physics	114	23.7	29.8	26.3	14.9	3.5	0.9	0	0	0.9
Religious Studies (SC)	155	21.3	24.5	36.8	11.0	4.5	0.7	0	0.6	0.6
Spanish	32	43.8	12.5	18.8	21.9	0	0	0	0	3.0
Technology & Design	23	8.7	26.1	39.1	17.4	4.4	0	4.3	0	0

**APPENDIX 12 - AS Level Results by Subject and Grade - Summer 2016**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	12	8.3	25.0	41.7	8.3	16.7	0
Biology	56	39.3	21.4	12.5	8.9	12.5	5.4
Business Studies	15	20.0	46.7	33.3	0	0	0
Chemistry	37	59.5	27.0	8.1	0	5.4	0
Computing	11	18.2	27.3	18.2	27.3	9.0	0
Economics	34	14.7	29.4	11.8	23.5	8.8	11.8
English Literature	37	19.0	37.8	37.8	2.7	2.7	0
French	21	33.3	38.1	14.3	9.5	4.8	0
Geography	37	32.4	27.1	32.4	2.7	2.7	2.7
Home Economics	23	39.1	17.4	26.1	8.7	8.7	0
History	33	48.5	24.2	15.2	3.0	9.1	0
ICT	11	18.2	27.3	18.2	27.3	9.0	0
Mathematics	71	59.2	16.9	11.3	7.0	1.4	4.2
Moving Image	24	58.3	37.5	4.2	0	0	0
Music	10	70.0	20.0	10.0	0	0	0
Physical Education	17	5.9	5.9	17.6	35.3	35.3	0
Physics	48	41.7	18.8	10.4	10.4	10.4	8.3
Politics	20	35.0	20.0	10.0	20.0	15.0	0
Religious Studies	27	22.2	40.7	25.9	11.2	0	0
Spanish	15	20.0	6.7	60.0	13.3	0	0
Technology & Design	10	60.0	40.0	0	0	0	0

**APPENDIX 13 - A2 Level Results by Subject and Grade - Summer 2016**

Subject	Number Entered	PERCENTAGE ACHIEVING EACH GRADE						
		A*	A	B	C	D	E	U
Art & Design	5	20.0	0	80.0	0	0	0	0
Biology	52	19.2	26.9	30.8	17.3	5.8	0	0
Business Studies	18	0	22.2	50.0	11.1	16.7	0	0
Chemistry	37	18.9	43.2	18.9	8.1	10.9	0	0
Computing	13	0	15.4	15.4	30.8	38.4	0	0
Drama	7	0	0	28.6	28.6	42.8	0	0
Economics	21	14.3	14.3	42.9	14.3	14.2	0	0
English Literature	30	13.3	13.3	33.3	33.3	6.8	0	0
French	21	4.8	14.3	33.3	23.8	19.0	4.8	0
Geography	22	4.5	9.1	50.0	31.8	0	4.6	0
Home Economics	11	18.2	45.4	18.2	18.2	0	0	0
History	30	13.2	36.7	36.7	6.7	6.7	0	0
ICT	5	0	0	20.0	60.0	0	20.0	0
Mathematics	60	31.7	36.7	18.3	6.7	3.2	1.7	1.7
Further Maths	6	50.0	33.3	16.7	0	0	0	0
Moving Image	12	8.3	50.0	41.7	0	0	0	0
Music	12	25.0	25.0	16.7	33.3	0	0	0
Physical Education	10	0	20.0	30.0	30.0	20.0	0	0
Physics	31	6.5	22.6	29.0	22.6	12.9	3.2	3.2
Politics	10	10	20	70	0	0	0	0
Religious Studies	9	0	11.1	55.6	11.1	22.2	0	0
Spanish	7	0	42.9	28.5	14.3	0	0	14.3
Technology & Design	5	0	60.0	40.0	0	0	0	0

## APPENDIX 14 - Other Examination Results

	<b>Examination</b>	<b>Number Entered</b>	<b>Pass Rate</b>
All Years	Associated Board of Royal Schools of Music	101	99%
All Years	Trinity College of Music, Singing, Rock School Percussion and Electric Guitar Exams	11	100%
All Years	London College of Music	90	100%

## APPENDIX 15 - Key Dates for 2015/16

### KEY DATES FOR 2015/2016

#### **TERM 1**

Induction Days

Year 14 only Wednesday 26 August 2015  
Years 8 & 13 only Thursday 27 August 2015  
Years 8 - 12 only Friday 28 August 2015

Holiday Monday 31 August 2015

All Pupils in School Tuesday 1 September 2015

Half Term Holiday Monday 26 – Friday 30 October 2015

Term Ends Friday 18 December 2015

#### **TERM 2**

Term Starts Monday 4 January 2016

Half Term Holiday Monday 15 – Friday 19 February 2016

Term Ends Friday 18 March 2016

#### **TERM 3**

Term Starts Monday 4 April 2016

May Day Holiday Monday 2 May 2016

Term Ends Thursday 30 June 2016

5 Exceptional Closure Days:  
(Staff only – no pupils)

Monday 28 September 2015  
Wednesday 18 November 2015  
Monday 25 January 2016  
Friday 18 March 2016  
Monday 30 May 2016

## APPENDIX 16 - Financial Statements - Revenue Account for the Year ended 31 March 2016

### Financial Statements

#### Revenue Account for the Year ended 31 March 2016

	2015/16	%	2014/15	%
			£	
<b>INCOME</b>				
Fees	587,245	9.94	583,115	10.13
LMS Delegated Budget	4,700,976	79.61	4,712,088	81.90
Additional Grant Funding	525,311	8.90	372,675	6.48
Other Income	91,760	1.55	85,401	1.49
<b>TOTAL INCOME</b>	<u>5,905,292</u>	<u>100.00</u>	<u>5,753,279</u>	<u>100.00</u>
<b>EXPENDITURE</b>				
Teaching Salary Costs	4,154,648	70.35	3,985,546	69.27
Non-Teaching Salary Costs	927,278	15.70	885,950	15.40
<b>Total Salary Costs</b>	<u>5,081,926</u>	<u>86.05</u>	<u>4,871,496</u>	<u>84.67</u>
<b>Other Costs</b>				
Curriculum	356,136	6.03	351,688	6.11
Property	407,257	6.90	400,620	6.96
Administration	162,119	2.75	161,678	2.82
<b>TOTAL EXPENDITURE</b>	<u>6,007,438</u>	<u>101.73</u>	<u>5,785,484</u>	<u>100.56</u>
<b>Deficit for the year</b>	(102,146)	<u>(1.73)</u>	(32,205)	<u>0.56</u>
<b>Surplus for Silver Robin Restaurant</b>	784		65	
<b>Net decrease in revenue reserves</b>	<u>(101,362)</u>		<u>(32,140)</u>	

## APPENDIX 17 - Financial Statements - Balance Sheet as at 31 May 2016

### Financial Statements

#### Balance Sheet as at 31 March 2016

	As at 31 March 2016	As at 31 March 2015
<b>Fixed Assets</b>	8,449,485	8,235,384
<b>Current Assets</b>		
Stock	15,176	14,703
Debtors	112,504	312,412
Bank Current Account	370,882	258,786
Cash on Hand	300	300
	498,862	586,201
<b>Current Liabilities</b>		
Creditors	(644,542)	(740,894)
	(644,542)	(740,894)
<b>Net Current Liabilities</b>	(145,680)	(154,693)
<b>Total Assets Less Current Liabilities</b>	8,303,805	8,080,691
<b>Long Term Liabilities</b>		
Finance Loans	(17,745)	(159,827)
<b>Net Assets</b>	8,286,060	7,920,864
Represented By		
<b>Unrestricted Reserves</b>	8,114,686	7,544,888
<b>Restricted Reserves</b>	86,056	289,967
<b>Endowed Funds</b>	85,318	86,009
<b>Total Reserves</b>	8,286,060	7,920,864