

The Wallace High School



School Development Plan 2012-2015



The Wallace High School

1. Statement of the Ethos of the School

The Wallace High School is a progressive and imaginative academic institution committed to offering its young people a personalised educational experience in a happy environment. Celebrating group and whole school success is important to us. We recognise that each student is an individual and we strive to unlock the potential of each young person and stimulate in each of them a desire and appetite for learning which we hope will be lifelong. The nurture of our young people is at the heart of all our activity and our goal is to empower and enable them to take their place as responsible citizens in a rapidly changing world. As a school we are committed to achieving the highest possible standards in external examinations and to preparing our young people for working life.

We believe that the effective pastoral care of our students is pivotal to the success of the individual and of our school. Building resilience and promoting happiness in our young people are prerequisites to individual success and we strive to find a balance between challenge and support. We are always striving to empower our young people to extend themselves whilst simultaneously equipping them to be self aware and realistic in their goals and aspirations. We affirm that all our young people are unique and equally worthy of our time, support and encouragement.

As a community we aim to create an environment in which each young person can celebrate achievement in a variety of contexts and commit to goals of personal development.

Our core values of commitment, opportunity, respect and excellence epitomise our ethos as follows:

Commitment by all members of the school community to its caring ethos and academic traditions

Opportunity within a supportive environment for all to fulfil their potential as individuals, lifelong learners and contributors to society

Respect for others and self, and the building of harmonious relationships within the school and the wider community

Excellence, personal achievement and high standards in all areas of school life

2. Evaluation of our Ethos

Our core values allow us to maintain a constant ideal while simultaneously allowing changes in our practice which reflect the ever evolving world in which we live.

We pride ourselves on being a family and on promoting open discussion within the family. To facilitate a sense of ownership of Wallace we offer students, staff and parents opportunities to express their views. The following vehicles are examples of how the school ethos may be evaluated, informed, supported or challenged.

Students

A student council exists to encourage ownership, ideas, the appreciation of organisational structures and the development of leadership skills. The student voice is also valued and listened to in informal ways such as small survey groups on issues such as homework, assessments or the curriculum.

Parents

Parents are invited to parent teacher interviews, parent information evenings and to meet with Heads of Year or Heads of Department to discuss the progress of their son/daughter.

Parents may communicate with the school in a variety of ways: school email, letters and meetings. Consistent with the school's Communication Policy every attempt is made to deal with queries as efficiently as possible.

The school communicates regularly with parents by email and consults on new policies and development planning via the website, questionnaires and focus groups.

On occasions, representative sample groups of parents are invited to help shape and inform a new policy. A new parental questionnaire is being developed and will be distributed to a sample of parents annually.

The voice of parents is also heard on the Board of Governors and through the Parent Teacher Association.

**School Development Plan
2012-2013
Detailed Action Plans**

A. Standards and Target Setting

Every teacher in Wallace, either through the Pastoral system or as a subject teacher, has an important role to play in facilitating and supporting the target setting process as follows:

- Year 8: Targets are to be set by pupils in individual subjects following examinations with the guidance and support of the class tutor and individual subject teachers. These targets will be reviewed following the May examination period during extended Class Assemblies.
- Year 9: Targets are to be set by pupils in individual subjects following examinations with the guidance and support of the class tutor and individual subject teachers. These targets will be reviewed following the May examination period during extended Class Assemblies.
- Year 10: Targets are to be set by pupils in individual subjects following examinations with the guidance and support of the class tutor and individual subject teachers. These targets will be reviewed following the May examination period during extended Class Assemblies.
- Year 11: Targets are to be set by pupils in individual subjects following examinations with the guidance and support of the class tutor and individual subject teachers. These targets will be reviewed following the May examination period during extended Class Assemblies.
- Year 12: Targets are to be reviewed and set by pupils in individual subjects with the support of the subject teacher in November. Follow up interviews are to be carried out by the class tutor and/or subject teacher after the Mock examinations.
- Year 13: Targets are to be set in February following the Winter examinations with the support of the individual subject teacher and reviewed one month later by the subject teacher; some identified individual students will be interviewed by a member of the Pastoral Team or the Leadership Team.
- Year 14: Targets are to be set in individual subjects with the support of the subject teacher by October half-term. Follow up interviews are to be carried out by the Leadership and Pastoral Teams before Christmas for targeted students and after AS results/A2 module results are published.

NB. There should be 1-2 weeks of extended class assemblies OR a day off timetable in order to facilitate review meetings by class tutors.

Who is responsible for the monitoring and evaluation of this and how will it be carried out?

Heads of Department: target setting should be sampled and reviewed at Department meetings once targets have been set and pupils allowed the time to implement their chosen strategies for improvement.

Leadership Team: sampling of student work to include target setting at monthly Leadership Team meetings.

B. Assessment and Reporting: Key Stage 3

Each Department will introduce a minimum of two core assessments in term 1, one in term 2 and one in term 3 which are marked, standardised and recorded centrally by the Department. In term 1 these core assessment results will make up 20% of the January examination percentage and grade; this process will be 'rolled out' and will apply in the first year of this SDP to Year 8 only.

In Key Stage 3 one of the core assessment tasks must be completed by students using an iPad or a PC.

Must be evaluated and by whom?

Heads of Department: core tasks should be sampled and reviewed at Department meetings to ensure standardisation of marking.

Leadership Team: sampling of student assessments in a selection of Departments each term.

C. Literacy Focus 2012-13

Each department will:

- (a) Identify a member of the Department with the responsibility for literacy.
- (b) Identify and display key vocabulary.
- (c) Provide digital/hardcopy versions to students of key vocabulary.
- (d) Assess that students learn subject spelling lists.
- (e) Use the literacy marking symbols in the new 'Literacy Policy'.
- (f) Build a bank of writing frames to support all extended writing tasks.

Be evaluated and by whom?

Leadership Team: sampling of student work each term.

A Literacy Working Group will be developed to help provide advice to Departments on the introduction of key vocabulary, subject spelling lists, literacy marking symbols, writing frames and the new Literacy Policy. Most Departments will be represented on the Working Group.

The Wallace High School



Whole School Priorities 2012-2015

Standards and Target Setting

- . Set stretching but realistic whole school targets for GCSE, AS and A2 results.
- . Set stretching but realistic individual student targets for each student in each subject in Wallace and share these with parents.
- . Provide academic support in combination with pastoral support to be linked to Careers and Employability to help students achieve these targets.

Developing Employment Skills and Leadership Opportunities

- . Provision of a broad, varied, high-quality extra-curricular provision to build skills in our young people which are valued by employers e.g: ICT skills, communication skills, team work, initiative etc...
- . To provide a wealth of opportunities for our young people to lead, to take ownership, responsibility, measured risk, learn from errors etc...

Building Resilience, Valuing Good Physical and Mental Health

- . To engage through the curricular and extra-curricular programme with our young people in a way which prepares them for challenges, success and the world beyond school.
- . To value physical and mental well-being, supporting one another in improving resilience and fitness through the pastoral system, extra-curricular and curricular programme.

Curriculum

- . A continued provision of a broad and varied curriculum in the context of the significant budgetary cuts facing schools.
- . A continued commitment to parents and students to make every attempt to offer combinations of subjects requested at GCSE and A Level.
- . To continue to personalise the GCSE and A Level curriculum to meet the needs of Students e.g. Offering 9+ GCSEs; Oxbridge support; Careers support; Scholarship and Bursary advice; Gifted and Talented Policy; SEN support etc...

Assessment and Reporting

- . 2 assessments in each subject each term which are completed by each student, marked and standardised. (Key Stage 3 i.e Years 8 - 10)
- . Pilot the sharing of standardised assessment results, internal examination results and comparative rank order information with parents in a digital format.
- . Introduce an A* grade in internal assessment from Year 11. [12](#)

Pastoral Care and Child Protection

- . Provide formal and informal opportunities for parents to get to know the Heads of Year/Assistant Heads of Year as explained in the Parent Teacher Communication Policy.
- . Continue to ensure Child Protection Procedures are understood by students, parents and staff.
- . Continue to develop and raise awareness of our counselling facility.
- . Continue to develop and raise awareness of the pastoral support structures in Wallace.
- . Provide opportunities for parents to contribute to the development of a relevant pastoral system.

Use of ICT in Learning

- . The continued provision of a Parental Education Programme in ICT to bridge the gap between parents and their children in the use of ICT in learning.
- . The continued provision of a Parental Education Programme in ICT to bridge the gap between parents and their children in understanding the advantages and the risks associated with social media.
- . Equip parents with the knowledge to restrict their child's access to digital media as and how they feel appropriate.
- . Develop students who are high level ICT users and able to extend, deepen and broaden their independent learning.
- . Monitor, evaluate and review student progress in learning in the use of e.g. iPads and other portable devices.
- . Develop opportunities to develop high level programming skills in young people who show an interest and aptitude in this area.

Professional Development of Staff

- . Continued recruitment and retention of suitably qualified specialist teachers to deliver the curriculum in a time of decreasing financial budget.
- . Provision of a meaningful PRSD programme (Performance Review Staff Development) in line with statutory obligations and to meet the needs of the pupils and classroom practitioners.
- . Provision of a well structured and supportive Induction and Early Professional Development programme for beginning teachers within the school with further trialling of the Pebble Pad on-line sharing platform operated by the BELB.

- . Clear links between Whole School, Department and Individual Teacher professional development.
- . Creation of a coordinated core of 10 days of professional development opportunities annually to include INSET, exceptional closure.
- . Building on the informal mentoring system for teachers with newly acquired responsibilities within the school management and pastoral structures to create a more formal structure.
- . Provision of CPD opportunities through committees and working groups aimed at reviewing and evaluating new and ongoing initiatives within the school.

Building Community

- . Working with parents collaboratively to encourage the maximum educational opportunities for each student.
- . Building on links with local employers.
- . Celebrating school and individual student success in the media.
- . Ongoing curriculum collaboration with FSL and Lisburn Area Learning Community to meet the needs of Wallace pupils and to share expertise.
- . Extending links with local feeder primary schools to contribute to their curriculum
- . Widening the definition of 'community' to include a global element.

Beyond the Classroom Experiences

- . The continued provision of a range of academic clubs and societies to enthuse, inform and deepen the learning of students in a variety of subject and career areas.
- . The continued provision of a value for money sports' club for students at Wallace providing a minimum, on average, of 2 days winter sports' practices per week.
- . The continued development of gifted and talented students supporting their entry for highly competitive regional, all Ireland and UK competitions.
- . The continued development of talented sportsmen and women supporting their physical conditioning, psychological fitness and competition entry.
- . The ongoing pursuit of success in sporting and academic competitions.
- . Reflection on the use of curriculum time in June to annually (after years 8 -10 internal examinations) to provide young people with team building and investigative "skills-based " learning to complement the core curriculum.

Manners and Appearance

- . The continued emphasis on Wallace as a community: insistence by all teachers on a formal greeting by students which should be reciprocated. "Good Morning" "Good Afternoon".
- . Instil in young people the need to make eye contact when speaking to another person and a smile of recognition when they meet someone e.g in an empty corridor.
- . Encourage door holding for one another, responsible queuing and fairness in all activities.
- . Create a culture of self and mutual respect in how students wear the school uniform and in how staff are dressed.
- . Build, in young people, self confidence in how they deal with unfamiliar situations, meeting adults for the first time, an understanding of salutation, non-verbal behaviour and register of language.

We aim to equip our young people with the social skills which will enable them to behave appropriately and confidently in a range of social settings. School is a formal setting and our young people are taught the appropriate courtesies to be observed on a day to day basis. The distinctions between formal and informal registers of language should be stressed to pupils and teachers should model appropriate behaviours when they meet students. Staff should insist upon reciprocal politeness. Students should adhere to the detail of the school uniform policy; uniform should be the correct uniform and it should be worn correctly. Teachers should be appropriately and professionally dressed at all times. In their relationships students and teachers should always remember that their exchanges should be characterised by courtesy and respect.

**The Wallace High School
Whole School Priorities
2012-2015
Consultation Response Form**

There are 11 areas in the school priorities for 2012-15. Please comment on their relevance and include any further ideas in each area and/or additional areas. These are not in order of importance.

1. Standards and Target - Setting

2. Developing Employment Skills and Leadership Opportunities

3. Building Resilience, Valuing Good Physical and Mental Health

4. Curriculum

5. Assessment and Reporting

6. Pastoral Care and Child Protection

7. Professional Development of Staff

8. Building Community

9. Use of ICT in Learning

10. Beyond the Classroom Experiences

11. Manners and Appearance

General Comments

2(a) A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessing and promoting the raising standards of attainment among all students, in particular in communication, using mathematics and using ICT.

Strategies	Strengths	Evidence	Areas for Improvement												
<p>Communication</p> <p>New Literacy Policy.</p> <p>Literacy INSET.</p> <p>MER of Literacy Strategies, resources, assessment and student work by the Leadership Team.</p>	<p>% of students achieving level 6 and above at KS3 (average over last 3 years) = 100%</p> <p>% of students achieving A* - C in GCSE English Language (average over last 3 years) = 98.62</p> <table border="1" data-bbox="750 730 963 794"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>100</td> <td>98.25</td> <td>100</td> </tr> </table> <p>% of students achieving A* - C in GCSE English Literature (average over last 3 years) = 96.72</p> <table border="1" data-bbox="750 949 963 1013"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>98.18</td> <td>97.58</td> <td>99.41</td> </tr> </table>	2010	2011	2012	100	98.25	100	2010	2011	2012	98.18	97.58	99.41	<p>KS3 results.</p> <p>GCSE results.</p> <p>Use of Accelerated Reader Programme.</p> <p>School reports revised 2010-11 to meet.</p> <p>Literacy Policy.</p> <p>Reading themes and Guided Reading periods introduced 2012-13.</p>	<p>To develop the use of "Write, Read and Succeed"</p> <p>To develop 'e assessment' and 'e annotation'.</p> <p>To engender a culture of literacy across the curriculum.</p> <p>To monitor levels of student reading and set targets for the individual.</p>
2010	2011	2012													
100	98.25	100													
2010	2011	2012													
98.18	97.58	99.41													

Strategies	Strengths	Evidence	Areas for Improvement																				
Using Mathematics																							
<p>Teachers trained for task development with levels of progression.</p> <p>Task identification and review.</p> <p>Teachers trained on the new assessment.</p>	<p>“Using Mathematics” delivered and evaluated at Key Stage 3.</p> <p>% of pupils achieving level 6 or more at KS3 in last 3 years = 100%</p> <p>% of pupils achieving A* - C grade in Mathematics GCSE in last 3 years =</p> <table data-bbox="589 662 1043 774"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Boys =</td> <td>100%</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>Girls =</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table> <p>% of pupils achieving A* - C grade in Mathematics A Level in last 3 years =</p> <table data-bbox="589 957 1043 1021"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td></td> <td>95%</td> <td>92%</td> <td>93.6%</td> </tr> </table>		2010	2011	2012	Boys =	100%	99%	100%	Girls =	100%	100%	100%		2010	2011	2012		95%	92%	93.6%	<p>Internal Mathematics Examinations Key Stage 3.</p> <p>GCSE and A’Level results.</p> <p>Numbers studying Additional Mathematics GCSE, Mathematics A Level and Further Mathematics A Level.</p>	
	2010	2011	2012																				
Boys =	100%	99%	100%																				
Girls =	100%	100%	100%																				
	2010	2011	2012																				
	95%	92%	93.6%																				

Strategies	Strengths	Evidence	Areas for Improvement
<p>Using ICT</p> <p>1 to 1 project.</p> <p>iPad professional development for teachers.</p> <p>iPad training for students.</p> <p>iPad training for parents.</p> <p>Monitor, evaluate and review the use of iPads in learning.</p>	<p>High level of parental support of innovation.</p> <p>Flexibility of use of tablets - seamless home to school transition of ICT.</p> <p>Core Departmental tasks and inbuilt e-assessment for winter and summer examinations.</p> <p>High level of auditing of use of iPads in a variety of ways.</p>	<p>Small number of students at KS3 with no iPad, well supported by school in ICT resources during the school day.</p> <p>Clear communication with parents and Bursar re any financial barriers to parents and a flexible response.</p> <p>Introduction of core Departmental iPad tasks 2011-12.</p> <p>Introduction of core iPad Departmental assessments as part of 20% continuous assessments in winter and summer examinations.</p>	<p>To assess the uniformity of Departmental iPad tasks 2011-12.</p> <p>To assess the effectiveness of e-annotation and e-assessment for purposes of 20% continuous assessment of winter and summer KS3 examinations.</p> <p>To explore and develop the teacher and student use of GCSE podcasts.</p>

2(b) A summary and evaluation, including the use of performance and other data, of the school’s strategies for providing for the special, additional or other individual educational needs of the students.

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
<p>SEN</p> <p>Experienced SENCO is a member of the Leadership Team.</p> <p>Individual Education Plans (IEP) are drawn up, for students with a stage 3 to 5 statement.</p> <p>IEPs are supplied to HOD, HOY and class teachers to encourage a blend of pastoral and academic support and a reflection of the individual needs of the individual in lesson planning, tasks and assessment.</p> <p>Regular email communication by SENCO to teachers re: progress, development and needs of individual students with a request for feedback.</p>	<p>Compliance with Code of Practice.</p> <p>Liaison maintained with external agencies despite increasingly limited ELB resourcing to support the school.</p> <p>Prompt referrals to Educational Psychologist Service and EWO.</p> <p>Regular communication between SENCO, student and parent to evaluate support and progress of the student.</p> <p>SENCO, with HOY, evaluates the progress carefully of each student statemented 3-5 following winter and summer interval examinations to ensure linear progress.</p>	<p>Minutes of pastoral and BOG meetings.</p> <p>Meeting notes communication with parents.</p> <p>Referral letters and follow up correspondence.</p> <p>IEPs being used by teachers in their planning.</p> <p>Tracking by HOY and SENCO of these students, intervention and communication with parents as necessary.</p>	<p>Leadership Audit of a cross section of student work (statemented) throughout the year to evaluate individualised provision.</p> <p>Pre-arranged meetings between Examinations Officer, HOY (11, 12, 13 and 14), SENCO and Pastoral Vice Principal to ensure special consideration is applied evenly. (October and March)</p>

<p>Termly pastoral meetings between SENCO, statemented 3-5 students and their classroom assistant.</p> <p>Staff Professional Development to reflect the needs of students admitted to school.</p> <p>Special circumstances catered for in internal assessment, internal examinations and external examinations.</p>	<p>These meetings, combined with ongoing parental communication and HOY monitoring ensure a clear understanding, by the school, of the ongoing progress of each student statemented 3-5.</p> <p>Relatively small number of statemented students, however, professional development is personalised to cater for the needs of the individual.</p> <p>SENCO, school counsellor, HOY and Examinations Officer work together to ensure the school has a clear overview of those with barriers to their success that can be accommodated for in the internal examination and external examination process.</p>	<p>Minutes of meetings</p> <p>Staff professional development programmes and evaluation by teachers of them.</p> <p>Minutes of meetings, emails, internal communication.</p>	
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Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
Gifted and Talented			
<p>Publication following consultation of Gifted and Talented Policy.</p> <p>Appointment of Gifted and Talented Coordinator</p> <p>Tracking of students from KS2 in collaboration with the Primary Schools, to identify particular areas of strength.</p>	<p>A policy sensitive to the already selective nature of our intake.</p> <p>Clear aim to identify students with aptitude to develop and achieve, in one or more area of the curricular, or extra-curricular programme, significantly beyond their peers.</p>	<p>Gifted and Talented Policy</p> <p>Use of internally and externally generated data for individual identification.</p> <p>Personalised curricular or extra-curricular programme to include one or more of the following:</p> <ul style="list-style-type: none"> . Oxbridge preparation and success . Early entry external examination . YASS entry . Academic competition entry . Competitive sporting entries and representative honours . Scholarship and grant applications . Applications to residential trusts 	<p>Greater links between identification of a particular need of a gifted and talented student (e.g. And the extra-curricular programme to improve communication skills, develop team work role) in which he/she is active.</p> <p>Building on efficacy of support offered by some Departments in e.g. Oxbridge preparation, entry for competitions etc and general support for the individual student.</p>

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
<p>All Students</p> <p>Identification of processes to improve success rates in medical, veterinary and other degrees with interviews as part of the application process.</p> <p>Cooperation between pastoral and academic systems to monitor, evaluate and review the progress of all students.</p>	<p>Whilst significant steps have been successfully taken to improve Oxbridge application and mock interview preparation students need improved support for other competitive degree entry. (Medical entry in particular)</p> <p>Focused Year group meetings have been held 2011-12 to ensure effective communication re students' progress, attitude and attendance in Years 12-14. These are attended by all HODs and the relevant HOY.</p>	<p>Level of medical and veterinary application versus offer.</p> <p>Attendance at Careers Conference.</p> <p>Students meeting deadlines for completion of personal statements. (internal deadlines)</p> <p>Outcomes and action from meetings.</p> <p>Availability of rank order information from internal examinations to provide ease of overview of individual student's progress by HOY.</p>	<p>Engaging with prospective medical, veterinary applicants early to ensure GCSE academic record, AS results, work experience, test and interview preparation and personal statements are all tailored to the course application.</p> <p>Agreed early intervention strategies to be developed by HODs and HOYs and rigorously monitored by The Leadership Team. These strategies need to be based on agreed intervention points.</p> <p>Engaging parents and students in an early understanding of the importance of rank order and quintile information, target setting and general monitoring of progress from early in Year 8.</p>

2(c) A summary and evaluation, including the use of performance and other data, of the School's strategies for providing for the health and well-being, child protection, attendance, good behaviour and discipline of students.

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
<p>Health and Well being</p> <p>New Pastoral Care and Behaviour Management Policies 2011-12.</p> <p>Provision of a wide, varied pastoral support programme and opportunities for exercise, healthy eating, drugs and alcohol awareness.</p> <p>School counsellors available</p> <p>Employment of canteen staff by Board of Governors</p>	<p>Gaps in policies, changing needs of students were identified by staff and reflected in new policies.</p> <p>Despite financial constraints the School Nurses (job share) have been retained. PD programme is embedded into KS3 and KS4</p>	<p>Pastoral Care Policy</p> <p>Behaviour Management Policy</p> <p>Recent Staff Development Programme of feedback from counsellors to inform teachers of issues facing students.</p>	<p>PD Strand coordinator to report through Head of LLW to Curriculum Vice Principal on how programme is monitored, evaluated and reviewed.</p>

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
Child Protection			
<p>Child Protection Policy reviewed annually.</p> <p>Staff training provided annually.</p> <p>Designated teacher attends Care Team meetings.</p>	<p>Child Protection Officer is an experienced member of The Leadership Team. Deputy Designated Officer is experienced Pastoral Vice Principal. There are rigorous and robust systems and policies in place.</p> <p>Information, as is useful, is disseminated to the pastoral and academic system.</p>	<p>Annual staff 'refresher' training.</p> <p>Rigorous training of new staff.</p> <p>Annual report to The Board of Governors.</p> <p>Designated member of BOG.</p> <p>Child Protection Policy.</p>	

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
Attendance			
<p>100% Attendance certificates distributed at Prize Days</p> <p>Referrals made to EWO when home-school communication breaks down or attendance is below 80%.</p>	<p>Good attendance is valued and significant steps have been taken to highlight the importance of 95% + attendance and its link with achievement in line with student targets. There is a sound understanding of the reasons for absence by the designated member of The Leadership Team who reports on this to the Principal and Vice Principal (Pastoral).</p>	<p>Communication between HoY/AHoY and student, parent during absence.</p> <p>Regular tracking of absences from SIMs by pastoral system.</p>	<p>Agreed intervention strategies by all HoY applied consistently when attendance is below 90% in any one term. These are to be monitored by the Leadership Team.</p>

Strategies	Evaluative Comments	Sources of Evidence for Comments	Areas for Improvement
Good Behaviour and Discipline			
<p>Focus on celebrating success set in a context of encouraging self-discipline.</p> <p>A school community in which policies and procedures are respected and enforced.</p>	<p>The school is characterised by excellent relationships between teachers and young people.</p> <p>The Leadership Team reviews policy and practice to help ensure that any policy or procedure agreed at a whole school level is implemented. If the policy or practice is 'outdated' or 'impractical' it is modified accordingly.</p>	<p>Detention rates</p> <p>Referrals for support in pastoral system if there are any ongoing academic concerns.</p> <p>Policy reviews and updates</p> <p>Leadership Team meetings: Minutes</p> <p>Student Council meetings: Minutes</p>	

2(d) A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing the professional development of staff.

Strategies	Evaluative Comments	Sources of Evidence	Areas for Improvement
<p>INSET is planned on an annual basis by The Leadership Team, led by one member who has a responsibility in this area.</p> <p>INSET priorities are based on externally generated and internally generated needs and linked to the SDP.</p> <p>Quality of INSET is evaluated by a staff questionnaire which informs future INSET planning.</p> <p>Clear links between INSET, PRSD and SDP i.e. School improvement.</p>	<p>Staff have a clear understanding of the coordinator's role in planning, recording and evaluating Staff professional development.</p> <p>Staff respond clearly and honestly in an online questionnaire.</p> <p>PRSD informs future planning.</p>	<p>Dissemination of good practice is a regular INSET activity.</p> <p>NQT/EPD overseen also by coordinator with links to the SDP and PRSD.</p> <p>Analysis of online questionnaires reported to Leadership Team in minutes of meetings.</p> <p>SDP, INSET programme and PRSD priorities.</p> <p>PRSD is evaluated and summarised annually to inform future planning and disseminate good practice</p>	<p>Strategies to develop those interested in middle and senior management responsibilities in a time of shrinking budgets.</p>

2(e) A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and for the promotion of the health and well-being of the staff.

Strategies	Evaluative Comments	Sources of Evidence	Areas for Improvement
<p>Personal attendance issues are dealt with by Vice Principals and Principal with appropriate confidentiality and in keeping with the school's "Staff Welfare" and "Teacher Attendance" Policies.</p>	<p>Attendance levels are high among staff.</p> <p>New teaching staff questionnaires issued once every 2 years (first May 2012) and aim to provide each teacher with a voice in this important area.</p>	<p>Staff attendance records. Staff welfare policy 2012. Staff attendance policy 2012.</p>	<p>Through the questionnaires that the voice and opinions of a greater number of teachers informs planning and policy in this area.</p>
<p>Provision of a number of events, occasions to help promote the Board of Governor's value in Staff Welfare investment.</p>	<p>These strategies are highlighted in the Staff Welfare Policy to help engender in all staff the importance of good relationships, work life balance, seeking help in times of personal or professional difficulty.</p>	<p>Staff Welfare policy. The events organised.</p>	<p>Explicit communication to the staff that these events and occasions are aimed at promoting and valuing staff welfare.</p>
<p>To value the need for staff to 'switch off' in the evenings and at weekends, on holiday in light of the 'email' culture</p>	<p>Significant reflection by the Vice Principals and Principal has taken place on how to help create a framework within which staff communicate about school outside 8a.m. - 5:30pm - Monday to Friday.</p>	<p>New 'Teacher Communication Policy'</p>	

Strategies	Evaluative Comments	Sources of Evidence	Areas for Improvement
<p>Links with parents of pupils at the school</p> <p>Regular parental e-mails to keep informed of forthcoming events.</p> <p>Information for parents on website</p> <p>Involvement of parents in policy planning, review and evaluation</p> <p>Parents' Evenings on pupil progress, careers, use of ICT in learning, PTA events.</p>	<p>Parental uptake of communication by e-mail as a means to communicate regularly with parents of particular year groups and work individually.</p> <p>The school website is well used, of a high quality and regularly updated.</p> <p>The school organises a variety of evenings to build links with parents including Induction Evenings, Pupil Progress, Curriculum and social evenings.</p>	<p>E-mails sent.</p> <p>Hits per day on website.</p> <p>Policy reviews.</p> <p>Parental response areas on website.</p> <p>School calendar on the website which advertises evenings.</p>	<p>To improve parental understanding of when to use an e-mail for communication, when to telephone the school, make an appointment etc.</p>

2(f) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and with the local community, voluntary and statutory bodies.

Strategies	Evaluative Comments	Sources of Evidence	Areas for Improvement
<p>Local community</p> <p>Principal, Vice Principal (curriculum) and Head of Careers all members of Lisburn Area Learning Community (LALC)</p>	<p>The school collaborates in its curriculum provision and careers with members of The Lisburn Area Learning Community</p>	<p>Minutes of meetings The CEAIG Policy</p>	<p>Reflection in extent and cost of future collaboration and light funding cuts.</p>
<p>Careers convention organised by LALC Careers Sub group</p> <p>Young enterprise</p> <p>Charity work</p> <p>Business club</p> <p>Alumni Association</p>	<p>Community attendance at event very high.</p> <p>There is a tradition of high quality corporate entries.</p> <p>A student led charity committee with a teacher coordinator engenders a spirit of creativity.</p> <p>A fundraising initiative which has built community links</p> <p>This is a project in its infancy.</p>	<p>Attendance by Wallace students.</p> <p>Young Enterprise Competitions won.</p> <p>Range of charity events. Funds raised.</p> <p>List of local businesses which contribute to school budget.</p> <p>Connections made, communication with alumni</p>	

<p>Links with other schools</p> <p>Primary school liaison.</p>	<p>This area has developed to include marketing of the School in response to our local competitor's significant increase in explicit self-promotion in the last 3 years.</p>	<p>P6 STEM days organised. Principal sends annual letter to contributory Primary School Principals regarding transfer trends for Wallace and information on GCSE, AS and A2 results.</p>	<p>Greater involvement by the Leadership Team in the marketing of the School with targeted visits based on intake data and trends.</p> <p>Greater emphasis on marketing to a variety of Primary Schools as well as induction visits.</p>
<p>Preparatory department links.</p>	<p>This has been an area of development in the last 3 years to ensure a better use of resources, staffing and communication.</p>	<p>Teachers from Grammar School timetabled to teach preparatory classes for PE and Language Assistant teach in the Preparatory Department.</p> <p>Preparatory website is now part of The Wallace High School website.</p>	

2(g) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the use of ICT including its use to support learning and teaching, continuing professional development and school leadership and management.

Strategies for ICT to support learning and teaching.	Evaluative Comments	Sources of Evidence	Areas for Improvement
<p>Appointment of new ICT Coordinator 2011 and new Assistant ICT Coordinator 2012.</p> <p>Tracking of student progress based on rank order information in internal examinations from January 2012.</p> <p>1 to 1 iPad programme introduced to KS3 from September 2011.</p> <p>And expert core teacher ICT strategy team drive forward initiative and ideas - one member of each Department is a member.</p>	<p>The school has a well developed ICT reputation and uses ICT to enhance and deepen learning in a carefully planned, incremental framework of planning and policy.</p>	<p>ICT related policies.</p> <p>1 to 1 uptake.</p> <p>Principal's audit of iPad work by students.</p> <p>University of Ulster's research project.</p>	<p>Development of e-annotation strategies to facilitate teacher and peer marking online in a uniform, manner, understood and shared by teachers, pupils and staff.</p> <p>Ongoing teacher professional development.</p> <p>Integration of internal assessment procedures to reflect increased use of pupil technology.</p> <p>Pupil tracking and target setting to ensure early intervention and raise pupil attainment</p>

3(a) An assessment of the school’s current financial position and the use of its financial and other resources

Current financial position	Assessment
A 3 year financial statement has been produced to satisfy the Department of Education’s financial planning requirements	<p>Delegated budget - for purposes of planning a decrease is built in to the figures.</p> <p>The school is currently in deficit situation and has made a number of staffing reductions (all voluntary) over the last 3 years across teaching and non-teaching staff.</p> <p>Increased costs are anticipated - fuel and energy in particular.</p>

3(b) An assessment of the land use of the school projected resources during the period covered by the plan in support of actions to bring about improvement in standards.

Use of resources to support improvement in standards as outlined in the 3 year School Development Plan.	Assessment
Request from Vice Principals, Bursar and Principal for spending is considered by The Finance Committee having been supported by The Education Committee.	A rigorous system of accountability exists via The Finance Committee of The Board of Governors and The Education Committee of The Board of Governors in respect of how spend decisions are made and how they are then monitored, evaluated and reviewed.

4 An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which this development plan supersedes or revises.

<http://www.wallacehigh.org/>

5 An assessment of the challenges and opportunities facing the school

1. Self evaluation at all levels is to be the stimulus for future planning.
2. Ongoing development of ICT in students' learning to improve standards of attainment.
3. Build on the reputation of the School locally.
4. Celebrate and disseminate locally the good reputation of the school as well as nationally and internationally.
5. Build high order learning skills in our young people to equip them for competitive examinations, interviews, personal growth, good mental health, career development and the world beyond Wallace.
6. Continue to build capacity and develop the leadership skills of our highly qualified, dedicated and student centred staff at Wallace.
7. Maintain, develop and deepen links with local contributory Primary Schools.
8. Ongoing development of a varied suite of extra curricular provision to include academic competitions, social clubs and sport.
9. Develop a personalised approach to the tracking of students with the aim of ensuring the curriculum and assessment meets their needs, aptitude and interests.
10. Developing links with universities and businesses to expand our young people's aspirations for careers, build skills to promote entrepreneurship, creativity, confidence and flexibility.
11. Expand collaborative educational projects to a global world using ICT.
12. Monitor the consistency and quality of core assessments and homework.
13. Build leadership skills in middle managers so they grow in confidence in their monitoring, evaluation and review of work they delegate to their colleagues.
14. Development of a coherent system of individualised baseline data, summative data, target setting data and marry this with Departmental and whole school baseline, target setting and summative data to raise standards.
15. Influence government, educational institutions and the media to highlight and integrate the positive nature of social media into a 21st-century curriculum whilst developing policies to protect educational institutions from its negative impact.
16. Maintaining high quality careers advice in an increasingly expensive university application system and changing economy.
17. Continuing to develop the role of the school student council to support good decision making.
18. Linking PRSD, Departmental and Whole School Development Planning to build a coherent school improvement plan in a time of budgetary constraint.
19. Continuing to build on and review whole school SEN policy and practice to ensure SENDO compliance.

6 The arrangements made by The Board of Governors to take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

<p>Consultation with parents</p>	<p>Summary and evaluation of previous 3 year development plan on website.</p> <p>Summary of main priorities of new 3 year development plan on website with facility for comment September 2012.</p>
<p>Consultation with staff</p>	<p>Staff welfare questionnaire May 2013.</p> <p>INSET June 2012 on school development priorities - opportunity for all teachers to comment on draft development plan priorities.</p> <p>Leadership Team Away Day December 2011.</p> <p>Heads of Department and Heads of Year Away Days May 2012 + Departmental audits February 2012.</p>
<p>Consultation with pupils</p>	<p>Student Council meetings</p> <p>Senior Prefect and Senior Management Team Meetings</p> <p>Informal ongoing teacher–pupil feedback</p>
<p>Consultation with any other relevant personnel</p>	<p>Principal is an Associate Assessor for ETI.</p> <p>Principal is President of ASCL (NI) 2012-13 and a member of its executive.</p> <p>Professional discussion of development planning with ETI colleagues to keep lines of communication open</p>

7 The arrangements for The Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the school development plan.

Progress is reported through the Principal's report at Board of Governors meetings and by other oral and written reports by the Leadership Team at Education Committee meetings.

An analysis of examination results and targets is provided annually to The Board of Governors.

The Principal attends all committees of The Board of Governors: Education, Finance, Salary, Premises, Preparatory Department in addition to the full Board meetings.

The Consultation Process

The development plan has been informed by:

1. The completed audit of the previous three-year plan.
2. Consultation with all teaching staff June 2012, departmental audits February 2012.
3. The student council, senior prefects, parents (website response).
4. Consultation with the Board of Governors through the Education Committee August 2012.
5. DE policy and circulars.

The Chief Inspector's Report.

**School Development Plan
2013-2014
Detailed Action Plans**

A Literacy Focus

A Literary Focus group made up of one representative from each Department and chaired by G McGarry, Head of English, Drama, will meet four times during the year to support Departments in the following:

- (i) the identification and display of key subject vocabulary.
- (ii) the provision of digital/hard copy versions to students of key subject vocabulary.
- (iii) the development of assessment strategies to ensure students learn and value the subject spelling lists.
- (iv) understanding and developing each teacher's use of new marking symbols in the school's "Literacy Policy".
- (v) the construction of a bank of writing frames to support extended writing tasks.

Evidence and Success Criteria

1. Agendas and Minutes of 4 Literacy Focus Meetings. Bank of writing frames to be produced. (G McGarry and D Cleland).
2. List of teachers responsible for Literacy in each Department. (Each Head of Department to let D Cleland know who will draw up a table and publish details).
3. All classrooms to have clear displays of key words. (Heads of Department to check by June 2014).
4. All teachers to assess students' knowledge of key words through at least one spelling test each year. (Heads of Departments to oversee – check and ensure each member of staff records outcomes of the test(s)).
5. All teachers understand the Literacy Policy and there is a coherent application of the policy within a Department. (Heads of Department to present and discuss its implications at Departmental Meetings and send minutes of all Departmental meetings to D Cleland). * see Head of Department Minutes.

**School Development Plan
2013-2014
Detailed Action Plans**

B SEN Focus (including Gifted and Talented)

An SEN Focus group made up of one representative from each Department and chaired by H Gracey, Senior Teacher, will meet four times during the year to support Departments in the following:

- (i) developing a consistent approach to the teaching of students on our SEN register and our expectations of them.
- (ii) developing a consistent system of teacher record keeping to ensure careful tracking of these students.
- (iii) the creation of internal examination papers which meet the needs of SEN students whilst preparing them for GCSE and A Level.
- (iv) the creation of “roll book” prompts for teachers to serve as aide-memoirs in respect of individual students.
- (v) all teachers will have a good understanding of strategies to support ‘gifted’ or ‘talented’ students – the school will not keep a gifted or talented register but approximately the top 20% of students in a subject should be considered in this category. Michael Lowry, Gifted and Talented Co-ordinator will sit on the SEN Working Group, present to Heads of Department and Heads of Year, the new “Gifted and Talented Policy” and banks of competitions, scholarships, Oxbridge advice. (Heads of Department and Heads of Year to provide an annual summary of ‘G&T’ success to M Lowry at the end of April.)

Evidence and Success Criteria

1. Agendas and Minutes of 4 SEN focus meetings. (H Gracey to send to D Atkinson).
2. Clear record keeping of the progress of individual students on the SEN register, discussed at Departmental Meetings, to ensure tracking of students. (HOD to send minutes of meetings discussing students on SEN register to H Gracey three times a year: end of October, end of February, end of April). * see HOD Meeting Minutes.
3. All internally set examination papers compliant with SEN guidelines set by H Gracey. (H Gracey to circulate guidelines by end of September 2013). * see examination papers.
4. All teachers’ roll books (hard copy or digital) from September 2015 will have key prompts to remind them of strategies to support the learning of individual students. (These will be developed and agreed at the SEN Meetings).

**School Development Plan
2013-2014
Detailed Action Plans**

C eLearning Focus

An eLearning Focus Group made up of one representative from each Department and chaired by J McMath, ICT Coordinator, will meet four times during the year to support Departments in the following:

- i. collaboratively developing ICT accreditation tasks that, at a whole school level, provide students with adequate coverage of the 5 'E's.
- ii. ensuring that ICT accreditation tasks gain CCEA approval.
- iii. ensuring that adequate support/training has been provided to students to equip them in obtaining the higher levels as appropriate to the accreditation task for their department.
- iv. development of a consistent approach for the collection, storage and management of e-portfolio material.
- v. the development of a consistent approach to the moderation of accreditation tasks across departments.
- vi. collating accreditation levels for submission to CCEA.

Evidence and Success Criteria

1. Agendas and Minutes of 4 eLearning Focus Meetings. (J McMath to D Cleland).
2. ICT accreditation tasks written up and details included in schemes of work of individual departments.
3. Opportunities for the development of related skills included in schemes of work.
4. Summary table of 'E's and task relationship produced to show adequate coverage at a whole school level.
5. All teachers understand the ICT Accreditation Process and ensure that tasks are completed and adequate evidence collated, marked and moderated within the time frame set out. (Details to be discussed at Departmental Meetings and minutes of all Departmental Meetings sent to D Cleland).
6. All Year 10 students assigned ICT accreditation level by March 2014. (CEA have withdrawn but WHS going through the process).

**School Development Plan
2014-2015
Detailed Action Plan
This is the final year of the current development plan**

A Literacy and SEN Focus

Literacy Focus

The Literacy and SEN focus group made up of one representative from each Department and chaired by H Gracey, Senior Teacher and G McGarry, Head of English and Drama will meet four times during the year to support Departments in the following:

- (i) The identification of varieties of talk and the development of a whole school plan for Departments to focus on a variety of talk.
- (ii) A “buddy” to be allocated to each Department to provide support and guidance.
- (iii) Understanding and developing each teacher’s confidence in extending the role of Talking and Listening in their classroom.
- (iv) The display of resources stressing the need for effective oral communication.

Evidence and Success Criteria

1. Agendas and minutes of four Literacy/SEN Focus Meetings. A grid of varieties of activities to be produced.
2. A list of teachers responsible for Literacy/SEN in each Department.
3. All Departments to have a formal record of some of the Talking and Listening activities used in class and evaluation of their success.
4. All teachers understand the focus within their Department and there is a coherent application of the policy within a Department. (Heads of Department to present and discuss its implications and send minutes of all Departmental meetings to D Cleland). A Departmental meeting in May 2015 on the SDD reflecting on the year’s progress and sharing good practice.

SEN Focus

- (i) Developing consistent approach to the teaching of students on our SEN register.
- (ii) Developing a consistent system of teacher record keeping to ensure careful tracking of those students and personal support offered by staff.
- (iii) All teachers will have a good understanding of strategies to support students in their subject area.
- (iv) All teachers to have a good understanding of how target setting action plans and educational plans are used within school to support the development of individual students.
- (v) Teachers will be aware of how to support dyslexic students and of 'dyslexia friendly' practices.

Evidence and Success Criteria

1. Agendas and minutes of four Literacy/SEN Focus Meetings.
2. Clean record keeping of the progress of individual students either on the SEN register or processing a need to ensure tracking of students (HOD to send minutes of meetings to H Gracey: SEN should always be on the agenda).
3. Heads of Department to collate evidence of support within their Department.
4. Heads of Department to record performance of students in core assessments.
5. Audit procedures (whole school) mid term (November) post examinations (twice yearly).
6. All staff to have access to shared areas. SEN: advice to be provided on a range of conditions. Copies of statemented pupils to be reviewed at year end by Head of Year, SENCO and Vice Principal (Pastoral).

**School Development Plan
2014-2015
Detailed Action Plan
This is the final year of the current development plan**

B Numeracy Focus

Following the DENI 'Count Read: Succeed' (Every School a Good School) publication the Numeracy focus will address 'Mathematics and Financial Capability' in both the context of Mathematics, the subject, as well as the cross-curricular skill of 'Using Mathematics'.

Numeracy is the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

1. An understanding of key mathematical concepts and their inter- connectedness;
2. Appropriate reasoning and problem-solving skills;
3. the proficient and appropriate use of methods and procedures (formal and informal, mental and written); and
4. active participation in the exploration of mathematical ideas and models.

The Head of Mathematics will:

1. Work with members of the Mathematics Department in developing the core strands of a 'Using Mathematics' policy.
2. Review and map the current state of numeracy across the key stage 3 curriculum.
3. Create a revised Numeracy policy in collaboration with HG/SEN
4. Develop the use of number across **all** Key stage 3 subjects.
5. Develop 'Financial Capability' through mathematical skills development.

Evidence and Success Criteria

- Minutes of Mathematics Department meetings addressing the 'Using Mathematics Policy'.
- Minutes of meeting with the SEN Co-ordinator to ensure inclusivity of all pupils in the new policy.
- Creation of a school wide 'Using Mathematics' Policy for key stage 3.
- A 'Using Mathematics' curriculum map for Key stage including the development of Financial Capability with action point for development.

**School Development Plan
2014-2015
Detailed Action Plan
This is the final year of the current development plan**

C Resilience Focus in Our Young People

A new 'Students as Leaders' Programme will be established as follows. It aims to provide for our young people a wide and varied programme of leadership opportunities which can help improve resilience, prepare our young people for challenges, success and the world beyond school.

Students as Leaders Programme

"Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond normal limitations" Peter Drucker

"As we look into the next century, leaders will be those who empower others."

Context and Rationale

In the pursuit of our school's core aims of Commitment, Opportunity, Respect and Excellence student leadership plays a key role. Leadership is a team most commonly used to refer to activities such as conducting, guiding or directing other people; initiating the appropriate activity aimed at a specific target or goal. Leadership is also the term used to refer to someone who is in the role of a leader.

As a school community we define student leadership as personal leadership, that is the ability to direct your own life and to lead yourself in the direction you would like for your life to take. Personal leadership means leading, directing and taking action. It means living each day to its fullest and it means taking the time, making the proper effort and finding the correct tools to achieve the goals you want.

Personal leadership also means being accountable to yourself and to others. It means that you have made a conscious decision to use the special, specific and unique talents that you have been given to reach your goals. It also means that you realise you have the potential for ongoing development.

Leadership Opportunities for Students at Wallace

- 1 Language leaders
- 2 Peer mentors
- 3 Young carers
- 4 iLeaders
- 5 Librarians
- 6 Senior Prefects
- 7 Prefects
- 8 Rotary leaders
- 9 Student Council Members
- 10 Sports' Captains
- 11 Music leaders
- 12 Faith leaders
- 13 Model United Nations – Leadership Programme
- 14 Charity leaders
- 15 House Prefects
- 16 Business Leaders
- 17 Debating Leaders

1 Language Leaders

Students studying Modern Languages at A Level are invited to apply to support the learning of students in the junior school and in the Preparatory Department.

A short training programme is provided by the Modern Languages Department.

2 Peer Mentors

Students in Sixth Form are trained to support the learning, pastoral care and wellbeing of a range of students in the junior school.

A short training programme is provided in the first term.

3 Young Carers

Students who have a caring role at home in light of the physical or mental barriers faced by a member of their family or extended family, meet to support one another, share ideas and coping strategies. This group is facilitated by a member of the school's Leadership Team to help ensure the support mechanisms in place by the school are sufficient to support effectively the wellbeing, academic progress and future career planning of the young people. External agency support is provided as required.

Each year a Young Carer will be selected to lead and chair the work of the group.

4 iLeaders

Students who show a particular interest in or aptitude using digital technology to support and extend their learning will be selected to form the iLeaders group. These young leaders will support and inform the strategic direction of ICT in the school environment, provide support and teaching for other students, parents and meet with teachers and academic departments.

A short training programme will be provided in the first term.

5 Librarians

The role of young Librarians is one to support the school's 'Reading for Pleasure' policy and classes. Open to students of any age interested in reading, this leadership role is an important one in school as many students enjoy the sanctuary of the library at break and lunchtimes to relax and unwind. More than simply a role of learning how a library operates, this role has an important pastoral edge. A short training programme will take place during the first term. Miss Gracey supports and advises young people in this role.

6 Senior Prefects

Led by the Head Girl and Head Boy, this group of young leaders are ambassadors for the school, representing the student body at events both in the community and at school events.

These young people are initially selected by a vote cast by their peers and then a further short list is made following a teacher vote. An interview is then held in the summer term with training provided in September.

7 Prefects

The majority of Upper Sixth students are selected to be Prefects annually. This group is an important vehicle for supporting the management of key events in the school calendar. They are important role models for junior students and will have understood throughout their school career the importance of giving back to school and the community.

These young people complete a trial period in the Spring term in Year 13 before becoming an official Prefect as Year 14 commences.

8 Rotary Leaders

The school values the contribution made by the local Rotary Clubs in the local and global community. The Interact Rotary Club is established in school, led by two students annually and supported by two staff members and the Lisburn Rotary Club. All Rotarians are seen as leaders in their important community and global work and

fundraising. Mrs J Dumigan and Miss G McGarry facilitate and support the work of these young leaders.

Application to join is open to all students annually with the training of those selected taking place in the first term.

9 Student Council Members

Two students from each class set make up the Year Council and are voted into the position by their class members.

Two students from each Year Group are selected as Year Representatives on the Executive Council.

This structure is designed to allow for the debate and highlighting of specific year issues as well as establishing more generic whole school priorities and issues for students.

10 Sports' Captains

These young leaders are identified by their fellow team mates and their coaches/managers as the young person to inspire and unify their team mates. Additionally they are expected to be comfortable and capable in public speaking and will be supported in a training programme each September or as necessary when public events, acceptance speeches, etc are required. Teachers who coordinate the main school sports oversee the section of Captains.

11 Music Leaders

Honours students are identified and selected based on their innate musical ability and their prior contribution to the life of Music in the school. They are ambassadors for the school at a range of concerts and events, mentors for younger students involved in Music and expected to support and help organise the wide range of musical events, concerts and services in the school calendar. Mr Falconer coordinates the work of this group.

12 Faith Leaders

The school has a well established Junior and Senior Scripture Union Group whose work is led by a student committee facilitated by a large group of committed teachers. The young leaders help organise and develop events, residential and external speakers for their fellow students. Participation within the groups is not dependent on any young person being affiliated to a church nor exclusive of any religious faith. Those of all religions and of those not affiliated in any way to a church or religious organisation are welcome to attend. Mr D Simpson, Mrs Ruth Foster and a number of teachers support and guide the work of this group. Those who are involved in this group share the ethos and beliefs of the parent organisation "Scripture Union NI".

13 Model United Nations Leaders (MUN Leaders)

The MUN is a student led programme facilitated by an enthusiastic member of staff to develop young people's understanding of wider economic, social and political world issues and to develop the skills of planning, cooperation, team work, public speaking and event planning. All students are welcome to join the group. This group is facilitated by Ms Karen Brett.

14 Charity Leaders

The strategy and event management of the school's charitable giving is led by a student Charity Committee which is facilitated by the school's Charity Coordinator, Miss Topley.

15 House Prefects

These senior students are selected to lead, coordinate and inform the work of the school's well established House System. Importantly they act as ambassadors for fair competition and role models to younger students.

Their work is coordinated by the two school Heads of House, Mr Simpson and Miss Frey.

16 Business Leaders

These students are involved in the school's rich and varied business and entrepreneurship activities and competitions. Not necessarily students of Business Studies themselves, they do however show understanding and expertise in e.g. product design, advertising, marketing through a number of "Young Enterprise" activities. Ms Neill coordinates this work and supports students in this group.

17 Debating Leaders

These students prepare for and enter external debating competitions as well as internal debating sessions. A number of senior students act as mentors for the junior debaters. Members of the English Department coordinate and support students in this group.

Evidence and Success Criteria

A summary of the activities of each of the groups including a summary of what the students gained, in their own words, from their involvement.

A programme of assembly rotas which will draw on the student leaders in some of these groups to lead Assemblies.