

# THE WALLACE HIGH SCHOOL

PROSPECTUS 2018

ENDLESS POSSIBILITIES



COMMITMENT

OPPORTUNITY



RESPECT

EXCELLENCE



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Many thanks to all who contributed photographs.  
Special thanks to former pupil Catherine Harrison  
and multi-talented Vice-Principal, Mr David Cleland.



**“Accept new views, be open to new opinions. And when you fall in life, always fall forward, never fall back.”**



# PRINCIPAL'S WELCOME

**“This prospectus is a record of, and a reflection on, the life of Wallace High School in the last calendar year. It presents what makes Wallace distinctive, special and loved. Our school family extends from our Pre-Prep to our past pupils and we believe that our school family provides an unsurpassed foundation for academic and personal growth. We think of this as The Wallace Way.”**

The academic year 2016-17 was an excellent year for Wallace High School as we sought to continue to build upon our “Outstanding Achievements and Standards” (ETI Inspection report January 2015) and to encourage our young people to reach their potential. The school achieved its best ever A level grades as 31 students achieved 3 or more A/ A\* grades, 87% of students gained 3+ A\* to C grades and 95% of all grades awarded were A\* to C.

At GCSE level, 32 students achieved 10 A\*+ A grades, 41 students achieved 9 A\*+ A grades and two students, Amy Warke and Julie Yeow achieved 11 A\* grades. We were delighted when four of our leavers gained highly coveted places at Cambridge: Emily Cairns is reading Music at Corpus Christi (where she is also a highly prestigious choral scholar); Katie Windrum - Modern and Medieval Languages at Murray Edwards; Andrew Coalter - Computer Science at Sidney College and Aristotle Epanomeritakis is reading Mathematics at St John's.

We were also delighted to be placed in a significant number of subjects in the CCEA rankings. Anna Trimble was placed first in GCSE Mathematics. The candidature was 21,643 so the probability of being

**“We were delighted when four of our leavers gained highly coveted places at Cambridge...”**

first was an astonishing 0.0000462! Anna was one of 8 Wallace students placed by CCEA 1st, 2nd or 3rd in 10 examinations at GCSE and A level but her achievement is all the more remarkable given that she sat the examination a full year early.

Another remarkable achievement was that of Julie Yeow who attained a remarkable triple being placed 1st in Art and Design, 2nd in French and 1st in Music at GCSE level. Julie was the only pupil in Northern Ireland to achieve three placings in the CCEA rankings. Several of our successful Oxbridge students from the class of 2017 were placed in the rankings: Andrew Coalter was 3rd in Further Mathematics; Emily Cairns was 3rd in Music and Aristotle Epanomeritakis added to his galaxy of stellar achievements by being placed 2nd in Physics. Lucy Watson, now reading English Literature at university, was placed 3rd in English Literature. At GCSE level, Iona Dowie,

shared 1st place with Julie Yeow in Art and Design whilst Holly Mackin (another Year 11 “super scholar”) gained 1st place in GCSE RE (short course).

I am immensely proud to be the Principal of Wallace High School and, as a Wallace parent, I experience first hand The Wallace Way. I know for myself the commitment, dedication and excellence of the school's teachers and the wealth of its provision.

Our school estate is changing and expanding with our new block currently almost completed and we are also looking forward with pride to celebrations in 2018 which will commemorate the bicentennial of the birth of our distinguished founder and benefactor, Sir Richard Wallace. As his “living legacy” we are playing a key role in the celebrations in Lisburn and our Honours Choir will be performing in the Wallace Collection in London in June.



# INSPECTION FINDINGS 2015-16

SERVING OUR PUPILS WITH EXCELLENCE

## Grammar School: Achievements

"By Year 14, pupils are well-rounded individuals, who can manage their learning and are well prepared for the next stage of their education and life."

"The pupils are confident and respectful. Their behaviour, both in and out of the classroom, is exemplary and working relationships between staff and pupils are excellent."

"The pupils' enjoyment of reading and their competence as readers are further developed by, for example, the Reading for Pleasure classes, the Read-On initiative and the use of an attractive and well stocked library."

"Achievements and standards in Mathematics are outstanding. In English, the pupils achieve excellent outcomes in GCSE and GCE A level examinations."

## Grammar School: Use of ICT to promote learning

"The impact of tablet computers on developing appropriate ICT and wider skills is a strength of the school. From mind-mapping to digital presentation and exchanges, to podcasting and film making; such learner focused experiences contribute to how pupils organise their thinking, express themselves and share their work with a wider audience."

## Grammar School: Examination Results

"The pupils achieve excellent outcomes in public examinations. These reflect well the abilities and aptitudes of the pupils."

"The pupils benefit from high quality care, guidance and support."

## Grammar School: Extra-curricular programme

"There is an excellent range of extra-curricular activities."

"Pupils benefit from the inclusive ethos throughout the school and, in particular, the sensitive support of their peers."

"The school is a Centre of Excellence for Young Enterprise."

## Grammar School: Leadership

"The leadership team is highly committed to school improvement. They set high standards and expectations."

"The leadership team promotes a clear sense of identity and purpose; consequently there is a great sense of pride and loyalty to what the school stands for: commitment, opportunity, respect and excellence."

"The pupils report they feel safe in school and that their concerns are dealt with effectively."



**"The pupils achieve excellent outcomes in public examinations; these reflect well the abilities and aptitudes of the pupils."**





# A CULTURE OF KINDNESS

**“Life will never be a straight path. Never be discouraged, never hold back. Accept new views, be open to new opinions. And when you fall in life, always fall forward, never fall back.”**

(Denzel Washington - quoted by the Principal on Prize Day 2017)



whose legacy to Lisburn is incalculable. Desiring to honour our founder’s spirit, we believe that we all have a responsibility to play a full and active part in society. We are conscious that the attitudes pupils develop and hold at this stage will remain with them throughout adulthood and we aim to foster a culture in which our pupils appreciate their responsibility to each other and to society at large. We encourage tolerance, mutual respect and a sense of family where the aspirations, enthusiasms and needs of each family member can be acknowledged and supported.

in the majority of schools. Our school Houses allow intra-year activities to flourish and the high level of pupil participation in sports creates natural opportunities for coaching and mentoring. Charitable activities are central to school life in Wallace providing pupils with regular opportunities to reflect upon their own privileged position and to support others both at home and abroad.

There is a difference between surviving and thriving. At Wallace, we want our pupils to thrive and we believe that pupils who thrive are pupils who are happy, secure and invigorated by the school environment. Our school was founded by a famous philanthropist

Our school systems are built around our desire to foster close bonds and networks. Our pupils are supported in each Year Group by a Head of Year and an Assistant Head of Year, a level of pastoral support unequalled

At the core of our school is the belief in the importance of the individual. We are committed to providing a school community where individuals are empowered to reach their own potential and also find pleasure in seeing others reach their goals. **Courtesy, co-operation and compassion represent a core triad of values which underpin Wallace life.**



**“At Wallace we want our pupils to thrive and we believe that pupils who thrive are pupils who are happy, secure and invigorated by the school environment.”**



# COMMITMENT

## School Enhancement Programme

Our School Enhancement Programme is nearing completion. The £3.2 million building project is providing the school with a range of new facilities. A purpose built block linked to the main block will provide state-of-the-art facilities for Art, Moving Image Arts and Nutrition and Food Science. Visitors to the almost completed block have been stunned by its spaciousness and the outstanding use made of natural light. There are excellent display areas to showcase the work of our students and the facility reflects our mantra *“Cherishing the past, celebrating the present, creating the future.”*

Our sports facilities have been transformed by our new Strength and Conditioning Suite which is unequalled in any school in Northern Ireland. The suite has been designed with the utmost attention to detail and will feature a wide range of equipment; we are indebted to Ulster Rugby for their invaluable advice and support. We hope to celebrate the sporting achievements of some of our distinguished former pupils in a formal display area and

we were delighted when our former pupils and Irish International rugby players - Chris Henry and Jacob Stockdale - expressed their admiration for the quality of the provision. The extension at the back of the school has also allowed us to create a link area between the Preparatory Department and the Grammar School which enhances both buildings. The final phase of the School Enhancement Programme will see an extension added to the Technology Department at the front of the school.

**“A purpose built block will provide state-of-the-art facilities...”**

## Sport for All

Wallace pupils are encouraged to understand the links between a healthy mind and a healthy body. Mindful of the positive impact of sport in building both self esteem and team spirit, we encourage our pupils to take part in both individual and team events. We are immensely

proud of the commitment of our staff to sports in Wallace; our specialist PE teachers are supported by teachers from a range of departments within the school and by specialist external coaches who have a long-standing link to the school. The successes of so many of our former pupils at provincial and international level are a source of constant inspiration. Our majority sports are rugby, hockey (boys and girls), netball, badminton and cricket but there are also opportunities to become involved in athletics, the equestrian team, golf, judo, swimming and tennis at both team and individual levels. Our coaches are committed to all our teams and gain immense satisfaction from seeing pupils develop their confidence and skills.

Few schools contribute so many past pupils to the provincial and international stage in hockey and rugby. Sean Murray and Matthew Nelson have both been integral members of the Irish senior hockey team, playing in World League 2 in Belfast and the World League semi-final in Johannesburg in July 2017. Ireland qualified for their first World Cup since 1990 which will take place in India in 2018. Sean and Matthew are following in the footsteps of former pupil, Timothy Cockram, who won close to 200 international caps in his highly distinguished hockey career.

We continue to watch with immense pride the careers of Chris Henry, Kyle McCall and Jacob Stockdale at Ulster rugby and are indebted to them for their commitment to the school. Their collective example of sportsmanship and affectionate loyalty to the school is inspirational.



**“The successes of so many of our former pupils at provincial and international level are a source of constant inspiration.”**





**“Few schools contribute so many past pupils to the provincial and international stage in hockey and rugby.”**



# A SELECTION OF SPORTING EXCELLENCE

(Fuller details can be seen in the Sports Awards Dinner programme 2017)



## Athletics

**Victoria Lightbody**  
NI Minor Athletics Team and London Mini Marathon  
**Rebecca Wallace**  
Ulster U17 (Celtic Cross Country Championships), Ulster U17 1500m, NI Ulster U17 Team and London Mini Marathon

## Badminton

**Peter Quinn**  
Ulster U12  
**Sarah Cherry**  
Ulster U15  
**Stuart McCollam**  
Ulster and Irish U13  
**Beth Stephenson**  
Irish U19 and Ulster Senior

## Cricket

**Luke Allison**  
NCU U15  
**Nathan Doak**  
NCU U15  
**Cameron Doak**  
Ireland U13, NCU U13  
**Jonny Hunter**  
Ulster Schools U18  
**Jane Kilpatrick**  
NCU U17  
**Charlotte Slater**  
NCU U15, NCU U17, Ireland U15 and NCU Ladies  
**Zoe Kilpatrick**  
NCU U15  
**Jonathan Waite**  
Ireland U17 and NCU U17  
**Michael Waite**  
NCU U13



## Golf

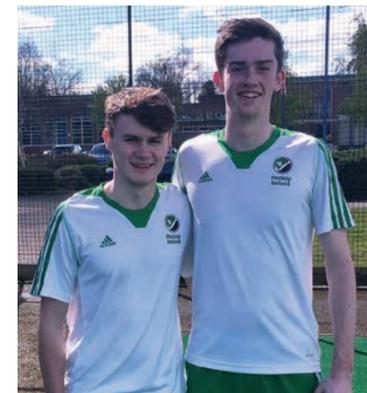
**Kyle Patton**  
Ulster U16 and U18  
**Jack Shellard**  
Ulster U16

## Hockey (Boys)

**William Carey**  
Ulster U21  
**Craig Getty**  
Ulster and Irish U18 (UK School Games)  
**Jacob Hermon**  
Ulster U17, U18 and Irish U18 (UK School Games)  
**Patrick Hunter**  
Ulster U18 and Irish U16  
**Jonny Lynch**  
Ulster and Irish U16  
**Scott McCabe**  
Irish U18  
**Ben Nelson**  
Ulster U17  
**Andrew O'Hare**  
Irish U18 (UK School Games)  
**Jordan Taggart**  
Ulster U21

## Hockey (Girls)

**Rachel Houston**  
Irish U16 and Ulster U17  
**Alyssa Jebb**  
Ulster U17 and Ulster U18  
**Jane Kilpatrick**  
Ulster U18 and Ulster U21 (UK School Games)  
**Anouk Morwood**  
Ulster U17



## Netball

**Charlotte Slater**  
Northern Ireland U17 squad

## Rugby

**Jonny Hunter**  
Ulster Schools U18 and Ulster Schools U19  
**Jamie Manderson**  
Ulster Schools U18 and Ulster Schools U19

## Swimming

**Leah Bethel**  
Ulster and Irish High Performance Squad: 200m, 400m, 800m Freestyle  
Irish Champion  
**Rachel Bethel**  
Ulster and Irish High Performance Squad: 800m Freestyle Irish Silver Medallist  
**Alex Haskins**  
Ulster High Performance Squad



**“Our specialist PE teachers are supported by teachers from a range of departments within the school and specialist external coaches.”**



**“We are immensely proud of the commitment of our staff to sports at Wallace.”**



# PUPIL LEADERSHIP

At Wallace, we aspire to empower our pupils. The pupil voice is valued at Wallace. We provide roles of responsibility for our young people in our community which helps their confidence, develops skills for future life and engenders a spirit of loyalty to the school.

## School Council

Our School Council is an invaluable introduction to the workings of democracy. Each class selects two representatives for a Year Council, chaired by the Assistant Head of Year. Each of these Councils elects two of its members to the Executive Council chaired by the Vice-Principal (Pastoral). We believe these formal procedures give our pupils an invaluable insight into the factors which govern decision making at a whole school level.

## Senior Prefects and Prefects

The Senior Prefect Team is comprised of the Head Boy, Head Girl and their deputies. The Senior Prefect Team meets on a weekly basis with the Senior Management of the school and forms a key layer of communication between staff and pupils. They organise duty rotas for the prefects, support the work of the school at events and act as ambassadors and role models. The Prefects provide daily practical and administrative support to staff by completing a range of duties before, during and after school in a range of locations around school.

## Prep Prefects

The Prep Prefects are a group of Year 13 and Year 14 students who have volunteered to support the work of the Preparatory Department. Students visit the Prep on a daily basis at break and lunch time, acting as role models and mentors. The scheme has proved very effective in building bonds between pupils of various ages.

## House Captains

These young people and their deputies lead the work of the six Houses in co-operation with Miss Alana Frey and Mr David Simpson. The House system seeks to support pupils in a complementary fashion to that of the Year Group System as our Houses engender a sense of belonging and healthy competition. In contrast to most of the school's activities and systems which are Year-based, they actively promote intra-year relationships creating a closely knit school family.



**“We provide roles of responsibility for our young people in our community which helps their confidence.”**





**“Wallace pupils have frequent and varied opportunities to widen their horizons.”**



# OPPORTUNITY

Wallace pupils have frequent and varied opportunities to widen their horizons. The school's commitment to the charity Asha offers a selected group of students a life-changing insight into life in India and, in particular, life in the slums of Delhi and the materially impoverished communities there. The charity's name means "hope" in Hindi, a link not lost upon a school whose motto is "Esperance"! The 2018 team of students will visit the Mayapuri slum in late October/early November 2018. As part of our commemorations of the life of our distinguished founder, Sir Richard Wallace, we hope to fund a project involving the provision of clean water in a slum thus mirroring the tradition of Wallace fountains around the globe. Our last team raised just under £15,000 (excluding Gift Aid) and the greater part of the sum was allocated to the funding of 11 young people who were going to college.

**“I once again share my gratitude for all the support Wallace High School is offering to the Asha community under your leadership and I sincerely hope that the partnership continues for the years to come.”**

(Fancy Anitha Programme Co-ordinator, Asha Community Health and Development Society.)  
Email to Principal

Wallace Principal, Mrs Deborah O'Hare, will visit India in February 2018 representing the Irish schools involved with the charity.

We are fast approaching the final stage of our Erasmus+ project. The initial trans-national meeting was held in October 2016 when we hosted our partner schools: Athénée Léonie de Waha (Belgium), the Fundacion Zalima College in Córdoba (Spain) and the Institut



Vall de Llémena in Cataluña (Spain). Since then, Wallace students have visited Spain twice and we hosted pupils from our partner schools just prior to the Halloween break. The final exchange will see Wallace

**“A level geographers headed to Iceland in search of the legendary Northern Lights.”**

staff and pupils visiting Belgium in Spring 2018 with the final staff conference in June 2018. The focus of the project has been on how new technologies can improve language learning, motivation and autonomy. During the October visit, our guests marvelled at the wonders of the Giant's Causeway, completed interactive quizzes on their ipads around the Visitors' Centre and produced presentations on myths and legends.

The value of such a trip is immeasurable but may be summed up in the words of one Wallace participant after visiting Córdoba:





"I most enjoyed the weather and the experience of meeting new people as well as pushing my comfort zone! I learned a lot about the Spanish/Córdoba culture, especially the beautiful dancing and delicious food but importantly I also learned new vocabulary."

2016-17 also saw new venues for a number of school trips. The intrepid A level geographers headed to Iceland in search of the legendary Northern lights (which did dance for them) and other Nordic wonders. Highlights of the trip included the celebrated "Golden Circle" tour which included

seeing the Strokkur geyser shoot a column of water 30 metres into the air in a thrilling display of nature's forces. The group also toured the south coast of Iceland, one of the country's most scenic regions with stops including the Seljalandsfoss waterfall, the Skogafoss waterfall and the Reynisfjara black pebble beach. A visit to the legendary Blue Lagoon was a further highlight of the trip although some pupils claim the best moment was attempting the Vikivaki (a traditional dance performed in a ring) and chuckling at the staff member blessed with two left feet!



## "The Polish part of the trip was of course dominated by the visits to Auschwitz and Birkenau..."

Not to be outdone, the History and Politics Department chose 2016-17 to venture to the USA and to Europe with trips to Washington and to Berlin/Krakow. The Washington trip took in a range of major sites including the Martin Luther King Junior Stone of Hope, the majestic Lincoln memorial, the World War Two Memorial and the Korean and Vietnam memorials. The students even caught a glimpse of the Vice President's motorcade entering the White House. Further highlights of the trip were the National Archives, the Library of Congress, the Washington Monument, the Pentagon, the Arlington Cemetery and the Holocaust museum. Solemn as many of these moments were, the students found time to indulge in a little retail therapy, guzzle a few pizzas and ice-creams and see the new Lego Batman movie.

The inaugural Berlin/Krakow trip was described by participants as "memorable beyond words." Led again by the seemingly inexhaustible Head of Department, Mr Neil Armstrong, 71 students spent the Halloween break of 2017 seeing history come to life.





The trip explored the horrors of Nazism especially the depravity represented by Auschwitz and Birkenau, the bleak realities of life under Communism and concluded with a visit to the Wieliczka Salt Mine, a joyful illustration of human ingenuity and craftsmanship.

During the crammed five day trip, the pupils saw such fascinating sites as: the Brandenburg Gate, the site of Hitler's bunker, the Berlin Wall, Museum Island, Checkpoint Charlie, the Holocaust Museum, the iconic TV Tower, the Topography of Terror Museum and the Olympic stadium... and that was only Berlin! The Polish part of the trip was of course dominated by the visits to Auschwitz and Birkenau, notorious representations of man's inhumanity to man but the trip ended on an upbeat note with the spectacle of the Salt Mine with their intricate carvings of biblical stories.

Some trips are, of course, a little less educational and 2016-17 saw the traditional sports-related trips and tours to a range of venues as homespun as Limavady (Year 8 rugby) and as exciting as the USA for the annual ski trip. In addition, there were curriculum-related trips to France, Germany and Spain. There really were opportunities galore! Our wide range of extra-curricular provision means that opportunities also present themselves locally and our pupils participated in a wide range of competitions and events in Belfast and province-wide.



# RESPECT



## Charity

Charity is at the very heart of Wallace life. We like to think we may have influenced the wording of the public art piece in Lisburn city centre which celebrates our founder, the philanthropist, humanitarian and art collector, Sir Richard Wallace.

To some, Sir Richard is known best as a lover of fine art as his decision to donate "a vast assemblage of fine and decorative art" has been described by the distinguished art critic, Richard Dormant, as "surely one of the most significant acts of philanthropy in British history." Even more inspirational is the story of Sir Richard's involvement in the Siege of Paris, when he organised two full-scale ambulances to operate during the siege; one was to serve French wounded, the second "for the benefit of sick and destitute Britons." By the end of the Siege of Paris, it was estimated he had privately contributed as much as 2.5 million francs to the poor and needy of the city. He received the Légion d'Honneur for his efforts. In 1872, he donated 50 drinking fountains which bear the name Wallace, to Paris and to Lisburn and some can still be seen today.

## "Wallace High School's commitment to Cancer Fund for Children is quite simply limitless."

In 2018, we hope that in memory of our founder, we will bring clean drinking water to those who have none.

During the year 2016-17, Wallace raised and donated over £30,000 to local and international charities. Approximately half was raised for Asha by the team members, their friends and families, the school community and local faith communities. Asha is one of the school's legacy charities; the other is the Cancer Fund for Children, a well known local charity. A "Colour Run" organised by the A level PE classes, resulted in a tremendous total of over £8,000 to aid the fund and the school was also delighted to support the Mayor of Lisburn and Castlereagh, Councillor Brian Bloomfield, in his fundraising for Tiny Life. The Mayor is a former

Vice-Principal of Wallace and was elated to receive cheques for almost £3,000 from the Prep Department and the Grammar school. Other highlights of the charitable year were our events for Children in Need and Red Nose Day when Year 14 student, Lewis Taylor, became Principal for the Day.

To date, during this school year, we have donated to Asha, Children in Need, the Wings Appeal, the British Legion's Poppy Appeal, The Cancer Fund for Children and Marie Curie. Pupils have also helped with practical donations of goods for Operation Christmas Child, Fields of Life and Christmas hampers. Teachers have also contributed to the Lisburn food bank and to pamper hampers for the Women's Refuge, Lisburn. Chris Henry, Jacob Stockdale and Denise Watson joined us for a fundraiser at Christmas in aid of our legacy charities.

**"Wallace High School's commitment to Cancer Fund for children is quite simply limitless... Wallace High School truly embodies a culture of kindness and selflessness, which is very much in keeping with our own ethos of care and support. We are proud to be one of the school's legacy charities and look forward to working in partnership together for many years to come."**

Gillian Creevy,  
Chief Executive, Cancer Fund for Children.



**"I know for myself the commitment, dedication and excellence of its teachers and the wealth of its provision."**





**“A Colour Run organised by the A level PE classes resulted in £8,000 being raised for Cancer Fund for Children.”**



**“Approximately £15,000 was raised for Asha by the team members, their friends and families, the school community and local faith communities.”**





**“Providing a blend of pastoral support, adventure activities and team building for Year 8 students.”**



**SEN  
SEN support**

We are conscious that pupils bring to school individual experiences, histories, interests and strengths which impact on their learning. In planning to meet these diverse needs, the school will encourage all pupils to appreciate and respect difference in others, arising from whatever source. We recognise that some students will come to Wallace with Special Educational Needs (SEN) whilst others will be identified as having such a need during their time here.

**“The school will encourage all pupils to appreciate and respect difference in others, arising from whatever source.”**

We are committed to helping pupils overcome barriers to learning and assessment and our model is an inclusive one fostering a sense of integration, as all pupils are consistently involved in target setting exercises thus enabling pupils to set their own goals. Heads of Department are expected to provide departmental policies, support and subject-specific targets for SEN pupils and to liaise with Heads of Year in modifying provision for individual pupils.

The school makes full use of the support services offered by the Education Authority (EA) and external agencies, as appropriate.



*Former Head Boy Jordan Clements who defied Muscular Dystrophy to realise his lifelong dream of being a doctor. Jordan is currently working in the Mater Hospital, Belfast*

At all times, we strive to maintain the dignity of the pupil and to work in co-operation with his or her parents. Our SENCo, Miss Gracey, is fully qualified as a specialist assessor for Access Arrangements and is registered with the British Psychological Society.

In the summer of 2017, we were delighted when former pupil, Peter

McConnell, graduated with a First Class Masters degree in Applied Mathematics. Peter was accepted for a fully funded PhD at QUB in Physics (quantum computing); one of his Professors is based at QUB, the other at University College, London.

“Wallace has been a significant part of Peter’s journey in life. As parents, we attended Wallace and other schools for pre interview in gaining wisdom to know which school to advise Peter to attend. We met the Vice-Principal who told us that he could not say school for Peter would be problem free but he could say that the school would address the issues and the school welcomed our contact as parents. It was his words that spoke to our hearts, we both knew Wallace was where Peter should attend.

Peter himself told us in first year he was happy in Wallace as he felt accepted for who he was. This was a revelation to us of how Peter felt and thought and we believe a great compliment to the school.”

*(Part of an email from Peter’s parents to school following his graduation).*



# EXCELLENCE

## Gifted and Talented

As a selective school, we acknowledge that within our school family are those whose abilities are so remarkable that they need additional enrichment activities. Gifted and Talented pupils are recognised as a group within Special Educational Needs (SEN) and our commitment to them is shown by our provision of a Gifted and Talented Co-ordinator, Mr Neal McKnight, who works in close co-operation with fellow Senior Teacher/SENCo, Miss Heather Gracey and Heads of Department. We have a well established relationship with Villiers Park and many of our students who attend one of these residentials proceed to Oxbridge applications. During the summer of 2017, 11 Year 13 Wallace students attended summer residential and Gifted and Talented programmes at UUJ, the University of Dundee, Oxford and Cambridge; four Year 14 students gained places at Cambridge. Our provision is not solely at Key Stage 5 as every effort is made to offer interesting enrichment activities in both Key Stage 3 and Key Stage 4 through competitions, courses and online extension materials and activities.

## “Wallace continues to be at the forefront of innovative provision in ICT in Northern Ireland.”

### Digital Technology

Wallace continues to be at the forefront of innovative provision in ICT in Northern Ireland. Our reputation for excellence in this area continues to reach far beyond our locality; we respond to academic queries from around the globe on a regular basis. Committed to stretching ourselves, our teachers have a Performance Review Staff Development (PRSD) objective based around the use of apps, our Erasmus+ project is based around digital technology and our expert technicians created our own Wallace High Campus. Wallace students continue to excel in the CCEA A level in Software Systems Development and we are continuing to forge links with the ICT industry in Northern Ireland.

The school has a rich social media presence. Departments have their own Twitter accounts, a live feed of sports matches is available for fans, a Facebook page is accessible to pupils, former pupils and friends of the school and the school's website is a digital archive of our achievements as a school. Our recent purchase of a drone has enabled us to obtain exciting footage of our School Enhancement Programme and pupils have the opportunity to participate in a number of extra-curricular clubs linked to digital technology.





## MUSIC Music Tuition

The Music Department offers instrumental and voice tuition in a wide range of areas and we are delighted by the very high uptake of lessons in the following areas:

- Upper strings: Violin and Viola
- Lower strings: Cello and Double Bass
- Woodwind: Flute, Clarinet and Double Bass
- Brass: Trumpet, Trombone, French Horn and Tuba (Brass Band included)
- Percussion: Drum Kit and Orchestral Percussion
- Guitar: Classical and Electric, Electric Bass
- Voice: Soprano to Bass
- Piano: Jazz Piano, Classical Piano, Organ

The generous funding of the Hadden Bursaries by Mrs Celia Gourley enables us to offer additional provision to students. The Music Department has two specialist teachers, Mr David Falconer (Head of Music) and Miss Chelsea Pascoe. The Department is also fortunate in gaining from the enthusiasm and expertise of Mr Steven Alexander (Head of Mathematics) and Mrs Wendy Davison (Physics) who are both classically trained instrumentalists.

### Capella

Capella is our highly acclaimed senior choir, made up of Music Honours students, Sixth Formers and younger pupils of exceptional promise. The choir has performed far and wide singing in such diverse locations as the New York underground, Notre-Dame and the Wallace collection in London. Several former choristers are now studying Music at university and we are delighted to welcome them home at our annual Carol Concert to join with our choirs. A particular feature of Capella is the strength of its male sections and male-only pieces have become a tradition within our choral work.



## “The Music Department plays an invaluable role in fostering confidence.”

### Cantabile

Our junior choir is directed by Mrs Davison and Mr Alexander. Immensely popular with students, the choir's performance is characterised by a discipline beyond the pupils' years which is reflected in their repertoire.

We are also delighted by the standards of our Junior Chamber Choir and our highly acclaimed Honours Choir.

### Collaboration with Parkview Special School

Wallace pupils have derived great enjoyment from this collaboration as our pupils meet with Parkview students on a regular basis. Our Senior Prize Giving was enriched by the presence of Parkview pupils who performed “True Colours” followed by the popular “Tale as Old as Time” from Disney’s “Beauty and the Beast” featuring Parkview Seniors, Wallace’s Honours Choir and the use of Makaton.

We are looking forward immensely to our concert in Lisburn celebrating the 200th anniversary of Sir Richard’s birth. The concert will feature all our choirs and instrumentalists and the Parkview choir.

Miss Pascoe is responsible for the Orchestra and is supported by the instrumental tutors. Pupils have the opportunity to play in various groups and enjoy building friendships whilst enhancing their skills. The Music Department plays an invaluable role in fostering confidence through creativity and much intuitive mentoring occurs through shared skills and interests.



### Careers Education, Information and Guidance

Keenly aware of the moral responsibility of guiding our young people towards future careers in an increasingly uncertain world, we begin Careers Education in Key Stage 3 with the Employability strand of Learning for Life and Work. Prior to subject selection for GCSE, pupils have careers interviews and attend a Careers Workshop in the Lisburn Area Learning Community. In Year 12, prior to AS subject choices, pupils attend a Careers Convention and benefit from an interview with the Careers Service. Pupils with an SEN meet with a specialist member of the Careers Service. Work experience is in Year 13 and throughout the period of AS and A2 study, pupils have access to experienced external specialists.

**“Guiding our young people towards future careers in an increasingly uncertain world.”**

#### Mock interviews

The school offers a comprehensive mock interview scheme. We are grateful for the assistance offered to us by parents, the Rotary Club and past pupils in facilitating this process. Students are given comprehensive feedback on their performance and the process is audited annually. The school also provides specialist preparation and interviews for students applying for teacher training, dentistry, medicine and Oxbridge. We also try to offer Oxbridge applicants the opportunity to meet up with former pupils currently studying in Oxford and Cambridge as undergraduates and postgraduates.





### Young Enterprise

The school has long been a Centre for Excellence for Young Enterprise and our Link Teacher, Ms Karen Neill, has guided our pupils to remarkable levels of success in the competition over many years. The Young Enterprise Company Programme gives students in Year 13 the opportunity to set up and run a business. Students have the opportunity to learn about the roles and responsibilities which exist within businesses and the whole experience is invaluable providing outstanding opportunities for creative and collaborative thinking coupled with administrative skills. In the current Year 13 scheme, we have five companies: Droplit, Supply Nest, Travella, Phonix and Virtus.



**“Students have the opportunity to learn about the roles and responsibilities which exist within businesses.”**



### Rotary Interact

The school has a vibrant and flourishing group overseen by Mrs Weir and Mrs Dumigan. Through a range of charitable activities, the group raises funds for a local and an international cause each year. Since its inception, it has developed its own traditions which add to our school's character. The face painting teams have developed a range of looks varying from charming to intimidating (think Braveheart!) and the singing Christmas elves delivering candy canes added to the festivities at the end of term. In keeping with the ideals of the Rotary movement, pupils are encouraged to serve others, an aim which complements our founder's legacy.



# CURRICULUM 2017-18

The Curriculum Policy is approved by the Board of Governors and implemented and delivered by the Principal and staff of the school.

The policy is developed by the Leadership Team in consultation with the staff. The curriculum meets statutory requirements as identified by DENI.

In order to meet current and anticipated statutory requirements, together with meeting the needs and aspirations of the pupils, the school curriculum is reviewed annually and proposed updates are brought to the Education Committee of the Board of Governors, and the full Board, in turn for approval.

## GCSE Curriculum Rationale

All pupils will follow the core curriculum of English, English Literature, Religious Studies (Short Course) and Mathematics. Pupils will select a number of additional GCSEs from the options blocks as indicated in the subject choice letter.

## Further Mathematics GCSE

The top 70 candidates in the Year 10 summer Mathematics examination will be offered the opportunity to study GCSE Further Mathematics. This involves an extra single period of Mathematics in lieu of one period of non-exam PE.

## Religious Studies GCSE

The Religious Studies course is an introduction to Christian ethics exploring personal and family issues, matters of life and death, care for the environment, equality, war and peace. Studying these themes can enhance personal, social and cultural development. It is an opportunity to reflect on and develop values, opinions and attitudes. Since September 2014, pupils have studied RS Short Course modules in Year 11 and the Full Course modules in Year 12. The GCSE Pupils will sit the appropriate GCSE examination at the end of both Year 11 and Year 12. Each examination lasts 90 minutes.

## Twilight Study

Pupils may have the opportunity to enrol on one of the "twilight" GCSE courses that run in conjunction with other Lisburn schools and delivered by SERC, usually at their main campus in Castle Street. A number of pupils in Year 11 this year are following twilight GCSE courses in Photography and Engineering. They run one afternoon per week throughout Years 11 and 12 and usually are timetabled from about 3.45 - 5.45pm.

Further details on which courses (and numbers) will be available at SERC will be confirmed later in the year.

	Year 8	Year 9	Year 10
English	5	4	6
Maths	6	5	6
French	4	4	4
History	3	4	4
Geography	3	4	4
Art	2	2	2
Music	2	1	1
RE	2	2	1
Technology	2	2	2
HE	2	2	2
LLW	2	1	1
PE	1	1	1
Games	2	2	2
Drama	2		
Reading for Pleasure	1	1	
Physics	2	2	2
Chemistry	2	2	2
Biology	2	2	2
Computer Programming	1	1	
German/ Spanish		3	3





## Middle School Curriculum (Year 11/12)

English (7) Maths (6/7) RE (2) LLW (2) Games (2) PE (1/2) Groups (4)  
 The top 70 pupils in the Summer Year 10 Mathematics examination are offered GCSE Further Mathematics.

Group I	Group II	Group III	Group IV	Group V	Group VI
Biology Chemistry Physics	Art Bus Studies Home Econ Geography History Journalism Technology	Biology History Home Econ ICT Music PE Physics	Biology Bus Studies Chemistry Geography ICT Technology	Art Chemistry French Geography History MIA Physics	French German Spanish

A small number of places are available for GCSE Engineering and GCSE Photography through the Lisburn Area Learning Community.

## Sixth Form Curriculum

(9 periods per subject) Pupils choose one subject per option block.

A	B	C	D
Biology Computing English Literature French History ICT Mathematics Physical Education Religious Studies	Biology Economics Electronics Further Maths Geography German Health & Social Care History Mathematics Moving Image Arts Travel and Tourism	Art Biology Chemistry English Literature Music Nutrition & Food Science Politics Technology	Bus Studies Chemistry Geography History ICT Physics Spanish

## Other courses

### 1 Enrichment Programme

Young Enterprise  
 Computer Programming  
 European Studies  
 Health  
 Japanese  
 Cooking  
 RE  
 GCSE Astronomy  
 Drone Programming  
 Sentinus (Computing)  
 Nursing Home Work Experience  
 Sentinus Team R&D (formerly the Engineering Education Scheme)

### 2 Careers Tutorial

### 3 Games

## A-Z Clubs and Societies

Art Club  
 Book Club  
 Chamber Orchestra  
 Charity Committee  
 Chess Club  
 Choirs (Cantabile/Capella)  
 Chemistry Club  
 CoderDojo  
 Debating Society  
 Drama Society  
 Duke of Edinburgh's Award Scheme  
 Film Club  
 Formula One in Schools  
 Guides  
 Horrible Histories Club  
 Lego League  
 Literary Film Club  
 Movie Club  
 MUN  
 Orchestra  
 Public Speaking  
 Rotary Interact  
 Salsa Dance Class  
 School Orchestra  
 Scouts  
 Scripture Union  
 Sign Language Club  
 Song Writing Club  
 Technology Club  
 Young Enterprise

## A-Z Sports

Athletics  
 Badminton  
 Cricket  
 Cross-Country  
 Equestrian  
 Golf  
 Hockey  
 Netball  
 Rugby  
 Skiing  
 Squash  
 Swimming  
 Tennis

All information correct at time of going to press but may be subject to amendment

# ADMISSIONS

To Parents/Guardians naming The Wallace High School as a preference on your child's Transfer Form.

## Entrance Test Results

Please ensure that you attach original "Notification of Result" to your child's Transfer Form. This contains your child's AQE score and candidate number. The Admissions Committee will be unable to consider the application if either a photocopy is attached or the information is omitted. The original document only will be acceptable.

## Verification of non-Academic Stage 2 criteria

Please ensure that where reference is made to another child of the family who is currently a pupil or an ex-pupil, his/her name should be included on the Transfer Form with, if relevant, the current year group, class set or in the case of an ex-pupil, the year the pupil left. In respect of a reference to a parent who was a pupil of the School the name of the parent at the time of

attendance and the date he/she left the School must be included. This information will be accepted either on the transfer form or as a separate attachment.

## Special Circumstances and/or Special Provision

If you are making a claim for your child to be considered under Special Circumstances or Special Provision, please note that you are required to:

- (1) present all such information as you consider will assist the Admissions Committee of the Board of Governors in determining if Special Circumstances/Special Provision apply; and
- (2) attach all such information to the Transfer Form.

Further details can be found in the Section "Special Circumstances and Special Provision" see Appendix 1.

As the School is a voluntary grammar school, a mandatory capital fee of £140 per annum is currently charged. This is reduced to £70 for the third and subsequent children in a family. This money is used to help finance new school buildings and equipment. Parents are asked to make an additional voluntary contribution which stands at £55 per pupil to support whole school initiatives and general upkeep of the buildings and grounds. The school's "Charges and Remissions Policy" outlines optional extras of which parents may avail for their children. It can be found at [www.wallacehigh.org](http://www.wallacehigh.org).

## Admissions Criteria

The School is a co-educational, non-denominational, Voluntary Grammar School. The School's enrolment number is 1160 and its admissions number is 170. For transfer to Year 8, the Admissions Committee of the Board of Governors will consider, in the first instance, those children who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE) and who have been awarded a mark in the form of a standardised score. Information on this test is available from the School or on the AQE website [www.aqe.org.uk](http://www.aqe.org.uk)

It should be noted that the Admissions Committee of the Board of Governors will not take into account the position of preference given, to the School, by the applicant on the transfer form. An application from a child who has placed the School 2nd in order of preference, and who has not been offered a place in the school of first choice, will be considered in the same way as all first preference applications to the School.

It is the responsibility of the parents of the child applying to ensure that all relevant information is made available to the School.

Applications for Special Circumstances and Special Provisions will be considered first and equally with all applications. (see Appendix 1).

## Respective functions of the Board of Governors and Principal in relation to Admissions to the School

Selection of the intake for Year 8 has been delegated by the Board of Governors to an Admissions Committee appointed by the Board of Governors.



It should also be noted that children resident in Northern Ireland at the time of their proposed admission must be admitted before any child not so resident.

The process for admissions, should the School have more applicants than places available, is as below:-

Allocation of places by the Admissions Committee of the Board of Governors will be made in two stages:-

### Stage 1

The results of the CEA will be reported as a standardised score out of a maximum of 140.

The standardised scores of all applicants will be placed in rank order and banded in ranges of a score of 5. Higher scores will precede lower scores ie;

**140 - 136** being the first band,  
**135 - 131** the second band,  
**130 - 126** the third band,  
**125 - 121** the fourth band,  
**120 - 116** the fifth band,  
**115 - 111** the sixth band,  
**110 - 106** the seventh band,  
**105 - 101** the eighth band, and so on in ranges of a score of 5.

Places will be allocated to all the applicants in the bands above the band containing the 170th applicant.

### Stage 2

The remaining places will be allocated from the applicants in the band containing the 170th applicant by applying, in order, the criteria below:

- Children who are attending the Preparatory Department of the School.
- Children who have a child of the family enrolled in the School on the date of transfer.
- Children whose twin or triplet sibling(s) has/have already been admitted to the School.
- Children who have a child of the family who attended the School.

e) Children who have a parent who was a pupil of the School.

f) Children who are transferring from primary schools from which the School has received pupils within the last five years (see accompanying list) and who are the elder/eldest children in their respective families or who are the first in the family to transfer to a mainstream school or who are the only child in their family.

g) Other children who are transferring from primary schools from which the School has received pupils within the last five years (see accompanying list).

h) Children \*entitled to free school meals at the time of application. \* "entitled to free school meals" will mean children who are listed on the Education Authority register as entitled to free school meals at the date on which their parent has signed their post-primary Transfer Form. If a child becomes eligible subsequent from this but prior to the final publication by the Board of Governors of allocated places, i.e. Wednesday, 2 May 2018, the parent must inform the school so that this criterion can be applied to the application.

i) Random computer generated tie-breaker. The following random selection process, as determined by the Board of Governors and overseen by the Admissions Committee, shall be applied to determine the remaining applications to be accepted:

- each application to be considered at this stage is allocated a random number electronically generated within Microsoft Excel;
- the applications are then ranked in order of the random number with higher numbers having preference.

### Appendix 1

Guidelines on the arrangements for Special Circumstances and Special Provision.

"Explanation of Special Circumstances and Special Provision"

The purpose of a claim for Special Circumstances and/or Special Provision is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA, under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provision consists of two parts. The first requires the consideration of whether there is, in the judgement of the Admissions Committee of the Board of Governors, sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provision, or both. If a child is permitted to be considered as having Special Circumstances or as attracting Special Provision or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the Admissions Committee of the Board of Governors so that a mark equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents to present all such material as they consider will assist the Admissions Committee of the Board of Governors in performing both parts of the consideration described above. It should be noted by parents that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

### Special Circumstances

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the CEA and which are supported by documentary evidence of a medical or other appropriate nature. These "medical or other problems" are commonly referred to as "Special Circumstances."



Parents who wish to apply to the School under Special Circumstances **must** complete Form SC17 obtainable from the School or AQE, and attach it with appropriate documentary evidence to the Transfer Form, as detailed below.

### Details of Medical or Other Problems

Where it is claimed that a child's performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC17 precise details of the problem and must append evidence to corroborate its existence.

Where the problem is a medical one of short term duration, which affected the child only at the time of the CEA, the Admissions Committee of the Board of Governors will give greater weight to evidence that the child was examined by a medical practitioner in relation to the illness at the time of the assessments. Where the problem is of a non-medical nature the parents should append appropriate evidence. It should be noted that in all cases

independent evidence will carry greater weight.

### Educational Evidence

Objective documentary evidence must be provided by the parents. This should include the score achieved in the CEA and, where they exist, the results for the child of any standardised test(s) conducted in Year 5, Year 6 and Year 7, and the results in any end of year tests in English and Mathematics in Year 5 and Year 6.

It would be useful for the Admissions Committee of the Board of Governors to have additional comparative information from the primary school. This should include the results (without names) for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7, and the results in any end of year tests in English and Mathematics in Year 5 and Year 6. The Admissions Committee of the Board of Governors will consider the application for Special

Circumstances. Where Special Circumstances are accepted, the Admissions Committee of the Board of Governors will determine, on the basis of the information available, a score for the child. Such children will then be considered with all other children who have received a CEA score and the admissions criteria applied.

### Special Provision

Parents can apply for Special Provision in respect of:

- Children whose parents wish them to transfer from schools outside Northern Ireland.
- Children who have received more than half their primary education outside Northern Ireland.
- Children, entered for the CEA, who because of unforeseen and serious medical or other problems were unable to participate in any of the assessments.



**NOTE:** It is expected that all those seeking admission should sit the CEA, with the exception of those children who take up residence in Northern Ireland after September 2017.

Parents who wish to apply to the School under Special Provision should contact the School as soon as possible. In addition, they should complete Form SC17, obtainable from the School or AQE ([www.aqe.org.uk](http://www.aqe.org.uk)), stating the precise reason why they believe the child is eligible for consideration under Special Provision and provide appropriate independent documentary evidence. A copy of SC17 and all the documentary evidence should be attached to the Transfer Form.

The Admissions Committee of the Board of Governors will consider the application for Special Provision. Where Special Provision is accepted, the following procedure will apply:

- the Admissions Committee of the Board of Governors will consider any assessment information, including the child's score in the CEA, if completed;
- the Admissions Committee of the Board of Governors will determine, on the basis of all available assessment information, an appropriate score for the child. The child will then be considered with all other children who have received a CEA score and the admissions criteria applied.

**Please note:**

It is recognised that some parents may feel that their child's case falls into more than one of the above categories. In this instance, all evidence within the relevant categories should be appended to Form SC17.

If an application is accepted by the Admissions Committee as meeting the criteria for (1) Special Provision and (2) Special Circumstances, it will be treated as follows:

**(1) Special Provision**

If the application meets one or more of the three criteria as set out at Special Provision above, Educational Evidence (as defined above under the heading Educational Evidence) will be considered. A CEA score will then be assigned.

**(2) Special Circumstances**

In respect of a further consideration of Special Circumstances as outlined above, Special Circumstances must be contemporaneous to the child sitting the AQE CEA tests. An additional consideration of the already assigned CEA score through Special Provision will not be considered unless there is contemporaneous evidence, which shows that all the educational evidence provided has been impacted by these Special Circumstances.

It is therefore, in respect of an application for both Special Provision and Special Circumstances, the responsibility of the parents to provide Educational Evidence (as defined above under the heading Educational Evidence).

The Admissions Committee of the Board of Governors will not adjust a mark solely on the basis of statements made but not supported by evidence.

The Information Commissioner's website [www.ico.gov.uk](http://www.ico.gov.uk) contains guidance for parents with regard to how to access information held by schools in relation to their child.

It is the responsibility of the parents to attach the requested information to Form SC17.

**Duty to verify**

The Admissions Committee of the Board of Governors reserves the right to require additional information or evidence, for example educational information, to determine, support or verify information on the Transfer Form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the School can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the School's Admissions Criteria is stated on the Transfer Form or attached to it.

**Waiting List Policy**

If a vacancy arises and is to be filled during Year 8, the next applicant on the original transfer list rank order will be contacted. This list does not transfer automatically into applications for other year groups.

**Primary Schools from which the School has received pupils in the last five years**

ANAHILT	MAGHABERRY
BALLINDERRY	MARALIN VILLAGE
BALLYCARRICKMADDY	MCKINNEY (DUNROD)
BALLYMACASH	MEADOW BRIDGE
BALLYNAHINCH	MOIRA
BROWNLEE	OAKWOOD
CARNTALL	POND PARK
CARR	PORTADOWN INTEGRATED
CARRICKERGUS MODEL	RIVERDALE
CRANMORE INTEGRATED	ROWANDALE
CRUMLIN	SEAGOE
DONACLONEY	SEYMOUR HILL
DOWNSHIRE	SPA
DROMARA	ST ALOYSIUS'
DROMORE CENTRAL	ST COLMAN'S
DUNMURRY	ST JOSEPH'S (CRUMLIN)
FAIRHILL	ST JOSEPH'S (LISBURN)
FINAGHY	ST MARY'S (DERAMORE)
FORT HILL	STRANMILLIS
FRIENDS' PREP	TONAGH
HARMONY HILL	VICTORIA COLLEGE PREP
KILLOWEN	WALLACE PREP
KNOCKMORE	WARINGSTOWN
LARGYMORE	WILLIAM PINKERTON MEMORIAL
LISBURN CENTRAL	

For applications for a place in years other than Year 8, parents must complete and return the Application for Admission form, available on [www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/](http://www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/)

The criteria used to establish a rank order of applications is published on [www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/](http://www.wallacehigh.org/about/admissions-criteria/admissions-non-yr8/)

Please refer to the school website for guidance on admission to Sixth Form.

**Applications and Admissions**

Year	Admissions No	Total Applications i.e. All Preferences	Total Admissions
2017	170	289	172

In 2017, the school was oversubscribed in the band containing candidates with AQE Scores 101-105 and the non-academic Stage 2 criteria were applied.



# EXAMINATION RESULTS

## ADDITIONAL INFORMATION 2016-2017

	Male	Female	Total	SEN
<b>Year 12</b>	89	85	174	23
<b>Year 13</b>	64	77	141	14
<b>Year 14</b>	64	75	139	19

	Number	%
<b>Year 12 entered for 5+ GCSEs</b> incl. GCSE English and Maths	174	100
<b>Year 14 entered for 2+ A Levels</b>	139	100
<b>Year 14 entered for 3+ A Levels</b>	139	100

	MALE % WHS	FEMALE % WHS	TOTAL % WHS
<b>Year 12 achieving 5 or more GCSEs at Grades A* - C</b>	99	100	99
<b>Year 12 achieving 5 or more GCSEs at Grades A* - C</b> (incl. GCSE English and Maths)	98	100	99
<b>Year 12 FSML achieving 5 or more GCSEs at Grades A* - C</b> (incl. GCSE English and Maths)	86	100	89
<b>Year 12 Leavers achieving 5 or more GCSEs at Grades A* - C</b> (incl. GCSE English and Maths)	96	100	98
<b>Year 12 FSML Leavers achieving 5 or more GCSEs at Grades A* - C</b> (incl. GCSE English and Maths)	67	N/A	67

	MALE % WHS	FEMALE % WHS	TOTAL % WHS
<b>Year 14 achieving 2 or more A-Levels at Grades A* - E</b> (or equivalent)	100	100	100
<b>Year 14 achieving 3 or more A-Levels at Grades A* - C</b> (or equivalent)	86	88	87

# ENDURING BONDS

## WALLACE GENERATIONS



JAYNE

"The years I spent at Wallace were some of the best of my life so far. I made lifelong friends and had endless opportunities

and learning experiences that have opened many doors for me since. Despite having left many moons ago I silently cheered and punched the air when both my boys gave it their thumbs up as first choice for their post primary education. Now I get to visit it again on a regular basis... albeit mainly the car park for hockey, art, drama or SU after school pickups. It feels like coming home. I guess you can take the girl out of the school but you can't take the school out of the girl!"



Jayne pictured with fellow top GCSE students at Senior Prize Giving. She is now a Consultant Ophthalmic Surgeon for the Belfast Trust.



JOSH

"I'm now in my second year at Wallace and absolutely loving it. Wallace to me means great friendships, new experiences, fantastic opportunities and ... sport! Hockey all winter, cricket and tennis all summer ... it's like having a constant supply of candy! Obviously there are homeworks and revision to fit in too but the extra curricular activities definitely keep things sweet! I think it's great that my mum went to Wallace. My uncle was a pupil too and now my brother. Hopefully my sister will join us too in a few years time! Wallace is becoming a tradition in our family!"



MAX

"I've been in Year 8 since September. I wasn't nervous at all about coming to Wallace. My brother had told me so many fantastic things about it that I couldn't wait to start and I haven't been disappointed. I love all the new subjects such as Science and French and there are so many clubs to join the main difficulty is choosing which to go to. I've made lots of friends and the fingerprint payment method in the canteen is cool. My mum is so patriotic about Wallace it can't help rubbing off on us. She was Deputy Head Girl in 1990, which seems like a long time ago but there are still the same Houses, the Christmas Pie and even some teachers from back then! There were no ipads though!! I'm proud of what my mum has achieved and if Wallace was good enough for her it is definitely good enough for me!"





Year 8 pupils contribute to Lisburn Food Banks Easter Egg Appeal

## EXAMINATION RESULTS SUMMARY

### **2017 GCSE**

32 students achieved 10 A\* + A grades.  
41 students achieved 9 A\* + A grades.  
2 students achieved 11 A\*.

### **2017 A Level**

#### **A record year for Wallace**

31 students achieved 3 or more A/A\* grades.  
% of students achieving 3+ A\*-C = 87.  
95% of grades awarded were A\*-C.



THE  
WALLACE  
HIGH SCHOOL