Many thanks to all who contributed photographs. Special thanks to former pupil Catherine Harrison and multi-talented Vice-Principal, Mr David Cleland.
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, 17% of students gained 3+ A to C grades and 85% 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 Yew 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 shared 1st place with Julie Yew in Art and Design whilst Holly Macle (another Year 11 “super scholar”) gained 1st place in GCSE RE (short course).

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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."
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.

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 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.

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.

“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)
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 major 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 from this tournament 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.
A SELECTION OF SPORTING EXCELLENCE
(Fuller details can be seen in the Sports Awards Dinner programme 2017)

Athletics
Victoria Lightbody
Ulster U17 and Ulster U18
Rebecca Wallace
Ulster U17 (Celtic Cross Country Championships), Ulster U17 U1500m, 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 U16
Ben Nelson
Ulster U17
Andrew O’Hare
Irish U16 (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 Bethell
Ulster and Irish High Performance Squad: 200m, 400m, 800m Freestyle Irish Champion
Rachel Bethell
Ulster and Irish High Performance Squad: 800m Freestyle Irish Silver Medalist
Alex Haskins
Ulster High Performance Squad

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

**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.

**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.

**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.

**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.

“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.”

“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. 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 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 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 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)
“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/Córdoban 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!

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 Jr 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 Polish part of the trip was of course dominated by the visits to Auschwitz and Birkenau...”
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.
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. 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.

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.

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“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 Dorment, 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. 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.
“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.”
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).

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.

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

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(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 residentialis 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.

EXCELLENCE
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 delighted by the standards of our Junior Chamber Choir and our highly acclaimed Honours 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 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 intimidatory (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.
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Maths</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>4</td>
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<tr>
<td>History</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Geography</td>
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<td>4</td>
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</tr>
<tr>
<td>Art</td>
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</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>RE</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HE</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>LILW</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Games</td>
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<td>2</td>
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<tr>
<td>Drama</td>
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<td></td>
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<td>Reading for Pleasure</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
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</tr>
<tr>
<td>Chemistry</td>
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<td>2</td>
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</tr>
<tr>
<td>Computer Programming</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>German/ Spanish</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

**Religious Studies GCSE**

The Religious Studies course is an introduction to Christian ethics and values and is a consideration of 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 last 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.
Sixth Form Curriculum
(9 periods per subject)
Pupils choose one subject per option block.

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

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.

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

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

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

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).
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 as:

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 17th applicant.

Stage 2
The remaining places will be allocated from the applicants in the band containing the 17th applicant applying, in order, the criteria below:

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

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.”

Children whose twin or triplet sibling(s) has/have already been admitted to the School.

Parents who wish to apply to the School under Special Circumstances must complete Form SC7, 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
When 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 SC7 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 attainment 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 assessment.

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:

i) Children whose parents wish to transfer from schools outside Northern Ireland.

ii) Children who have received more than half their primary education outside Northern Ireland.

iii) Children, entered for the CEA, who because of unforeseen and serious medical or other problems were unable to participate in any of the assessments.
Primary Schools from which the School has received pupils in the last five years

Anahilt  Maghaberry
Ballinderry  Maralin Village
Ballycarrickmaddy  McKinnery (Dundrod)
Ballymacash  Meadow Bridge
Ballynahinch  Moira
Brownlee  Oakwood
Carnall  Pond Park
Carr  Portadown Integrated
Carrickergus Model  Riverdale
Gramore Integrated  Rowandale
Grumlin  Seagoe
Donacloyney  Seymore Hill
Downshire  Spa
Dromara  St Aloysius
Dromore Central  St Colman’s
Dumnurry  St Josephs (Grumlin)
Fairhill  St Josephs (Liverpool)
Finaghy  St Mary’s (Deramore)
Fort Hill  Stranmillis
Friends’ Prep  Tonagh
Harmony Hill  Victoria College Prep
Kilconwy  Wallace Prep
Knockmore  Waringstown
Largymore  William Pinkerton Memorial
Lisburn Central

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 ACE (www.ace.gov.uk), stating the precise reason why they believe the child is eligible for consideration under Special Provision and provide appropriate documentary evidence. A copy of SC17 and all the independent documentary evidence should be provided to 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.

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:

Duty to verify
The Admissions Committee of the Board of Governors will verify 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 it 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.

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 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.

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/.

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

Applications and Admissions

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<tr>
<th>Year</th>
<th>Admissions No</th>
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</tr>
</thead>
<tbody>
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<td>2017</td>
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<td>289</td>
</tr>
<tr>
<td></td>
<td></td>
<td>172</td>
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</table>

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.
## Year 12

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<th>Female</th>
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<tr>
<td>Year 12</td>
<td>89</td>
<td>85</td>
<td>174</td>
<td>23</td>
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<tr>
<td>Year 13</td>
<td>64</td>
<td>77</td>
<td>141</td>
<td>14</td>
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<td>Year 14</td>
<td>64</td>
<td>75</td>
<td>139</td>
<td>19</td>
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## Year 12 entered for 5+ GCSEs incl. GCSE English and Maths

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
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<tbody>
<tr>
<td>Year 12</td>
<td>174</td>
<td>100</td>
</tr>
<tr>
<td>Year 14</td>
<td>139</td>
<td>100</td>
</tr>
</tbody>
</table>

## Year 12 achieving 5 or more GCSEs at Grades A* – C (incl. GCSE English and Maths)

<table>
<thead>
<tr>
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<th>FEMALE</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>99</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Year 12 FSML</td>
<td>98</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Year 12 Leavers</td>
<td>96</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Year 12 FSML Leavers</td>
<td>67</td>
<td>N/A</td>
<td>67</td>
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## Year 14 achieved 2 or more A-Levels at Grades A* – E (or equivalent)

<table>
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<th>FEMALE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 14</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Year 14</td>
<td>85</td>
<td>88</td>
<td>87</td>
</tr>
</tbody>
</table>
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!"
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.