

THE WALLACE HIGH SCHOOL

PROSPECTUS 2019

NEW BEGINNINGS



COMMITMENT

OPPORTUNITY



RESPECT

EXCELLENCE



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REALISING AMBITIONS

Many thanks to all who contributed photographs.



“We are proud to think of this school as ‘the living legacy’ of its inspirational, philanthropic founder.”



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 2017-2018 was a remarkable year for Wallace High School as the school commemorated the bicentennial of its founder's birth with highly-acclaimed musical performances in Lisburn and London, consolidated the continuation of his vision with the completion of a School Enhancement Project and celebrated continued outstanding academic success.

For yet another year, the school achieved record A level results with 47% of all grades A*/A, 80% A*/B, 96% A*/C with 87% of students achieving 3+ A*-C grades. At AS level, 10 students achieved 4 A grades and 24 students 3 or 4 A grades; 13 students completed Mathematics A level in one year. We were delighted to hear that Year 14 student, Peter Gillanders, was joint 1st in A level Geography in the CCEA rankings.

At GCSE level, 32 students achieved 10 or more A*/A grades, 71 students achieved 27 points or more - the equivalent of 9 A grades and 55 students achieved 8 or more A*/A grades with 51% of all grades being awarded at A*/A. We featured

"A remarkable year for Wallace High School as the school commemorated the bicentennial of its founder's birth."

strongly in the CCEA rankings with 2 students, Anna Trimble and Holly Mackin, who had featured in the 2017 rankings as Year 11 students, appearing again in 2018! In Year 11, Anna was placed 1st in GCSE Mathematics out of a candidature of 21,643 so the probability of being 1st was an astonishing 0.0000462! This year, Anna was placed joint 1st in GCSE French, joint 1st in Further Mathematics and 1st in GCSE Geography. Anna's mother, Helen, as an 18-year old Wallace pupil was placed 1st in A level Geography. We have yet to calculate the probability of Anna's 2018 achievements and we suspect few families have ever attained a CCEA inter-generational double! Holly Mackin, who gained 1st place in GCSE RE (short course) in Year 11 was placed joint 2nd in French this year and has subsequently won a Rotary



Scholarship to represent Northern Ireland at a conference in Strasbourg.

We are proud to think of this school as 'the living legacy' of its inspirational, philanthropic founder. I hope you will enjoy reading this prospectus which celebrates the achievements of our pupils and commemorates our unique history.

INSPECTION FINDINGS

SERVING OUR PUPILS WITH EXCELLENCE

Grammar School

Inspection Findings 2015-16

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

"The pupils achieve excellent outcomes in public examinations."

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

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

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

In 2015-16, the school was evaluated overall as "very good" with "outstanding" leadership.

May 2018 Report of a Sustaining Improvement Inspection*

"There is clear evidence of well-planned and targeted improvement work, implemented effectively by the senior leadership team in meeting the needs of all pupils. Consequently, the pupils continue to achieve excellent outcomes in public examinations at Key Stage 4 and post-16."

"In discussions with the inspectors, the pupils were confident and highly motivated; they spoke very positively about their active involvement in the life and work of the school and the academic and pastoral support they receive from their teachers."

Preparatory Department

June 2016 Report of a Sustaining Improvement Inspection

In May 2013, the school was evaluated overall as "very good."

"All of the lessons observed during the sustaining improvement inspection were good in progressing learning and a majority were very good."

"Wallace High School Preparatory Department continues to demonstrate a high level of capacity for sustained self-improvement in the interests of the children."

Pre-Preparatory Department

May 2018 Early Years Inspection by Inspectors from the Early Years Team (South-Eastern Health and Social Care Trust)

"The inspectors praised the "dedicated staff" who "provide a wealth of enjoyable learning opportunities to meet the educational needs of the children within a safe and nurturing environment."

* involving action short of strike





“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.”



A CULTURE OF KINDNESS

“Mr Wallace...finding himself suddenly so wealthy he set himself to invest his wealth...in that peculiarly English fashion of what is called “doing good”. He is now as well known and as popular in London as in Paris...he is on the whole as good a man as the best of those who have lately been adopted into the ranks of the English aristocracy.”

(This description of Sir Richard was published in Vanity Fair, 29th November 1873 in the “Statesmen” series, no.160)



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 and secure, invigorated by the school environment. Our school was founded by a famous philanthropist 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.



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COMMITMENT

Sport for All

Our sports facilities have been transformed by our new Strength and Conditioning Suite which is unequalled in any school in Northern Ireland.

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 were members of the Irish squad which competed in the World Cup in India. 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. Timothy's achievements were celebrated at a very special evening in June "Meet the Olympians" when a Wallace "dream team" took on a team led by fellow Olympians, Jonny Bell and Eugene Magee. A great night of sport was enjoyed by all as some veteran local internationals dusted off their sticks and £900 was raised for CLIC Sargent, Timothy's chosen charity. Congratulations were also due to the boys' hockey 2nd XI who won both the Prior Shield and the Dowdall Cup and were named as Junior Team of the Year 2018 by Lisburn & Castlereagh City Council.

We were also thrilled to hear that Head of Boys' Hockey, Mr Gareth Kidd, had been appointed as Ireland Hockey Senior Men's Manager.

Gareth returned from India just in time to see our 1st XI win the McCullough Cup with a nail-biting penalty shoot-out victory over Sullivan Upper.



"Gareth's pastoral and coaching expertise will add undoubted value to the newly formed Irish coaching team. I see this as the beginning of a very productive relationship with Hockey Ireland in light not only of our school's significant talent pool but our newly built elite Strength and Conditioning facilities and the high quality Wallace pitch."

(Principal, Mrs Deborah O'Hare)





Photo: Charles Beaumont



Photo Charles Beaumont



Photo courtesy of Dickson Digital

“When I was setting out my goals for the season, I was just thinking in terms of maybe squeezing on to the bench.”

Jacob Stockdale

We continue to watch with immense pride the careers of former pupils at Ulster rugby and are indebted to them for their commitment to the school. Their collective example of sportsmanlike conduct and affectionate loyalty to the school is inspirational. Jacob Stockdale surprised many by his humble admission of having been a “B team player” in his early years at Wallace, a fine example of the need for what pioneering psychologist Angela Duckworth calls “grit” in her bestseller of the same name. In the 2018 NatWest Six Nations, Jacob wrote his name in the history book of what is often called ‘Rugby’s Greatest Championship’ by breaking the try-scoring record and becoming the first player in more than 100 years to have scored multiple tries in three consecutive Championship matches. His reward was to be named as the NatWest Six Nations Player of the Championship and more recently he has been chosen as BBC Sport Northern Ireland Personality of the Year.



PUPIL LEADERSHIP

At Wallace we believe in empowering our pupils. The pupil voice is valued at Wallace. We believe that providing roles of responsibility for our young people in our community 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. Each

year, Council contributes members to a Canteen Committee who meet with the Canteen Manager and the Year Councils are also supporting the Leadership Team's work by considering a Reward System. It is certainly true that there have been some very innovative suggestions reflecting pupil experiences; a "fast pass" for the canteen queue was something which would never have occurred to the Leadership Team!

Senior 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.

Prefects

Mr Ian Latham, who is responsible for the prefects, has created an innovative new model for the prefects who 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. Each prefect also belongs to a designated team as follows:

- Sport
- Music
- iLeaders
- Pastoral
- School Spirit

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.

Sports Captains

As part of our focus on "The Wallace Way" (by which we mean the distinctive way in which we as a school communicate our ethos), we have introduced a training scheme for Team Captains. The Principal, supported by other members of the Leadership Team, has met with Team Captains at all levels and encouraged them to participate in a process of self-evaluation.







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 visited the Mayapuri slum in late October/early November. The team has donated an astounding £16,500 to Asha. This could send 30+ students from slum colonies to university.

"I am overwhelmed by the team's efforts and also your support."

Mrs Thampi - Team Leader - email to staff

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. In addition to their time in the slums, the students were received at the British High Commissioner's residence for high tea to celebrate the achievements of Asha students. They also visited the Taj Mahal, Red Fort, Humayan's Tomb, Swaminarayan's Temple and local markets.

Wallace Principal, Mrs Deborah O'Hare, visited India in February 2018 representing the Irish schools involved with the charity. Since the return of the 2018 team, the school has hosted a visit by Mr Freddie Martin, Director of Asha, and an Asha graduate, Abhisheck.



"It's impossible to describe how incredible this experience has been. We will never forget the children, the work of Asha and all the joyful people we met."

Megan H and Amy

We completed the final stage of our Erasmus+ project in the Spring term of 2018 with staff and pupils visiting Belgium. 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 Llémerna in Catalunya (Spain). Since then, Wallace students visited Spain twice. We hosted pupils from our





partner schools just prior to the Halloween break in 2017 and the final trip of the project was to Belgium in the spring of 2018. The focus of the project was on how new technologies can improve language learning, motivation and autonomy.

The final report on the project has been submitted and whilst we have yet to hear formally from the British Council, our interim report was graded as 'excellent' and our Belgian partner school was awarded 85/100, some 35% above the compulsory minimum of 50%.

2017-18 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. The visit of the Honours Choir to London to sing in the Wallace Collection was for one Year 14 student "The best possible end to my time at Wallace" and for everyone involved, the sight of a grand piano being man-handled up the main staircase of the building was as priceless as the artefacts in the Collection! In addition, there were curriculum-related trips to several European countries. 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. We also sent a team to the USA to compete in a world championship event. Team W@LLE (Wallace at First Lego League Esperance) developed a project based on a real world challenge, namely how to reduce the waste of water. Sir Richard Wallace would have been impressed!

2018-19 will see pupils having the opportunity to visit Iceland (Geography), the USA (History and Politics) and Europe (Modern Languages and History and Politics) - experiences which will broaden their minds and provide cherished memories.







RESPECT



Charity

Charity is at the very heart of Wallace life. 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 Dormont, 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.

In 2018, in memory of our founder, we launched the Wallace Delhi Hope Project which aspires to bring clean drinking water to those who have

none. The project is in association with our legacy charity, Asha. The goal is to improve the access to clean water in the Mayapuri Slum, New Delhi. We aim to provide clean drinking water to about 490 households catering to about 5,000 slum dwellers. The total cost of the installation of water filters is £22,000 and the purification of stagnant water and associated anti-larval measures costs a further £10,000. Following this there will be an extensive programme of education of the entire community which brings further costs. This inspirational project will save lives as people die of malaria, dengue and chikunya on a regular basis which are all linked to the insanitary conditions.

2017-18 saw Key Stage 3 students participate in ReadOn, the sponsored reading event of our local legacy charity, the Cancer Fund for Children. We contributed over £6,000 to the charity during the year with a further £1,200 in November 2018 and our school family has been enthused by the news that we will be the first school



in Northern Ireland to hold a mud run in co-operation with the charity. The A2 class will organise “Muddy Mayhem” and we are opening the event to our former pupils in addition to promoting entry by family teams.

To date, during this calendar year, we have donated to Asha, Children in Need, the Wings Appeal, the Poppy Appeal, Pancreatic Cancer, the Cancer Fund for Children and Crohn’s and Colitis. In the school year 2018-19, we are placing particular emphasis on supporting medical charities which have programmes supporting young sufferers and students who have these conditions are playing a leading role in raising awareness and championing the cause. We have also contributed goods to collections for Operation Christmas Child, the Lisburn Food Bank and the Women’s Refuge. Students have also offered practical assistance at the Rotary Tree of Remembrance, collected for the Great Daffodil Appeal (Marie Curie) and supported the Mayor’s charity by swelling the ranks of carol singers.





40 years on!

Symmetry which was serendipitous marked the official opening of the new wing of Wallace High School. The School Enhancement Project (SEP), an ambitious and stylish build, was opened on the 4th October 2018, a date which marked the official opening of the then "new school" in Clonevin Park in 1978. Inflation has taken its toll as the school cost £1.5 million to build; the SEP cost £3.5 million! Future-proofing the school, the new wing has provided state-of-the-art facilities for Art, Moving Image Arts and Nutrition and Food Science, while our PE facilities have been transformed by a Strength and Conditioning Suite unequalled in any school in NI. The new changing rooms even provide such luxuries as hair dryers!

The final phase of the project was an extension to the Technology Department offering much-

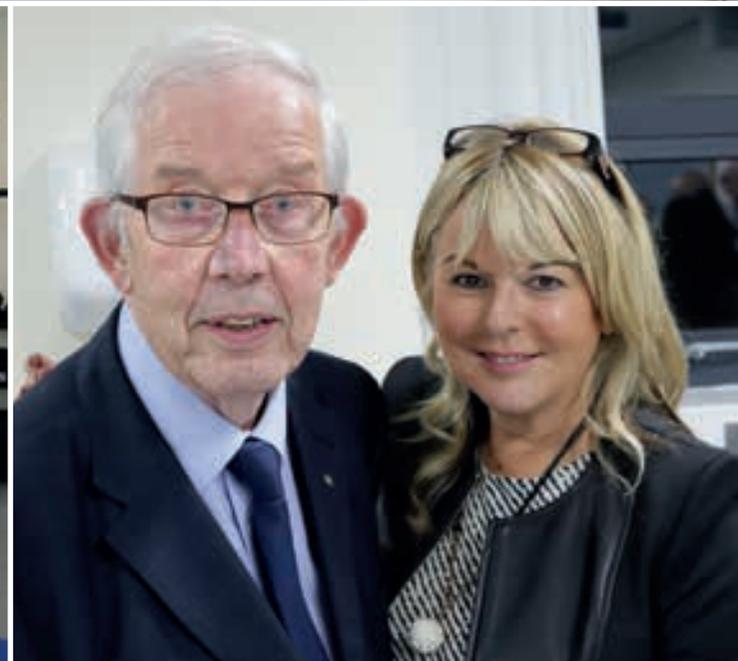




needed additional space and high-tech equipment.

The wing was officially opened by distinguished past pupil, Chris Henry of Ulster and Ireland, in his capacity as the first Honorary President of the Past Pupils' Association. Quoting from James Kerr's celebrated book *Legacy: what the All Blacks can teach us about the business of life* Chris referred to the ambition of every All Black to "leave the jersey in a better place" and encouraged the many past pupils present to consider how they could actively contribute to the wider life of the school.

Thanks were also due to Lisburn Museum who lent us their replica busts of Sir Richard and Lady Wallace for the evening.





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



Special Educational Needs (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 a SEN whilst others will be identified as having such a need during their time here. 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. 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 Senior Teacher, Miss Gracey, is fully qualified as a specialist assessor for Access Arrangements and is registered with the British Psychological Society and Mr N McKnight (Senior Teacher) will complete his qualification during this academic year.



The Code of Practice for SEN has been revised and all school SEN policies and procedures will be reviewed in the light of the new legislation during 2018-19.

“The line of inquiry during the Sustaining Improvement Inspection (SII) was to evaluate how the school uses qualitative and quantitative data to meet the needs of all pupils, including those with social, emotional and behavioural difficulties and additional learning needs.”

“There is clear evidence of well-planned and targeted improvement work, implemented effectively by the senior leadership team in meeting the needs of all pupils. Consequently, the pupils continue to achieve excellent outcomes in public examinations at Key Stage 4 and post-16.”
(SII May 2018)

“All pupils are consistently involved in target setting exercises thus enabling pupils to set their own goals.”



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 2018, a number of Year 13 Wallace students attended summer residential and Gifted and Talented programmes at UJJ, the University of Dundee, Oxford and Cambridge - several Year 14 students gained unconditional offers. 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. The Entwined Histories Project has been an enriching example of an extension activity. The Geography Department has enjoyed great success in a number of competitions with the "brothers Kamalarajah" becoming media stars with their award-winning film. Max also featured in the English Department's activities when his short story won him the chance to meet Senator George Mitchell.

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 PRSD objective based around the use of apps. Our Erasmus+ project was 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 purchase of a drone enabled us to attain exciting footage of our School Enhancement Project during the build and pupils have the opportunity to participate in a number of extra-curricular clubs linked to digital technology. The success of our pupils in the First Lego League has won the school admiration from various quarters and our classrooms continue to be characterised by constant experimentation with new apps. Our iLeaders scheme enables pupils to act as mentors for others whilst the "self service" facility on our school system allows swift access to a wide range of apps.







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. This year we have been delighted to have further support from a new member of the Modern Languages Department, Mrs Gillian Burns. We also have a number of outstanding instrumental tutors and are delighted to have two of our own former pupils, Zoe Jackson and Ryan Garnham working with us this year.

2017-18 saw some remarkable achievements within the Music Department. The celebration of Sir Richard's birth had generated ambitious plans and projects which came to outstanding fruition. Our students participated in Lisburn and Castlereagh City Council's "Proms



“The school was greatly indebted to the City Council and its staff in the summer term as our spectacular performances both in Lisburn and London were made possible by their financial support.”

in the Park” style event in Wallace Park. Zoe Jackson also performed a duet with local star Peter Corry. The school was greatly indebted to the City Council and its staff in the summer term as our spectacular performances both in Lisburn and London were made possible by their financial support. #RW200 (Richard Wallace 200) was a branding linking the two cities, the Wallace Collection and the Wallace High School.

The open air concert outside the Linen Centre and Lisburn Museum reflected the life and times of Sir Richard with period pieces; stirring songs from the iconic musical *Les Misérables* were provided by junior choir Cantabile and folk songs of

local origin also featured. Mr Robin Mansell (the husband of one of our tutors) provided an impeccable and mellifluous voiceover and even appeared in costume to tip his hat in farewell! Our collaboration with Parkview Special School added immeasurably to the event with their soloist, Lewis Gregg, providing a flawless solo from *The Greatest Showman*.

In late June, the Honours Choir travelled to London to sing in Hertford House which houses the Wallace Collection. Julie Yeow, who is the recipient of a Pianoman scholarship, had the nerve-wracking experience of playing in front of her benefactor Sir Harvey McGrath. She performed the *Lady Wallace Polka* exquisitely on a grand piano she had watched being carried gingerly up the staircase of Hertford House. The students excelled themselves in front of an audience of invited dignitaries and some London-based former pupils. Wallace Collection curator, Suzanne Higgott, declared herself “stunned” by the quality of performance.







Careers Education, Information and Guidance

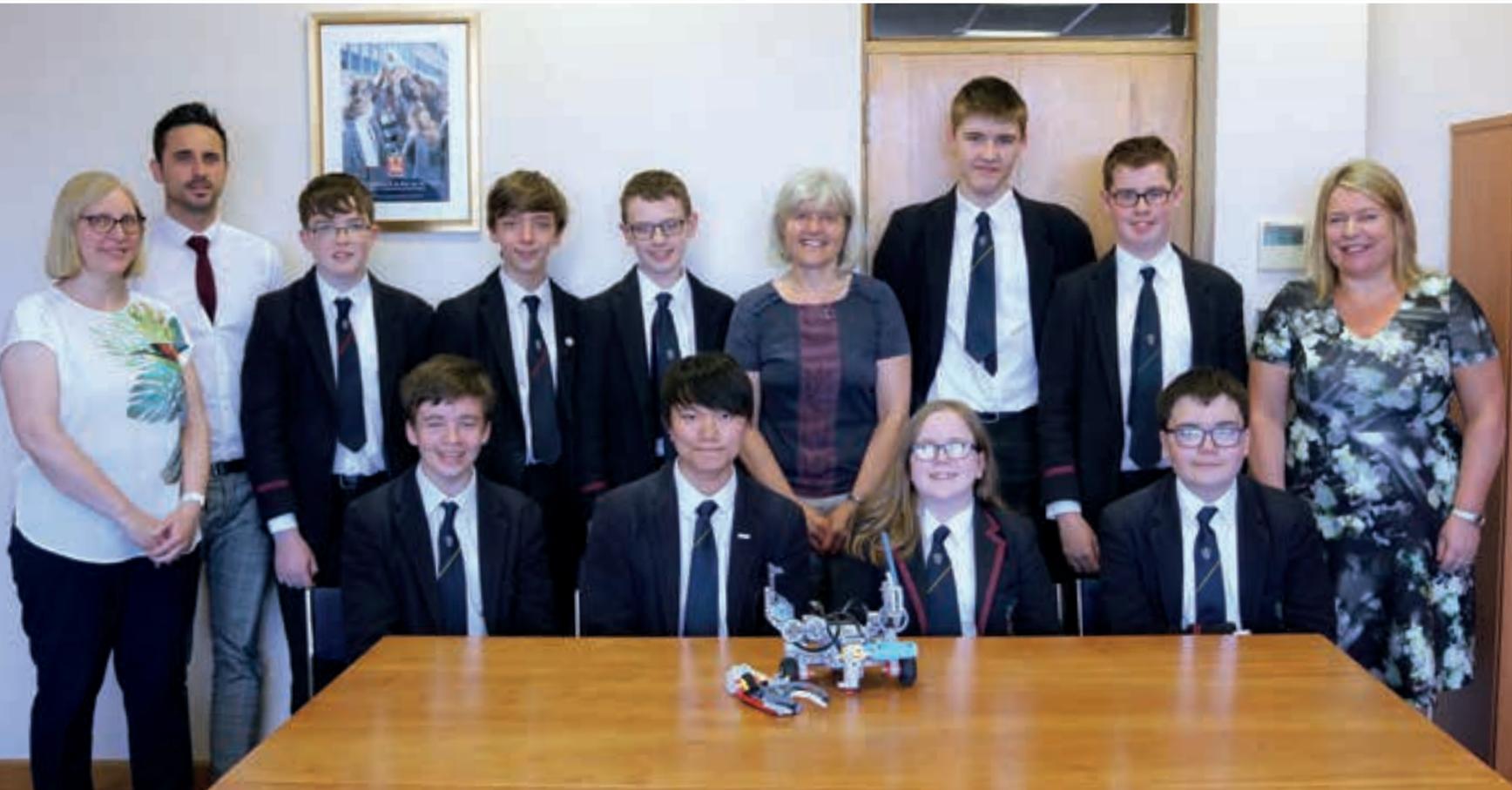
Keenly aware of the moral responsibility of guiding our young people towards future careers in an increasingly uncertain world, we begin Careers Education in Key Stage 3 with the Employability strand of Learning for Life and Work. Prior to subject selection for GCSE, pupils have careers interviews and attend a Careers Workshop organised by 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.

“Prior to subject selection for GCSE, pupils have careers interviews and attend a Careers Workshop in the Lisburn Area Learning Community.”

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 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 2017-18, one of our companies, Phonix, reached the final of the Young Enterprise Company of the Year held in the City Hall in June 2018. The company had won a series of awards in the run-up to the final including Best Visiting Company and Best Overall Company at the cross-border trade fair in Dundalk.

In the current Year 13 scheme, we have five companies: Satisfactory Street, Flow Blue, Innov8 Youth, Kiss and Fusion Bottles. Flow Blue came runner-up in the Young Enterprise Big Market at St George's Market, Belfast in December 2018. Nearly 70 other companies competed for the award.

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 add 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 2018-19

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 GCSE from the options blocks as indicated in the subject choice letter.

Further Mathematics GCSE

The top seventy 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, all pupils study RS Short course modules in Year 11 and the full course modules in Year 12.

Pupils will sit the appropriate GCSE examination at the end of both Year 11 and Year 12. Each examination lasts 90 minutes.

Junior School Curriculum Period Allocation

	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	1	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.

Please choose one subject from each option group

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Biology Chemistry Physics	Art Bus Studies HE Geography History Journalism Technology	Biology History HE Digital Technology Music PE Physics	Biology Bus Studies Chemistry Geography Digital Technology Technology	Art Chemistry French Geography History MIA Physics	French German Spanish History Geography

Please note Digital Technology is the new name for ICT.

Sixth Form Curriculum

(Nine periods per subject)

Pupils choose one subject per option block.

A	B	C	D
Biology Computing / SSD English Literature French Digital Technology Mathematics PE (Extended Cert.)* Religious Studies	Accelerated Maths Biology Economics Geography German History Mathematics Moving Image Arts	Art Biology Chemistry English Literature Nutrition & Food Science Politics Technology Music PE (Diploma)**	Business Studies Chemistry Geography History Digital Technology Physics Spanish Health & Social Care

* BTEC Extended Certificate (equivalent to a single A-level)

**BTEC Diploma (equivalent to two A-levels). Pupils must also select the Extended Certificate PE in block A.

Other courses

1 Enrichment Programme

Young Enterprise
Computer Programming
European Studies
Health
Japanese
Cooking
RE
Primary Liaison

2 Games

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

A-Z Sports

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

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 of between £72 and £216 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 second 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.

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.

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 i.e.:

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:

- 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 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, 1 May 2019, 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; and

- 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 SC18 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 SC18 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:

- i) children whose parents wish them to transfer from schools outside Northern Ireland;
- ii) children who have received more than half their primary education outside Northern Ireland; and
- 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.



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 2018.

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 SC18, obtainable from the School or AQE (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 SC18 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 SC18.

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 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 SC18.

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

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/

The criteria used to establish a rank order of applications is published 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

Year	Admissions No	Total Applications i.e. All Preferences	Total Admissions
2018	170	267	176

In 2018, 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 2017-2018

	Male	Female	Total	SEN
Year 12	81	88	169	13
Year 13	68	74	142	10
Year 14	61	70	131	8

	Number	%
Year 12 entered for 5+ GCSEs incl. GCSE English and Maths	169	100
Year 14 entered for 2+ A Levels	131	100
Year 14 entered for 3+ A Levels	131	100

	MALE %	FEMALE %	TOTAL %
	WHS	WHS	WHS
Year 12 achieving 5 or more GCSEs at Grades A* - C	99	100	99
Year 12 achieving 5 or more GCSEs at Grades A* - C (incl. GCSE English and Maths)	99	100	99
Year 12 FSML achieving 5 or more GCSEs at Grades A* - C (incl. GCSE English and Maths)	100	100	100
Year 12 Leavers achieving 5 or more GCSEs at Grades A* - C (incl. GCSE English and Maths)	96	100	97
Year 12 FSML Leavers achieving 5 or more GCSEs at Grades A* - C (incl. GCSE English and Maths)	100	100	100

	MALE %	FEMALE %	TOTAL %
	WHS	WHS	WHS
Year 14 achieving 2 or more A-Levels at Grades A* - E (or equivalent)	100	100	100
Year 14 achieving 3 or more A-Levels at Grades A* - C (or equivalent)	92	83	87

WIDER WALLACE

The affection of our former pupils for the school is a source of pride to the current Leadership Team, some of whom are now teaching their second generation of Wallace pupils! In an attempt to engage more formally with a wider range of past pupils, the Old Girls' Association voted to become a Past Pupils' Association and a group of past pupils living and working in London held their first annual dinner. The event was generously hosted by Stuart Deignan in the historic surroundings of London's elite Carlton Club and we hope to arrange such an event in a further UK city this summer.

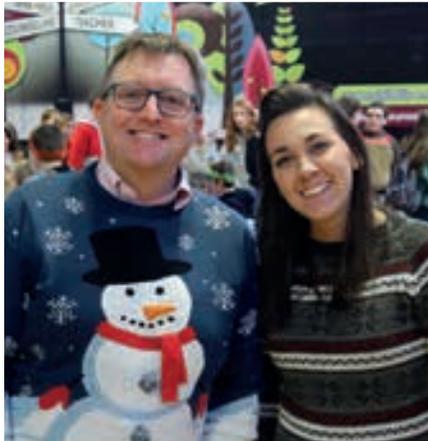
Chris Henry, of Ulster and Ireland rugby fame, is the first Honorary President of the Past Pupils' Association and we launched the new association with "An Evening



with Chris Henry". Former pupil, governor and media personality, Denise Watson, asked the questions and the evening was a great success. Chris also officially opened the School Enhancement Project exactly 40 years to the day that the current building in Clonevin Park was opened.

We are currently preparing the launch of our "Wallace First" Campaign; the first event is a black tie dinner in the Titanic Hotel in February 2019. Former pupils are encouraged to visit the designated area on the school website and sign up for the Past Pupils' Association.







The Wallace High School Leadership Team



THE
WALLACE
HIGH SCHOOL

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