



THE WALLACE HIGH SCHOOL

ANNUAL REPORT

2024 - 25

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Trustees

Mr Jonathan Bethel
Mr Barry Latewood
Mr Neal Lucas (Chairman of the Board of Governors)
Mrs Sandra McCabe
Mr Barry McMullan (Chairman of the Board of Trustees)
Mr David Moody
Mr Clyde Shanks
Mr Jonathan Taylor

Appointments by the Department of Education
Dr Henry Brown (term ends December 2025)
Mr Jason Elliott (term ends December 2025)
Mrs Lynsey Quinn (term ends December 2025)

Appointment by the Education Authority
Mr Allen Reid (term ends December 2025)

Parent Governors
Ms Lynn Campbell (term ends December 2025)
Mrs Jade Mullin (term ends December 2025)

Teacher Governors
Dr Liam Halferty (left November 2024)
Mrs Lisa Jordan (term ends December 2025)
Dr Jane McMath (joined December 2024, term ends December 2025)

Principal
Mrs Deborah O'Hare

In attendance at meetings of the Board of Governors

Vice Principals
Mr David Cleland
Mr Jonathan Reid

Head of Finance
Mr John Tracey

Head of the Preparatory Department
Mr Jonathan Harper

Secretary to the Board of Governors
Mrs Colleen McDowell



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 (Linear)

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. The GCSE Maths course is completed in Year 11.

Mathematics (Statistics) GCSE (Linear)

The top ranked pupils (70-100th) in the Year 10 summer Mathematics examination will be offered the opportunity to study GCSE Statistics. GCSE Maths is studied over the two-year period of study.

Religious Studies GCSE (Linear)

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.

Curriculum

Key Stage 3 Curriculum (Period allocation in brackets)

All year groups receive a Pastoral period on a Thursday morning. This period covers the LLW curriculum including RSE.

YEAR 8

English (5) Maths(6) French(4) History (3) Geography (3) Art(2) Music(2) RE(2) Technology (2) HE(2) PE(1) Games(2) Drama (2) Reading for Pleasure (1) Physics (2) Chemistry (2) Biology (2) Computer Programming (1).

YEAR 9

English (4) Maths (5) French (4) History (4) Geography (4) Art(2) Music (1) RE(2) Tech (2) HE(2) PE(1) Games (2) Reading for Pleasure (1) German/Spanish (3) Physics (2) Chemistry (2) Biology (2) Computer Programming (1).

YEAR 10

English (6) Maths (6) French (4) History (4) Geography (4) Biology (2) Chemistry (2) Physics (2) Art(2) Music (1) RE(1) Technology (2) HE(2) PE(1) Games(2) German / Spanish (3)

Key Stage 4 (Year 11/12)

English (7) Maths (6/7) RE (3) Games (2) PE(1/2) Groups (4)
Further Mathematics : Top 70 pupils based on summer Year 10 Mathematics paper.
Statistics: The top 70-100 pupils based on summer Year 10 Mathematics paper.

Pupils choose one subject from each option group.

OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6
Agriculture & Land Use	Art	Biology	Biology	Art	Drama
Biology	Bus Studies	Digital Tech	Bus Studies	Chemistry	Business Coms
Chemistry	HE	History	Chemistry	French	French
Motor Vehicle & Road User Studies.	Geography	HE	Digital Tech	Geography	German
Physics	History	Music	Geography	History	Leisure and Tourism
	Technology	PE	Technology	MIA	Spanish
		Physics		Physics	

Sixth Form Curriculum

(9 periods per subject)
(10 for Accelerated Mathematics & Further Mathematics)
Pupils choose one subject per option block

A	B	C	D
Biology Computing /SSD English Literature French Digital Technology Mathematics PE (A-level) PE (Extended Cert.)* Religious Studies	Accelerated Maths Biology Business Studies 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

- Young Enterprise
- Games

DESTINATIONS OF SCHOOL LEAVERS



Year 14 Destination data					
	Total	HE	FE	Employment	Gap year
2024-2025	142	114	11	7	10

Year 12 Destination data	Total
Returned to WHS Sixth Form	144
Another School (grammar)	5
Another School (non-grammar)	2
Emigrated	1
Employment	1
FE-NI: non Degree GCSE/A Level L1-3	18
Unknown	2

EXTERNAL EXAMINATION RESULTS



A2 Results 2025 % of Pupils Achieving Grades

Subject	Board	Total Entered	% A*	% A* - A	% A* - B	% A* - C	% A* - D	% A* - E
Art	NICCEA	4	75	75	100	100	100	100
Biology	NICCEA	53	11	32	70	89	98	100
Business Studies	NICCEA	34	12	33	71	95	98	100
Chemistry	NICCEA	33	6	39	78	93	100	100
English	NICCEA	25	0	28	72	100	100	100
French	NICCEA	2	0	50	100	100	100	100
Further Mathematics	NICCEA	6	17	34	67	84	100	100
Geography	NICCEA	31	13	39	68	91	97	97
German	NICCEA	1	0	100	100	100	100	100
HE	NICCEA	8	0	13	63	100	100	100
Health and Social Care	NICCEA	21	5	43	76	90	95	100
History	NICCEA	30	0	27	80	93	100	100
Information Technology	NICCEA	3	0	0	0	100	100	100
Mathematics	NICCEA	59	8	40	71	91	100	100
Moving Image Arts	NICCEA	4	0	25	50	75	100	100
Music	EDEXCEL	4	50	100	100	100	100	100
Physics	NICCEA	21	5	24	57	71	85	100
Politics	NICCEA	28	7	28	74	95	95	95
Religious Studies	NICCEA	13	8	31	77	100	100	100
Software Systems Development	NICCEA	16	0	13	44	94	100	100
Spanish	NICCEA	6	0	33	83	100	100	100
Technology	NICCEA	12	0	25	58	83	100	100
Sport Studies Diploma	EDEXCEL	5	0	20	20	40	40	100
Sport Studies Extended Certificate	EDEXCEL	10	10	30	30	80	80	100
Physical Education	WJEC	10	10	50	90	100	100	100

Summative Information A2 Results 2025

%	2025
A*	8%
A* - A	33%
A* - B	69%
A* - C	91%
A* - D	97%

% Pupils Achieving	2025
3 or more A* - C	79%

Year 14 Pupil Performance

		2022/23	2023/24	2024/25
3+ A levels at Grades A*-C	Wallace	86	81	79
	NI Grammar School Average	83.8	79.9	80.4
3+ A Levels at Grades A*-E	Wallace	99	99	99
	NI Grammar School Average	97.8	97.6	97.5

GCSE Results 2024

% of Pupils Achieving Grades

Subject	Exam Board	Total Entered	% A*	% A* - A	% A* - B	% A* - C*	% A* - C	% < C	% < E
Additional Mathematics	NICCEA	76	24	76	91	95	97	3	0
Agriculture	NICCEA	6	0	17	17	33	50	50	0
Art and Design	NICCEA	27	19	67	89	93	100	0	0
Biology	NICCEA	134	13	54	85	95	99	1	0
Business and ICT	NICCEA	61	5	43	80	92	97	3	0
Business Studies	NICCEA	81	9	36	64	81	90	10	0
Chemistry	NICCEA	100	18	53	81	92	99	1	0
Design and Technology	NICCEA	35	3	23	57	74	86	14	3
English Language	NICCEA	173	13	64	88	99	100	0	0
English Literature	NICCEA	148	15	57	89	94	99	1	0
French	NICCEA	40	13	45	63	88	98	2	0
Geography	NICCEA	78	13	53	79	92	97	3	0
German	NICCEA	16	19	38	69	94	100	0	0
History	NICCEA	103	14	50	82	94	96	4	1
Home Economics	NICCEA	55	11	40	73	89	96	4	0
Information Technology	NICCEA	44	7	39	64	77	98	2	0
Leisure and Tourism	NICCEA	11	18	45	64	91	100	0	0
Mathematics	NICCEA	173	18	79	94	99	100	0	0
Media: Film and TV Studies	NICCEA	12	0	33	67	92	100	0	0
Motor Vehicle Studies	NICCEA	12	0	25	58	83	83	17	8
Music	NICCEA	17	12	53	76	88	94	6	0
Physics	NICCEA	94	13	41	74	89	97	3	0
Physical Education	NICCEA	32	3	47	69	91	94	6	0
Religious Studies	NICCEA	156	19	58	78	90	95	5	0
Spanish	NICCEA	55	13	42	75	93	98	2	0
Statistics	NICCEA	24	4	54	83	96	100	0	0

Summative Information GCSE Results 2025

% Grades	2025
A*	14%
A* - A	54%
A* - B	80%
A* - C	97%

% Pupils Achieving	2025
5 or more A* - C	97%
7 or more A* - C	94%

Year 12 Pupil Performance

		2022/23	2023/24	2024/25
7+ GCSEs at Grades A*-C incl English and Maths	Wallace	95.5	95.5	93.1
	NI Grammar School Average	93.6	90.5	90
5+ GCSEs at Grades A*-C incl English and Maths	Wallace	97.2	98.9	96
	NI Grammar School Average	95.9	94.2	94

PERCENTAGE ATTENDANCE FIGURES 2024-25



Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 8	64009	808	1416	295	66528	97.4
Year 9	64085	706	1846	443	67080	96.6
Year 10	60843	1193	1733	459	64228	96.6
Year 11	62608	711	2326	723	66368	95.4
Year 12	46254	14878	2515	277	63924	95.6
Year 13	39135	11557	1825	493	53010	95.6
Year 14	38654	11467	1652	483	52256	95.9
Totals	375588	41320	13313	3173	433394	96.2

SAFEGUARDING POLICY



SAFEGUARDING WALLACE: CHILD PROTECTION POLICY

Safeguarding Context

At Wallace High School we believe that every child should be kept safe and that everyone here has a responsibility to safeguard our pupils. Children and young people cannot learn or develop effectively unless they feel secure. At Wallace High School we have a strong pastoral tradition. It is our aim to create an ethos which contributes to the care, safety and well-being of all of our pupils.

At Wallace High School we consider *Safeguarding* to be the process of protecting children from abuse, neglect, harm or the risk of these as well as providing care and support for children.

At Wallace High School we consider *Child Protection* to be part of Safeguarding. It refers to the actions taken by the staff and the agencies engaged in protecting children from harm when a disclosure is made.

The Wallace High School has a dedicated *Safeguarding Team* of experienced and specially trained staff.

Mrs Jordan is the school's designated teacher for Child Protection. There are also four deputy designated teachers who work with and as directed by Mrs Jordan. They are Mr Reid and Miss Frey in the Grammar school and Mrs Patterson and Mrs Dowds in the Preparatory Department. Together they make up the Safeguarding Team.

Safeguarding procedures for Parents

At Wallace High School we encourage parents to advise us of any concerns they have with regards to the safety, care and well-being of our pupils.

If you have a specific concern about a child at Wallace, please contact the school and ask to speak to the designated teacher or a member of the Safeguarding Team.

When a disclosure of abuse or the risk of abuse is made, the designated teacher or a member of the Safeguarding Team will consider all the information and carefully plan a course of action. The Principal and the Chairman of the Board of Governors will be informed.

A Safeguarding Wallace *leaflet* is available on our website. This provides guidance for parents and useful contact details to support agencies. Alternatively, parents can contact Social Services or the PSNI directly.

Rationale

The school recognises that all its staff have a responsibility to help protect its pupils from abuse or the risk of abuse. In light of this the Principal will:

1. Ensure that all staff (teaching and non-teaching) have guidelines indicating
 - a. code of conduct for all staff.
 - b. the different possible categories of abuse.
 - c. the possible symptoms of abuse.
 - d. how to investigate and report on abuse.
 - e. procedures to be followed when necessary.
 - f. the role of the designated teacher (and deputy).
 - g. reporting procedures.
2. Designate a senior member of staff (the designated teacher) or deputy available in the absence of the designated teacher, who will have the primary immediate responsibility for the implementation of this policy.
3. Ensure that appropriate records of reports, interviews, reviews etc. are kept, including the information on the Child Protection Register.
4. Ensure that both the designated teacher and members of the Safeguarding Team are properly trained to carry out their responsibilities.
5. Ensure that child protection issues are part of the induction programme for all newly appointed members of staff, including volunteers and sports coaches.
6. Ensure that appropriate in-service training for staff, volunteers and sports coaches is organised.
7. Ensure that the progress of a child placed on the Child Protection Register is monitored.
8. Ensure that an appropriate self-protection programme for pupils is included in the curriculum.
9. Ensure that pupils, through appropriate notices placed around the school, are aware of how to obtain help and from whom.
10. Inform all who need to know of the complaints procedure.
11. Arrange for an AccessNI check to be carried out on new employees, volunteers and sports coaches.

12. Ensure where a referral has been deemed necessary that Social Services and/or the Police and the designated officer for child protection in the appropriate Education & Library Board are notified immediately.
13. Ensure that parents are made aware through the school prospectus, parents' meetings or other appropriate methods, of the school's child protection arrangements and the fact that these may require cases to be referred to the investigative agencies.

Categories of Abuse

One recognised working definition of the term 'Child abuse' is:

'Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms, including*:

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Domestic Violence and Abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Identifying Abuse

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with individual children, school staff, especially teachers but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff - are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement or other disruption in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse. For example:

- bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks and burns may be apparent, particularly when children change their clothes for physical education, swimming and other sports activities, or when very young children or children with special education needs are helped with toileting;
- possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable;
- sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking.

It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature (Child Sexual Exploitation - CSE).

Grooming

“Grooming” is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child’s/young person’s loyalty to and dependence upon the person(s) doing the grooming.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.

Grooming is often associated with CSE but can be a precursor to other forms of abuse.

Child Sexual Exploitation (CSE)

Sexual Exploitation is a form of sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always include physical contact; it can also occur through the use of technology.

Any child (i.e. a person under the age of 18) can be a victim of CSE.

Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited.

Both young females and males can be victims of CSE. While CSE is not a specific criminal offence, it does encompass a range of sexual offences and other forms of serious criminal misconduct.

Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities.

In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise.

As such, schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.

Potential indicators of CSE:

- ✓ Acquisition of money, clothes, mobile phones etc without plausible explanation.
- ✓ Truancy/leaving school without permission.
- ✓ Persistently going missing or returning late.
- ✓ Receiving lots of texts/ phone calls prior to leaving.
- ✓ Change in mood - agitated/stressed.
- ✓ Appearing distraught/dishevelled or under the influence of substances. Inappropriate sexualised behaviour for age.
- ✓ Physical symptoms eg bruising; bite marks.
- ✓ Collected from school by unknown adults or taxis.
- ✓ New peer groups.
- ✓ Significantly older boyfriend or girlfriend.

- ✓ Increasing secretiveness around behaviours.
- ✓ Low self-esteem.
- ✓ Change in personal hygiene (greater attention or less).
- ✓ Self-harm and other expressions of despair.
- ✓ Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring.

What to Do?

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures, including reporting to the appropriate agencies.

The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

Domestic and Sexual Violence and Abuse

Domestic Violence and Abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Children experiencing domestic abuse are negatively impacted by this exposure. As a school, we recognise that children's exposure to domestic violence is a traumatic event for them.

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse.

Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm.

As a school, we recognise that children's exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure.

Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team.

This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information and a note will be made in the child's child protection file.

The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis.

All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls.

Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools Regulations \(Northern Ireland\) 2022](#).

So what does Operation Encompass actually look like in practice?

- If the Police attend a domestic abuse incident, and one of your pupils is present, they will notify the school – usually by a telephone call, before the start of the next school day.
- This enables your school safeguarding team to provide appropriate and timely support for a child who may have experienced trauma.
- Operation Encompass aims to mitigate this harm by enabling you to provide immediate support for that child.
- This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

Sexual Violence and Abuse is defined as 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual's incapacity to give informed consent.

*All of these definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016) www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-youngpeople-northern-ireland These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Each of these definitions uses the term 'actual or likely'. For practical purposes, 'actual' can be taken to mean 'confirmed', i.e. that the teacher is satisfied that the abuse has actually happened, and 'likely' can be taken to equate to 'potential' or 'suspected', i.e. that the teacher believes that the abuse probably happened, or will probably happen.

We are advised that "sexual activity involving a child who has achieved sufficient understanding and intelligence to be capable of making up his or her own mind on the matter, while illegal, may not necessarily constitute sexual abuse. One example which could fall into this category is a sexual relationship between a 16-year old girl and an 18-year old boy. The decision to initiate child protection action in such cases is a matter for professional judgement and each case will be considered individually. The criminal aspects of the case will, of course, be dealt with by the Police."

Procedure for Dealing with Suspected Abuse

The school recognises that its entire staff have a responsibility to help protect its pupils from abuse or the risk of abuse. (The term abuse includes physical injury, neglect, continued ill-treatment, emotional and sexual abuse). In the event of any member of staff receiving or uncovering information, no matter how trivial or uncorroborated about actual or suspected child abuse, the procedure will be as follows:

- The member of staff shall immediately inform the designated teacher, Mrs L Jordan, or a member of the Safeguarding Team.
- The designated teacher or a member of the Safeguarding Team will then inform the Principal.
- The designated teacher or a member of the Safeguarding Team will telephone the Gateway Team at Stewartstown Road Health Centre within the space of one working day.
- The designated teacher or a member of the Safeguarding Team will complete a UNOCINI form and send copies to the appropriate agency, SEELB and retain a copy in the school files.

Any teacher or other member of staff who complies with the school's procedure in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances where he/she has acted in good faith, will receive the full support of the Board of Governors and will not be legally or financially liable.

The responsibility of the designated teacher/deputy designated teacher is as follows:

- to ensure that the member of staff completes an appropriate report for school records using the Safeguarding Pro forma.
- to notify the local Social Services Department (via the Gateway Team) and, where an arrestable offence is suspected, the police and the designated officer for child protection in the South Eastern Education and Library Board
- to complete the UNOCINI form for Social Services
- to liaise with the appropriate Head of Year if this is thought to be beneficial
- to keep suitable records of reports, interviews, reviews, etc.
- to liaise with Social Services as necessary.
- to ensure that the appropriate Heads of Year are made aware of "Looked After" children or those on the Child Protection Register.

Designated Teacher (Grammar School)

Mrs L Jordan (Senior Teacher)

Deputy Teachers

Mr J Reid (Pastoral Vice- Principal)

Miss Frey

Designated Teacher (Preparatory Department)

Mrs A Patterson (Head of Department)

Deputy Teacher

Mrs S Dowds

The schools' Safeguarding Team is supported by the EA's CPSS.

Procedures for Reporting Suspected Abuse

All staff are trained annually on identifying the signs and symptoms of abuse and dealing with a disclosure.

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding.

Where a classroom assistant or another member of the school's ancillary or auxiliary staff sees such signs, he or she should immediately bring them to the attention of the designated teacher or member of the safeguarding team and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure staff that abuse has not occurred but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his or her family is in need of Social Services intervention.

Care must be taken in asking and interpreting children's responses to questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some cases, talking to the child will crystallise initial concerns into a suspicion that abuse has occurred and point to the need for immediate referral.

Staff should, therefore, be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings:

- they should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- they should, therefore, not ask questions which encourage the child to change his or her version of events in any way or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?".
- the chief task at this stage is to listen to the child and not to interrupt if he or she is recalling significant events and to make notes of the discussion to pass on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail or sketched but under no circumstances should the child's clothing be removed nor should a photograph be taken.
- any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting the actual words used.
- staff should not give the child or young person undertakings of confidentiality, although they can and should, of course reassure that information will be disclosed only to those professionals who need to know.
- they should also be aware that their notes of the discussion may need to be used in any subsequent court proceedings.

While discreet preliminary clarification from the child or his parent or carer will often help to confirm or allay concerns it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse or to make extensive enquiries of members of the child's family or other carers. They should not take action beyond that recommended in the policy to be followed in handling cases of abuse, including where a teacher or other member of staff is accused of abuse.

Code of Conduct for Employees of The Wallace High School

All actions concerning children and young people must uphold the best interest of the young person as a primary consideration.

Staff must always be aware of the fact that they hold a position of trust, and that their behaviour towards the pupils in the school must be above reproach.

The code of conduct is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

1. Private Meeting with Pupils

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place.

As far as possible, staff should conduct such interviews in a room with visual access or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use but it is not advisable to use signs prohibiting entry to the room.

Where possible another pupil or (preferably) another adult should be present or nearby during the interview.

2. Physical Contact with Pupils

As a general principle, staff are advised not to make unnecessary physical contact with their pupils.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide.

Staff should not feel inhibited from providing this.

Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager - in the case of teaching staff to a V.P. and in the case of non-teaching staff to their support staff line managers.

The support staff line managers are as follows:

- Administration - Colleen McDowell (Head of Administration)
- Premises – Nigel Hylands (Head of Premises)
- Accounts - John Tracey (Head of Finance)
- Classroom Assistants and Technicians - Neal McKnight (Senior Teacher)
- ICT Technicians - Jane McMath (Senior Teacher)
- Preparatory Department Support Staff – Anna Patterson (Head of the Preparatory Department)

Should a V.P. or the Head of Finance be in such a situation he/she should submit his/her report to the Principal.

Substitute Teachers/Sports Coaches/PGCE students

All coaching and substitute or temporary teaching staff have been vetted by Access NI.

All coaching and substitute or temporary teaching staff complete an in-house Safeguarding induction.

Residential visits

Staff should be particularly careful when supervising pupils in a residential setting or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

Teachers should avoid any teaching materials, the choice of which might be misinterpreted. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. When using teaching materials of a sensitive nature the teacher should be aware that they or the materials may be criticised after the materials have been used.

Child Protection Register

If the Social Services inform the school that the child's name has been placed on the Child Protection Register, the school will monitor the progress of the child.

The school will alert either the child's case co-ordinator from Social Services or the Education Welfare Officer when a child on the Child Protection Register is absent for more than a few days, or on a regular basis, or shows any signs which suggest a deterioration in the child's home circumstances.

Child Protection Case Conferences (MARAC)

When a referral has been made to Social Services of a case of suspected or alleged abuse, either the designated teacher, a member of the Safeguarding Team or the Head of Year, may be asked to contribute the school's knowledge of the child to the Child Protection Case Conference convened by Social Services to assess the child's circumstances and decide on further action.

Reports will be made using the **UNOCINI** form.

Created by: J Reid



SECURITY OF PUPILS, STAFF AND PREMISES

The Board of Governors is committed to ensuring a safe and secure environment for pupils and staff during the school day. The school site is secured by fencing with access gates which are open and closed at prearranged times by the Facilities staff – the Main Gate is the only one which remains open throughout the school day. Teaching staff are on duty at break time and lunchtime.

Access to the Reception is restricted through locked outer doors which can be opened at set times or by Reception Staff/Staff Lanyards. All staff wear their official Staff Lanyard when on site. All visitors must report to reception on arrival, sign in and are required to wear a visitor lanyard at all times. All pupils are registered during form time and every lesson throughout the day. The school holds regular emergency evacuation drills and reviews Health and Safety procedures through the Premises Sub-Committee of the Board of Gove



CAREERS EDUCATION AND GUIDANCE

1. Aims of Careers Education

- (a) To help pupils to develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, motivation and needs.
- (b) To help pupils to develop knowledge and understanding of the world in which they live; the major roles which people play concurrently or sequentially in various spheres of life; employment and other career opportunities available and routes of entry available to them.
- (c) To help pupils to develop the skills and personal qualities needed to manage their career development including the ability to make informed choices, formulate and implement personal career plans and cope with the transition from school to adult life.

- (d) To meet the recommendations and requirements as set out in “Preparing for Success” DENI.

2. Programme of Careers Education

Year 8 and 9:

Careers Education and Guidance is delivered as part of the Employability component of Learning for Life and Work. Career Planning is introduced, reflected and reinforced over these two years.

Year 10:

Personal Career Planning takes place as part of GCSE subject choice process and runs concurrent with the Employability strand of Learning for Life and Work. All Year 10 are interviewed by the Careers Team to discuss their GCSE and career choices.

Year 11:

Careers Education and Guidance is delivered as part of the Employability component of Learning for Life and Work. Career Planning is further reflected upon and developed.

Year 12:

Personal Career Planning takes place as part of the post 16 choice process and runs concurrent with the Employability strand of Learning for Life and Work. All Year 12 are interviewed by the Careers Team to discuss their post 16 and career choices. All Year 12 students have an opportunity to complete an Industry Based Learning placement in October. Year 12 students will also have an opportunity to have a session with Careers Service staff to discuss their options and plan their pathways. Students also complete a Summary of Achievement at this stage.

Year 13:

Careers Education and Guidance was delivered as part of the L6 extended curriculum. The programme included:

- Careers research and Personal Career Planning
- Researching 18+ options
- Completion of a Personal Career Plan using PeopleHawk software
- Year 13 attend a Higher Education event in April. This event covers:
 - Making the right choice of course and university
 - Personal statement guidance
 - Registering with UCAS.

Year 14 :

- Completion of UCAS application and parent presentation on post-18 pathways
- Mock Interviews to include MMIs
- Students also complete a Summary of Achievement

3. General

- Visits are arranged to places of higher education, local industries, and places of work.
- Speakers are invited on a regular basis throughout the year to address pupils on a variety of issues related to higher education and the world of work.
- Careers officers from the Careers Service regularly assist in the delivery of the careers programme in school.
- In Years 10, 12, 13 and 14 the integrated teaching programme, delivered by the LLW and Careers Department staff, ensures that the requirements of both are fully achieved to include careers research, a completed CV and a personal statement.

All students in Year 10 and above are encouraged, along with their parents, to attend the annual Careers Fair held in school each November.



THE SPORTING AIMS OF THE WALLACE HIGH SCHOOL

To assist pupils in the acquisition, development and application of the techniques, skills and tactics involved in a range of sports.

- 1 To develop an understanding of human performance during sporting activity, especially the relationship between physical activity, good health and safety.
- 2 To promote sport as an enjoyable and valuable activity in which pupils can participate regularly and at different levels, both within Wallace High School and the local community.
- 3 To foster habits of responsibility and self-discipline and to promote initiative and co-operation through participation in sport.



EXTRA-CURRICULAR ACTIVITIES

Teams representing Wallace High School competed against other schools in the following sports:

- | | |
|--------------------------------|-------------------------------|
| Athletics (boys and girls) | Netball |
| Badminton (boys and girls) | Rugby |
| Cricket (boys and girls) | Show-jumping (boys and girls) |
| Cross-country (boys and girls) | Squash (boys and girls) |
| Golf (boys and girls) | Swimming (boys and girls) |
| Hockey (boys and girls) | Tennis (boys and girls) |



The following clubs and societies were active during the year:

Art Club	Guitar Club
Bar Mock Trial	Honours Choir
Biology Dissection Workshops (KS3)	Jazz Ensemble
Book Club	Junior Film Club
Capella	Junior Languages Club
Cookery Skills Club	KS3 Linguistics Club
Creative Writing	Maths Challenge and Competitions
Critical Thinking	Mathematics Problem Solving Club
Current Affairs	Public Speaking
Debating	QUB IT Subject Ambassadors Programme
Drama Club	Rotary Interact
Duke of Edinburgh's Award Scheme	School Orchestra
Eco Club	Scripture Union (Junior and Senior)
First Lego League	Song Writer Club
First Tech Challenge	Warhammer and Dungeons and Dragons Club
	WHS Junior Choir

ACADEMIC COMPETITIONS 2024-2025



Art

- In the Island Arts Centre Annual Visual Arts School's Competition, as well as The Wallace High School winning the Overall School Prize, the following pupils were awarded 1st place:
Visual Art: Peter Megarrell, Erin Moore
Poetry: Danielle Hamilton, Ivea Braskute, Lucy Wong
Short Story: Obi Wan, Abigail Marks, Logan Menary, Niamh Harrison

Biology

- British Science week poster competition - KS3 students
- Bayer Scientific poster competition completed by all year 9 Biology students
- MiSAC Poster competition (Microbiology in Schools run by University of Reading) all Year 10 Biology students
- Biology Challenge (run by Royal Society of Biology): All Year 11 Biology students entered
 - Jamie Spence: Gold Award
 - Joel Scott & Alex Cosgrove: Bronze awards
- Intermediate Biology Olympiad (run by Royal Society of Biology): Year 13 Biology students
 - Tyler Brown & Annie Givan: Silver award
 - Caelan Clarke; Katie Longley & Sophie Koscielny: Bronze awards
- Biology Olympiad (run by Royal Society of Biology): selected Year 13 & 14 Biology students

- Abigail McCleary; Emma Koscielny & Gabriela Thompson Castro: all Bronze award
- PeterHouse Cambridge Biological Sciences essay competition: Year 14 entries
- European DNA Day Essay Contest 2025 run by the European Society of Human Genetics: Katie: Honourable Mention with her essay entitled “KRAS- undruggable to treatable”.

Business Studies

- Young Enterprise Company Programme 2024-25.

Chemistry

- Year 13 students took place in the Schools Analyst Competition in June 2025.
- Royal School of Chemistry Top of the Bench Competition.

Computing

- Bebras Computing Challenge: Year 8-14 with 83 students achieving a distinction. Year 10 student finished with full marks leaving him as one of the joint top participants in the UK. All students were invited to participate in the next round: The Bebras Coding Challenge
- Winner of the Northern Ireland Regional Final in the First Lego League Challenge UK and Ireland 2024-2025
- Participated in the UK Lego League Finals 2024-2025 in Harrogate, May 2025

English

- Soroptimist Public Speaking
- Edgar Graham Public Speaking
- BPW Public Speaking - NI Finalists
- Ulster University Schools' Poetry - two pupils highly commended
- Lisburn Arts Advisory Short Story competition – Top School
- Lisburn Arts Advisory Poetry competition – Top School
- Poetry Aloud - Sam Cranston, Year 8, reached the All-Ireland Final.

Geography

- Zola Carnew and Sarah Orban represented the school at the annual LCCC Environmental Youth Speak Competition. The topic to be discussed was 'How being Frugal and Thrifty is cool for the planet'. They gave a great presentation on this current environmental issue.
- The Eco Club planted trees saplings as part of a Keep NI Beautiful competition.
- Zoe McCartney, Year 13 won first prize in the Photo Story in NI for the Young Reporters for the Environment national competition 2025. Her photos reinforced the importance of hedgerows in our countryside.

History

- Youth Rotary Leadership
- Entwined Futures
- NI Youth Parliament Programme
- Oireachtas Essay Competition

Mathematics

- UKMT Junior Mathematical Challenge
- UKMT Intermediate Mathematical Challenge
- UKMT Senior Mathematical Challenge
- UKMT Team Maths Challenge (1st place)
- UKMT Team Maths Challenge National Final
- UKMT Mathematical Olympiad for Girls
- QUB Mathematics Competition for Schools
- Bank of Ireland Money Smarts Quiz
- Maths Week Ireland Olympiad

Modern Languages

- GCHQ NLC Competition - We placed second in Northern Ireland
- YR10 CEAIG and Languages Competition - Internal
- Anthea Bell Translation Competition: Key Stages 3-5 – Lucy Wong – Area winner for NI Level three - French/Lily Donaldson - Commendation – Level one Spanish and Elodie Bloomer – Level 3 Are winner for NI – Spanish.
- AILO – Linguistic Olympiad – Key Stage 5 (Reached the National Final in Dublin for the third year in a row)
- UK German Connection – The German Pupil Courses are two-week courses in Germany for UK pupils studying German. The German Pupil Courses are a great opportunity for young people to experience Germany, its culture, language and lifestyle first hand. Kate Kamalarajah, 12W, was a successful applicant in 2025. Kate spent 2 weeks in the Bavarian town, Erlangen, in July 2025.

Moving Image Arts

- The MIA department entered students for the CCEA Showcase Awards and the Into Film Awards.

Nutrition, Food Science & Health Department

- 2 Year 11 pupils were entered for the Springboard Futurechef competition, Cicilly Dixon won the local heat in Nov '24 and competed in the NI final Feb '25 (mentored by Head Chef of Grand Central hotel) finishing as a Runner up

Physics

- Physics Olympiad - A level
- Arkwright Scholarship (Engineering)
- Faraday Challenge (IET Yr 9 Problem Solving and Engineering) Regional winners
- ReelLIFE Science (University of Galway video competition)
- Young Kelvin Prize - Joshua Tang

Rotary Club

- Rotary Youth Leadership competition.

Technology

- First Tech Challenge involving pupils from Years 11-14.



Rugby

- 1st XV** Dankse Bank Schools' Cup Winners!
Ulster Schools' Senior 7s Runners Up
- 2nd** XV Semi-Final replay
- 3rd** XV Cup Runners Up

Player of the Year

- 1st XV Sam Warwick
- 2nd XV Ordhan Cole
- 3rd XV Bailey Reid
- 4th XV Ben Willis

Most improved player

- 1st XV Harry Daniel
- 2nd XV Luke Wilson
- 3rd XV Peter McClughan
- 4th XV Jacob Wilson

Players receiving School Colours

Quinn Armstrong, Josh Booth, Odhran Cole, James Curran, Harry Daniel, Corey Dawson-Stirling, Luke Dillon, Rhys Ewing, Ollie Fitzsimmons, James Furphy, Josh Geddis, James Gould, Charlie Harper, Elliot Harris, Michael McCavery, Rio McDonagh, Daniel Macklin-Copeland, Ben Moore, Jon Rodgers, Alex Stephenson, Charlie Thompson, Sam Warwick, Daniel Wilson.

Players achieving Representative Honours

James Andrews	Ulster Schools' U17
Quinn Armstrong	Ulster Schools' U19
Ollie Fitzsimmons	Irish & Ulster Schools' U18
Josh Geddis	Ulster Schools' U19
James Gould	Irish & Ulster Schools' U18
Rio McDonagh	Irish & Ulster Schools' U19
Daniel Macklin-Copeland	Ulster Schools' U18
Ben Moore	Irish & Ulster Schools' U18
Jon Rodgers	Irish Schools' U18
Alex Stephenson	Ulster Schools' U18
Sam Warwick	Ulster Schools' U18

Boys' Hockey

- 1st XI** Herbie Sharman finalists and McCullough Cup Semi-Finalists
- 2nd XI** Dowdall Cup Finalists and Prior Shield Semi-Finalists

Player of the Year

- 1st XI Milo Thompson
- 2nd XI Noah Best

Top Points Scorer

1 st XI	Max Turner
2 nd XI	Noah Best

Most Improved Player

1 st XI	Leo Benson
2 nd XI	Jay Greer

Players receiving School Colours

Joseph Bennett, Leo Benson, James Gorman, Harry Gowdy, Conor Johnston, Seb McKnight, William McMullan, Ellis Shanks, Ant Spence, Milo Thompson, Finn Thompson, Max Turner

Players achieving Representative Honours

Finn Thompson	Ireland and Ulster U16
Milo Thompson	Ireland and Ulster U18 and Ireland U21

Girls' Hockey

1st XI Senior Super League Quarter Finals and Senior Schools' Cup Quarter Finals

2nd XI Shield Runners Up

3rd XI Cup Semi Finals

Player of the Year

1 st XI	Lucy McCaffrey
2 nd XI	Grace Patterson
3 rd XI	Victoria Shannon

Most Valuable Player

1 st XI	Hollie Givan
2 nd XI	Niamh Hughes
3 rd XI	Liv Reilly
4 th XI	Megan Houston

Most Improved Player

1 st XI	Amy Williams and Anna Girvan
2 nd XI	Holly Andrews
3 rd XI	Anna Hamilton

Players receiving School Colours

Imogen Armstrong, Susanna Conroy, Charlotte Duncan, Victoria Eames, Anna Girvan, Annie Givan, Hollie Givan, Holly Gray, Alex Hedley, Georgia Kidd, Heidi Lockhart, Lucy McCaffrey, Abigail McCleary, Victoria Murphy, Amy Williams, Lara Wilson

Players achieving Representative Honours

Hollie Givan	Ulster U16 and Irish U16 training panel
Alex Hedley	Ulster U16
Lucy McCaffrey	Ulster U18 and Irish U18 training panel
Lara Wilson	Ulster U18 and Irish U18 training panel

Netball

Senior A Schools' Cup Winners Iner A Cup Semi-Finalists

Player of the Year

Senior A Megan Baxter
Inter A Jessica Baxter

Most Valuable Player

Senior A Katie Irvine
Inter A Victoria Murphy and Lillie Beattie

Most Improved Player

Senior A Gracie Millar and Ceoladh Crozier
Inter A Neve Mullan

Players receiving School Colours

Jessica Baxter, Megan Baxter, Lily Buckley, Lucy Crawford, Ceoladh Crozier, Charlotte Duncan, Katie Irvine, Abigail McCleary, Gracie Millar

Boys' Cricket

Player of the Year

William McMullan

Top Runs Scorer

Robbie McCollam

Most improved player

Max Turner

Players receiving School Colours

Noah Best, Ben Cairns, Robbie McCollam, William McMullan, Ant Spence, Max Spence, Max Turner

Players achieving Representative Honours

Robbie McCollam Irish U15 and NCU U15

Girls' Cricket

Player of the Year

Katie Hunter

Most improved player

Imogen Armstrong

Players receiving School Colours

Imogen Armstrong, Carys Chauhan, Holly Gray, Ella Hinds, Amelia Hughes, Niamh Hughes, Katie Hunter, Tegan Long

Athletics

Athletes of the Year

Grace Bennett
Jack Bryce
Luka Matchett
Lily Rimmer

Neil Simpson
Sophie Stevenson
Noah Taylor

Players receiving School Colours

Grace Bennett, Jack Bryce, Luka Matchett, Calvin McCullough, Lily Rimmer, Neil Simpson, Sophie Stevenson, Noah Taylor

PRINCIPAL'S PRIZE DAY REPORT



Chair, members of the Board, distinguished guests, parents, staff and pupils (past and present), I wish to extend a warm welcome to our Senior Prize Day. It is a tremendous privilege to present my first report as Principal on the many achievements and successes of our young people and community in the 2024-2025 academic year.

I wish to warmly welcome our guest speaker, Mrs Claire Bowles – we look forward to hearing from you later today.

It is an exciting time in the world of education – The Independent Review of Education, a comprehensive look at education in Northern Ireland, made 25 key recommendations and I would note that the Minister and the Department has not shied away from the implications of that report and a change agenda, developed through their TransformEd strategy. This is to be welcomed - we want our education system to be ambitious, leading and to have impact on our young people and their future pathways; we welcome the engagement of international expertise alongside local experts who understand the context in which we operate. I would, however, also sound a note of caution – for change to be embedded it must be carefully paced and appropriately resourced. This is a moment of opportunity, but also of challenge. In a demanding financial climate, the success of TransformEd will depend on strategic investment and collaborative effort. With leadership, partnership, and a shared focus on what matters most—our young people—we can make this vision a reality.

Today, we rightly celebrate the outstanding achievements of our students in GCSE, AS and A Level examinations of which we are very proud. There are some exceptional individual successes, built upon firm foundations of commitment and excellence, that deserve recognition, and we will highlight those shortly. But let me be clear: success is not defined by a single grade or accolade. Success looks different for every child. For some, it is

achieving the highest academic standards; for others, it is overcoming personal challenges, discovering new talents, or simply growing in confidence and resilience. Every one of these journeys matter, and every one of them deserves to be celebrated.

At A Level, 22 students achieved three or more A*/A grades, with Josh Ledlie and Gabriela Thompson Castro both earning an exceptional three A* grades and one A grade. Overall, 92% of all grades awarded were within the A*–C range, reflecting the dedication and hard work of both students and staff. In addition, 20 pupils secured three or more A grades at AS level, with 70% of all grades awarded at A or B. This strong performance provides an excellent foundation for the crucial year ahead.

At GCSE, 35 students achieved 10 or more A*/A grades, with 54% of all grades awarded at A* or A. Lauryn Harper, Tristan Long, and Maurice Parke achieved the remarkable feat of all A* grades. These accomplishments may sound easy to say, but they are far from easy to achieve. We proudly celebrate the commitment, persistence, and resilience that made them possible.

The academic achievements of our students create pathways far beyond school, with the vast majority progressing to university. Of course, students engage with careers and enterprise opportunities throughout their time at Wallace ably supported by the work of the Careers Department, and I want to thank all of the individuals, parents, alumni and businesses who give of their time, offer placements and provide information, advice and guidance to our young people – your support is invaluable to our provision.

As important as educational outcomes and success are for all of our young people, we know that education is bigger than this. It is about shaping character, connecting with a community and developing that core. Being an English teacher by trade, I love a good poet – and in the year of his death, I want to quote the brilliant Northern Irish poet Michael Longley, who described friendship as ‘crucial’, ‘a blessing’ and the thing that ‘opened my eyes and my ears’. Wallace is a family – a place where lifelong friendships are formed and it is often through the breadth of extra and super-curricular opportunities, that those friendships and, a connection to the community, is forged. And through these opportunities students learn commitment, creativity, excellence and teamwork. This afternoon, I want to highlight the outstanding extra-curricular success that made the last year truly remarkable.

Musical excellence was on show with a series of concerts: the 9 Lessons and Carols, Spring Concert and Midsummer Concert all delighted audiences and displayed our pupils’ prodigious talent under the excellent musical direction of Mr Falconer and Mrs Stubbington. In March, The Junior and Capella Choirs performed for the first time in the Feis Ceoil in Dublin, both achieving highly commended for their performances. There were many individual pupil successes, with Ben Falconer awarded a full scholarship to attend the Skidmore Jazz Programme in Upstate New York in July. The Drama Department also staged the ever popular *Night at the Musicals* event in March, showcasing much creative talent.

Keeping with the theme of performance, we were delighted with the success of Sam Cranston, who was the only person from Northern Ireland to reach the all Ireland Final in the Poetry Aloud competition. In March, we had more success in performance when our

Dance Team brought home 2 Golds, a Silver and a Bronze from the NICMAC dance competition.

Last year, also saw much success in the Creative Arts. Patryk Mrowiec was awarded 2nd place in the CCEA Showcase for his animated GCSE Film, *Eternal Nightmares*. Reuben Duncan was selected for a BFI Film Academy – through this, he collaborated on the short film, *Dead Ends*, which was screened as part of the Cinemagic Short Film Showcase at the ‘On the Pulse’ Film Festival in the Ulster Museum. He was subsequently selected to represent Cinemagic, at the LA Festival. In other creative success, Peter Megarrell and Erin Moore were both placed first in their respective age groups in the Island Arts Centre Visual Arts Competition, with Wallace scooping the Overall Prize for Secondary Schools. We also saw success in the written word, with 23 prizes for Creative Writing (across poetry and short story) in the Island Arts Awards.

Creativity in a different field was seen when Cicilly Dixon won the local heat of the FutureChef Competition and was subsequently mentored by the Executive Head Chef of the Grand Central Hotel.

Across the year, pupils made an impact through leadership and public speaking. Lauren Blake, Charlotte Connolly and Ami Stinson were the regional winners in the BPW Public Speaking Competition. Lucy McCaffrey won the Local and Regional Area final for the Rotary Youth Leadership Competition, attending the EuroScola Event in Strasbourg. Elodie Bloomer was a member of the Children’s Advisory Team of the European Network of Ombudpersons for Children – through this, she worked on Children’s Health Initiatives and spoke at the Council of Europe’s Mid-Term Review Conference on the Rights of the Child. Closer to home, Lucy Wong, Emma Smith and Rebekah Anderson spoke at Belfast City Hall as Secondary Students’ Union of Northern Ireland delegates, advocating for priorities for young people. Through Shared Education, 13 students participated in the Education for Innovation programme, in which students worked to develop innovative ideas aimed at creating sustainable solutions to environmental challenges, with 11 pupils selected to attend the Climate Summit in Belfast. A team of pupils took on the Mock Bar Trial, preparing legal cases which were heard at the Royal Courts of Justice in Belfast.

Our pupils also had great success in STEM. Joshua Tang won a prestigious Arkwright Engineering Scholarship, for outstanding academic achievement and leadership potential in the field of engineering, also winning the Young Kelvin Award for his Science Communication video. Katie Longley received one of 11 honorable mentions, awarded in the European DNA Essay Contest, announced in front of 5000 international scientists and doctors at the European Human Genetics Conference in Milan. We had great success in Maths, with our team of Libbie Jordan, Lexi Malcolm-McClure, Harry Parr and Archie Rodger winning the UK Mathematics Northern Ireland Regional Final. Daniel McIntyre qualified for the Andrew Jobbings Senior Kangaroo in the UK Mathematics Challenge, achieving a Certificate of Merit, the highest award available. The Lego League Team of Ethan Wiggam, Bailey Green, Vlad Serbanescu, and James Burns won the Lego League NI Regional Final, and were joined by Aaron Cooke to compete in the UK Finals in Harrogate. The First Tech Challenge Robotics team of Sam McLernon, Emilia Hadlo, Cicilly Dixon, Ethan Craig and Corbin Dobson were runners up in the Northern Ireland Final. These are just some of the

highlights from a wide range of super curricular activities and competitions which took place across our STEM subjects.

Wallace continues to excel in enterprise activity, again receiving an Excellence in Enterprise School Award. Last year, our “Down to Earth” Young Enterprise team was runner up in a UK-wide social media competition and was featured on BBC News. Another of our Young Enterprise companies, “Repurposed by Us”, a company dedicated to sustainability and upcycling, achieved Best Display and a Runner Up Position in their regional heat.

We continue to have significant involvement with the Duke of Edinburgh Award Scheme. A special mention must go to Isaac Allen, Niamh Hughes and Daniel McIntyre who achieved their Gold Award this year.

Charitable giving illustrated the generosity of our community this year. Our students supported a wide range of causes — from MacMillan Cancer Support and NI Chest, Heart and Stroke, to The Salvation Army, Simon Community, and Women’s Aid Hampers.

Contributions also extended to the Mayoral Charity, Emerge Counselling, and to the Hiding Place Orphanage in Albania. In June, the Charity Colour Run raised funds for NIPANC and the Cancer Fund for Children.

It was another highly successful year for Sport in Wallace. In November of last year, the Wallace Boys’ 1st XI Hockey Team were awarded the School Sports Team of the Year, at the Lisburn and Castlereagh Sports Awards. In January, we were delighted to receive funding for further development of cricket facilities on site from the ‘Your School, Your Club’ scheme through the Department of Communities, strengthening not only our own cricket provision, but our community club provision also. In February, Anna Kelly, Lily Rimmer and Connall Kelly were successful in qualifying for Irish Schools in Cross Country.

March was a particularly successful month for the school – in Badminton, Alex Magee, Kaden Tang, Robbie McCollum and Tristan Long won the Junior Boys’ Cup at the Ulster Schools Badminton Finals, with the Minor Girls Team also reaching their respective final. In Netball, our Senior A Team, captained by Megan Baxter won the Netball Northern Ireland Final School’s Cup. There was a strong showing across all Netball teams with further Netball success including the Junior A Team achieving NI Junior League Champions and NI Plate Finalists and the Minor B Team, Northern Ireland School Bowl Champions. Moving to rugby and on St Patrick’s Day, the 1st XV, captained by Jon Rodgers, brought home the prestigious Schools’ Cup to Wallace – the first time as outright winners in the history of the school - a tremendous achievement. We were delighted that the team’s success was recognised through a special Civic Reception, recognising the pride across the wider community, including from past alumni, many of whom joined us on the day itself, proud to see the cup lifted by Wallace. As we moved into the summer, further successes followed with the Athletics, Cricket and Tennis Seasons. Our talented junior boys received the Challenge Cup at District Level in Athletics, finishing in 2nd place in the Irish Schools Athletics on overall points, with our Yr 8 Boys’ Athletics Team also winning the Ulster Schools’ Team Competition. At the Ulster’s, there were a number of podium finishes across individual

events, with Jacob Dumigan also achieving a podium finish in the Long Jump at the Irish School's Competition.

In Cricket, our U12 boys won the Ulster Schools U12 Cup and our Year 10 girls won the Super 10 Tournament. In tennis, our Junior A Girls' tennis team of Anna Miller, Sabrina Salomeia, Taliah Long and Daisy Poots won the Ulster Schools Tennis Shield.

The long list of representative honours at Ulster and Ireland level contained within our Prize Day programme highlights the significant achievements of our pupils on the Sporting Field. I have highlighted many extra and super curricular successes across the last year but the experiences go so much wider than there is the space and time to celebrate today – from SU, to Film Club and the themed weeks, events and trips, all of which enrich the lives of our students and strengthen the sense of community that makes Wallace so special.

Wallace continues to have a strong focus on sustainability. Our Eco Club planted a 133 plant hedgerow, including oak, blackthorn and holly trees, having successfully submitted plans to the Hedgerow Heroes project. Last year also marked the completion of Phase 1 of our ambitious sustainability initiative, *Project Refresh* aiming to retrofit the school's existing infrastructure to enhance energy efficiency, reduce carbon emissions, and extend the building's lifespan. At the heart of *Project Refresh* is the integration of cutting-edge green technologies. In recognition of our work, we were delighted to be highly commended for the Environmental Practice Award at the National Education Business Awards in London. Success doesn't appear by magic – it takes commitment and a drive for excellence. It takes supportive parents behind the scenes. It also takes significant dedication, expertise and a belief in our young people on the part of staff – on behalf of the Wallace community, I want to extend my thanks to you all. I also want to thank the leadership team: Mr Cleland, Mr Reid, Dr McMath, Mr McKnight, Mrs Jordan and Dr Terris – for the work that they do, often unseen. Last academic year, saw a number of staff depart from Wallace. From our support staff: Miss Ella McCaffrey, Mrs Julia Younge, and Mr Harry Mullan, Senior Groundsman for 19 years – we thank them for the contribution they made. From our teaching staff, Miss Sarah-Louise Gibson left the Art and Design Department and then we had 5 staff members, who between them, had given over 120 years' service to Wallace: Mrs Ruth Foster, Head of Computing, Mrs Alison McCammon, a teacher of Art and Design, Mrs Kerry McMullan, the Head of Art and Design, Mrs Alison Patterson the Head of Chemistry and Mrs Pam Brown, Senior Teacher and Teacher of Spanish and French. We thank them for their service, their impact on Wallace students across the years and particularly with Pam, the impact she also had on staff here at Wallace – we will miss you and wish you well in next ventures.

In discussing staff who have left in the last academic year, it would be remiss of me not to acknowledge the significant contribution of Mrs Deborah O'Hare during her time leading the school community as Principal of Wallace. The Chair has already paid tribute and I would like to endorse his comments. It is very clear that her strong and strategic leadership, left an enduring legacy. Her determination and vision not only guided the school through significant progress but also helped to secure vital funding to enhance our facilities, ensuring a better environment for generations to come. Whilst she has retired from her Principal position, we know she continues to play a leading role in education in Northern Ireland and we wish her well in these future ventures.

I would also like to recognise the significant commitment and contribution of the Board of Governors, who give generously of their time and expertise to support the school. On a personal note, I would like to acknowledge their generous welcome and support as I have taken up my position this year.

Earlier, I quoted from Michael Longley, and as I finish, I wish to draw upon his words again – he commented: ‘The job has left me with a healthy disregard for what you might call Public Life. I have no desire now to go to receptions, to be seen at gatherings of the great and good, to stand and be bored to death by men in grey suits.’

I may not be a man in a grey suit but I will take that as my cue to finish. As the 2024-25 academic year illustrates, The Wallace High School continues to thrive, succeed and support our young people to reach their potential.



8.45 am

FIRST BELL

8.50 - 9.00 am

CLASS/Form ASSEMBLIES

9.05 - 9.10 am

MAIN ASSEMBLY (House assembly on

9.10 - 9.50 am

Thursdays

9.50 - 10.25 am

Period 1

10.25 - 11.00 am

Period 2

11.00 - 11.15 am

Period 3

11.15 - 11.50 am

BREAK

11.50 - 12.25 pm

Period 4

12.25 - 1.00 pm

Period 5

1.00 - 1.35 pm

Period 6

1.40 - 2.15 pm

Period 7

2.15 - 2.50 pm

Period 8

2.50 - 3.25 pm

Period 9

Period 10

LUNCH

1st Lunch 1.00 - 1.40 pm (40 minutes)

2nd Lunch 1.35 - 2.15 pm (40 minutes)



AUTUMN TERM

Years 13/14 Results	Thursday 15 August
GCSE Results & Subject Choice Only	Thursday 22 August
Bank Holiday/Staff Training	Monday 26 August
Year 8 Start – Day 1	Tuesday 27 August – 8.45 am - 12.25 pm
Year 8 – Day 2	Wednesday 28 August – 8.45 am – 12.25 pm
Years 11,13 & 14 [staggered times]	Wednesday 28 August – 8.45 am – 3.25 pm
All Years	Thursday 29 August – 8.45 am – 3.25 pm
Half-Term Holiday	Monday 28 October - Friday 1 November
Term Ends	Friday 20 December – 12 Noon
Christmas Holiday	Monday 23 December – Friday 3 January 2025



SPRING TERM

Term Starts	Monday 6 January 2025 – 8.45 am
Half-Term Holiday	Monday 10 – Friday 14 February
St Patrick's Day	Monday 17 March
Exceptional Closure*	Monday 7 April
Term Ends	Friday 11 April – 3.25 pm
Easter Holiday	Monday 14 April – Friday 25 April



SUMMER TERM

Term Starts	Monday 28 April – 8.45 am
May Day Holiday	Monday 5 May
Exceptional Closure*	Monday 26 May
Term Ends	Friday 27 June – 12 Noon
Exceptional Closure*	Monday 30 June

* **Exceptional Closure Days are provisional and subject to change**



REVENUE INCOME & EXPENDITURE ACCOUNT
GRAMMAR SCHOOL
for year ending 31 March 2025

INCOME	£	£
Department of Education Grants:		
School Budget Share of Grant	6,937,184	
Payment for Excepted Items	258,405	
Other Additional Funding	929,263	
VAT Grant	107,149	8,232,001

Other Income		
Parental Contributions	324,533	
Other Grants	-	
Other Income	40,512	365,045
		8,597,046

EXPENDITURE

Teaching Staff Costs	5,768,050	
Ancillary Staff Costs	1,624,360	
Purchase of Books & Materials	77,737	
Purchase of Equipment	87,116	
Examination Fees	100,922	
Sports & Games & Transport Costs	129,899	
Maintenance of Buildings & Grounds	132,846	
Contracted Services	37,787	
IT Consumables & Software Licenses	38,426	
Heating & Lighting	169,415	
Insurance	81,794	
Water Charges	18,131	
Laundry & Cleaning	45,429	
Maintenance of Equipment	20,006	
Printing, Stationery, Postage & Telephone	31,937	
Advertising	1,758	
Auditor's Remuneration	9,445	
iPad Project	11,152	
Education Offsite Costs	668	
Professional Fees & Annual Subscriptions	17,446	
School Prize Days	6,451	
Legal Fees	4,368	
Bank Charges	6,065	
Depreciation Charges	5,980	
Other Costs	27,525	
VAT	107,149	8,561,862

Surplus for Year - Grammar School		35,184
Deficit for Year - Canteen		22,532
Accumulated Deficit brought forward		45,414
Accumulated Surplus carried forward		103,130

**REVENUE INCOME AND EXPENDITURE ACCOUNT
PREPARATORY DEPARTMENT
for year ending 31 March 2025**

INCOME

Department of Education Grants	206,410	
Tuition Fees P1 - P7	474,767	
Pre School and After School Income	114,780	
Other Income	1,066	797,023

EXPENDITURE

Teaching and Education Costs P1 - P7	774,644	
Pre School and After School Costs	105,392	
Premises Costs	60,581	
Administration Costs	28,351	968,968
DEFICIT FOR THE YEAR		171,945

**CAPITAL INCOME & EXPENDITURE SUMMARY
for year ended 31 March 2025**

INCOME

Capital Fees	164,421
Capital Grant Income	2,956,652
	3,121,073

EXPENDITURE

Capital Expenditure	3,012,213
Excess of Capital Expenditure over Capital Income	108,860



CHARGING AND REMISSIONS POLICY

Years 8 - 10

2024-2025

1 Capital Fee

Wallace High School is a Voluntary Grammar School and will therefore charge a Capital Fee per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (DENI). The current annual charge is **£140** per pupil.

The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment within 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Voluntary Contributions and Optional Payments

The school has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the Department of Education.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the school buildings and grounds.

The school may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition the Board of Governors recommends parents to consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the school to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

iPad

Parents have the option to enter into a three year agreement for the provision of an iPad at the start of Year 8. This option is offered through the company Academia. Information is provided by the school annually in August to enable parents to access the Academia website portal.

3 Excepted Pupils

The school will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
- (ii) a grammar school pupil whose parents are not EU nationals,
- (iii) a pupil in the grammar school preparatory department,
- (iv) international pupils.

4 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the school and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other

than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

5 Practical Subjects

There is a charge of **£105** per annum for all pupils in Years 8, 9 and 10 to cover the costs of materials provided by the Home Economics, Art and Technology Department for items which pupils take home and which enhance the provision of the subject being taught.

The costs associated with other practical subjects will be met by the school. The school does, however, reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the school may charge in advance for any materials involved.

6 Clothing

Parents are responsible for the provision of correct school uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the school. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

7 Fieldwork

No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 2. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

8 Educational Visits During School Hours

No charge will normally be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours. In some circumstances a parental contribution may be sought as set out in Section 2 (above).

9 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of

supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

There may be occasions when parents will be charged directly for such events by a third party such as a travel agent. In cases where such educational visits are part of a syllabus for an approved public examination for which pupils are being prepared by the school, no charge for the educational activity will be made. Nor will a charge be made for the educational activity where such visits are necessary to meet statutory requirements.

Overnight Accommodation

A charge will be made to cover the cost of board and lodging where the activity involves the pupil spending a night or nights away from home. This charge may be waived on application in the case of pupils whose families are in receipt of family credit or income support.

10 Transport

No charge will be made for travel associated with the statutory curriculum.

11 Music

A charge will be made in respect of tuition in the playing of a musical instrument or singing lessons. All examination fees connected with music tuition will be paid by parents including the cost of engaging an accompanist as required. A charge will also be made for the hire of musical instruments owned by the school.

12 Tours and Holidays

The cost, including travel, of sports tours, holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs such as those noted under section 9 of this policy may also be charged.

13 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the school may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

14 Replacing Items of School Property

Parents may be charged for the cost of replacing items of school or other property lost by a pupil, where such loss is the result of carelessness or negligence.

15 Public Examinations

No charge will be made for entering a pupil, other than an excepted pupil, for an approved public examination, if he has been prepared for that examination by the School. If this is not the case, the appropriate charge will be made.

A charge will be made in respect of the entry of a pupil re-sitting an examination.

The school will also pass on to the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

16 Group Personal Accident Policy for Pupils

The school operates a Group Personal Accident Policy for all registered pupils of the school. As a Group Policy holder the school is entitled to collect a contribution from all parents of pupils registered at the school.

The contribution for 2024/25 is **£10**.

The policy is renewed annually on 30 September. A policy summary and the full policy wording are available to download from the school's website.

17 Collection of Charges and Fees

Fees are due on 30 September 2024. Parents are requested to pay school fees and charges by direct debit which will commence on the last banking day in September.

All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

18 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.

In all cases, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted in accordance with Section 1 and section 17. (The term no pupil or child of the family in the previous sentence refers to any pupil in the Wallace High School, including The Wallace Preparatory Department)

This policy will be reviewed annually by the Head of Finance.



CHARGING AND REMISSIONS POLICY Years 11 and 12 2024-2025

1 Capital Fee

Wallace High School (“the School”) is a Voluntary Grammar School and will therefore charge a Capital Fee per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (“DENI”). The current annual charge is **£140** per pupil.

The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment with 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Voluntary Contributions and Optional Payments

The School has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the DENI.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the School buildings and grounds.

The School may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition, the Board of Governors recommends parents consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the School to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

iPad

This option is offered through the company Academia. Information is provided by the school annually in August to enable parents to access the Academia website portal.

3 Excepted Pupils

The School will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
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- (iv) international pupils.

4 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the School and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

5 Practical Subjects

A request is made for **£105** a year for all pupils in Years 11 and 12 to cover the costs of materials provided for subjects including practical and science subjects. This is a voluntary request and funds received from parents are used to enhance the provision of the subject being taught.

The School does, however, reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the School may charge in advance for any materials involved.

6 Clothing

Parents are responsible for the provision of correct School uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the School. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

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No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 2. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

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9 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

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13 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the School may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

14 Replacing Items of School Property

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The School will also pass onto the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

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The policy is renewed annually on 30 September.

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All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

18 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.

This policy will be reviewed annually by the Head of Finance.



CHARGING AND REMISSIONS POLICY

Sixth Form

2024-2025

1 Capital Fee

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The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment with 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Sixth Form Levy

An annual levy of **£185** will be required from each pupil in Sixth Form to cover the maintenance of the Sixth Form Centre and related administration, staffing and catering services. This levy will be payable upon enrolment for each year of Sixth Form.

3 Voluntary Contributions and Optional Payments

The School has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the DENI.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the School buildings and grounds.

The School may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition the Board of Governors recommends parents consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the School to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

4 Excepted Pupils

The School will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
- (ii) a grammar school pupil whose parents are not EU nationals,
- (iii) a pupil in the grammar school preparatory department,
- (iv) international pupils.

5 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the School and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

6 Practical Subjects

The School does reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the School may charge in advance for any materials involved.

7 Clothing

Parents are responsible for the provision of correct School uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the School. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

8 Fieldwork

No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 3. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

9 Educational Visits During School Hours

No charge will normally be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours. In some circumstances a parental contribution may be sought as set out in Section 3 (above).

10 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

There may be occasions when parents will be charged directly for such events by a third party such as a travel agent. In cases where such educational visits are part of a syllabus for an approved public examination for which pupils are being prepared by the School, no charge for the educational activity will be made. Nor will a charge be made for the educational activity where such visits are necessary to meet statutory requirements.

Overnight Accommodation

A charge will be made to cover the cost of board and lodging where the activity involves the pupil spending a night or nights away from home. This charge may be waived on application in the case of pupils whose families are in receipt of family credit or income support.

11 Transport

No charge will be made for travel associated with the statutory curriculum.

12 Music

A charge will be made in respect of tuition in the playing of a musical instrument or singing lessons. All examination fees connected with music tuition will be paid by parents including the cost of engaging an accompanist as required. A charge will also be made for the hire of musical instruments owned by the School.

13 Tours and Holidays

The cost, including travel, of sports tours, holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs such as those noted under Section 9 of this policy may also be charged. **In all cases, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted in accordance with Section 1.**

14 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the School may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

15 Replacing Items of School Property

Parents may be charged for the cost of replacing items of School or other property lost by a pupil, where such loss is the result of carelessness or negligence.

16 Public Examinations

No charge will be made for entering a pupil, other than an excepted pupil, for an approved public examination, if he/she has been prepared for that examination by the School. If this is not the case, the appropriate charge will be made.

A charge will be made in respect of the entry of a pupil re-sitting an examination.

The School will also pass onto the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

17 Group Personal Accident Policy for Pupils

The school operates a Group Personal Accident Policy for all registered pupils of the school. As a Group Policy holder the school is entitled to collect a contribution from all parents of pupils registered at the school.

The contribution for 2024/25 is **£10**.

The policy is renewed annually on 30 September.

18 Collection of outstanding Charges and Fees

Fees are due on 30 September 2024. Parents are requested to pay school fees and charges by direct debit which will commence on the last banking day in September.

All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

19 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.

This policy will be reviewed annually by the Head of Finance.



Action Cancer	£1,375.00
Cash for Kids	£300.00
Children in Need	£2,395.00
Comic Relief	£250.00
Emerge Counselling	£690.00
MacMillan Cancer	£1,010.00
NI Chest Stroke & Heart	£695.00
NIPANC	£2,260.00
Salvation Army	£1,350.00
Simon Community	£1,350.00
Grand Total	£11,675.00



The enrolment in the Preparatory Department of the school in October 2024 was 109.
The numbers in each year were as follows:

Primary 1: 13 Primary 2: 12 Primary 3: 17
Primary 4: 14 Primary 5: 14 Primary 6: 23
Primary 7: 16

Pre-Prep: 18
(A further 6 children started Pre-Pre-Prep at various points in the year.)

Staffing Structure

	Teacher	Classroom Assistant
Pre-Prep	Nicola Wilson	Emma Bready/Anabella Duncan
Primary 1	Amanda Ferguson	Shirley Burns (General Assistant)
Primary 2	Barbara Green	Anne Emmett Shirley Burns (General Assistant)
Primary 3	Stephanie Thompson	Kirsty Young
Primary 4	Gillian Spence/Clare Stone	
Primary 5	Matthew Gleave	
Primary 6	Emma Black	Anne Emmett Claire Scanlon
Primary 7	Jonny Harper	Alice O'Neill

Destination of Primary 7 leavers

Grammar School: 14
Secondary School: 2

Attendance

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 1	4054	0	74	130	4258	95.2
Year 2	3780	0	86	42	3908	96.7
Year 3	4989	0	169	46	5204	95.9
Year 4	4612	0	140	86	4838	95.3
Year 5	4415	2	177	14	4608	95.9
Year 6	8235	42	179	54	8510	97.3
Year 7	5616	153	97	54	5920	97.4
Totals	35701	197	922	426	37246	96.4

September Update

Already this year, weekly visits to swimming and Salto have resumed and dates are in the diary for class trips. We look forward to providing our children with more experiences outside of the classroom over the coming year.

November Update

Extra-Curricular

We have had a busy first term of extra-curricular clubs, with hockey, netball, eco and wellbeing club all being well attended, on top of our P7 transfer club. Over the last week we have attended an Ulster Hockey blitz and a Cross Country league event. The hockey blitz saw us take two boys teams and one girls team to compete against other local schools, with our teams all performing well and achieving a number of victories. In the cross country there were notable performances from Olivia Snoddon and Thea Kharouf, finishing 4th and 5th in the girls' race and Joh Gilbert finishing 2nd in the boys' race. We are looking forward to further hockey and cross country events before Christmas along with a netball tournament and a football tournament.

Events/Trips

Our big event in the first term was our P1 and P2 Harvest Celebration. This was, once again, very well attended and the children put on a fantastic performance. Our Pre-Prep children joined on stage to present the collection of food items for the Lisburn Foodbank.

So far this term we have also marked European Day of Languages and World Mental Health Day in school, with children taking part in themed activities to enhance their awareness of both, whilst having fun dressing up.

Each class has a Christmas trip planned to take place before the end of the term following our Christmas performances and shows. Our Key Stage 2 Carol Service will take place on Tuesday 10th December in Lisburn Cathedral, followed by our Pre Prep and FS/KS1 nativity in school on the morning of Wednesday 11th December.

March Update

Extra-Curricular

This has been a particularly busy term with different sporting fixtures and events. Our netball team have taken part in a number of league events at the racquets club. Our hockey teams took part in an Ulster Hockey blitz event and have also participated in the Pearson and McCloy Cup competitions respectively. In football, we have sent teams to compete in the Lisburn cup competitions and whilst both were unfortunate to be knocked out in the early stages, everyone played with a good spirit and determination. In cross country, Olivia Snoddon, P6, qualified for the NI Cross Country final and ran a brilliant race to finish in the top 50. In swimming, our club swimmers took part in the Ulster Schools gala with Teddy

Burke, P5, and Ryan Erskine, P7, achieving times which qualify them for the Irish Championships at the end of the month.

Outside of sport, some of our P7s attended the annual Road Safe quiz at the Lisburn Leisureplex and preparations are well underway for the school production of the Wizard of Oz, which will be held on the evening of Wednesday 2nd April in school.

Events/Trips

With all the sporting events taking place this term there was less time for class trips. P5 recently visited the Ulster Museum and P4 attended a World War 2 workshop at the Lisburn Linen Museum. We brought a group of rugby enthusiasts in P5-7 to the Kingspan stadium to watch the Schools' Cup semi-final between Wallace and BRA and then to the final to watch Wallace lift the Schools' Cup against RSA. We successfully ran our first ski trip to Italy in January for children in P6 and P7 and there is a good interest for a further trip next year, which is already in the planning stages. More trips are planned for the summer term, including a local residential trip for both P6 and P7 to Tollymore.

We celebrated World Book Day on Thursday 6th March with everyone in school dressing up in something they feel comfortable reading in and taking part in a variety of book themed activities, including a trip to the Island Arts Centre for P1 & P2, shared reading between classes across the school and science workshops linked to some of Roald Dahl's books.

May Update

Extra-Curricular

Our rugby team began their fixtures for the season with a blitz event held at Portadown Rugby Club before Easter. The boys competed well and picked up a number of wins and scored plenty of tries. They are looking forward to competing at the Kingspan festival next week and at further competitions at Banbridge and Laurelhill later in the year. We will also compete in a number of other events over the coming weeks in swimming, football, athletics and cricket as we continue to allow children the opportunity to compete and represent in a wide variety of sports. We are also delighted to have Lisburn Cricket Club and Cleveland Northern Ireland Basketball Project sending coached in to school to deliver sessions in cricket and basketball respectively to children in P4-7.

Outside of sport, our Key Stage 2 production of the Wizard of Oz was a success, with performances in front of both a matinee and an evening audience. The children were starring roles in the show and special thanks must go to both Mrs Jackson and Mrs Patterson who worked tirelessly to bring the production together. Young Enterprise are currently in school working with children in P5 and P7 on business skills.

Events/Trips

As we enter the summer term we have lots of exciting trips and events planned to finish off the year. Our P6/7 residential trip was planned to go to Tollymore in June but the centre

cancelled our trip due to delays to repairing storm damage and we will now go to Ardaluin House from 27th-29th May with Belfast Activity Centre. P1 and P2 both visited Streamvale Farm last week and P3 pupils went to Carrickfergus Castle before Easter to finish off their Castles and Dragons topic. P4 will be attending a special VE Day event in the Linen Museum next week and plan to join up with P3 later in the year to go on a Forest School outing. P7 pupils recently visited the Titanic Centre.