

THE ROYAL SCHOOL DUNGANNON

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ANNUAL REPORT

OF THE BOARD OF GOVERNORS

2017– 20178

PART III

PART I THE SCHOOL MAGAZINE 2017-2018

PART II THE HEADMASTER'S REPORT

THE ROYAL SCHOOL DUNGANNON

BOARD OF GOVERNORS – 2017/2018

NAME	Date of Appointment
1. Rev A. THOMPSON, MA, BD	11/12/07
2. Mr J.C.M. EDDIE	12/12/85
3. Mrs Joanne WILLIAMSON	8/6/10
4. Mr John-George WILLIS	08/03/16
5. Mrs Rowena EMERSON, BSc, CSP	12/12/11
6. Mrs Eithne E. HARKNESS, BL	19/03/02
7. Dr H.G.McNEILL, BA, MB, FFARCSI	27/9/90
8. Dr Derek MAGUIRE, BDS	12/6/12
9. Ven A. J. FORSTER, BA, BTh CHAIRMAN	11/12/07
10. Mr David.N. BROWNE, MIB, MIMgt	10/6/97
11. Mr Robert EITEL	8/12/09
12. Mrs Yvonne HALLIDAY, BEd Hons	13/10/15
13. Dr Glenda WALSH, BEd, PhD, ALCH, FHEA (Vice Chairman)	12/6/12
14. Mrs Linda MCDONALD	20/3/18
15. Dr Philip STEEN	13/10/15
16. Mr Roger PATTON	08/03/16
17. Mr N. H. MCLEAN, LLb, MB	14/6/94
18. VACANT	12/6/12
19. Mrs. Karen BAIN, Bed	14/6/16
20. Very Rev Kenneth R.J.HALL, MPhil	10/4/18
21. Mrs Judith ANDERSON, BA Hons, MCIPD,	09/06/18
22. Mr Keith BLACK, Bed	5/12/17
23. Mrs Tracy BOYD	5/12/17
24. DR Barbara CURRAN, BA, MA, PhD, PGCE	5/12/17
25. Mrs Wendy CHAMBERS	5/12/17
26. Mr Keith McGUINNESS	5/12/17
27. Mr Iain WILSON	5/12/17
28. Dr David. A. BURNETT, BA, PhD, NPQH (Headmaster & Secretary of Board of Governors)	1/9/09
29. Lord Ken MAGINNIS, M.P. (Co-opted)	12/9/85
30. Mr Richard CLINGAN, Deputy Head, (Non-Voting member)	
31. Mrs Glenda LEONARD (Co-opted)	08/12/15
32.	

KEY	1 - 9	Denominational Nominees
	10 – 18*	Department of Education Nominees
	19 - 21	Former Pupil Association Representatives
	22 – 24*	Elected by Parents
	25 – 27*	Elected by Staff
	28	Headmaster
	29 - 32	Co-opted Members

- DENI Nominees are appointed for a period of 4 years up to October 2021.
- Parent Governors are appointed following an election process for a period of 4 years up to October 2021.
- Teacher nominated governors are appointed following an election process for a period of 4 years up to October 2021.

PUBLIC EXAMINATIONS

RSD Key Stage 3 (Year 10) Levels of Progression Report 2018

		W*	Level							N**	Exempt	Absent
			1	2	3	4	5	6	7			
Using Mathematics	% Pupils achieving this level		0	0	0	1	21	58	19		1	
Communication	% Pupils achieving this level		0	0	1	7	19	63	9		1	
Using ICT	% Pupils achieving this level		0	0	0	6	59	34	0		1	

*W indicates the percentage of pupils working towards Level 1.

Note - This report is based on CCEA figures which are rounded to the nearest decimal place and therefore may not add to give exactly 100.

Using Mathematics

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using Mathematics is Level 5.

In our school 98% of end of Key Stage 3 (Year 10) pupils* have attained the expected level of 5 or above in Using Mathematics.

1% of end of Key Stage 3 (Year 10) pupils* are working towards the expected level in Using Mathematics.

1% of end of Key Stage 3 (Year 10) pupils were exempt from assessment of Using Mathematics.

Communication (English)

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Communication is Level 5.

In our school 92% of end of Key Stage 3 (Year 10) pupils* have attained the expected level of 5 or above in Communication.

8% of end of Key Stage 3 (Year 10) pupils* are working towards the expected level in Communication.

1% of end of Key Stage 3 (Year 10) pupils were exempt from assessment of Communication.

Using ICT

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Using ICT is Level 5.

In our school 94% of end of Key Stage 3 (Year 10) pupils* have attained the expected level of 5 or above in Using ICT.

6% of end of Key Stage 3 (Year 10) pupils* are working towards the expected level in Using ICT.

1% of end of Key Stage 3 (Year 10) pupils were exempt from assessment of Using ICT.

**Calculations are based on numbers of pupils who were included in End of Key Stage assessments.*

GCSE Statistics 2018 Year 12

Subject	TOTAL	A*	A	B	C	D	E	F	G	U	% A - C
Art & Design	17	2	8	3	4	0	0	0	0	0	100
Biology	68	7	34	21	5	1	0	0	0	0	99
Business Studies	33	4	12	10	2	5	0	0	0	0	85
Chemistry	59	7	22	19	7	2	2	0	0	0	93
Computing(Equiv)	10	1	4	3	0	2	0	0	0	0	80
Design & Technology	24	5	7	11	1	0	0	0	0	0	100
English Language	104	6	25	44	23	5	1	0	0	0	94
English Literature	56	7	19	23	7	0	0	0	0	0	100
French	80	10	13	15	23	19	0	0	0	0	76
Geography	42	7	10	16	6	2	1	0	0	0	93
History	23	6	6	5	5	1	0	0	0	0	96
Home Economics	51	5	13	26	7	0	0	0	0	0	100
ICT	23	1	7	6	5	2	2	0	0	0	83
Mathematics	104	40	31	23	9	1	0	0	0	0	99
Mathematics Further	55	18	16	14	7	0	0	0	0	0	100
Music	21	5	9	6	1	0	0	0	0	0	100
Physical Education	19	0	2	6	6	5	0	0	0	0	74
Physics	61	14	25	15	6	1	0	0	0	0	98
Religious Education	11	6	3	1	1	0	0	0	0	0	100
Science (Double Awd)	60	4	11	37	6	2	0	0	0	0	97
Spanish	17	3	4	8	2	0	0	0	0	0	100
Chinese (SC)	8	8	0	0	0	0	0	0	0	0	100
Religious Education (SC)	45	2	10	12	9	8	2	1	0	1	73
2018 Totals*	938.0	158.0	281.0	312.0	133.0	48.0	6.0	0.0	0.0	0.0	
%		16.8	30.0	33.3	14.2	5.1	0.6	0.0	0.0	0.0	
cum%		16.8	46.8	80.1	94.2	99.4	100.0	100.0	100.0	100.0	

DENI STATISTICS 2018

Number of Pupils in Year 12	104
Total number of Pupils in Years 13 & 14	142
Number of Pupils with Special Educational Needs	4
GCSE (Year 12)	
Number of pupils taking GCSE Maths early (Year 11)	56
Number of pupils taking GCSE in Year 12	104
% of Year 12 entered for 7 or more Subjects in GCSE	100%
% of Year 12 entered for 5 or more Subjects in GCSE	100%
% of Year 12 achieving grades A*-C in 7 or more GCSEs	88.5%
% of Year 12 achieving grades A*-C in 5 or more GCSEs	95.2%
% of Year 12 achieving no GCSE qualifications	0%
AS LEVEL	
Number of pupils in final year of AS course	72
% of pupils achieving 1 or more AS passes at grades A-E	100%
A LEVEL	
Number of pupils in final year of A level courses	70
% of pupils achieving 3 or more A level passes at grades A-C	67.1%
% of pupils achieving 2 or more A level passes at grades A-E	98.6%
LEAVERS DESTINATIONS including Year 12, 13 & 14 leavers	
Higher Education (HE). All leavers / Year 14 leavers	65.35% (91.4% of year 14)
FE College (new courses)	24.75%
FE College (repeat courses)	1.98%
Transferring to another school	2.97%
Apprenticeship	0
Employment	4.95%
Other	0
% ANNUAL ATTENDANCE RATE	
	94.6%

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
GCSE 7+ A* - C	93.0%	91.7%	93.2%	91.2%	81.9%	88.5%
GCSE 5+ A* - C	98.0%	95.9%	98.1%	97.1%	96.2%	99%
A Level 3+ A* - C	64.0%	73.9%	74%	80%	75.3%	67.1%
A Level 2+ A* - E	100%	100%	98.7%	100%	100%	98.6%

ANNUAL FINANCIAL REPORT
for the year ended 31st March, 2018

The year 2017/18 saw the Secondary Department record a deficit of (£629) which when transferred to accumulated reserves leaving a cumulative deficit in reserves of (£71,065). The Grant Income received from the Department of Education fell by £40,226 in comparison with the previous year which means that the school is having to manage its finances on the basis of ever reducing funding levels which we note are down by over £93,000 in comparison with five years ago. This is at a time when nationally agreed wage settlements are increasing the school's cost base, which is further exacerbated by the fact that Teachers' Pension Scheme costs and the cost of employers' National Insurance contributions have both increased dramatically.

The school has had to plan proactively to ensure that the cost structures going forward are managed tightly and the school has in recent years received financial support from the Department of Education to fund voluntary redundancy applications from both teaching and non-teaching staff which has reduced the number of full time equivalent staff at the school. We did not wish to lose the valued services of long serving colleagues who have contributed to the academic, pastoral and administrative processes within the school but we have been forced by public expenditure cuts to attempt to deliver more to the pupils with fewer resources at our disposal.

While continuing to seek cost savings in other administrative and premises costs areas where possible, the Board of Governors has determined that there should be an on-going investment programme in the refurbishment and upgrade of facilities and equipment available to pupils. In summer 2018 all classrooms had their whiteboards replaced and there was extensive re-painting of classrooms, corridors and Library areas in the Old Grey Mother building. The Board of Governors will continue to strive to seek the balance between the curriculum needs of pupils and the budgets available to employ the essential staff to deliver a quality education to pupils at the school.

The Board of Governors acknowledges the receipt from DENI of £2,723,285 through the Common Funding Formula which was directed towards the delivery of the Northern Ireland curriculum to cover the costs of teaching staff, non-teaching staff, curriculum, administration, premises costs and other essential resources. In addition, a further £114,428 of grants were received from DENI specifically related to areas such as area learning, classroom assistant funding and substitute teacher costs.

The Board of Governors recognise the continued donations received from parents towards the School Fund which allows the school to contribute to additional extra-curricular activities over and above the income received from the Department of Education.

Secondary Department
REVENUE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2018

INCOME	£
Dept of Education Grant	2,723,285
Funds from Other Sources	<u>573,497</u>
	<u>3,296,782</u>
EXPENDITURE	
Teaching Staff Costs	2,193,600
Non-Teaching Staff Costs	474,947
Other Operational Costs	<u>628,864</u>
	<u>3,297,411</u>
DEFICIT for the YEAR	<u>(£ 629)</u>

STEPS TAKEN TO DEVELOP LINKS WITH THE COMMUNITY

Cross community work borne out of Education for Mutual Understanding (EMU) continues to be at the heart of RSD and is provided through a wide range of stimulating curricular and extra-curricular activities.

In RSD, EMU emphasised the need for self-respect and respect for others. Much of this takes place in the classroom, but the practical outworking and application of what goes on within the curriculum is expressed to a large extent in the wide-ranging curricular and extra-curricular activities which cement relationships within the school and within the community. As individuals and as groups they gain much in terms of integrity, respect, co-operation, and teamwork.

RSD's commitment to EMU has been best demonstrated in the partnership with St Patrick's Academy and St Patrick's College under the auspices of the Sharing Education Programme (SEP). As part of the SEP pupils from both schools undertake lessons together in some subjects and participate in broader enrichment opportunities. These have included joint Irish History Conferences, joint Duke of Edinburgh Award expeditions, joint Art exhibitions and a variety of careers and university events. There was a commitment to sustaining such activity in the period after the formal conclusion of SEP in 2013 and the two schools are now involved in a new Shared Education Programme for 2015-19.

RSD pupils at different levels throughout the school year engage in a variety of activities at inter-school, cross-community, national and international level. Examples are found in Public Speaking and Debating, rugby and hockey, musical competitions and drama, community service (including working in a local special school) and visiting the elderly and infirm.

SPECIAL EDUCATIONAL NEEDS

In the small number of cases where Special Educational Needs (SEN) provision is necessary advice and assistance is sought from the appropriate department of the SELB and other relevant outside agencies where necessary. The School's Special Educational Needs Coordinator (SENCO) provides support for all pupils registered as SEN in conjunction with all teachers. Individual Education Plans are produced and monitored closely and a full cycle of review takes place each year with an evaluation of the needs and progress of the individual pupil to the fore.

ACCESS FOR DISABLED PUPILS

The School premises have benefited from a programme of re-building and new buildings and the site is well-equipped to cater for many of the needs of disabled pupils and visitors. There are external and internal ramps, stair lifts and a lift which allow access to most parts of the school campus. In addition, there are a number of disabled toilets.

SCHOOL SECURITY

The security of pupils, staff and visitors and that of the school premises is the responsibility of all staff. The School document 'Security of the School Building' provides clear guidance for all staff as to how to ensure the security of the premises and, by extension, the security of the site for pupils. Fire & Evacuation procedures are established and fire drills take place in accordance with school procedure and at regular intervals. There is a school disaster plan for emergencies.