

THE ROYAL SCHOOL DUNGANNON

Founded 1614

ANNUAL REPORT

OF THE BOARD OF GOVERNORS

2019– 2020

PART III

PART I THE SCHOOL MAGAZINE 2019-2020

PART II THE HEADMASTER'S REPORT

ROYAL SCHOOL DUNGANNON - BOARD OF GOVERNORS – 2019/20

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	08/06/10
4. Mr John-George WILLIS, LLb	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	27/09/90
8. Dr Derek MAGUIRE, BDS	12/06/12
9. VACANT	
10. Mr D.N. BROWNE, MIB, MIMgt	10/06/97
11. Mr Robert EITEL	08/12/09
12. Mrs Yvonne HALLIDAY, BEd Hons	13/10/15
13. Dr Glenda WALSH, BEd, PhD, ALCH, FHEA CHAIRMAN	12/06/12
14. Mrs Linda McDONALD	20/03/18
15. Dr Philip G STEEN, PhD, BSc, CPhys, MInstP	13/10/15
16. Mr Roger PATTON, BA	08/03/16
17. Mr N. H. MCLEAN, LLb, MBA	14/06/94
18. VACANT	
19. Mrs Judith ANDERSON, BA Hons, MCIPD	09/06/2017
20. Mr Glenn FERRY, BSc Vice Chairman	09/06/2018
21. The Very Rev K R J HALL, MPhil	10/04/18
22. Mr K. BLACK, BEd	05/12/17
23. Mrs T. BOYD	05/12/17
24. Dr B. A. CURRAN, BA, MA, PhD, PGCE	05/12/17
25. Mrs W. CHAMBERS BSc, MEd, PGCE, Dip IT	05/12/17
26. Mr K. McGUINNESS BSc, PGCE	05/12/17
27. Mr I. WILSON BSc, PGCE	05/12/17
28. Dr D. A. BURNETT, BA, PhD, NPQH (Headmaster)	01/09/09
29. Lord Ken MAGINNIS, M.P.	12/9/85
30. Mr R CLINGAN (Deputy Head) Non-voting member	
31. Mrs Glenda LEONARD	08/12/15

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 2020

No data was submitted to DENI due to the Covid-19 pandemic

		W*	Level							N**	Exempt	Absent
			1	2	3	4	5	6	7			
Using Mathematics	% Pupils achieving this level											
Communication	% Pupils achieving this level											
Using ICT	% Pupils achieving this level											

*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.

Communication (English)

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

Using ICT

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

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

A Level Statistics 2020 Year 14

Subject	Total	A*	A	B	C	D	E	U	% A* - C	% A* - E
Art & Design	4	3	1	0	0	0	0	0	100.0	100.0
Biology	28	5	3	5	9	3	3	0	78.6	100.0
Business Studies	21	2	4	8	5	2	0	0	90.5	100.0
Chemistry	13	3	4	3	2	1	0	0	92.3	100.0
Computing	4	1	2	0	1	0	0	0	100.0	100.0
Design & Technology	0									
Economics	11	1	3	6	1	0	0	0	100.0	100.0
English Literature	12	3	3	5	1	0	0	0	100.0	100.0
French	3	0	2	0	1	0	0	0	100.0	100.0
Geography	12	1	4	5	1	1	0	0	91.7	100.0
Health & Social Care	15	2	3	8	2	0	0	0	100.0	100.0
History	5	0	2	2	1	0	0	0	100.0	100.0
Home Economics	34	2	7	12	7	4	1	1	82.4	97.1
Life & Health Science	5	0	1	2	1	1	0	0	80.0	100.0
Mathematics	22	6	8	7	1	0	0	0	100.0	100.0
Further Mathematics	0									
Media Studies	1	0	0	1	0	0	0	0	100.0	100.0
Music	4	0	3	1	0	0	0	0	100.0	100.0
Performing Arts	0									
PE	14	0	2	4	5	3	0	0	78.6	100.0
Portugese	0									
Physics	12	3	4	3	2	0	0	0	100.0	100.0
Psychology	4	0	1	0	3	0	0	0	100.0	100.0
Religious Ed	7	1	3	2	1	0	0	0	100.0	100.0
Spanish	3	0	0	1	1	1	0	0	66.7	100.0
Digital Technology	4	0	2	2	0	0	0	0	100.0	100.0
2020 Totals	238	33	62	77	45	16	4	1		
%		13.9	26.1	32.4	18.9	6.7	1.7	0.4		
cum%		13.9	39.9	72.3	91.2	97.9	99.6	100.0		

GCSE Statistics 2020 Year 12

Subject	TOTAL	A*	A	B	C*	C	D	E	F	G	U	% A - C
Art & Design	12	5	4	3	0	0	0	0	0	0	0	100
Biology	74	14	33	16	6	3	2	0	0	0	0	97
Business Studies	47	4	8	12	7	8	3	5	0	0	0	83
Chemistry	68	15	27	11	8	5	2	0	0	0	0	97
Computer Science	0											
Computer Science Equiv	22	2	10	5	4	1	0	0	0	0	0	100
Design & Technology	35	8	13	7	2	2	0	2	0	0	1	91
Digital Technology	18	1	4	5	2	3	1	2	0	0	0	83
English Language	110	8	27	38	24	11	2	0	0	0	0	98
English Literature	50	10	14	18	5	3	0	0	0	0	0	100
French	18	4	6	7	1	0	0	0	0	0	0	100
Geography	59	15	10	13	8	8	5	0	0	0	0	92
History	59	10	18	13	3	12	3	0	0	0	0	95
Home Economics	57	7	15	14	5	7	6	3	0	0	0	84
Mathematics	110	17	60	21	7	5	0	0	0	0	0	100
Mathematics Further	59	10	31	11	2	5	0	0	0	0	0	100
Music	13	3	6	4	0	0	0	0	0	0	0	100
Pe	22	2	8	7	1	3	1	0	0	0	0	95
Physics	67	15	29	15	5	3	0	0	0	0	0	100
RE	13	4	3	6	0	0	0	0	0	0	0	100
Science DA	30	4	8	9	6	3	0	0	0	0	0	100
Science DA	30	2	6	11	5	4	2	0	0	0	0	93
Spanish	16	2	6	5	2	0	1	0	0	0	0	94
Religious Studies (SC)	54	4	10	16	3	12	9	0	0	0	0	83
2020 Totals*	989.0	162.0	346.0	251.0	103.0	86.0	28.0	12.0	0.0	0.0	1.0	
%		16.4	35.0	25.4	10.4	8.7	2.8	1.2	0.0	0.0	0.1	
cum%		16.4	51.4	76.7	87.2	95.9	98.7	99.9	99.9	99.9	100	

*Does not include SC

DENI STATISTICS 2020

Number of Pupils in Year 12	110
Total number of Pupils in Years 13 & 14	155
Number of Pupils with Special Educational Needs	3
GCSE (Year 12)	
Number of pupils taking GCSE Maths early (Year 11)	
Number of pupils taking GCSE in Year 12	110
% 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	93.6%
% of Year 12 achieving grades A*-C in 5 or more GCSEs	96.4%
% of Year 12 achieving no GCSE qualifications	0%
AS LEVEL	
Number of pupils in final year of AS course	76
% 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	79
% of pupils achieving 3 or more A level passes at grades A-C	81%
% of pupils achieving 2 or more A level passes at grades A-E	100%
LEAVERS DESTINATIONS including Year 12, 13 & 14 leavers	
Higher Education (HE). All leavers / Year 14 leavers	60% / 82.9%
FE College (new courses)	28%
FE College (repeat courses)	
Transferring to another school	3%
Apprenticeship	1%
Employment	5%
Other	2%
% ANNUAL ATTENDANCE RATE	
	94.27%

Indicator	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	2018-2019 %	2019-2020 %
GCSE 7+ A* - C	93.2	91.2	81.9	88.5	87.0	93.6
GCSE 5+ A* - C	98.1	97.1	96.2	99	96.8	96.4
A Level 3+ A* - C	74	80	75.3	67.1	64.1	81.0
A Level 2+ A* - E	98.7	100	100	98.6	90.6	100

ANNUAL FINANCIAL REPORT

for the year ended

31st March, 2020

The year 2019/20 saw the Secondary Department record a minor surplus of £2,666 which when transferred to accumulated reserves leaving a cumulative deficit in reserves of (£72,006). The Grant Income received from the Department of Education increased by £201,690 in comparison with the previous year. Part of this increase reflects a growing number of pupils at the school. However, the greater majority of this increase is required to pay for the large increase in Teachers' Pension Scheme costs where the employer's contribution has risen from 17.7% to 25.1%. Following on from earlier increases in employers' National Insurance contributions, the school is still struggling to meet the costs of delivering the curriculum and notes that the Northern Ireland Audit Office has agreed that all schools have suffered real terms cuts in long term funding within education budgets over many years.

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. Funding was received to allow one further member of the non-teaching staff to undertake voluntary redundancy, further reducing our complement of staff.

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. However, the Covid-19 pandemic led to the closure of all schools for the summer term from March 2020 onwards, so any plans for summer refurbishment projects had to be postponed. However, steps were taken during the lockdown period to reorganise classroom, catering and hygiene facilities to allow the school to re-open in August 2020 with full adherence to social distancing, PPE requirements, hand sanitisers, signage and other Covid-19 mitigation measures. In addition, measures have been taken to reduce touchpoints at revaluators and at kitchen tills by introducing online banking facilities for parents and swipe cards for pupils.

The Board of Governors acknowledges the receipt from DENI of £2,855,603 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 £209,776 of grants were received from DENI specifically related to areas such as area learning, classroom assistant funding, substitute teacher costs and voluntary redundancy exercises.

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 2020

INCOME	£
Dept of Education Grant	2,855,603
Funds from Other Sources	<u>591,685</u>
	<u>3,447,288</u>
EXPENDITURE	
Teaching Staff Costs	2,365,149
Non-Teaching Staff Costs	496,552
Other Operational Costs	<u>582,921</u>
	<u>3,444,622</u>
SURPLUS for the YEAR	<u>£ 2,666</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.