

# Lagan College



Board of Governors Report

Academic Year 2021/22

## Lagan College

### Board of Governors' Annual Report

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## **Chairperson's Report – Mr Francis Martin**

On behalf of the Board of Governors, I wish to thank the Principal, Mrs McNamee and the entire staff team for their tireless effort towards students and supporting their onward pathways this year but also implementing the Engage Programme to support Covid-19 recovery, and the return to formal school examinations.

During a special 40<sup>th</sup> anniversary celebration year, we were delighted to host an array of esteemed guests including the Permanent Secretary, Brandon Lewis, Education Minister Michele McIlveen, Baroness May Blood MBE, the Children's Commissioner Koula Yiasouma and not one but two city council representatives, as the Mayor of Lisburn and Castlereagh and the Mayoress of Belfast joined our opening event.

Cutting the 40th anniversary cake on 1 September and planting an oak tree, were fitting symbols of our birthday celebration and we were delighted to see the story of integrated education told through the eyes of Head Girl Rosa Day and Head Boy Jude Hinds. Like the modest acorn, Lagan College has grown into a mighty oak as too has the integrated movement, with 68 integrated schools now in existence.

Both the Principal Mrs McNamee and Vice Principal Miss Collins led the way with numerous events throughout the year, working with IEF, NICIE and APTIS. Lagan College gifted over 70 oak tree saplings to all other integrated schools as a mark of friendship, unity and peace building. It proved to be a year of tree planting, as we received a commemorative tree to mark Northern Ireland's centenary anniversary year, 100 saplings and 10 fruit trees from the Bees for Trees Ireland initiative.

The year was filled with many wonderful student achievements and opportunities. The Board of Governors are particularly appreciative of all the staff who worked together as a team to reinstate extra-curricular activities and a sense of normality into the school post the pandemic.

As the year came to a close, we were thrilled for our young people undertaking external examinations, as their hard work and dedication paid off. The school achieved its highest GCSE and A Level outcomes in its 40 year history, which is a testament to the relationships between students, staff and their families.

Finally, we wish to acknowledge and thank Mr Peter Colligan and Mr Arthur Savage who ended their term as Governors in June 2022, and we recognise the long service of two wonderful teachers, Mr Simon Hare (21 years) and Mr Philip Rossi (17 years).

We look forward to the next decade of Lagan College's history unfolding.

**Francis Martin, CBE**  
**Chairman of the Board of Governors**



## **Principal's Report – Mrs McNamee**

With face masks, hand washing and social distancing still at the forefront of our minds, 2021/22 commenced, but what an exciting and rewarding year it proved to be for our young people and school community.

Life was returning to a more normal keel, as Head Girl, Rosa Day and Head Boy, Jude Hinds led the way by hosting our lovely 40<sup>th</sup> Anniversary oak tree planting celebration in September. This event symbolised Lagan College's journey from 1981 and reminded us all, that from small and humble beginnings, just like the acorn, a mighty oak tree can grow.

We were delighted that the Minister for Education, Michele McIlveen, the Children's Commissioner, Koulla Yiasouma and Baroness May Blood MBE, were able to join in our celebrations!

With the support of Bilfinger Berger Financiers, we were able to gift every integrated school a small oak sapling tree to symbolise our integrated family connection. Miss Collins did a wonderful job caring for and nurturing seventy-one saplings in her office. Both she and our Chaplains supported a range of 40<sup>th</sup> Anniversary events which took place throughout the year, including integrated bake-offs with visitor Suzy Lee popping in, hosting the Carson Awards with the Integrated Education Fund and the planning and leadership of a grand finale event in Belfast City Hall hosted by the Mayor.

An impressive banner of an oak tree, designed by Miss Collins, with seventy-one small acorns, each adorned with an integrated school crest, was a fitting visual to mark how far Lagan College has come. Indeed, trees became the symbol of the year, as we received a tree to mark the 100<sup>th</sup> Centenary Year of Northern Ireland, ten fruit trees for the, 'Trees for Bees Initiative' and over 100 trees as part of the National Trust Tree planting campaign. As you can imagine, our Eco Committee was kept very busy, with spades at the ready.

Coinciding with the world opening up again, throughout the year, we were inundated with requests from civic and political leaders to visit the college which provided many, wonderful opportunities for our young people to discuss important issues, such as integrated education, mental health, LGBTQI+ rights and educational reform. The Rt Honourable Secretary of State Brandon Lewis CBE and the Chair of the Independent Review of Education Dr Kerr Bloomer, as well as the President of the Methodist Church, the Moderator of the Presbyterian Church in Ireland and visitors from Israel and Sweden, were just some of our important visitors in a very special year.

Our students shared our integrated ethos and values with many and worked tirelessly to dispel the myths about Integrated Education and indeed Lagan College. We proudly played our part in supporting the Integrated Education Bill, which contrary to, misinterpretation by some, has at its core the genuine challenge for the government and politicians to intentionally and purposefully enable

more children, irrespective of religion, other or none, ability, culture, gender, political identity or ethnicity, to be educated together in Northern Ireland, if that is their parental wish.

We were delighted to be shortlisted for the Capita ICT Awards for our E-Learning practice, during the pandemic and won a, 'Highly Commended' prize from Capita and the Education Authority. In addition, the effort and work of Mr Gray, Miss Hughes and the Queer Straight Alliance team (QSA) was recognised when we won the Platinum Level LGBTQI+ Inclusive Schools Charter endorsed by Carafriend and Citi Bank. Kirsten Beattie (Year 13) spoke on behalf of the group in front of officials from business and industry at Citi Bank, sharing our school journey on inclusive practice and later the team attended the Pink News event in Stormont. They used this platform to speak with many about equality, inclusion and human rights. To say I was brimming with pride was an understatement, excuse the pun!

Student achievements did not end there. Throughout the year there were many memorable moments where students showcased their many gifts and talents. Highlights included Jess McAleer, Callum Macaskill and Callum Hutchins who won the Young Civil Engineers of the Year Award with Mr Hasson and enjoyed a fantastic opportunity to travel to London. Not to be outshone, younger students in Year 9 were nominated as BAFTA Young Game Designer finalists. It was all go at Lagan. In keeping with our core values of respect, reconciliation, equality and service many students led charity events to prioritise the wellbeing of others. Events included the Year 8 Readathon, which raised £3822 for Cancer Research, a selfless donation collection by Syszman Michalska (Year 9) for the people of Ukraine Appeal and a Marathon Run organised by Callum Thompson (Year 12) for Habitat for Humanity.

The IFA honoured the PE Department with the Gold Football Award which added to a great year of sporting achievement as our girls won the Under 14 High School Hockey Cup and our Under 16 team achieved Silver Medals, in runner-up position. Not to be outshone, the Sixth Form beat off the staff in their annual football and hockey challenges – much to the staff's dismay. Well in truth, we appear to be a bit rusty!

As the year came to a close, we respectively marked Queen Elizabeth II's Jubilee Celebrations as, 'one' integrated school community and our staff safely guided students back to formal examinations. In June, we said farewell to a number of staff members, including two long-serving teachers, Mr Simon Hare and Mr Philip Rossi, who have been committed to Lagan College for twenty-one and seventeen years respectively. We feel blessed to have had all staff members in our lives and wish them health and happiness in their next roles and ventures.

Our 40<sup>th</sup> Anniversary year came to an end but the icing on the cake, was to be the magnificent GCSE and A-Level outcomes achieved by our students, the best ever in the history of the college, benchmarked against pre-covid 19 outcomes. We were absolutely thrilled for our students, who had shown great resilience and effort in overcoming the adversity of the pandemic.

As we look forward to the next chapter of Iagan College, we are affirmed in the knowledge that our mission 'to educate to the highest standards Catholics, Protestants and others of goodwill, of all abilities, together,' remains at the heart of all we do!

**Amanda McNamee MBE**  
**Principal**



## **Lagan College's Board of Governors – 2021-22**

### **Nominated by the Directors (6):**

**Mr Francis Martin (2018-2022)**

Francis is Chairman of Lagan College.

A chartered accountant by profession, Francis is Managing Partner of Forster Chase, a leading Corporate Finance and Business Advisory firm, based in the City in London.

He is an accomplished and senior business professional with extensive experience working at the highest levels of business to provide board level advice to clients, focusing on mergers and acquisitions, business transformation and operational effectiveness, strategy, capability building, finance, growth, profitability and value creation.

Prior to joining Forster Chase, Francis spent 24 years as a Partner, including 2 terms as Managing Partner, of BDO Northern Ireland, has undertaken several non-executive roles, including, President of Northern Ireland Chamber of Commerce, and, more recently, President and Chair of British Chambers of Commerce, the UK's leading business organisation, headquartered in London.

He was awarded a CBE in the Queen's Birthday Honours List in June 2019 for Services to UK Business.

**Mr Graeme Kane (2018-2022)**

Chair of the Finance Committee. Mr Kane is a Finance Director with Punjana Tea, a chartered accountant with experience in both public practice and industry. He has been involved in training, education and development and applies this experience to his school governor role.

**Mr Vincent Cafolla (2018-2022)**

Chair of the Education Committee.

'Having now retired from a career in Building Surveying and Property Design and Management, both in Ireland and the USA, I am now adjusting to life at a more leisurely pace, to explore my interests in Art, Politics, Gardening and hopefully Travel. Following several years volunteering with the Corrymeela Community after graduating from College, I have continued to maintain my interest, support and involvement with Integrated Education. I have been a member of the Lagan College Board of Governors since 2011, initially as a Parent Governor and subsequently as a Director appointed Governor. I am currently the chair of the Education and Welfare Committee.

**Ms Sheina Rigg (2018-2022)**

Sheina is the Child Protection and Safeguarding governor on the board and comes from a social work background. She currently works for the Safeguarding Board NI as part of the Trauma Informed Practice Project which seeks to raise awareness in all workforces of the potential impact of adversity and trauma on children and adults, and develop trauma responsive practice which is timely, evidence based and compassionate.

Sheina's three children all attended Lagan College and she is a strong supporter of integrated education and inclusive practice.

**Mrs Patricia Woods (2018-2022)**

Member of the Finance Committee

Mrs Woods is a keen supporter of integrated education and has also been Chair of the college's Parents' Council. She has over 30 years' account management experience in private industry with a particular interest in marketing. Patricia's children attended Lagan College and she is passionate about inclusive practice as she has a personal interest in Special Educational Needs.

Mr Adam Turkington (2018-2022)

Member of the Education Committee. Adam Turkington is a freelance creative producer and event manager. After an early career in the YMCA and The Waterfront Hall and Culture Night, he now does stuff with Street Art, meantime use, festivals, magic, cabaret and generally just trying to think of cool things to do. Adam is also the chair of Vault Artist and is generally interested in finding creative ways to build community across religious, class and political divides.

Nominated by the Minister (4):

Mr Arthur Savage (2018-2022)

Member of the Education Committee.

Arthur Savage has been a member of the Board of Governors at Lagan College for 6 years now and is a firm supporter of integrated education. Arthur holds an honours degree in Business Studies (BA Hons) and a post graduate Diploma in Management Studies (DMS). Arthur has spent a number of years working with people with disabilities and health related conditions, supporting them to gain qualifications and employment. Although now retired Arthur still takes a keen interest in Disability Rights etc. Arthur has special interest in the Special Educational Needs area within Lagan College. Arthur takes an active part in amateur dramatics and singing in Belfast.

Mr Peter Colligan (2018-2022)

Member of the Education Committee.

Mr Colligan is an HR Director within Saint-Gobain, with responsibility for EHS, People, and Organisational Development. He lives in East Belfast and is a father of four. Peter generally spends the working week in England so certainly enjoys the weekend back home.

Mr Adrian Harvey (2018-2022)

Member of the Education Committee.

Mr Harvey is a Director of Trevor Smyth & Co Solicitors specialising in the area of criminal law. He has four children to which he devotes the majority of his free time. Mr Harvey also enjoys music and rugby.

Mrs Georgina Campbell OBE (2018-2022)

Member of the Finance Committee.

Mrs Campbell worked for the Northern Ireland Assembly since its inception in 1998. She started her career there as Private Secretary to the Speaker and prior to her retirement she held the post of Head of Governance. She has for many years been engaged in voluntary work. For ten years, she was Chair of Scrabo Catering Enterprises, a Social Firm aimed at providing training and support for people with learning disabilities. In recent years Georgie has worked with her local primary school assisting pupils with their reading.

In her leisure time Georgie enjoys local history, socialising, reading and cooking.

Nominated by Parents (4):

Mrs Paula Anderson (2019-2023)

Member of the People and Wellbeing Committee, Paula has worked in Human Resources for over 20 years, focusing primarily in mediation, organisational development, employment law and employee relations. In addition to this, Paula has led a number of health and wellbeing initiatives in various businesses across the UK. Paula is a member of the board at Loughview Integrated Primary School and is strongly committed to the development of integrated education and promoting diversity and inclusion within school life. Spending time with her family is her main priority, her spare time is spent with her husband and their three sons enjoying watching and supporting their various sporting activities.



Mrs Helen Walker (2019-2023)

Member of the Education Committee

Helen Walker teaches in Lough View Integrated Primary School. She is head of Maths and Integration at Lough View and is also the owner of the after school club, Stay and Play. She has two daughters at Lagan College and enjoys visiting Donegal with her family in her spare time.

Dr Scott Boldt (2019-2023)

Member of the Education Committee

Dr Scott Boldt is an educational researcher, author and coach with Big Picture Learning International working with schools across the US as well as in Ireland, Italy, Kenya, the Netherlands, Spain and the UK. He is an Associate of Leeds Beckett University and a Professor of Practice with the University of Wales Trinity St. David and the University of Cumbria. He also works with the Education and Training Board in Dublin. His previous work involved directing the Peace-building and Reconciliation Programme in Edgehill College. Scott has two children attending Lagan College and in his spare time he enjoys playing ice hockey in Dundonald.

Mr Ben Searle (2019-2023)

Member of the Finance Committee

Ben Searle is a forest manager whose day job includes helping to plant new woodlands all across Northern Ireland. These new woodlands provide places for wildlife, some are accessible for walking and relaxing in and all help reduce the impact of climate change. When not at work Ben is immersed in family life which increasingly revolves around three busy children and is a member of Christian Fellowship Church.

#### Nominated by Teachers (2):

Miss Jacqueline Rogan (2019-2023)

Member of the Finance Committee.

Miss Rogan is Head of Year 13 and works as an Art Teacher in Lagan College. She was nominated to reside on the Board of Governors by the teaching staff.

Mrs Laura Mulholland (2019-2023)

Member of the Education Committee.

Mrs Mulholland is a Senior Teacher in Charge of Year 11 and Year 12 (Acting). She is also an ICT teacher in Lagan College. Mrs Mulholland was nominated to reside on the Board of Governors by the teaching staff.

## List of Teaching Staff 2021-22

### Leadership Team:

MNE	Mrs Amanda McNamee	Principal/English
ATK	Miss Jayne Atkinson	Vice Principal (Teaching and Learning)/Business Studies
CLL	Miss Danielle Collins	Vice Principal (Pastoral Care)/Art
CRL	Mrs Deborah Carlisle	Senior Teacher – Head of Teaching & Learning Years 11-14, Geography
GRT	Mrs Lisa Grant	Senior Teacher - Head of Junior School/English
HR	Mr Simon Hare	Senior Teacher - Head of Post 16 Studies/RE
NMG	Mr Noel McGuigan	Senior Teacher – Head of Student Progress, Data and Assessment/PE
MM	Mrs Mary Mackey	Director of Finance and Personnel
MN	Mr Michael Montgomery	Senior Teacher - Head of Timetabling, Sims/ Health & Safety/Science
MUL	Mrs Laura Mulholland	Head of Senior School/ICT
WLT	Mrs Una Walters	Senior Teacher - Head of Additional Educational Needs/English
BKT	Mrs Michelle Beckett	Head of English
BL	Miss Alexandra Bell	Head of Year 13/ French
BLL	Miss Melanie Bell	Head of Year 12/English
BNG	Mrs Kim Bingham	Head of Careers/Science
BNO	Mr Jason Bono	Learning Support Teacher/English
CLO	Ms Tanya Castillo	Spanish (part-time)
CV	Miss Michelle Cavanagh	Mathematics
CHP	Miss Schanelle Chapman	Head of French/Spanish/French
CK	Mrs Gillian Cooke	Art (part-time)
CMS	Dr Raymond Cummings	Assistant Head of English (temporary)/English
CN	Mrs Siobhan Connor	Business Studies/Spanish (part-time)
CNL	Mr Gary Connolly	PE
CW	Mrs Anthea Cowie	English
BDK	Mr Ben De Klerk	Maths (temporary)
DM	Mrs Geraldine Diamond	Maths
EDY	Mrs Ciara Eddy	Home Economics (part-time)
EL	Miss Lynda Ellis	Head of Home Economics and Health & Social Care
EW	Mr David Ewart	Head of Physics/Duke of Edinburgh Co-ordinator
FRL	Miss Gillian Fairley	Home Economics (part-time)
KF	Miss Kezia Ferris	Science (temporary)
FN	Mrs Emma Finnegan	Science
FLN	Ms Diane Fullerton	Head of Biology/Assistant Head of Examinations
GDR	Mr Conor Gardner	Assistant Head of Careers/Business Studies
FG	Miss Felicity Goddard	RE (Maternity Leave)
GB	Mrs Christina Gibney	Assistant Head of Learning Support
GHM	Mr Keith Graham	Head of Computing/ICT
GRY	Mr Richard Gray	Head of Year 9/Head of School Production/Drama
GRV	Mr Eamon Grieve	Head of BTEC Hospitality/Public Services
HSN	Mrs Bernadette Hearty	Head of Year 10/RE
HN	Mr Brendan Hasson	Technology and Design
HLG	Mrs Ruth Halligan	English (Maternity Leave)
HLM	Ms Natalie Holmes	Assistant Head of Maths (temporary)/Maths
KDY	Mrs Janine Irwin	Head of Girls PE
JN	Mrs Simran Jones	Head of Drama/Head of Year 12

KMP	Mr Philip Kemps	Head of ICT
RKL	Mrs Rebecca Kells	Art (part-time)
LKR	Mrs Lisa Kerr	Business Studies/Public Services
KL	Mrs Helen Killick	Chaplain/RE/Music
LC	Ms Muriel Leckey	Head of Examinations/ Maths
LY	Mrs Stacey Lyon	Head of RE
MCM	Mr Eamonn MacManus	Shared Education Co-ordinator/Maths
MJR	Mrs Nicola Major	Head of Geography and Assistant Head of Careers
MTH	Mr Liam Mathison	Head of Year 8/Science
MLM	Mrs Ashlee McAlorum	Head of Business Studies
MCB	Mrs Rosemarie McBreen	Assistant Head of English (Maternity Leave)
MCA	Mr Ciaran McCann	Head of Staff Cover/Maths
MCC	Mr Tommy McCay	Head of Music
MCY	Mr Jim McCloskey	Head of PE Department/Head of Boys' PE
MCE	Dr Claire McConnell	Head of Year 8/Science
MCV	Miss Maria McConville	Head of Moving Image Arts/Art
HOY	Mrs Maria McCord	Assistant Head of Music and Orchestral Director/Music
MGE	Mrs Andrea McCrudden	Technology and Design
LM2	Miss Leonie McErlain	English (Maternity Cover)
MGK	Mr Fergal McGuckin	Head of Politics/History
MCT	Mrs Ruth McKnight	PE (part-time)
MEE	Mrs Sharon McKee	Head of Staff Development/Maths
JMK	Miss Jenna McKeown	Home Economics (temporary)
KMM	Miss Katie McMillan	Hone Economics (part-time/temporary)
MLS	Mrs Michele Mills	Head of Year 11/English
CMY	Mr Christopher Mooney	ICT
MY	Mr Derek Mooney	Head of Mathematics
CHN	Mrs Colleen Morgan	Assistant Head of Maths (Maternity Leave)
MRG	Miss Jennifer Morgan	Head of Sociology
MRN	Miss Geraldine Morrison	Sociology/History
MHD	Mr Peter Mulholland	Head of Personal Development and Integrated Citizenship/ Student Council
NB	Mrs Emma Niblock	Head of Art and Design
NV	Mr Miguel Navarrete	Head of Spanish
ODL	Mr Ben O'Donnell	Geography
PHR	Miss Emma Phair	Home Economics/Health and Social Care
PLT	Mr David Platt	Head of Technology and Design
PR	Mr Peter Privilege	Art and Design/Technology and Design
QG	Mrs Lisa Quigg	Head of Irish
QN	Mrs Eimear Quinn	Head of History/History and Sociology
RHE	Mr Ryan Ritchie	Head of Year 10/HE
RG	Miss Jacqueline Rogan	Head of Year 14/Art and Design
JR	Mr Jamie Rocliffe	Maths (Maternity Cover)
RS	Mr Philip Rossi	History and Geography
RSL	Mrs Janice Devlin	English
FS	Miss Fiona Smyth	Head of Year 11/English
SMP	Mr Brian Simpson	Science/Maths
SNY	Mr Gerard Sowney	Chaplain/RE
STK	Mr Jordan Stokes	RE
STN	Mrs Jenna Stevenson	Art
STW	Mr Gareth Stewart	Head of Applied Science/Science (temporary)
TAG	Mrs Claire Taggart	Technology and Design/ HE
ST	Mrs Stacey Todd	PE

MLR Mrs Sophie Toye  
NW Miss Nicola Wellington  
WTN Miss Kay Wightman  
YG Miss Bronwyn Young

RE (Maternity)  
English (Maternity Cover)  
Head of Year 9 /Head of Chemistry/ Science  
English

### **Support Staff**

Mrs Carol Baker  
Ms Brenda Dawson  
Mrs Deborah Tohill  
Mr Mark Browne

Principal's PA  
Assistant Bursar  
HR Manager  
Office Manager

Mrs Angela Beckett  
Mr Paddy Smyth

Senior Clerical Officer (temporary)  
Senior Clerical Officer (temporary)

Mr Neil Beckett  
Mrs Lynda Thomson

Student Health and Welfare Officer  
Pastoral Care Assistant

Mrs Kate Smyth  
Miss Claire Hughes  
Mr Matthew Barry  
Mr Robert Berry  
Mr David Carleton  
Mrs Deborah Hill  
Mrs Yvonne Mannus  
Mr Michael Smyth  
Mr Brendan Strong

Sixth Form Supervisor  
Sixth Form Supervisor (temporary)  
E Learning and Information Systems Officer  
Technology and Design Technician  
Science Technician  
Art and Design Technician/ School Magazine  
Home Economics Technician  
Reprographics Technician  
Audio Visual ICT Technician

### **Classroom Assistants**

Mrs Carey Adams  
Miss Rachel Bailie  
Miss Laura Beattie  
Miss Sarah Campton  
Mrs Emma Conlon  
Mrs Kirstie Curran  
Miss Dawn Doherty  
Miss Lara Emslie  
Mrs Rachael Gordon  
Mrs Stephanie Hanna  
Miss Emma Holt  
Mrs Orsola Jancsurak  
Miss Caoimhe Kinghan  
Miss Sara Lemming  
Mr William McClelland  
Ms Diane McCaughan  
Ms Donna McDonagh  
Mrs Laura McGreevy  
Mrs Clare Molloy

Ms Cheryl Allen  
Mrs Paula Barr  
Mrs Claire Burnside  
Mrs Nicola Carroll  
Mrs Louise Courtney  
Mrs Wendy Cullen  
Miss Sarah Dorman  
Mr Matthew Goligher  
Mr Stephen Grew  
Mr Jacob Henriksen  
Mr James Holtom  
Miss Catherine Keane  
Miss Debbie Kirk  
Miss Rachael Marshall-Murray  
Miss Caiti McCloskey  
Miss Coleen McConnell  
Mrs Gemma McFerran  
Mrs Jacqueline McKechnie  
Mrs Andrea Moreland

Miss Morna Andrews  
Mrs Ashleigh Bartley  
Mrs Jennifer Burke  
Mrs Susan Chambers  
Miss Jessica Crowshaw  
Mr Matthew Diamond  
Mrs Danielle Dodd  
Miss Elena Gomez  
Mrs Deirdre Hanley  
Mrs Glynis Hindes  
Miss Tara Irwin  
Miss Alison Kerr  
Mrs Laura Leddy  
Mrs Amanda Martin  
Mrs Pauline McCullough  
Miss Nicola McCormick  
Mrs Grainne McGettrick  
Ms Paula Milena Barr  
Miss Sarah Moreland

Mr Andrew Mullan  
Mrs Leigh-Anne O'Halloran  
Ms Marian Reilly  
Mrs Natalie Thompson  
Mrs Michelle White

Mr Adam Murray  
Mrs Dagmara Piotrowska-Obasanya  
Ms Lisa Ruddy  
Miss Niamh Toner  
Mrs Dee Dee Zhou-Rossi

Mrs Melanie O'Hagan  
Miss Meriel Paisley  
Mrs Amanda Stewart  
Mrs Kathy Walker

### **Supervisory Assistants**

Mrs Jean Lilburn  
Mrs Heather Prentice  
Mrs Julie Johnston

Mrs Mary Templeton  
Mrs Lorraine McMillan  
Ms Violet Blackstock

Mrs Barbara Falloon  
Mrs Blanche Irvine  
Mrs Deborah Nelson

### **Peripatetic (Learning Support) Staff**

Mrs Catherine Charley (Newcomer Support)

### **Grahams Facilities Management Team**

Mr William Murphy, FM Services Manager  
Mr Sloan McDowell, Caretaker  
Mr David McHugh, Caretaker  
Mr Andrew Weir, Caretaker

### **Catering staff**

Mr Robert Fitzsimmons – Food Services Manager  
Mrs Sharon McMaster  
Mrs Noreen Bicker  
Mrs Janette Craig  
Mrs Astrid Inglis  
Miss Gemma Grieve  
Mrs Paula Rowan  
Mrs Lisa Flynn  
Mr David Dhalai

### **Foreign Language Assistant**

Sonia Garcia-Rodriguez  
Emmanuelle Boudant



## **Lagan College's Integrated Ethos and Values**

**To educate to the highest standards Catholics, Protestants and others of goodwill, of all abilities, together.**

### **The Three Main Characteristics of the College**

The vision statement sets out the three main characteristics of the College: Christian; Co-educational; and All-Ability.

- The College is Christian in the sense that most parents belong to a Christian tradition, Catholic or Protestant, and the College aims to co-operate with parents in the religious upbringing of their children. The College is also Christian in the sense that it is open to the children of parents of goodwill from other religious traditions and none and aims equally to co-operate with them in the religious and moral upbringing of their children.
- The College is co-educational in that it is open to both boys and girls equally and provides equality of opportunity for each.
- The College is all-ability in that it is open to pupils of all abilities and aptitudes including the academically very able. It aims to achieve an annual intake which reflects as accurately as possible the range of ability and aptitude in the community at large.

### **Better Together**

Lagan College was founded in the belief that Protestants and Catholics belong to the same Christian family and that in Northern Ireland it is better for them to be educated together than apart.

As members of the one human family, young Catholics, Protestants and others of goodwill can learn to trust and have confidence in each other through being educated together under the same roof, sharing a loyalty to the same school. Together they can learn to express the unity in diversity of the one human family.

The College was founded in order to address the major issues in Northern Ireland of segregation according to gender and academic ability. Our underlying belief is that it is possible to structure a school in such a way as to integrate pupils and at the same time to take account of the differences between them.

### **Learning by Integration and Differentiation**

The well integrated family is made up of well-developed individuals. In order to be integrated, we have to be differentiated. Children of the same family are all different but are integrated through sharing the same home. Brothers and sisters may have different abilities, but they do not have to go to different schools. There can be room for all children together in the same school.

Learning and teaching in Lagan College is organised on the principle that pupils and teachers, as far as possible, work together in integrated groups. As the nature of the work in school varies, it may be appropriate for pupils to be grouped differently according to gender, religious denomination, intellectual or physical ability. For example, teams are picked for competitive sport according to sporting ability; boys and girls are grouped separately for Physical Education. Roman Catholics, Protestants and others may on occasion be grouped separately according to religious denomination, and classes also will be grouped differently to allow pupils to work at a pace or level appropriate to their academic ability or aptitude.

## **THE COLLEGE AIMS - Education to the highest standards**

Education to the highest standards means enabling pupils to become young adults who are tolerant, understanding and respectful of each other and as well prepared as they can be for the world of work and leisure in a multi-cultural society, for extended education and for the roles of citizen, spouse and parent.

In the case of pupils being brought up by their parents in a particular religious' tradition, it means co-operating with home and church in enabling them to develop as committed members of their tradition.

### **Pupils' Aims**

Pupils should be aiming to become young adults who:

- work hard and enjoy learning;
- have achieved their best in all areas of the curriculum;
- are curious about the way the world works and what it is for;
- think critically;
- have a proper respect for themselves, others and the environment;
- are confident and articulate representatives of their particular religious or other traditions;
- are good at working on their own and in teams;
- are creative, active, and give service (CAS);
- are good at using information technology;
- are keen to go on learning for the rest of their lives.

### **Aims for Governors, Teachers and Parents**

We believe that each pupil will succeed in becoming such a young adult through experiencing the highest standards of quality in school, provided that we aim to:

## Religious Aims

- co-operate in partnership between home, church and school in the religious and moral upbringing of our children;
- regard each pupil as having a unique value which deserves respect;
- foster an atmosphere of mutual respect and understanding for the religious, political and ethnic identities of pupils, parents and staff;
- respect the right of parents, pupils and staff of goodwill to hold views other than Christian;
- maintain Religious Education as a core subject with the curriculum;
- provide Chaplains and a Chaplaincy Centre for the denominational and pastoral care of pupils;
- do apart only those things which we may not do together;
- celebrate together the main Christian festivals and regard seriously the religious purpose of College Assemblies;
- ensure that respect for truth, justice and the pursuit of peace-building and service is reflected in our relationships with each other and the wider community.

## Co-educational Aims

- make marketing of the school equally attractive to both boys and girls;
- provide equality of opportunity throughout the curriculum;
- ensure parity of esteem and equality of treatment in the teaching of boys and girls.

## All-Ability Aims

- achieve an annual intake which reflects as accurately as possible the range of ability and aptitude of school children in the community at large;
- motivate and help all pupils develop:

spiritual and moral values and a sense of personal responsibility  
knowledge, skills and creativity  
independent thought and critical awareness  
self-esteem and respect for others  
physical and emotional well-being  
appreciation of the value of co-operation and team effort, and the ability to work effectively with others  
cultural awareness, respect, tolerance and understanding of society, the world of work and the wider world  
an understanding and experience of the challenges and rewards of learning

- work in partnership with parents;
- offer a curriculum which reflects not only the Northern Ireland Curriculum but also the integrative purpose and the all-ability character of the College;
- use a variety of teaching strategies and methods in order to support actively all pupils across the full-ability range;
- provide a full range of opportunities for creativity, action and service (CAS);
- promote the effective use of ICT as a tool for teaching, learning and administration;
- prepare all our pupils for life in a plural society, for the world of work, for extended education, for the roles of citizen, spouse, parent;
- do all we can to plant and nurture in our pupils a love of learning which will last?



## **Promoting Integrated and Inclusive Education – Student Opportunities**

### **Shared Education 2021-2022**

Lagan College continues to share its integrated, inclusive and Christian ethos and values with all students, staff and families who are central to the school going forward in a shared learning environment.

As part of the Shared Education Signature Project (SESP), the College works with Grosvenor Grammar School and Our Lady and St. Patrick's College, Knock to undertake a collaborative project involving a group of Year 9, 10 and 11 pupils from each of the partner schools. The focus of the project is a pastoral support programme focused on enhancing resilience and will comprise curriculum and enrichment activities. Past activities have included trips to Stormont to question our politicians on current political and community issues and how they impact the mental well-being of young people and also mental health sessions with professionals dealing with high anxiety and exam stress. The project aims to enhance parental and community links.

Due to the onset of the pandemic, our shared education project was interrupted but we look forward to it resuming in 2022/23.

### **Entwined Histories Programme**

The College is now in its twelfth year of involvement with the Co-operation Ireland's Entwined Histories project. The College has worked with Ashfield Girls HS, Blessed Trinity College, Belfast and Wallace Grammar school on the project and more recently forging cross community links with schools in the Republic of Ireland; Coláiste Chú Chulainn, Bush Post Primary school, St Oliver's Community College and O'Fiaich College. A small number of Year 10 students have had the opportunity to explore significant historical events that have shaped the current political and social landscape of Ireland and Northern Ireland.

Due to the onset of the pandemic, our Entwined Histories Programme was interrupted but we look forward to it resuming in 2022/23.

### **Prisoner to Peace Programme**

As part of the Personal Development programme, Year 11 students undertake the Prisoner to Peace project. It affords the students an opportunity to learn and personally develop their understanding of Northern Ireland. The school works with ex-political prisoners who come to the College and speak to students about their own experiences.

Due to the onset of the pandemic, our Prisoner to Peace Programme was interrupted but we look forward to it resuming in 2022/23.

### **Key Stage 2 Partnership**

Lagan College offers Christmas Chemistry and Summer Science to a range of our feeder primary schools annually to evidence the experience of primary students and share our knowledge and skills related to science.

Due to the onset of the pandemic, our primary school partnership was interrupted but we were able to offer Summer Science in 2022 and look forward to re-building partnerships and involving students in projects.



## **Extra-Curricular Activities - Creativity, Action and Service (CAS)**

At Lagan College we pride ourselves in the range of extra- curricular activities that we offer our pupils. These activities range from Sporting and Fitness activities to Arts and Drama, all of which serve to develop our pupils as well rounded young adults. To meet with this demand, there is a flourishing programme of activities every day after school. Other clubs and societies meet at lunch time, at weekends or regularly, as required.

Extra-curricular activities ceased due to the Covid pandemic, re-starting in real terms 2021/22. We wish to thank all the staff who tried to keep a continuity of extra- curricular service going online including our Alliance Club, Sport Challenges, Recognise & Reward challenges and Family Bake offs etc...

Choir	Traditional Group	Orchestra	Music Theory Club	Students' Council	Play Station Club
Gaelic	Basketball	Football	Netball	Hockey	Badminton
Rugby	Athletics	Cricket	Fitness Suite	Aikido	Art
Science	Genesis/Revelations	Public Speaking	Debating	Mandarin	Wii Club
Charity	Lego Club	Eco Club	Not Bored Games	Drumming	Dance
Media Club	Sign Language	Uni Survival	Cross Country	First Aid	Film and Animation
Drama	Guitar Club	Duke of Edinburgh	Homework	ALLiance	Cookery

Whilst we all enjoyed the wonderful school production of Clueless in October 2019- we were unable to hold a school show in 2020/21 due to Covid. Educational Trips outside of Northern Ireland were cancelled from March 2020 onwards which was very disappointing for students and staff. Nevertheless, we endeavour to resume our normal educational visits programme in 2022/23.

### **Educational Visits**

#### **2021-2022**

Visit to the Grand Opera House

Visit to Belfast Zoo



## **Curriculum Philosophy**

It is the responsibility of the Senior Management Team of Lagan College to articulate the curriculum philosophy of the college and make it explicit for staff, pupils, parents, governors and the wider community. In developing our curriculum provision, we have consulted staff, parents and students. The curriculum in Lagan College is much more than the sum of the subjects taught. It could possibly be defined as “What is learned, how it is learned and why it is learned”. This policy should be read in conjunction with the Aims of the College and the values articulated therein. The policy seeks to support the College’s academic aims but its implementation will also promote the fulfilment of many of the personal and social aims.

### **Purpose of the curriculum**

In determining the curriculum, it is worth remembering that the purpose of the curriculum is:

- to provide opportunities to enable our students to become successful learners, confident individuals, responsible citizens and effective contributors to society;
- to promote the intellectual, social, spiritual, emotional, moral, cultural and physical development of all students;
- to help students learn and to improve pupil attainment at all levels.

### **Curriculum Aims**

The aims of the curriculum of Lagan College are to enable students to develop:

- A sense of enquiry, the ability to question, solve problems, to make appropriate learning decisions and argue rationally;
- A willingness to apply themselves and to have an aptitude for learning;
- Knowledge and skills relevant to adult life and employment in a changing world;
- Literacy, numeracy and competence in the use of Information Communication Technologies;
- Development of thinking skills and personal capabilities relevant to a constantly evolving economy;
- A recognition of their own and others’ achievements, in the College and beyond;
- Self-esteem, self-worth and self-confidence;
- A commitment to life-long learning.

The curriculum for Key Stage 3, Key Stage 4 and Post 16 is shaped by the current educational landscape which includes:

- a responsibility to deliver the Northern Ireland Curriculum as described by DENI;
- the need to meet the requirements of the Entitlement Framework;
- the menu of accredited courses which have been approved by DENI;
- the collaborative arrangements within the Area Learning Community to ensure that the needs of all the young people in the local area are met and duplication of provision is avoided;
- the expectations of third level institutions;
- the need to improve standards in numeracy, literacy and Information Communication Technologies;
- the need to address issues about access to courses across geographical and sectoral divides;
- the need to facilitate the development of courses that match pupil needs and support economic growth;

- the need to provide Careers Education Information Advice and Guidance to meet the needs of each pupil;
- the expectations of the Education and Training Inspectorate.

The College also consider the following factors in determining the curriculum on offer:

- the College ethos, vision, aims and objectives as described in our mission statement and college development plan;
- the wide range of students' aptitudes and needs;
- appropriately high levels of expectation and genuine challenge;
- the hidden curriculum of values and attitudes conveyed to students by the way the College is run;
- how we can make best use of resources to enhance teaching and learning;
- the need to support progression and the employment prospects of all pupils by increasing access to a wider range of general and applied courses;
- the emphasis on the development of skills and personal capabilities, learning how to learn and establishing the desire and the capacity to go on learning after formal education comes to an end.

A number of general guiding principles have also been used in determining the curriculum on offer in Lagan College:

- there is equality of opportunity and entitlement for all students;
- structures and systems are in place to offer a curriculum which is suitable for all of our students;
- the curriculum has breadth and depth;
- the curriculum is balanced in that we set and meet high standards of teaching and learning across a wide range and number of curriculum areas;
- there is progression, continuity and coherence within and across subject areas;
- the curriculum has relevance for all students while at the same time being inclusive to all students.

### Access

The principles outlined present the College with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support and guidance within the subject area and the pastoral team alerted.

### Learning & Teaching

If curriculum can be defined as *what students learn, why they learn and how they learn* it is worth summarising what is meant by each of these statements.

Details of **what students learn** can be found in the staff handbook and in appendix (i) of this policy. In deciding **why** these areas deserve curricular time it is important to remember the guiding principles which were used to determine the curriculum. In describing **how students learn**, there are two main areas to be explained: (a) how the structure of the curriculum enables students to learn in a way which is tailored to their needs and (b) how the activities in the classroom enhance the learning opportunities for all students.

- (a) The **structure** of the curriculum for each year group is described at the end of this section of the staff handbook. The curriculum is structured in such a way as to help every student achieve their full potential.
- (b) Lessons are purposeful and are taught in a supportive and safe environment which is conducive to learning.
- (c) There is a range of teaching strategies, including the use of e-learning used by all members of staff with an emphasis on the development of thinking skills and personal capabilities.

- (d) Literacy, numeracy and the development of ICT skills are embedded in classroom practice.
- (e) **Staff have high expectations** for all students and consequently students have high expectations for their own achievement.
- (f) Staff have good classroom management skills and best use is made of all resources.
- (g) There is a focus on learning through and an emphasis on Assessment for Learning.
- (h) Teachers and support staff work together to ensure that pupils:
  - (i) make progress
  - (ii) deepen their knowledge and understanding
  - (iii) develop skills
  - (iv) are curious and motivated learners
  - (v) take increasing responsibility for their own work.
- (i) Staff understand the benefits of and promote the use of self-evaluation throughout the College.
- (j) First hand evidence folders are held in departments to ensure the sharing of good practice to enhance teaching and learning and improve outcomes for students.

Teaching and Learning is continually reviewed and improved upon via the work of the SLT Curriculum group, the improving learning team, the Literacy and Numeracy Improvement Teams (ESAGs Team and CPD Key Stage Two and Three Cross Phase Transition Project Team), the E-Learning Strategy Team, the CEIAG team and the International Team.

## **Literacy and Numeracy**

***‘The skills of literacy and numeracy are so essential to delivering the curriculum that helping young people to develop and improve them can never be seen as something additional, rather it is at the heart of what good teachers do every day’ (DENI 2011)***

As a teaching body, we at Lagan College are fully committed to developing the literacy and numeracy standards of all our pupils. It is our belief that this sustained, collegiate focus will support and enhance all students’ learning and raise standards across the whole curriculum. Count, Read: Succeed (March 2011) and Every School a Good School (2014) lead the way through which we recognise the importance of ‘joined up thinking’ to strategically plan for and implement effective whole school strategies to improve Literacy and Numeracy. At Lagan College we ensure that Literacy and Numeracy permeates and develops learning in all areas of the curriculum, formal and informal and in all areas of social interaction and development:

### **The ESaGs Literacy and Numeracy Teams**

The ESaGs teams promote and lead literacy and numeracy as whole school priorities.

#### **Aims:**

To develop a whole school approach to addressing literacy and numeracy needs across the curriculum;

To manage, sustain, develop and evaluate the Literacy and Numeracy Policies and strategically plan for the implementation of whole school literacy and numeracy targets in line with the school’s identified needs;

To support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum and beyond;

To ensure effective whole school training and strategic planning for literacy and numeracy.

### **Gifted and Talented**

A number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum – for example, musical excellence and sporting prowess. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them via lesson planning, provision of extension activities, and additional challenges and experiences offered through clubs, societies, teams and attendance at conferences etc.

### **Use of ICT across the curriculum to enhance learning and teaching**

The curriculum includes the use of technology to extend and enhance learning. ICT across the curriculum should develop learners who are confident in using ICT tools for research, analysis, creativity and communication. ICT should be used to extend when, where and how learning takes place. It should make assessment more relevant, offering timely feedback and giving learners greater control over their learning.

With the increasing use of technology in all aspects of society, confident, creative and productive use of ICT is an essential life skill. ICT enables us to find, explore, analyse, create, exchange and present information. A curriculum rich in ICT will help to prepare learners to participate fully in a constantly changing world. Experiences and ideas from a wide range of people, communities and cultures can be easily accessed using ICT. Communication and collaboration with others across the globe becomes easy when using technology. ICT capability promotes initiative and independent learning. Technology can be used to support logical reasoning, problem solving, analysis, research, creativity and design across the curriculum. Developing generic ICT capability is an indispensable component of the curriculum in Lagan College, not least because it supports learning and helps individuals respond to change. Students will develop their ICT skills as measured by the Levels of Progression in Using ICT at Key Stage 3.

In February 2018 the College retained the NAACE ICT Accreditation Award. The College will be working towards promoting a wider use of ICT and mobile technologies to further develop the use of these in teaching and learning. There will be time set aside during inset in each academic year for staff to upskill in the use of ICT as a tool for teaching and learning. All staff have access to an interactive whiteboard which are utilised to further enhance teaching and learning in the classroom. Many departments have been involved in training from internal and external sources and have shared this professional development with other departments during insets throughout the year. There will continue to be specific focus on the use of iPads in teaching and learning in the coming year with further training delivered by both Lagan College staff and outside providers where necessary. The development of the Teachertech website will provide a constant professional development tool for all College staff.

The E-Learning strategy team continue their work in researching the most effective use of the I-Pads to enhance teaching and learning. Initially, STEM subjects at A Level have been the project focus for training and use. Years 9 – 14 use iPads as part of their learning if the activity requires the use of technology.

### **iPads to Enhance Teaching and Learning**

iPads were introduced to all Year 9 students in September 2015, by September 2019 this extended to all year groups who will have purchased an iPad for use in the classroom. All departments will incorporate the use of iPads in Teaching and Learning to enhance the student's learning experience and improve engagement and attainment.

## **Raising achievement through Target Setting**

We intend to maintain and refine our system whereby underachievement is identified and addressed at KS3, KS4 and Post 16.

To monitor pupil progress and address underachievement, we intend to use:

- Rank-ordering of pupils, where possible, based on Christmas and Summer terminal exams.
- Information received from primary schools and from visits to these schools.
- Baseline Testing using PTM and PTE and CAT 4 at the beginning and end of Year 8 which will enable us to measure improvement and allow us to profile pupils, to set targets for improvement and to see strengths and weaknesses.
- PTM & PTE testing in Year 9 and Year 10
- End of Key Stage 3 assessment in the Use of Communication and Using Mathematics.
- The use of Minimum Expected Grades MEGS based on results of CAT4, Alps and teacher judgement.
- Predicted Grades for GCSE.
- Predicted grades for AS and A Level
- Whole school and NI data to compare results across subjects and other schools.
- Subject reviews (using info. from Exam Boards) within departments to establish in which specific areas of the course our pupils are underachieving.
- Classroom observation by HODs and SLT.
- Early identification of underachievement in all year groups. This will involve subject teachers identifying underachievement, then the Year Head and Assistant Year Head interviewing the perceived underachievers and insisting on the pupils setting themselves targets to improve. These targets and subsequent effort will be monitored by teachers, Form Tutors, Head of Year and VP alike. If improvement does not occur over a period of weeks, the HOY will organise interviews with parents to insist on their help.
- Mentoring for students in Year 12 who are not currently fulfilling their potential based on MEGs.
- Learning conversations in all subjects with all students at least twice a year to praise success and promote improvement.
- Early setting of controlled assessment/coursework deadlines which are adhered to by the KS4 and Post 16 pupils and communicated to the parents.
- Adherence to the Completion of Controlled Assessment Policy.
- Use of Minimum Expected Grades (MEG) to motivate GCSE and A Level students and Minimum Expected Scores (MES) to motivate Key Stage 3.

We have utilised Engage funding to deliver one-to-one and small group interventions at Key Stage 4 and 5 by employing a full time teacher to work with students at risk of not achieving a grade C at either GCSE or GCE.

## **Homework**

The College's homework policy provides guidance to staff, students and parents on the purpose, completion and importance of homework as an effective learning strategy

Homework can serve a range of purposes i.e.:

1. Allowing practice and consolidation of work done in class
2. Allowing preparation for future class work
3. Offering access to resources not available in the school
4. Developing skills in using libraries and other learning resources
5. Providing opportunities for individualised work
6. Allowing assessment of pupils' progress and mastery of work
7. Providing evidence for the evaluation of teaching
8. Training for pupils in planning and organising time
9. Developing good habits and self-discipline
10. Encouraging ownership and responsibility for learning

11. To enable students to become curious and motivated learners through engaging and meaningful homework
12. Providing information for parents
13. Providing opportunities for parental co-operation and support
14. Creating channels for home-school dialogue
15. Fulfilling the expectations of parents, pupils, teachers and the public

Homework development is an on-going process carried out by Heads of Departments who are directly responsible for the quality and standard of homework set and the feedback students receive. In the coming academic year, a member of the leadership team will be aligned to a group of HODs to participate in a homework monitoring session in the form of book scoops and to support the HOD with challenges encountered with the roll out of homework on the iPads. In the coming academic year, HODs will be carrying out more book scoops to not only look at Homework but at Class work across their departments.

Good practice collated by the leadership team as a result of monitoring homework included:

- List of homework submitted to HOD at the beginning of term/year
- Standardised Homework books
- Standardised Assessment tasks
- Differentiated tasks
- Dissemination of good practice at departmental meetings
- Assessment for Learning

Written and learning homework appropriate to the pupil's ability and teacher's high expectations are given and corrected on a regular basis (according to departmental policy). It is intended that monitoring of exercise books will take place departmentally (by HOD) and the HOD will have an opportunity to discuss the quality and quantity of homework produced departmentally with a member of the leadership team. All departments this year will be encouraged to bring examples of good homework to Departmental Meetings occasionally to share good practice. Moreover, good practice in this area is disseminated at Head of Department Meetings. The homework policy was reviewed and revised in 2017 and will be reviewed biannually. Heads of Year at KS3 will be asked to collate homework timetables in conjunction with Heads of Department. The purpose of this is to ensure consistency within departments as well and making sure parents can support their child's learning by knowing when homework will be set and when it is to be submitted.

### **Guidance for iPad Homework**

Homework is a vital tool and an essential part of a student's teaching and learning. We at Lagan College will continue to value it as a way to enhance and improve a student's learning. The introduction of the iPad for teaching and learning has enabled students to use this tablet device to complete their homework and submit them directly to teachers. With this initiative we feel it is important that guidelines are given to assist parents, students and teaching staff to use iPad based homework to enrich the students learning experience. These guidelines will work in conjunction with the College's existing homework policy.

Each subject department will have their own approach as to how homework are completed. This will be a blended approach in which homework is set sometimes on the iPad and sometimes using homework books. All students are expected to follow the directions of their subject teachers when completing homework.

### **Types of iPad Homework**

The types of homework to be completed on the iPad will include the following – this list is not exhaustive and will be added to over time.

- Presentation tasks such as PowerPoint/Keynote/Prezi
- Creative homework using creative apps like Comic Strip Designer or i-movie
- Research homework: which helps to hone vital research and investigative skills



- Google Classroom documents
- Showbie Documents
- Video Diaries
- Customised online Quizzes and Tests
- Animation
- Paper 53

### **iPad Homework Guidelines**

No iPad homework will be set for the next school day – this will give all students time to complete the homework over a few nights.

Parents have full control of their child's iPad with the use of the ZULUDESK App which enables functions to be turned off or on.

No iPad homework should take longer than 45 minutes to complete – if a student is taking longer than 45 minutes to complete, parents should get their child to stop and write a note in the homework diary.

Parents should read over their child's homework on the iPad before it is submitted to the teacher.

No homework set will require a student to engage in any form of social media platform or messaging apps with their peers or others.

### **Term Ahead Models**

In our effort to improve pupil learning, all pupils in Key Stage 3 and 4 and in Post 16 courses will be presented at the beginning of each term with and will refer regularly to a sequenced summary of their programme of study to enable them to know exactly what they must learn and be able to do.

We incorporate Term Ahead Models because:

- the curriculum is carefully organised and sequenced for both staff and pupils.
- pupils know exactly what they must learn and be able to do.
- pupils are able to identify their learning targets more precisely.
- subject specific vocabulary will be made explicit for pupils.
- literacy and numeracy across the curriculum and ICT skills will be reinforced.
- there will be greater consistency in terms of course coverage within departments.
- they will help staff plan their lessons and ensure that the courses are covered in the time available.
- pupils will be encouraged to take more responsibility for their learning.
- parents will have precise information regarding their child's curriculum.
- evidence shows that pupils achieve more when we make learning targets explicit and communicate to pupils what exactly is expected of them.

### **Home/School Partnership in Learning**

Early intervention and the home/school partnership continue to be key components in ensuring that a student achieves their best in Lagan. Parents/guardians are kept informed if their child is under performing and/or not coping. It is important that both school and home address the barriers to a young person's learning in order that they can achieve their best.

### **Class Structure**

In an all-ability college it is essential that every student is given equal access to the wide range of curriculum subjects on offer and that they are able to work at a pace most suited to their individual needs and abilities. In Lagan College a sophisticated structure is set up to allow students the opportunity to work at the correct pace of learning dependent on their individual strengths in particular academic or vocational subjects. It is important to re-emphasise that all students are given the same curriculum entitlement; this ensures a seamless transition from one class to another when class movement takes place.

### **Key Stage 3**

In Key Stage 3 students are placed in learning paced classes. Literacy and numeracy attainments, PTE and PTM results as well as GL and AQE Assessment results are used to establish the Year 8 class structure. This comprises of nine classes – five classes of students who are above average in their learning ability (Pathway L), two classes of students who are average in their learning ability (Pathway C), and two classes of students who are below average in their learning ability – some of whom may need individual help with aspects of their learning (Pathway B).

Maths classes are streamed rigorously and more specifically to meet a students' ability levels and to support STEM subjects at GCSE and A Level.

For September 2022 Year 8 entry, Lagan College's Board of Governors did not use higher ability outcomes as part of our Admissions Criteria. The impact of Covid19 and subsequent disruption in schools was deemed to be exceptional. Permission was sought and obtained from the Department of education for this exceptional change to be applied for the academic year to our Admissions process.

### **Key Stage 4**

In Key Stage 4 students have the opportunity to study 8, 9, or 10 GCSEs based on their academic capability. All students will have the opportunity to study subjects which hold their interest, lead to their chosen career pathway and give them the optimum opportunity to attain a minimum of 5-10 GCSEs grades A\* - C.

### **Lagan College's Curriculum Structure**

A **one week cycle** operates within the College with 40 teaching periods in each cycle.

When placing students into classes in Year 8 a number of factors are taken into consideration. These include:-

- Grade achieved from the GL or AQE Assessment
- Religious background or other
- Gender
- KS2 information from primary schools
- Baseline testing scores achieved during tests held in the College in June
- Special circumstances as detailed during transfer time or mentioned on admissions forms
- Choice of Modern Language i.e. French or Spanish
- Additional Educational Needs
- Special requests from families

All students entering the College in Year 8 have the same curricular entitlement. In order to fully assess the needs of students, a small adjustment is made to the curriculum whereby some students can receive either extra help or extension material as required.

The progress of students is monitored carefully throughout the year, in order to ensure that all students are making progress at a pace commensurate with their ability, across a range of subject areas. Students can move up or down our 9 learning paced class structure after December and June examinations. The 8 classes are banded. Band A classes comprise of 30 students per class and Band B classes slightly smaller with 25 students per class.

Year 8 students are streamed for English, Mathematics, RE, History, Geography, ICT, Drama and Languages and Maths as a separate streaming approach. They are taught in more broadly banded groups within the Band for Science, Home Economics, PE, Art, Music and Technology.

### **Teaching Groups in Lagan College**

Each year group comprises ordinarily of 200 students and a further number of students who hold statements of Special Educational Needs. Lagan College as an integrated and inclusive school, is proud of the all ability make up of its students. At times, the Department of Education has supported temporary variations to enable an additional number of students to enter Year 8.

On an annual basis, 70 students enter via the higher ability route and 130 students via the all-ability route. After undertaking baseline testing in both English and Maths, students are placed in one of eight appropriate learning paced classes. Pastoral consideration is also given to class setting.

Classes N, A, I and O (1-4) comprise of students with standardised scores of 100+ (Pathway L).

Classes G, C and L comprise of students with standardised scores of 85 – 99 (Pathway C).

Classes E and T comprise of students with standardised scores of 70 – 84 (Pathway B).

The school has high expectations of all students and it is our responsibility to support, challenge and motivate individual learners to do their very best during their time at Lagan College. Students in all classes may require learning support of a kind but in particular some individual students in classes L and E may need individual support with their literacy and/or numeracy skills.

We are committed as a school to enabling all children in our care to develop and achieve academically and pastorally. All students should be capable of achieving 5 – 10 A\* - C grades in GCSE/equivalent examinations and in the case of the majority of students, this will include GCSE English and GCSE Maths.

We offer three learning pathways at Key Stage 3, known as Pathway L, Pathway C and Pathway B. In very general terms these relate to an individual student's ability to achieve general and applied GCSE/Equivalent qualifications.



## **Post-16 Curriculum**

### **Curriculum**

Sixth Form currently comprises approximately 300 students. Around 85% of the enrolment in Year 13 comes from our own Year 12 students and around 15% from external applicants. Lagan College is in the enviable position of being able to offer a wide range of subjects with a 'mix and match' facility that few schools in Northern Ireland can equal. In line with the requirements of the Entitlement Framework, we have general A-Levels and a range of Applied A-Level, BTEC and CTEC courses offering Single and Double Award qualifications at GCE.

### **Enrichment**

As well as the core subject areas chosen, students will follow a number of non-examination classes to provide enrichment to their programme of studies. All students attend an RE Seminar which provides an opportunity to explore a range of religious and philosophical questions. Year 13 students work towards a Level 2 certificate in 'Faith and Diversity'. Students carrying 3 A Levels are timetabled to participate in one of a range of classes in Personal Safety, Sign Language, First Aid, Fitness, Survival Cookery, Duke of Edinburgh Silver Award, Primary School Placements, Young Enterprise and Peacebuilding. A number of these are accredited. A re-sit class in Mathematics and English will also run during this time. The weekly form period provides an opportunity for other elements of the Pastoral Programme to run, such as Health Education, Drug and Alcohol Addiction Awareness, Study Skills and Coping with Stress. Our Enrichment programme has been suspended this year because of Covid-19.

### **Careers**

Each form class in Year 13 and 14 will have a regular programme of careers guidance to include preparation for courses in higher and further education and the world of work. They participate in a Business Insight Day, an Interview Evening and a week's Work Experience. Students have the opportunity to attend University Open Days and attend talks given by a range of visiting universities from across the UK and beyond.

### **Study**

When not in class, students are expected to attend supervised study classes. The Sixth Form Study Supervisor keeps a register of attendance and liaise with tutors and the Assistant Year Head to monitor any unauthorised absence from study. Students wishing to be excused for any reason must provide prior written permission from a parent or guardian.

One Recreation Period is scheduled per week, to be taken in the Sixth Form Common Room. There is no Recreation Period this year due to Covid-19 regulations. Students are not permitted off-site at any time without informing the Head of Year or a member of the Sixth Form team of tutors. Due to Covid-19 in 2020-21 Year 14 students may leave school at the end of their last lesson.



**Lagan College Curriculum Offer 2021-2022**

**Year 8 Learning Structure**

<b>Subject Area</b>	<b>Periods Band A</b>	<b>Band B</b>
English	6	7
Maths	6	6
Science	4	4
History	2	2
Geography	2	2
Physical Education	2	2
Religious Education	2	2
French or Spanish	2	2
Irish	2	1
Technology	2	2
Drama	2	2
Music	2	2
Art	2	2
Home Economics	2	2
ICT	1	1
Personal Development Citizenship	1	1
<b>Total</b>	<b>40</b>	<b>40</b>

**Students in Band A will have 2 periods of Irish. Students in Band B will have 1 period of Irish and 1 period of Key Skills in Literacy delivered through their English class.**

**Year 9 Learning Structure**

<b>Subject Area</b>	<b>Periods Band A Second Language Option</b>	<b>Periods Band B Single Language Option</b>
English	6	6
Maths	6	6
Science	4	4
History	2	2
Geography	2	2
Physical Education	2	4
Religious Education	2	2
French or Spanish	3	3
Second Language Irish/French/Spanish/ICT Coding/Business Enterprise	2	0
Technology	2	2
Drama	1	1
Music	1	1
Art	2	2
ICT	1	1
Home Economics	2	2
Careers	1	1
Personal Development/Citizenship	1	1
<b>Total</b>	<b>40</b>	<b>40</b>

Students in Band A have the opportunity to pursue a second language, coding, Robotics or Business.

Students in Band B have the opportunity for more literacy work and Young Enterprise or additional Games.

### Year 10 Learning Structure

Subject Area	Periods Band A Second Language Option	Periods Band B Single Language Option
English	5	6
Maths	6	6
Chemistry	2	2
Physics	2	2
Biology	2	2
History	2	2
Geography	2	2
Physical Education	2	2
Religious Education	2	2
French or Spanish	3	2
Second Language Irish/French/Spanish/ICT Coding	2	0
Technology	2	2
Drama	1	1
Music	1	1
Art	2	2
ICT	1	1
Home Economics	2	2
Citizenship	0	1
Young Enterprise	0	1
Personal Development/Careers	1	1
<b>Total</b>	40	40

### ENTITLEMENT FRAMEWORK

Curriculum planning bears in mind the need to be in line with the statutory requirements of the Entitlement Framework and to offer a broad and balanced range of subjects at Key Stage 4 and Post 16. In the academic year 2018/19, staff were surveyed regarding subjects they would be interested in offering, and a parental and student survey was carried out to ensure that the curriculum offered at Key Stage 4 and Post 16 meets the needs and aspirations of the College's pupils and parents.

In the academic year 2021-2022 the college offered the following subjects at Key Stage 4.

<i>GENERAL</i>	<i>APPLIED</i>
1. GCSE Double Award Science	1. BTEC Business
2. GCSE Biology	2. OCN ICT
3. GCSE Chemistry	3. GCSE Technology & Design
4. GCSE Physics	4. BTEC ICT
5. GCSE Spanish	5. GCSE Health & Social Care
6. GCSE Further Mathematics	6. BTEC Sports
7. GCSE Politics	7. GCSE Contemporary Craft
8. GCSE English Language	8. GCSE Child Development
9. GCSE English Literature	9. Essential Skills In Adult Literacy Level 1 & 2
10. GCSE French	10. Essential Skills In Adult Numeracy Level 1 & 2
11. GCSE Mathematics	11. GCSE Physical Education
12. GCSE Geography	12. GCSE Home Economics
13. GCSE History	13. GCSE Music
14. GCSE Religious Studies	14. GCSE Drama
15. GCSE Irish	15. GCSE Moving Image Arts
16. GCSE Business Studies	16. Occupational Studies (Menu of 7)
17. GCSE Sociology	17 GCSE Computing
18. GCSW LLW	18 GCSE Art and Design
	19 Preparation for Adult Life
	20 BTEC Public Services
	21 BTEC Travel & Tourism
	22 BTEC Science
	23 COPE/Princes Trust
	24 BTEC Hospitality
	25 OCN Science
	26 OCN Religious Education

In the academic year 2021-2022 the college offered the following subjects at Post 16.

<i>GENERAL</i>	<i>APPLIED</i>
1. Biology	1. Cambridge Technical Level 3 in Business (Single & Double Award)
2. Chemistry	2. BTEC Level 3 in ICT
3. Physics	3. BTEC Level 3 Travel & Tourism
4. Sociology	4. Applied Health & Social Care 5. (Single and Double Award)
5. French	6. Technology & Design
6. Spanish	7. Moving Image Arts
7. Religious Studies	8. Art and Design
8. English Literature	9. Software Systems Development
9. Government & Politics	10. Music
10. Mathematics	11. Cambridge Technical Level 3 in Sports
11. Geography	12. Drama & Theatre Studies
12. History	13. Media Studies
13. Nutrition & Food Science	14. BTEC Level 3 In Public Services
	15. BTEC Hospitality
	16. BTEC Applied Science

In the academic year 2020-2021 the college will offer the following subjects at Key Stage 4.

<i>GENERAL</i>	<i>APPLIED</i>
1. GCSE Double Award Science	1. BTEC Business
2. GCSE Biology	2. OCN ICT
3. GCSE Chemistry	3. GCSE Technology & Design
4. GCSE Physics	4. BTEC ICT
5. GCSE Spanish	5. GCSE Health & Social Care
6. GCSE Further Mathematics	6. BTEC Sports
7. GCSE Politics	7. GCSE Contemporary Craft
8. GCSE English Language	8. GCSE Child Development
9. GCSE English Literature	9. Essential Skills In Adult Literacy Level 1 & 2
10. GCSE French	10. Essential Skills In Adult Numeracy Level 1 & 2
11. GCSE Mathematics	11. GCSE Physical Education
12. GCSE Geography	12. GCSE Home Economics
13. GCSE History	13. GCSE Music
14. GCSE Religious Studies	14. GCSE Drama
15. GCSE Irish	15. GCSE Moving Image Arts
16. GCSE Business Studies	16. Occupational Studies (Menu of 6)
17. GCSE Sociology	17. GCSE Computing
18 Single Award Science	18 GCSE Art and Design
19 GCSE Statistics	19 OCN RE
	20 BTEC Public Services
	21 BTEC Travel & Tourism
	22 BTEC Science
	23 OCN/Princes Trust
	24 BTEC Hospitality
	25 OCN Science
	26 BTEC Performing Arts
	27 BTEC Engineering

In the academic year 2021 - 2022 the college offered the following subjects at Post 16.

<i>GENERAL</i>	<i>APPLIED</i>
1. Biology	1. Cambridge Technical Level 3 in Business (Single & Double Award)
2. History	2. BTEC Level 3 in ICT
3. Physics	3. BTEC Applied Science
4. Sociology	4. Applied Health & Social Care 5. (Single and Double Award)
5. French	6. Technology & Design
6. Spanish	7. Moving Image Arts
7. Religious Studies	8. Art and Design
8. English Literature	9. Software Systems Development
9. Government & Politics	10. Music
10. Mathematics	11. Cambridge Technical Level 3 in Sports
11. Geography	12. Drama & Theatre Studies
	13. BTEC Level 3 Public Services
	14. BTEC Hospitality
	15 BTEC Travel & Tourism



## **EAST BELFAST AREA LEARNING COMMUNITY (EBALC)**

The College is actively involved in the East Belfast Area Learning Community and this involvement has continued in the academic years 2021-2022.

Appropriate service level agreements are put in place for all collaborative arrangements.

Due to the Covid Pandemic EBALC meetings took place in person and online. We wish to acknowledge the community spirit and shared experiences with East Belfast Area Learning Community through Covid years and school return.

Lagan College also supported the work of the East Belfast Learning Partnership. We wish to acknowledge the work of Mrs Maggie Andrews who retired in 2022, and her team, for supporting children living within east Belfast during the pandemic by providing e-technology and learning resources where possible and staff and parental online training/ support.

Through the work with the ALC, the following objectives were achieved 2021/22:

- Enhancing the provision for pupils requiring learning support through regular meetings and sharing of good practice between the schools.
- Highlighting STEM opportunities for pupils and their parents and developing staff awareness of these opportunities in their teaching areas.
- Ensuring planning and holding regular meetings on line of various staff groupings to advance the aims of the consortium (eg – Principals' meetings, VP Meetings (Curriculum and Pastoral), Careers Teachers meetings, SENCOs meetings, ICT Co-ordinators meetings.
- The use of the E Learning group to enhance the use of e-learning to enhance teaching and learning in the classroom
- Holding community wide staff development events – HOD/HOY CPD sessions Sharing Good Practice/iPads in the classroom, HOY and Classroom Assistant Training.
- Sharing good practice during the pandemic, especially in mental health and continuity of service within all our schools.

We wish to give our thanks to all our local primary and post primary leaders and staff for the immense professionalism and sharing undertaken in response to school return after two disrupted years.



## **Additional Educational Needs**

The Learning Support Department provides the framework for the whole school to assume responsibility for inclusion matters. The range of provisions made by the Learning Support Department ensure that students with additional learning needs make appropriate progress and fulfil their potential. It emphasises the statutory entitlement of students with additional learning needs to be included as full participants in the academic, pastoral and social life of the school. The Learning Support consists of two full-time teachers: Head of Additional Educational Needs – Mrs Una Walters and Assistant Head of Learning Support – Mrs Christina Gibney along with one full-time teacher and part time peripatetic staff, a Newcomer teacher (part time) and a team of Classroom Assistants.

Learning Support involves a degree of whole class provision, in-class support and some withdrawal provision for both basic Literacy and Numeracy and Newcomer support. We are also in regular contact with a number of external agencies.

The work which we endeavour to do is as a partnership between home and school. Meeting with students and parents and drawing up mutually agreed Education Plans is vital to assessing, monitoring and reviewing the progress of our students with additional learning needs. The Learning Support Department endeavours to support students to experience success in all aspects of school life.

### **Newcomer Support**

Ms Charley works in Lagan College as our Newcomer Support Teacher. Students whose home language is not English are offered individual support –specifically in relation to their English language acquisition and pastoral needs.

### **School Return**

We wish to thank the Learning Support team, led by Mrs Walter and Mrs Gibney and wider pastoral care team for going above and beyond during the school return year 2021/22 to ensure student wellbeing and provide continuity of learning service to the best of our ability.

Our Classroom Assistants have fully supported students to return to normal school routines and recovering any learning missed, as a result of two disrupted academic years 2019/20 and 2020/21. The Learning Support Department has also been instrumental in supporting our Head of Examinations, Mrs Leckey, Assistant Head of Examinations, Mrs Fullerton and Head of Access Arrangements, Mrs Gibney in returning to external examinations.



## **Lagan College's E-Learning**

The vision for ICT and E-Learning in Lagan College mirrors our integrated mission statement to enable all children to be educated to the highest standard. Training for staff, provision for students and effective use of ICT to secure quality teaching and learning as well as using technology for effective use of data, SGP and online safety were core principles of e Learning policy. We prepare all our young people for the world of work and life beyond Lagan in a technological age.

All stakeholders contributed to and shaped E Learning Vision for our school for well over a decade. Our E Learning vision is constantly developing; we have been able to utilise the enthusiasm and expertise of an E Learning and E Safety Strategy Team as well as new staff and student champions. Parents make effective use of the school website, social media, our Parenttec website and the VLE.

Sharing good practice within Lagan College and beyond to other schools and organisations are corner stones of our commitment to improving the lives of all children as demonstrated over the last 18 months as we willingly shared exemplary practice in online learning with all school leaders in NI via the Education Authority 2021 and supported E learning at Belfast High School and Hazelwood Integrated College- even in the midst of a world pandemic!

As a school we were extremely proud of our staff's responsive work. Our staff shared professional practice online in support of students, staff, families and others. We worked at a rapid and relentless pace, 24/ 7.

The E-Learning Strategy is well embedded in our school development plan. Students receive e-safety lessons at the start of each school year. Parents are also invited to an e-safety evening to help manage their children's online habits and during the pandemic our Parenttec and Teachertec sites proved invaluable.

As part of the school's vision, each student from Year 9 is able to access an iPad. This provides a blended approach to learning and teaching. Our students were facilitated to approach blended learning in a more hands on and creative way. From completing a class Kahoot, filming a Drama skit to re-enacting scenes from History and creating a comic strip prior but March 2020 changed everything as face to face learning was altered.

Our immediate priority, in response to Lockdown 1 was to support those students in Year 8 who needed a device at home. Students' learning moved to Google classroom, OneNote and Showbie. We rapidly created a student website that provided students with access to their Google Classroom codes, access to a wellbeing sites and PE, Recognise and Reward online challenges and pastoral care connections.

After Lockdown 1, we reflected on our practice using audits and moved to the next stage of our response and intervention. We devised a Home E-learning Policy and improved our practice further in the use of live and recorded lessons.

One important development was to use an agreed platform, Google Classroom. We trained students and supported their families via Parenttec Videos and information sheets. We provided training to staff on live lessons using Zoom/Microsoft teams. This was to help increase student engagement and prepared us well for Lockdown 2.

We pushed ourselves as a team, further in our use and training on Google Classroom, Parental Notifications, Parent Cloud Meetings and Zoom/Microsoft Teams as well as using new apps from white board.com to mote for marking.

Our agreed school focus was not only to ensure a quality of online teaching and learning provision for each young child but much importantly to keep students safe and support their mental health and pastoral care remotely, when not in school.

Prior to Covid-19, teachers had embedded the use of ICT and iPads into their schemes of work. Teachers were setting and delivering lessons using a blended approach with online platforms but the pandemic accelerated adult and student learning. An agreed platform Google Classroom supported staff training, teacher creativity and sharing practice was facilitated. After staff, parent and student evaluations, the use of online and/or recorded lessons were embraced and implemented.

Teachers set work as assignments on Google Classroom. New initiatives were communicated with families on a weekly basis in a step by step approach with a ticket system to trouble shoot anything technical online or in terms of safety. Parents were added as google guardians which meant they were up to keep up to date as to what work was due and this enabled them to have a greater role in working in partnership with us to support their children's learning.

As part of a resource to students, the e-learning team in collaboration with our Chaplaincy, PE Department, AEN Department and subject heads, provided a student friendly website which provided e-safety, wellbeing content, fitness content and subject class codes (This section was password protected). We also used the waiting room facility in Online Classrooms to ensure that only Lagan students were permitted into the class to maximise safety. The Pastoral Team also kept parents up to date using via an online service called Parentmail.

Prior to lockdown 2, we ensured that all our students received iPad training sessions on office Productivity application, Google Classroom and Email. Furthermore, e safety lessons continued to be delivered via ICT programme and pastoral assemblies.

As the pandemic started and the college went into lockdown 1, the majority of our pupils were well versed in understanding how to use digital technology, but the frequency had increased and context changed utterly. We ran several platforms initially but then moved to one agreed platform. This provided students and parents with one location where all school learning, pastoral advice and assessments were located.

In order to ensure that these spaces were safe and that content was being posted and monitored, senior leaders had access to all google classrooms. Staff were trained on how to disable classroom invites, enable class comments, use chat functions and break away rooms. The Pastoral team liaised with outside agencies in Lockdown 1 and 2 such as family hubs. Where one device in the house was not sufficient we provided a Wi-Fi dongle or sourced help from Eastside and the EA to combat digital poverty.

During both lockdowns, we prioritised student safety, pastoral care and wellbeing with regular videos from our Principal, Heads of Year, Chaplains. Our new, designated new student website encouraging Fitness Challenges, Taking 5, Unplugging Activities and fun events from Tik Tok Dancing, Halloween Family Baking to Masked Singing and Marathon Running around the world. We also continued our pastoral service of LifeLine Mental Health and counselling online.

Regarding our SEN students, during the first lockdown, classroom assistants communicated each day either via email or in many cases by a phone call.

Our online service was enhanced during Lockdown 2, to Google Classroom to provide a more practical space where Classroom Assistants could support SEN students.

In order to help with engagement and motivate pupils to attend and complete their school work, we used Google Forms. From our audit, after Lockdown 1 parents, our students wanted routine and more structured experience so we followed their timetable exactly.

We entered Lockdown 2 having prepared and trained to provide online live lessons even for initial catch up sessions to ensure our students were safe and well. This greatly increased engagement and enjoyment.

Pupils were provided with workshops from Learn Spark on the topic of How to keep safe online. All staff and students undertook Mental Health Wellbeing workshops provided by Learn Spark as we all began to appreciate the impact of Covid.

Throughout the 18 months, if a pupil's engagement was declining, the pastoral team rang home or zoom called.

We used Google classroom, parents and students were trained to use via ParentTec on our website. All parents signed up to email alerts to monitor the progress whilst remote learning took place.

Recorded lessons, zoom, Youtube demonstrations designed by staff, collegial approach to curriculum delivery and fun, engaging activities had greater impact. All delivered at a consistent departmental level. New ways to give feedback to students via Mote and audio recording were used.

We mapped the PD programme/assemblies to ensure positive messages were shared linked to our integrated ethos and values.

All teaching staff were upskilled to deliver online learning as part of a blended learning approach, led by a revised Home E Learning Policy which reflected the dynamic needs of our learners through the Covid pandemic. Schemes of Work were revised every 8 weeks, so that teaching and learning could be tightly monitored. A Learning Recovery programme, face to face and online, was designed to support those students who presented with significant learning gaps.

Ensuring online platforms were secure was crucially important to the smooth running of online lessons. Our assessment continued and reporting in term 1 and term 3 occurred. The use of Mote, Kahoot and Quizzlets and white board were motivational and engaging. Pupil Voice enabled the school to monitor the methods of IT that were having the greatest impact.

The use of cross curricular skills was essential as the students were taken through training in advance of lockdown as we rolled out Year 8 devices.

Communication from pupil to teacher increased using online platforms. Google Classroom, which enabled students to ask questions to clarify concepts covered in lessons.

The use of breakout groups on online platforms and the use of mobile technology meant that students could work together whilst learning remotely.

Early morning registration meant that attendance records could be kept and all teachers took registers and liaised with pastoral teams.

Homework assignments and assessments through Kahoot etc continued online and all learners could be guided through their SOW.

Parent/teacher meetings were held online via our school cloud system- a "Covid Keeper" in terms of increased engagement from parents.

Options interviews for transition groups took place remotely using the afore mentioned portal. The Career Service, WebXchange, Options 450 and online School Cloud meant all Options Meetings/ Transition meetings went ahead. All Transition activities, Board of Governors, Recruitment and Staff Training moved online.

A personal, caring touch to underpin online learning was imperative. Students could access motivational staff videos and communication via parent mail and social media as well as almost daily posts.

Google Parent Alerts provided Parents with email notification and our practice work was transparent.

Instead of in school e-safety programme, we moved online to voice over PowerPoints that provided parents with up to date methods on how to keep their children safe online. As part of our iPad management system we also provide training to parents on the Parent App for this software which help them to manage the usage of an iPad when at home. This included locking iPads into particular apps or by setting times when the iPad could or couldn't be used using Jamf Parent app

Parent Council was moved from an in person meeting to online and use of schoolcloud's enabled parents' meetings and options meetings.

As the pandemic continued we found that the number of students that required external agency support increased. We therefore facilitated online contact with counsellors, social Service and LAC reviews.

Parent surveys, included a section on parent tips for lockdown learning. These were then extracted and a Parent Tips infographic was created and distributed.

Regular communication was made between school and home using parentmail and videos. Students, staff and parents all worked in partnership.

We were awarded the Digital Excellence Award for our efforts during and Post Covid. Since returning to face to face teaching the iPad remains part of the blended approach across all Key Stages. All departments still employ the Google Classroom to share resources with our students and this has proved to be a valuable tool in ensuring students who are absent can get caught up on any missed work.

Our staff were all given a Surface Pro at the start of the academic year and some SLT have had the opportunity to receive additional training on these devices from EA and Capita. Ensuring full and comprehensive usage of the device will be embedded in our ongoing staff development. Going forward, we are looking at the new Digital Skills Framework and the 14-19 Review to ensure that we are prepared for the next steps in the E-learning journey.

Mrs Carlisle, Vice Principal (Curriculum)  
Mr Kemps, Head of E Learning/ ICT  
(2021/22)



### **Lagan College's School Security & safety**

All visitors are required to report to the reception. All staff and visitors are required to wear identification badges. The security and welfare of our students and staff is of the utmost importance on site.

Alarm systems are active in all buildings when they are unoccupied. The Front gate is locked when the school is not in operation and Graham FM operate numerous CCTV cameras in operation to safeguard the premises and school community.

As of September 2021, all students returned to the school site. The school continued to operate two play spaces supervised by lunchtime supervisors, classroom assistants and the Senior Leadership Team.

### **Attendance Academic Year 2021-2022**

#### **3 Year Comparison**

Academic Year	2019/20	2020/21	2021/22
Lagan College	93.1%	95.5%	92.05%

## SCHOOL LEAVERS 2021-2022

### Year 12 Students Destinations

No Returning	Another School	Skills Training	Further Education	Employment	Unemployment	Left Country	Unknown	Total
138	1	10	54	0	0	0	6	209

### Year 14 Student Destinations

Aberystwyth University	International Relations (with integrated foundation year)
Apprenticeship	Thales
Arts University Bournemouth	Film Production
Cardiff Metropolitan University	Fine Art
Cardiff University	Occupational Therapy
Durham University	Classical Civilisation
Edge Hill University	Psychology & Criminology
Glasgow	History and Sociology
Keele University	Physiotherapy with Integrated Masters
Liverpool Hope University	Criminology and Psychology Early Education Primary (3-7) with QTS Sport Rehabilitation
Liverpool John Moore's University	Business Management Adult Nursing Business with Digital Marketing English Literature Adult Nursing Business with Finance Computer Security Journalism Business with Finance Business with Digital Marketing Computer Science
National Art and Design College, Dublin	
Northumbria University, Newcastle	Health, Education and Social Care Foundation Year



Queen's University Belfast	<p>Architecture  Broadcast Production  Film Studies and Production  Criminology  Computer Engineering (with Year in Industry)  History and International Relations  Electrical and Electronic Engineering  Software Engineering  Professional Nursing (Adult) (September)  History and International Relations  Marine Biology with Professional Studies  Environmental Management  Software Engineering  Computer Science  Law  Geography</p>
Stranmillis University College	Religious Studies with Education
Swansea University	Criminology and Psychology
Ulster University	<p>Architectural Technology and Management  Psychology with optional placement year  Animation  Business Economics  Nursing (Adult)  Mechanical Engineering  Social Policy with Criminology  Criminology and Criminal Justice  Criminology and Criminal Justice  Social Policy with Criminology  Accounting (Pathways)  Finance and Investment Management  Software Engineering  Business Studies  Geography with optional placement  Screen Production  Psychology with optional placement year  Psychology  Law  Nursing (Adult)  Software Engineering  Part Time Sports course  Health and Social Care Policy  Psychology with optional placement year  Criminology and Criminal Justice</p>
University of Bolton	Professional and Commercial Dance
University of Central Lancashire	Health and Social Care (Foundation Entry)
University of Dundee	Mental Health Nursing
University of Glasgow	History/Sociology (SocSci)

University of Liverpool	Therapeutic Radiography and Oncology Computer Science with Software Development with a Year in Industry Politics with Spanish English Literature and Philosophy Philosophy
University of Manchester	Adult Nursing Geography with International Study
University of Salford	Law Criminology and Sociology
University of Southampton	Economics and Actuarial Science
University of Wales Trinity Saint David	Psychology

# Performance in Public Examinations

## GCSE Level Qualifications

Lagan College GCSE Results Subject/Grade Analysis : June 2022															Lagan	Ni Non	Ni Gr	Lagan
Subject	Entries	A*	A	B	C*	C	D	E	F	G	U	X	A*-C	A*-C	A*-C	A*-G		
Art and Design	52	6	15	9	13	6	2	0	1	0	0	0	94.2	88.1	97.9	100		
Biology	18	2	7	1	8	0	0	0	0	0	0	0	100	96.8	99.7	100		
Business Studies	32	3	8	5	5	7	2	1	0	1	0	0	87.5	77.6	94.2	100		
Chemistry	16	3	3	4	5	0	1	0	0	0	0	0	93.8	94.6	99.4	100		
Child Development	30	2	7	11	6	2	2	0	0	0	0	0	93.3	85.9	94.7	100		
Computer Studies	15	1	6	5	1	2	0	0	0	0	0	0	100			100		
Contemporary Craft	38	0	6	6	10	6	5	1	1	0	2	0	76.3	87.6	93.5	94.7		
Drama	22	4	9	7	1	0	0	0	0	0	0	1	95.5	86.4	97.5	95.5		
English Language	183	16	27	53	56	23	7	1	0	0	0	0	95.6	81.6	98.5	100		
English Literature	69	13	13	34	8	0	0	0	1	0	0	0	98.6	97.4	99.3	100		
French	13	2	0	4	6	1	0	0	0	0	0	0	100	85.6	96.8	100		
Geography	45	2	11	20	6	4	1	0	1	0	0	0	95.6	82.1	97.5	100		
Irish	7	2	0	3	1	0	1	0	0	0	0	0	85.7	97.2	99.1	100		
Health & Social Care	32	1	1	8	16	5	0	1	0	0	0	0	96.9	88.7	98.3	100		
History	77	12	26	19	15	5	0	0	0	0	0	0	100	81.7	97.3	100		
Home Economics	18	0	3	2	7	4	2	0	0	0	0	0	88.9	87	98.2	100		
Mathematics	188	17	31	65	21	29	12	6	5	1	1	0	86.7	67.9	97.9	100		
Further Mathematics	24	2	15	1	3	0	1	0	0	0	2	0	87.5	92.3	99.1	91.7		
MIA	19	1	5	5	4	4	0	0	0	0	0	0	100	74.9	95.1	100		
Music	24	2	11	7	3	0	0	0	0	0	0	0	100	95.9	99.5	100		
PE	23	3	3	9	6	1	0	0	0	0	0	0	100	89.7	96.1	100		
Physics	17	2	8	2	4	1	0	0	0	0	0	0	100	97.9	99.9	100		
Politics	22	2	6	8	4	2	0	0	0	0	0	0	100	89.4	95.7	100		
Religious Studies	161	14	39	37	25	17	14	6	6	2	1	0	82	82.1	96.1	99.4		
Science	46	1	5	9	18	13	0	0	0	0	0	0	100	79.7	93.2	100		
Sociology	37	4	9	10	10	1	1	1	1	0	0	0	91.9			100		
Spanish	33	2	5	6	10	6	4	0	0	0	0	0	87.9	90	97.1	100		
Technology	27	1	7	13	1	3	1	0	1	0	0	0	92.6	82.4	95.9	100		
OS Business &	22	0	12	7	3	0	0	0	0	0	0	0	100			100		
OS Design & Creativity	10	0	6	3	0	0	0	0	1	0	0	0	90			100		
OS Technology &	15	0	0	0	0	13	0	1	0	0	1	0	86.7			93.3		
BTEC Business	21	2	2	5	0	9	3	0	0	0	0	0	85.7			100		
BTEC Engineering	9	3	2	4	0	0	0	0	0	0	0	0	100			100		
BTEC Hospitality	13	0	0	0	0	9	3	0	0	0	1	0	69.2			92.3		
BTEC ICT	30	0	7	9	0	7	7	0	0	0	0	0	76.7			100		
BTEC Performing Arts	11	3	1	5	0	2	0	0	0	0	0	0	100			100		
BTEC Public Services	11	3	1	3	0	3	1	0	0	0	0	0	90.9			100		
BTEC Science	10	1	0	2	0	6	1	0	0	0	0	0	90			100		
BTEC Sport	22	3	1	9	0	6	0	0	0	0	0	0	100			100		
BTEC Travel and	6	3	1	0	0	1	1	0	0	0	0	0	83.3			100		
OCN ICT	11	0	0	11	0	0	0	0	0	0	0	0	100			100		
OCN Science	15	0	0	14	0	0	0	0	0	0	1	0	93.3			93.3		
OCN RE	35	0	0	35	0	0	0	0	0	0	0	0	100			100		
OCN Personal	34	0	0	34	0	0	0	0	0	0	0	0	100			100		
Statistics	28	0	10	11	7	0	0	0	0	0	0	0	100	95.3	98.2	100		
Essential Skills -	17	0	0	0	0	4	0	0	0	0	13	0	23.5			23.5		
Essential Skills -	6	0	0	0	0	1	0	0	0	0	5	0	16.7			16.7		
Total	1614	138	329	515	283	203	72	18	18	4	27	1	90.14			95.75		
Total %	0	8.24	20.63	31.97	17.53	12.58	4.16	1.11	1.11	0.24	1.67	0.06						
Subject	Entries	A*A*	A*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD	FG	A* - C	A* - C	A* - C	A* - G	
Double Award Science	42	0	4	4	0	15	7	6	3	1	1	0	1	96.4	89.9	96.3	100	
Princes Trust	36	0	0	0	0	36	0	0	0	0	0	0	0	100			100	
Total	78	0	4	4	0	51	7	6	3	1	1	0	1	98.2			100	

  

Percentage of pupils achieving	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
5 or more A* to C	74	71	71	66	61	68	89	92	95	97	97
1 to 4 A* to C	25	24	27	24	34	31	11	8	5	3	3
5 or more A* to G	98	99	98	98	99	100	100	98	100	100	99.5
1 to 4 A* to G	2	1	3	2	1	0	0	2	0	0	0.5
no A* to G	0	0	0	0	0	0	0	0	0	0	0

  

Percentage of pupils achieving	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
5 or more A* to C	46%	56%	57%	51%	56%	64%	74%	72%	70%	77%
inc. En & Ma										
1 to 4 A* to C	0.5%	1.5%	2.7%	2.5%	3.0%	2.0%	1.5%	0%	1.0%	1.0%
inc. En & Ma										

AS Level Qualifications:

Year 13 Subject / AS Grade Analysis: June 2022														
Subject	Entries	A*	A	B	C	D	E	R	U	%A* - C	%A - C	Non		
												Lagan	Grammar	Grammar
												% A - C	% A-E	
Biology	15	0	4	6	2	2	0	0	0	1	80.0	86.7	69.3	93.3
Chemistry	12	0	3	3	0	2	4	0	0	0	50.0	88.3	65.7	100.0
Computer Studies	9	0	6	2	1	0	0	0	0	0	100.0	90.0	68.9	100.0
Drama	17	0	7	8	2	0	0	0	0	0	100.0	84.2	54.7	100.0
English Literature	9	0	7	2	0	0	0	0	0	0	100.0	88.7	71.2	100.0
Geography	19	0	5	7	4	3	0	0	0	0	84.2	91.9	76.6	100.0
Health and Social Care Sing	18	0	3	11	4	0	0	0	0	0	100.0	97.8	88.4	100.0
History	35	0	12	14	5	0	3	0	1	1	88.6	90.8	73.0	100.0
Maths	17	0	7	4	4	0	2	0	0	0	88.2	89.2	68.7	100.0
Media Studies	8	0	2	2	4	0	0	0	0	0	100.0		78.9	100.0
MIA	14	0	4	6	4	0	0	0	0	0	100.0	97.2	86.2	100.0
Music	8	0	1	4	3	0	0	0	0	0	100.0	97.1	78.8	100.0
Physics	10	0	4	2	2	1	0	0	1	1	80.0	84.2	54.7	90.0
Politics	20	0	2	5	3	7	2	0	1	1	50.0	93.0	73.2	94.4
RE	33	0	6	8	5	7	6	0	1	1	57.6	92.8	79.2	96.9
Sociology	41	0	9	15	8	7	1	0	1	1	78.1		86.4	97.6
Spanish	4	0	2	1	1	0	0	0	0	0	100.0	96.0	92.7	100.0
Technology	9	0	1	6	2	0	0	0	0	0	100.0	95.2	76.9	100.0
Art	11	0	4	6	1	0	0	0	0	0	100.0			100.0
CTEC Business (Single)	48	0	13	0	24	0	11	0	0	0	77.1			100.0
CTEC Business (Double)	7	0	1	0	1	0	4	1	0	0	28.6			100.0
CTEC Sport	17	2	7	0	6	0	2	0	0	0	88.2			100.0
BTEC ICT	11	0	2	0	7	0	2	0	0	0	75.0			100.0
BTEC Hospitality	10	5	2	0	2	0	0	0	1	1	90.0			90.0
BTEC Public Services	13	0	9	0	2	0	1	0	1	1	84.6			92.3
BTEC Science	7	0	0	0	6	0	1	0	0	0	85.7			100.0
Total	422	7	123	112	103	29	39	1	8					
Total %	100	1.7	29.1	26.5	24.5	6.9	9.3	0.0	1.9					
Cumulative %		1.7	30.8	57.3	81.8	88.9	98.0	98.0	100		Lagan	NI Gr	NI Non Gr	Lagan
Subject	Entries	A*	A	B	C	D	E	R	U	DD	%A - C	% A - C	% A - C	% A-E
Health and Social Care (Dou	15	0	0	2	1	6	2	2	1	1	90.00	95.0	84.0	100.00
Total		0	0	13	6.6	40	13	13	6.6	6.6				
Percentage of students														
COMPARISON														
achieving 3+ A*-C grades	62.8					2014	2015	2016	2017	2018	2019	2020	2021	2022
achieving 3+ A*-E grades	94.5													
			3+ A*-C grades	51.0	54.0	58	50.5	61.7	72.4	88.2	75.7	62.8		
achieving 2+ A*-C grades	88.3													
achieving 2+ A*-E grades	95.9		3+ A* -E grades	89.0	88.0	#####	80.1	92.6	95.7	96.7	96.0	94.5		
achieving 1+ A*-C grades	98.6													
achieving 1+ A*-E grades	100													

**A2 Level Qualifications:**

Year 14 Subject / A2 Grade Analysis: June 2022													
Subject	Entries	A*	A	B	C	D	E	X	U	Lagan	NI Gr	II Non C	Lagan
										% A*-C	% A*-C	% A*-C	% A*-E
Art and Design	9	2	3	2	1	1	0	0	0	88.8		81.2	100.0
Biology	12	1	4	4	3	0	0	0	0	100.0	93.1	72.4	100.0
Computer Studies	8	1	7	0	0	0	0	0	0	100.0	98.2	82.2	100.0
Drama	14	0	5	6	3	0	0	0	0	100.0		91.8	100.0
English Literature	11	0	2	5	3	1	0	0	0	90.9	96.2	81.8	100.0
Geography	12	1	4	4	3	0	0	0	0	100.0	95.8	87.0	100.0
Health & Social Care	31	2	4	12	11	2	0	0	0	93.6	98.1	89.4	100.0
History	22	0	8	8	2	3	1	0	0	81.8	94.1	79.9	100.0
Mathematics	14	2	3	3	4	2	0	0	0	85.7	92.8	79.9	100.0
MIA	16	1	5	6	2	2	0	0	0	87.5	99.1	89.8	100.0
Music	1	0	1	0	0	0	0	0	0	100.0	91.7	66.7	100.0
Persian	1	1	0	0	0	0	0	0	0	100.0			100.0
Physics	4	0	1	1	0	1	0	0	1	50.0	87.3	64.7	75.0
Polish	3	0	1	1	0	1	0	0	0	67.0			100.0
Politics	19	0	8	8	1	1	1	0	0	89.5	95.2	78.2	100.0
Religious Studies	22	1	4	6	7	1	0	1	2	81.8	93.1	81.3	85.7
Sociology	36	6	10	11	6	1	2	0	0	91.7		84.5	100.0
Spanish	5	0	1	2	1	1	0	0	0	80.0	98.6	90.9	100.0
Technology	14	0	3	6	2	2	1	0	0	78.6	93.0	82.8	100.0
CTEC Business (Single)	27	24	1	0	2	0	0	0	0	100.0			100.0
CTEC Sport	8	2	4	0	1	0	1	0	0	87.5			100.0
BTEC Hospitality	10	3	0	0	5	0	2	0	0	80.0			100.0
BTEC ICT	17	5	6	0	4	0	1	0	1	88.2			94.1
BTEC Public Services	24	13	3	0	6	0	2	0	0	91.7			100.0
BTEC Science	10	1	1	0	7	0	1	0	0	90.0			100.0
Total	350	66	89	85	74	19	12	1	4				
Total %	100	18.6	25.5	23.5	21.8	5.4	3.7	0.3	1.1				
Total Cumulative %		18.6	44.1	67.6	89.4	94.8	98.5	98.9	100				
Subject	Entries	A**	A*A	AA	AB	BB	BC	CC	CD	Lagan %A - C	NI Gr %A - C	II Non C %A - C	Lagan %A - E
Health and Social Care	20	0	0	0	3	6	7	3	1	97.5			100.0
CTEC Business (Double)	12	8	0	4	0	0	0	0	0	100			100.00
Percentage of students	COMPARISON												
achieving 3+ A*-C grad	80				2014	2015	2016	2017	2018	2019	2020	2021	2022
achieving 3+ A*-E grad	92.8												
		3+ A*-C Geades			57.80%	60.0	68.4	61.8	65.8	77.3	91.3	84.7	80.0
achieving 2+ A*-C grad	94.2												
achieving 2+ A*-E grad	98.6	3+ A*-E Grades			91.10%	93.0	90.8	93.8	96.2	96.9	100.0	95.8	92.8
achieving 1+ A*-C grad	98.6												
achieving 1+ A*-E grad	100												



## **Lagan College's Financial Statement 2021-22**

Lagan College endeavours to provide excellent public value for money. The College is grant-maintained and therefore managed by the Department of Education's Integrated School's Finance Branch. The Finance Committee, a sub-committee of the Board of Governors, the College's Head of Finance and Corporate Services, Mrs Mackey and the Finance and Corporate Services Manager, Ms Dawson assist the Principal to lead and manage all aspects of finance and corporate services.

### **Assessment of Lagan College's current Financial Position**

The current financial position of the school is stable. This is due to:

- A continuous healthy recruitment of pupils into first year
- Growth of school numbers to 1435
- Good financial controls and systems
- The school operating in a prudent manner.
- Grants received from the Department to support the school through the impact of Covid-19 in 2021 and 2022, together with a reduction in costs due to non-operation of extra-curricular activities resulted in a favourable financial outcome for 2021 and 2022.

	<u>2022</u>	<u>2021</u>	<u>2020</u>
	£'000	£'000	£'000
Income	9,815	8,602	8,161
Operating charges	9,634	8,413	8,160
Surplus/ (Deficit)	181	189	1

### **The projected financial position of Lagan College**

Due to absence of Stormont and the current economic instability, the future funding of all schools is extremely challenging and the College may have to make real cuts in expenditure. It is projected that pupil numbers will remain constant and there will be little or no growth in Department funding per pupil. However, by utilizing the reserves from the previous years and maintaining good prudent financial controls, the school will continue to operate at a break-even position for the next two financial year.

	<u>2023</u>	<u>2024</u>	<u>2025</u>
Income	£9,774	9,862	9,900
Operating charges	£9,774	9,862	9,700
Surplus for financial year	0	0	(200)