



Board of Governors Annual Report

**Academic Year
2022/2023**

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Chairperson's Report – Mr Francis Martin



2022-23 was a rewarding year for our senior students who moved beyond CDGs and the covid pandemic. Lagan College's Board of Governors wishes to congratulate the young people themselves but also recognise the hard work and support shown by staff, working in partnership with our young people and their families.

Our students at both GCSE and A-Level achieved the best outcomes in the 42nd year history of the college but more so exceeded 2019 pre-COVID outcomes and rose above lower trends experienced system-wide.

Mrs McNamee, Principal, and Mrs Mackey, Head of Finance and Corporate Services, realised the school's long-term ambition to extend the Chaplaincy, to enable greater spiritual and well-being support services being available to students and staff. The Board of Governors would like to thank our two Chaplains, Mrs Killick and Mr

Sowney, alongside Miss Collins, who took a particular interest in the interior design and visualisation of the space. Thanks also go to Mr Dorman (EA), Graham FM and DQ Contracts, building firm.

Many guests of Lagan College attended the opening of the Chaplaincy, including the former Children's Commissioner, Koulla Yiasouma, who kindly cut the ribbon at our opening ceremony and spoke so encouragingly to our students and guest students from Lough View Integrated Primary school about the importance of mental and physical health. It was a special moment in time that we will not forget.

In addition, the college welcomed further guests from around the world to the College and I pay tribute to Chris Cassells (Head Boy) and Mirran Morrison (Head Girl) who led the Student Prefect team in engaging with our friends from the Abraham Project, the Hand in Hand School, the Pears Foundation and a plethora of political leaders including Mrs Clare Hanna (SDLP) Mrs Michelle O'Neill (Sinn Fein) and Mr Edwin Poots (DUP) all to discuss peace, reconciliation and differing political/social viewpoints with respect.

As the academic year ended, representatives from senior staff, directors and governors attended a wonderful gala ball organised by the IEF to recognise and remember the life & work of the Rt Honourable Baroness May Blood MBE. May was passionate about working together to sustain peace in NI, being respectful and treating others with equality and dignity. May recognised the importance of educating our children together and moving on from our past. We will never forget May Blood and the messages she shared about integration and inclusion. May commented, 'There is no such thing as a child too hard to reach, just those easy to ignore.' We move forward trying to support every young person in their learning journey.

As the school year came to an end, we said goodbye to four senior members of staff who served Lagan College for 12, 13, 23 and 33 years respectively. We are indebted to Mrs Carol Baker (Principal's PA), Mrs Walters (Head of Additional Needs), Miss Atkinson (Vice

Principal) and Mr Montgomery (Senior Teacher) for their hard work, and commitment given to Lagan College.

As a result of the Board of Governors being newly constituted, we also said farewell to Mr Boldt, Mrs Helen Walker and Mrs Paula Anderson, stepping down as parent governors after 4 years and Mr Vincent Cafolla and Mr Adam Turkington as Director nominees. Mr Vincent Cafolla acted as Chair of the Education Committee having held a position as a parent governor and Director nominee for 12 years and Mr Turkington as a parent governor and Director governor for 8 years.

I trust you will enjoy reading further highlights shared by the Principal, Tom Beattie (Head Student) & Noah Mitchell (Head Student) in our annual report. I wish the entire school community well as we begin a new academic year.

Francis Martin, CBE
Chairman of the Board of Governors

Principal's Report – Mrs McNamee

I begin my annual report by thanking our staff team who go above and beyond to provide opportunities and events for students in Lagan College during a challenging time post covid and in terms of financial cutbacks and educational uncertainty.

We know only too well as a school that it is not simply about qualifications, in this day and age, but they are important. The career paths that lie ahead will require students to have a diverse set of traits from emotional intelligence, resilience, problem-solving and organisational skills, teamwork, creativity and communication.

In my day, career guidance and support simply did not exist, so I do want to thank Mrs Bingham, Mrs Major, Mr Gardner and the team for getting all the supportive career sessions back in place for our students last year including work experience, interview skills evenings, university visits, work experience, options fairs and guest speakers.



To be honest, there is not a teacher or classroom assistant in a school setting who doesn't want their students to get the very best out of their school days. So, to say we were proud of the effort of our senior students in their examinations in May and June is putting it mildly, as contrary to media attention about results going down, ours went up!

Our student outcomes in external examinations were the best in the history of Lagan College which was amazing! I won't lie, I was tempted to blow up 99 red balloons to mark the 99% of our young people who achieved 5-11 A*-C grades and the 80% who achieved 3-4 A*-C A Level outcomes, but in the spirit of environmental responsibility, I resisted. Nevertheless, Mrs Carlisle was caught singing '99 red balloons' at one stage. But the challenge is there, Mrs Mulholland and Mr Kemps, for you to get three balloons at some stage in your career with no pressure! All joking aside, my advice to students is always just do your best!

I would like to thank all the staff for their care and encouragement towards our students last year. We would also like to pay special tribute to long-serving staff members Mrs Baker, Mrs Walters, Miss Atkinson, and Mr Montgomery, who gave 12, 13, 23 and 33 years of service respectively. Service being one of our core values at Lagan College alongside respect, reconciliation and equality.

Last year, we saw a considerable number of young people leading charitable events from Readathon to non-school uniform days, tea parties to a Mighty Hike and service in helping others from students and staff. We were incredibly proud of our Year 12 team, in particular who fundraised for Cancer Focus and Macmillan by walks and non-school uniform events, after we learnt of the sad passing of our much-loved student Julia Okon (Year 12).

Julia was a remarkable young woman from day one of entering Lagan College. Julia was brave, courageous, bright, warm, funny happy, loving and so very caring of others. We miss Julia every day, but her spirit will live on through us. We thank Mrs Mills for her unstinting care and kindness shown to Julia and her family and the love and care shown by her closest friends. It gives us great comfort that there is a little tree planted in her honour by Lara, Miss

Mills and her family, in our new pollinator garden. Julia would not want us to be maudlin as she was full of joy and positivity. Simply put our little ray of sunshine! Our school badge states, 'Ut Sint Unum' (hat they may be one) for a reason, and certainly last year we all had to fully live out our school ethos going through the many highs of school life but also some of the harder things that life can present.

As Northern Ireland's first planned, integrated post-primary school, Lagan College can not take integration for granted. We need to think, plan and be intentional about how we can be balanced and respectful of different people's cultures, religions, ethnic viewpoints, family settings - the things we have in common and those things that make us uniquely different which are precious.

In 2022, we experienced the loss of Queen Elizabeth II and Baroness May Blood MBE – both remarkable women in society who showed great lifelong service to others. Indeed, it was Baroness May Blood's desire to see every child go to an integrated school if that was their family's wish, and as a school we are committed to keep moving forward into 2024 with the vision to educate all children together.

Mrs Amanda McNamee MBE
Principal

Tom Beattie - Head Student

My name is Tom Beattie and alongside Noah Mitchell, we are Lagan College's new Head Students this year. We were appointed recently, as the previous student team had wanted the Head students to be recruited based on their skills attributes and experiences rather than gender.

I am in Year 14 currently studying A Level RE, Biology and Food and Nutrition. I can't believe that this is my last year, but I am looking forward to all that the year holds, if its anything like last year it will be busy and exciting.



When I look back another big part of last year was the sporting events and achievements, which were many. Last September, the girls' hockey team was honoured by the Lisburn and Castlereagh Council, by receiving the Sports Team of the Year Runners Up award. This was just one of many sporting stories to tell. Whether it was Holly Blythe, Year 9, in horse jumping, Kenzi Beattie in Year 12 playing football on the NI Football Elite Programme, Reece McCann in Year 12 playing tennis at National level or Amelie McKnight Year 11, selected to represent Ulster Hockey, we saw so many individual accomplishments in school.

In terms of team sports, we reached many finals including the North Down football final in Years 8,10, 11 with Bangor Academy and Rathmore, but our Year 8 managed to succeed and lift their cup against Bangor Academy. Poor Mr Smyth thought he had caused the bad luck until finally our boys won! We also saw the girls netball win the Intermediate Millen Bowl, and Miss Finlay led the way with the dance group to win at Ulster and NICMAC.

Over the last few years, we have seen an increase in interest rugby, gaelic, girls' football and camogie and we are thankful to the Parents' Council who very kindly funded our new kits. Other sporting highlights include Sports Day at the Mary Peter's Track which was a lovely community event. But let's be honest, as students we need to regroup after an embarrassing track record, as we lost against the staff in the staff v students, football match, the hockey match and even the relay. Seriously, the average age of the staff was 30 plus!!

As a very welcoming school, we also got the chance to meet a range of different local politicians. At one stage in the year we felt like we were, the Politics Show, as Mr McGuckin and students welcomed Claire Hanna SDLP, Michelle O'Neil Sein Fein and Edwin Poots DUP. As the year progressed and it became voting season, the BBC came in and met not one but four past Lagan College students who were standing for local election. If that doesn't showcase integration and our ability to be respectful of each other's political viewpoints and cultures, I don't know what would.

Last year, the staff and students threw themselves into two big projects one being the Eco Committee's work with Lou Blue in creating a new school pollinator garden in the big tree courtyard. This work was supported by Mr Stewart and Mrs Thompson. Students in the Eco Committee also worked hard to achieve Lagan College's 7th Eco Green Flag Award. Now, more than ever as students, we need to value the space that we live in and play our part in looking after the planet, which starts with our school and local community.

Last year was memorable. I wish to close by thanking Chris, Mirren, Cohen, Sophie, Colin and Emma Rose who led the student prefect team last year and or all those in Sixth Form who undertook service to the college.

Noah Mitchell - Head Student



My name is Noah Mitchell and I am studying A Level Maths, Biology and RE and am interested in studying Finance beyond Lagan as well as playing for Glentoran Football Club. As Head Student in Lagan College, alongside Tom Beattie, I would like to share some of my highlights from last year.

In 2022-23 many of us in the school, including myself benefited from extra-curricular opportunities beyond the classroom, which is a core part of the life at Lagan.

Mr Gray and Miss Hughes organised and directed the return of the first school show after Covid entitled - 'Showstoppers'. This was a fun filled medley of Drama and Musical hits which had everyone in the audience up on their feet, dancing and singing. It was a real feel-good factor. This was a special memory for me as my sister performed in her first school production.

Another great evening was the Spring Sonic which was a two hour long eclectic mix of music through the decades – hosted by Alex Gracie, our former student and all-round stand-up comedian. I particularly enjoyed the energy and enthusiasm from the Year 9 rock band Junior Jam. They played a medley of rock pieces including by Nirvana and Guns & Roses. It was so exciting to see young students with such confidence and talent.

It was great to get the chance as students to travel again, exploring various languages and cultures. However, whilst trips can be memorable for some, that may not be the case for everybody... isn't that right Mr McCloskey, who literally tripped on the ski trip! Thank goodness we got him back in one piece! I think this year's 6th Form team would be tragic without him.

Students also got the chance to meet various leaders from around the world. We hosted students from Sweden, teachers from the Netherlands, Germany, Norway and many high-profile leaders interested in peace and reconciliation including some from Israel, involved in the well-known Abraham Project.

Last year we undertook a significant school build project was the extension of our Chaplaincy space. The re-designing of the Chaplaincy has provided greater opportunities for the students and staff to meet in the heart of the school, to talk, pray and be mindful. For those who have been connected to Lagan over the years, you will know and appreciate the importance of our Chaplains, their work and how much of a blessing that this space is to our school community. As a Christian, I know that I have. We are truly thankful for them and the space they provide.

As an integrated school we also recognised that 2023 marked the 25th year anniversary of the Good Friday Agreement. Both Tom and I feel fortunate that we are living in more peaceful times, but we certainly don't take it for granted, as not every young person gets a chance to experience an integrated school lifestyle.

In summary, 2022/23 had many wonderful highlights. As I close, needless to say that Tom and I are really looking forward to this school year, having already been given the chance in June to visit the Corrymeela Peace centre, and plan some thoughts and ideas for the year ahead. The Chaplains, Mrs Grant and Mrs Hughes enabled our team to think about how we can make a difference in the time we have left with an ice cream and a bit of fun along the way!

Lagan College's Board of Governors – 2022-23

Nominated by the Directors (6):

Mr Francis Martin CBE

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

Member 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

Member 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

Member of the Education Committee

Sheina is the 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.

Mrs Patricia Woods

Member of the Education 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.

Mr Adam Turkington

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 Adrian Harvey

Member of the Education Committee.

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

Mrs Georgina Campbell OBE

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.

Miss Sarah Lightfoot

Member of the Education Committee.

Miss Lightfoot is a lawyer in the Public Prosecution Service of Northern Ireland, dealing with a range of criminal offences. She is a past pupil of Lagan College. In her spare time she enjoys travel, hiking and yoga.

Dr Scott King

Member of the Finance Committee.

Dr King is an award-winning business growth advisor, entrepreneur, investor, published author and Chartered Engineer. For over 20 years Scott has worked and travelled across the globe providing direction, assistance, and leadership to an ever-expanding list of multi-sectoral organisations, ranging from new starts to SME's, globally recognised brands, and public sector organisations.

Nominated by Parents (4):

Mrs Paula Anderson

Member of the Education 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 several 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

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

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 in Lagan College and in his spare time he enjoys playing ice hockey in Dundonald.

Mr Ben Searle

Member of the Finance Committee

Ben Searle is a forest manager whose day job includes helping to plant new woodlands 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

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

Member of the Education Committee.

Mrs Mulholland is a Senior Teacher in charge of Pastoral Care and Wellbeing within the Senior School (Years 11 and 12). She is also an ICT teacher at Lagan College.

Mrs Mulholland was nominated to reside on the Board of Governors by the teaching staff.



List of Teaching Staff 2022-23

Leadership Team:

MNE	Mrs Amanda McNamee	Principal/English
CRL	Mrs Deborah Carlisle	Vice Principal (Teaching and Learning)/Geography
CLL	Miss Danielle Collins	Vice Principal (Pastoral Care)/Art
MM	Mrs Mary Mackey	Director of Finance and Personnel
MN	Mr Michael Montgomery	Senior Teacher - Head of Timetabling, SIMS/Health & Safety/Science
WLT	Mrs Una Walters	Senior Teacher - Head of Additional Educational Needs/English
GRT	Mrs Lisa Grant	Head of Post 16 Pastoral and Wellbeing/English
NMG	Mr Noel McGuigan	Head of Post 16 Teaching and Learning/PE
MUL	Mrs Laura Mulholland	Head of Senior School Pastoral and Wellbeing/ICT
KMP	Mr Philip Kemps	Head of Senior School Teaching and Learning/ICT
LY	Mrs Stacey Lyon	Head of Junior School Teaching and Learning/RE
WTN	Miss Kay Wightman	Head of Junior School Pastoral and Wellbeing/Chemistry
BRD	Mr Adam Baird	Technology and Design
BKT	Mrs Michelle Beckett	Head of English
BL	Miss Alexandra Bell	Head of Year 14/ French
BLL	Miss Melanie Bell	Head of Year 8/English
BNG	Mrs Kim Bingham	Head of Careers/Science
BNO	Mr Jason Bono	Learning Support Teacher/English
CLO	Ms Tanya Castillo	Spanish (part-time) - Maternity Leave
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	English
CN	Mrs Siobhan Connor	Business Studies/Spanish (part-time)
CNL	Mr Gary Connolly	PE
CW	Mrs Anthea Cowie	English
KC	Mrs Kirstie Curran	English
DEV	Mrs Janice Devlin	English
DM	Mrs Geraldine Diamond	Maths
DRY	Miss Rebecca Drysdale	Art (part-time)
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)
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
GB	Mrs Christina Gibney	Assistant Head of Learning Support
LGL	Louise Gillespie	Maths
GLS	Mrs Fionnuala Glass	Learning Support Teacher

CG	Miss Elena Gomez	Spanish (part time maternity cover)
RGD	Mrs Rachael Gordon	English
GHM	Mr Keith Graham	Head of Computing/ICT
GRY	Mr Richard Gray	Head of Year 10/Head of School Production/Drama
HSN	Mrs Bernadette Hearty	Head of Year 11/RE
HN	Mr Brendan Hasson	Technology and Design
HLG	Mrs Ruth Halligan	English
HLM	Ms Natalie Holmes	Maths
IRW	Mrs Janine Irwin	Head of Girls PE
JN	Mrs Simran Jones	Head of Drama/Head of Year 8
LKR	Mrs Lisa Kerr	Business Studies/Public Services (part-time)
KL	Mrs Helen Killick	Chaplain/RE/Music
LC	Ms Muriel Leckey	Head of Examinations/ Maths
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 9/Science
MLM	Mrs Ashlee McAlorum	Head of Business Studies
MCB	Mrs Rosemarie McBreen	Assistant Head of English
MCA	Mr Ciaran McCann	Head of Staff Cover/Maths
MCC	Mr Tommy McCay	Head of Music
JMC	Mr Joseph McClements	History
MCY	Mr Jim McCloskey	Head of PE Department/Head of Boys' PE
MCE	Dr Claire McConnell	Head of Year 9/Science
MCB	Miss Maria McConville	Head of Moving Image Arts/Art
MRC	Mrs Maria McCord	Assistant Head of Music and Orchestral Director/Music
MCD	Mrs Andrea McCrudden	Technology and Design (Maternity Leave)
MCU	Mr Conor McCurdy	Science
LME	Miss Leonie McErlain	English
GMF	Mrs Gemma McFerran	Chemistry
CMG	Mr Conor McGuckin	ICT (Temporary)
MGK	Mr Fergal McGuckin	Head of Politics/History
MCT	Mrs Ruth McKnight	PE
MEE	Mrs Sharon McKee	Maths
KMM	Miss Katie McMillan	Hone Economics (temporary)
MLS	Mrs Michele Mills	Head of Year 12/English
CMY	Mr Christopher Mooney	ICT
MY	Mr Derek Mooney	Head of Mathematics
JMK	Mrs Jenna Moore	Home Economics
CHN	Mrs Colleen Morgan	Assistant Head of Maths
MRG	Miss Jennifer Morgan	Career Break
MRN	Miss Geraldine Morrison	Sociology/History
MHD	Mr Peter Mulholland	Head of PD and Integrated Citizenship/Student Council Coordinator
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	Assistant Head of 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 11/HE
RG	Miss Jacqueline Rogan	Head of Year 13/Art and Design
JR	Mr Jamie Rocliffe	Maths
HSH	Miss Jennifer Shaw	Sociology
FS	Mrs Fiona Smyth	Head of Year 12/Head of Public Services/English
SMP	Mr Brian Simpson	Science/Maths
SNY	Mr Gerard Sowney	Chaplain/RE
STK	Mr Jordan Stokes	RE
STN	Mrs Jenna Stevenson	Art
EST	Mrs Emma Stewart	PE (maternity cover)
STW	Mr Gareth Stewart	Head of Applied Science/Science
TAG	Mrs Claire Taggart	Technology and Design/ HE
HTM	Ms Hilda Thompson	Geography
ST	Mrs Stacey Todd	PE
TYE	Mrs Sophie Toye	RE
JV	Mrs Judith Vaughan	Design and Technology (maternity cover)
YG	Miss Bronwyn Young	English

Support Staff

Mrs Carol Baker	Principal's PA
Ms Brenda Dawson	Assistant Bursar
Mrs Deborah Tohill	HR Manager
Mr Mark Browne	Office Manager
Mr Paddy Smyth	Senior Clerical Officer/Newsletter and Magazine Editor
Miss Maggie Robinson	Receptionist
Mr Stephen Grew	Learning Support Administrator
Mrs Deirdre Hanley	Student Health and Welfare Officer
Mrs Heather Leo	School Nurse (Temporary)
Miss Claire Hughes	Sixth Form Supervisor (temporary)
Mr Matthew Barry	E Learning and Information Systems Officer
Mr Robert Berry	Technology and Design Technician
Mr David Carleton	Science Technician
Mr Daniel Brennan	Science Technician
Mrs Deborah Hill	Art and Design Technician
Mrs Yvonne Mannus	Home Economics Technician
Mr Michael Smyth	Reprographics Technician
Mr Brendan Strong	Audio Visual ICT Technician

Classroom Assistants

Mrs Carey Adams	Mr Conn Aiken	Ms Cheryl Allen
Miss Morna Andrews	Mr Jack Auld	Mrs Paula Barr
Mrs Ashleigh Bartley	Miss Sara Burns	Mrs Claire Burnside
Mrs Jennifer Burke	Miss Sarah Campton	Mrs Nicola Carroll

Mr Ivan Chibanda
Miss Germaine Curran
Miss Sarah Dorman
Mr Matthew Goligher
Mrs Glynis Hindes
Miss Tara Irwin
Mrs Geraldine Keery
Miss Debbie Kirk
Miss Rachael Marshall-
Murray
Mr William McClelland
Mrs Pauline McCullough
Mrs Laura McGreevy

Miss Jessica Minnis
Miss Sarah Moreland
Mr Adam Murray
Mrs Lesley-Ann Porter
Miss Megan Stevenson
Mrs Angela Stranney
Mrs Natalie Thompson
Miss Megan Turkington

Mrs Emma Conlon
Mrs Wendy Cullen
Mrs Danielle Dodd
Mrs Louise Gillespie
Mrs Stephanie Hanna
Miss Emma Holt
Ms Irene Jess
Miss Alison Kerr
Mrs Laura Leddy

Ms Diane McCaughan
Ms Donna McDonagh
Mrs Jacqueline
McKechnie
Mrs Clare Molloy
Miss Saran Monson
Mrs Melanie O'Hagan
Mrs Marian Reilly
Mrs Amanda Stewart
Mrs Melanie Swain
Mrs Tanya Todd
Mrs Kathy Walker

Miss Jessica Crowshaw
Miss Dawn Doherty
Miss Naomi Finlay
Miss Rose Gilmore
Mr Jacob Henriksen
Mr Jamie Husbands
Mrs Doris Johnson
Mrs Caoimhe Kinghan
Miss Sara Lemming

Mr Stuart McCann
Miss Nicola McCormick
Mrs Grainne McGettrick

Mr Thomas McNamee
Mrs Andrea Moreland
Mr Andrew Mullan
Mrs Leigh-Anne O'Halloran
Ms Lisa Ruddy
Miss Alice Stopcynski
Mr Ben Thompson
Ms Rachael Bailie

Supervisory Assistants

Mrs Mary Templeton
Mrs Lorraine McMillan
Ms Violet Blackstock

Mrs Barbara Falloon
Mrs Blanche Irvine

Mrs Heather Prentice
Mrs Julie Johnston

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

Catering staff

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

Foreign Language Assistant
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 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. To be integrated, we must 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, if 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 2022-2023

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 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 mental health sessions with professionals dealing with high anxiety and exam stress.

Entwined Futures Programme

The College is in its 12th year of involvement with Co-operation Ireland's Entwined Futures 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.

Prisoner to Peace Programme

As part of the Personal Development programme, Year 11 students undertake the Prisoner to Peace project. It allows the students 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.

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. We want to thank our colleagues in our local primary schools for the continuation of sharing good practice.

Frank 'Carson Awards' IEF

Our students enjoyed participating in the Carson Award, connected to the IEF. Our students have used a range of mediums from art, music and the written form to date to promote integrated education and what it means to attend an integrated school in Northern Ireland. Many of our submissions have won bursaries from the IEF to progress student led areas for development, which we are grateful for.

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 2022/23. We wish to thank all the staff who tried to keep a continuity of extra-curricular service going online including our QSA 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	R.I.C.E	Public Speaking	Debating	Traditional Group	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	QSA	Cookery

Annual School Production – ‘Show Stoppers.’

We were delighted to see our annual school Drama production return, after disruption from the Covid pandemic. Mr Gray, Miss Hughes worked alongside a talented cast, to offer Lagan College’s ‘Showstoppers,’ a medley of hits from musical theatre. We ran three nights and a morning show for local primary school children.

Educational Visits

After 2 years of significant travel disruption, we were able to offer our students the opportunity to travel locally and further afield again.

Our students enjoyed a range of educational visits, including skiing in France, a junior language trip to Paris and junior & senior language trips to Spain. We also returned to some local sites including Dublin with the History Department, Magilligan Field Study Centre with the Geography Department and local museums for our artists.

Lagan College’s Board of Governors appreciate staff offering educational visits and extracurricular activities to enhance the learning experience for our students.

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 at 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.

Several 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 de-motivated 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

Several students display special talents, skills, expertise and understanding 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 2022 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 E-Learning strategy team continue their work in researching the most effective use of the iPads to enhance teaching and learning. Initially, STEM subjects at A-Level have been the project focus for training and use. Years 8 – 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.

During this academic year, we will continue to review the KS3/KS4 and our new Post-16 curriculum provision to provide the best learning opportunities for our pupils. We will also be monitoring our new KS4 and Post 16 courses.

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 because 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. Heads of Year and Heads of Department oversee homework 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 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 can 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/carers are kept informed if their child is underperforming 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 – four 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 who 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, 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. Instead, the school used information from parents to place children in the appropriate learning-paced classes.

Key Stage 4

In Key Stage 4 students can 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 several 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. 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, 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 9 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. 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 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.

We accepted 220 students into Year 8 this year. 76 students enter via the higher ability route and 144 students via the all-ability route. With additional students placed in the college with Statements of Special Educational Needs.

Learning Paced Classes

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 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 most 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 several 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, 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. 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.

Lagan College Curriculum Offer 2022-2023

Year 8 Learning Structure

Subject Area	Periods Band A	Band 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
Total	40	40

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

Subject Area	Periods Band A Second Language Option	Periods Band B Single Language Option
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
Total	40	40

Students in Band A have the opportunity to pursue a second language or coding course. Students in Band B have the opportunity for more literacy work and Young Enterprise.

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
Total	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 2022-2023 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 6)
17. GCSE Sociology	17 GCSE Computing
	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 2022-2023 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
	14. BTEC Level 3 In Public Services
	15. BTEC Hospitality
	16. BTEC Applied Science

In the academic year 2022-2023 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 2022 - 2023 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 2022-2023. Appropriate service level agreements are put in place for all collaborative arrangements.

Through the work with the ALC, the following objectives were achieved 2022-23:

- 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 online 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.

Association of Principal Teachers in Integrated Education (APTIS)

The college works in partnership with all other integrated schools as part of APTIS. Much of our work revolved around sharing good practice and working alongside NICIE, the IEF and the Integrated Alumni.

In 2022-23 we were asked to take part in a film produced by the Education Authority to be use don their website to promote integrated education to parents/ carers.

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 several 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.

Covid Re-start

We wish to thank the Learning Support team, led by Mrs Walters and Mrs Gibney and wider pastoral care team, for going above and beyond to ensure student wellbeing and provide continuity of learning service to the best of our ability in the first uninterrupted year after the pandemic.

Engage Programme

We were able to offer the Engage programme, funded by the Department of Education, to students at GCSE and GCE level to engage in covid recovery, catch up on work missed and prepare for external examinations.

The school appreciates and acknowledges the work of Mrs Walters who has acted as Head of Additional Educational Needs since 2013.

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 there are numerous CCTV cameras in operation to safeguard the premises and school community.

The school's Health & Safety team work on behalf of the Board of Governors and alongside Graham FM, who manage the school site until 2038.

The school appreciates and acknowledges the work of Mr Montgomery who has acted as Health & Safety Officer since 2013.

Attendance Academic Year 2022-2023

3 Year Comparison

Academic Year	2020/21	2021/22	2022/23
Attendance	95.5	92.05%	92.64%

School Leavers 2022-2023

Year 12 Students Destinations

No Returni ng	Anoth er Schoo l	Skills Traini ng	Further Educati on	Empl oyment	Unempl oyment	Left Count ry	Repeati ng	Tot al
160	3	20	29	0	0	0	2	214

Year 14 Student Destinations

University	Course
Bournemouth University	Film
Cardiff University	Psychology with Professional Placement
College of Agriculture, Food and Rural Enterprise	Sustainable Agriculture with Agri-Business and Land Management pathways
Durham University	Theology and Religion
Keele University	Midwifery
Lancaster University	Geography (Placement Year), International Business Management (Spain), Philosophy, Politics and Economics (Placement Year)
Liverpool Hope University	Business Management and Marketing, Drama and Music, Film & Visual Culture and Media & Communication (with Foundation Year), History and Law
Liverpool John Moores University	Business Management, Business with Digital Marketing, Business with Media Communications, Health and Social Care, Law and Criminal Justice, Paramedic Science, Psychology (2)
Manchester Metropolitan University	Business Management, Geography with Foundation Year
Newcastle University	Economics and Finance
Northumbria University, Newcastle	Interior Design
Queen's University Belfast	Aerospace Engineering (with a Year in Industry), Anthropology and English, Chemistry, Chemistry (with a Year in Industry), Computer Engineering, Drama and English, Economics with Finance, Film and Theatre Making (2), Finance (with a Year in Industry), Geography (2), International Relations and Politics, Mathematics and Computer Science, Music and Audio Production, Philosophy, Professional Nursing (Adult) (September) (2), Professional Nursing (Children & Young People's), Professional Nursing (Mental Health), Social Policy and Sociology, Software Engineering (2)
St. Marys College Belfast	Religious Studies with Education
Stranmillis University College	Primary

The University of Edinburgh	Accounting and Business, Social Work
Ulster University	Accounting (Pathways) (3), Applied Biomedical Science (Pathology) with placement year, Architecture, Art and Design (Foundation Year for Specialist Degrees) (2,) Business Economics (2), Business Studies (3), Business with Marketing, Communication and Counselling Studies (2), Criminology and Criminal Justice (4), Culinary Arts Management, Drama (3), Fine Art, Health and Social Care Policy, Human Resource Management, Journalism, Journalism with English, Law (2), Law with Marketing, Law with Politics & International Studies, Marketing (2), Nursing (Adult), Product Design (2), Real Estate (2), Screen Production, Social Policy with Criminology, Social Policy with Sociology, Software Engineering, Sport and Exercise Sciences with optional placement year, Sport Studies with optional placement year (2), Sport, Physical Activity and Health,
University of Birmingham	Law
University of Cambridge	Geography
University of Exeter	Law
University of Glasgow	Sociology/Social and Public Policy (SocSci)
University of Kent	Chemistry with a foundation year
University of Manchester	Fashion Buying & Merchandising
University of Stirling	Criminology and Sociology
University of Strathclyde	Journalism, Media and Communication and Law
University of Sussex	Geography, Sustainable Development and Climate Change, Zoology
University of Warwick	Sociology and Global Sustainable Development
University of York	Law and Criminology

Performance in Public Examinations

A2 Results

Year 14 Subject / A2 Grade Analysis: June 2023														
											Lagan	NI Gr	NI Non Gr	Lagan
Subject	Entries	A*	A	B	C	D	E	X	U	% A*-C	% A*-C	% A*-C	% A*-E	
Art and Design	11	0	2	6	3	0	0	0	0	100.0	99.0	90.7	100.0	
Biology	12	0	4	5	2	0	0	0	1	91.7	90.7	75.2	91.7	
Chemistry	9	0	0	5	1	1	0	0	2	66.7	92.5	71.1	77.8	
Computer Studies	8	2	3	2	1	0	0	0	0	100.0	92.5	76.3	100.0	
Drama	16	1	3	10	2	0	0	0	0	100.0			100.0	
English Literature	7	1	5	1	0	0	0	0	0	100.0	96.1	82.2	100.0	
Geography	18	1	5	5	5	2	0	0	0	88.9	95.4	80.9	100.0	
Health & Social Care	18	0	3	7	8	0	0	0	0	100.0	97.4	87.0	100.0	
History	32	1	7	13	8	3	0	0	0	90.6	92.6	75.4	100.0	
Mathematics	17	1	5	6	4	1	0	0	0	94.1	93.6	74.4	100.0	
Media Studies	7	0	1	3	2	1	0	0	0	85.7			100.0	
MIA	14	1	3	5	5	0	0	0	0	100.0	99.0	89.4	100.0	
Music	8	0	1	2	3	2	0	0	0	75.0	88.1	74.3	100.0	
Physics	9	2	2	3	0	1	0	0	1	77.8	85.3	64.3	88.9	
Polish	2	0	2	0	0	0	0	0	0	100.0			100.0	
Politics	18	2	1	4	11	0	0	0	0	100.0	95.8	73.6	100.0	
Religious Studies	28	2	5	6	9	3	3	0	0	78.6	93.6	81.6	100.0	
Sociology	36	3	11	15	4	2	1	0	0	91.7			100.0	
Spanish	4	0	1	2	1	0	0	0	0	100.0	97.3	97.2	100.0	
Technology	8	0	0	6	2	0	0	0	0	100.0	93.6	74.2	100.0	
CTEC Business (Single)	36	11	17	0	8	0	0	0	0	100.0			100.0	
CTEC Sport	17	2	8	0	6	0	1	0	0	94.1			100.0	
BTEC Hospitality	9	7	2	0	0	0	0	0	0	100.0			100.0	
BTEC ICT	10	0	7	0	3	0	0	0	0	100.0			100.0	
BTEC Uniformed Protective Services	12	8	3	0	0	0	1	0	0	91.7			100.0	
BTEC Science	7	0	2	0	5	0	0	0	0	100.0			100.0	
Total	373	45	103	106	93	16	6	0	4					
Total %		12	27.6	28.4	24.9	4	1.6	0	1					
Total Cumulative %		12	39.6	68	92.9	96.9	99	99	100					
											Lagan	NI Gr	NI Non Gr	Lagan
Subject	Entries	A**A*	A*A	AA	AB	BB	BC	CC	CD	% A - C	% A - C	% A - C	% A - E	
Health and Social Care (Double)		0	0	1	2	4	3	0	0	100	91.60	83.50	100.0	
CTEC Business (Double)		1	1	3	0	0	0	2	0	100			100.00	
Percentage of students		COMPARISON												
achieving 3+ A*-C grades	84%				2015	2016	2017	2018	2019	2020	2021	2022	2023	
achieving 3+ A*-E grades	97.00%													
				3+ A*-C	60.0	68.4	61.8	65.8	77.3	91.3	84.7	79.0	84.0	
achieving 2+ A*-C grades	97%													
achieving 2+ A*-E grades	99%			3+ A*-E	93.0	90.8	93.8	96.2	96.9	100.0	95.8	92.8	97.0	
achieving 1+ A*-C grades	97%													
achieving 1+ A*-E grades	99%													

AS Results

Year 13 Subject / AS Grade Analysis: June 2023														
											Lagan	Grammar	Non Gr	Lagan
Subject	Entries	A*	A	B	C	D	E	R	U	%A* - C	% A - C	% A - C	% A - C	% A-E
Biology	17	0	6	5	5	0	1	0	0	94.1	83.3	63.1	100.0	
Chemistry	11	0	1	2	3	4	0	0	1	54.5	86.9	65.4	90.9	
Computer Studies	10	0	6	1	2	1	0	0	0	90.0	89.4	61.0	100.0	
Drama	16	0	7	6	3	0	0	0	0	100.0			100.0	
English Literature	10	0	3	4	2	0	1	0	0	90.0	90.7	67.6	100.0	
Geography	18	0	3	5	6	3	1	0	0	77.8	87.7	67.6	100.0	
Health and Social Care Single	24	0	3	15	6	0	0	0	0	100.0	95.3	82.8	100.0	
History	32	0	3	19	8	2	0	0	0	93.8	89.0	67.4	100.0	
Maths	15	0	11	1	1	2	0	0	0	86.7	89.0	69.8	100.0	
Media Studies	21	0	3	13	4	0	0	0	1	95.2			95.2	
MIA	16	0	6	7	3	0	0	0	0	100.0	94.4	86.9	100.0	
Music	5	0	1	1	3	0	0	0	0	100.0	94.4	79.5	100.0	
Nutrition & Food Science	19	0	4	4	6	1	2	0	2	73.7	86.2	64.2	89.5	
Physics	9	0	4	1	3	0	0	0	1	88.9	81.0	51.9	88.9	
Politics	19	0	5	4	8	2	0	0	0	85.0	89.2	67.4	100.0	
RE	36	0	12	13	8	2	0	0	1	89.2	91.3	80.0	97.3	
Sociology	20	0	7	3	6	4	0	0	0	80.0			100.0	
Spanish	14	0	0	5	4	4	1	0	0	64.3	92.9	86.4	100.0	
Technology	12	0	3	5	2	2	0	0	0	83.3	94.4	61.6	100.0	
Art	16	0	10	5	1	0	0	0	0	100.0	97.5	89.0	100.0	
CTEC Business (Single)	37	1	15	0	13	0	7	0	1	78.4			97.3	
CTEC Sport	15	3	7	0	2	0	0	3	0	80.0			80.0	
BTEC ICT	7	0	4	0	2	0	1	0	0	85.7			100.0	
BTEC Public Services	14	0	8	0	5	0	1	0	0	92.9			100.0	
BTEC Science	8	0	0	0	4	0	4	0	0	50.0			100.0	
Total	421	4	132	119	110	27	19	3	7					
Total %		1.0	31.4	28.3	26.1	6.4	4.5	0.7	1.7					
Cumulative %		1	32.4	60.7	86.8	93.2	97.7	98.4	100					
										Lagan	NI Gr	NI Non Gr	Lagan	
Subject	Entries	A**	A*A	AA	AB	BB	BC	CC	CD	%A - C	% A - C	% A - C	% A-E	
Health and Social Care (Double)	16	0	0	2	1	3	5	3	2	93.80			100.00	
Total	16	0	0	2	1	3	5	3	2					
Percentage of students														
COMPARISON														
achieving 3+ A*-C grades	75.8						2016	2017	2018	2019	2020	2021	2022	2023
achieving 3+ A*-E grades	97.3													
				3+ A*-C grades	58	50.5	61.7	72.4	88.2	75.7	62.8	75.8		
achieving 2+ A*-C grades	89.9													
achieving 2+ A*-E grades	99.3			3+ A*-E grades	86	80.1	92.6	95.7	96.7	96.0	94.5	97.3		
achieving 1+ A*-C grades	97.3													
achieving 1+ A*-E grades	100													

GCSE Results

Lagan College Results Subject/Grade Analysis (Full course): June 2023

Subject	Entries	Lagan											Ni Gr	Ni NonGr	Lagan		
		A*	A	B	C*	C	D	E	F	G	U	X	A*-C	A*-C	A*-C	A*-G	
Art and Design	49	2	6	9	10	8	13	1	0	0	0	0	71.4	82.7	96.5	100.0	
Biology	23	0	7	9	7	0	0	0	0	0	0	0	100.0	94.2	98.8	100.0	
Business Studies	40	1	8	15	7	4	4	0	1	0	0	0	87.5	72.0	92.5	100.0	
Chemistry	16	0	8	3	1	4	0	0	0	0	0	0	100.0	89.4	98.2	100.0	
Child Development	9	0	0	6	1	2	0	0	0	0	0	0	100.0	78.0	94.2	100.0	
Computer Studies	22	0	4	9	6	0	1	1	0	0	0	1	86.4			95.5	
Contemporary Craft	15	0	2	2	4	3	4	0	0	0	0	0	73.3	75.8	100.0	100.0	
Drama	14	1	4	4	3	2	0	0	0	0	0	0	100.0	87.1	98.8	100.0	
English Language	191	12	42	42	40	41	13	0	0	0	0	0	93.2	78.6	98.0	100.0	
English Literature	74	12	31	18	11	2	0	0	0	0	0	0	100.0	94.9	98.7	100.0	
French	11	3	2	3	3	0	0	0	0	0	0	0	100.0	75.0	94.5	100.0	
Geography	55	5	19	15	7	5	3	1	0	0	0	0	92.7	74.6	95.7	100.0	
Irish	4	0	1	1	2	0	0	0	0	0	0	0	100.0	96.6	97.4	100.0	
Health & Social Care	29	0	4	10	7	7	1	0	0	0	0	0	96.6	81.4	91.1	100.0	
History	70	13	19	21	12	1	3	0	1	0	0	0	94.3	76.7	96.3	100.0	
Home Economics	33	1	9	9	8	6	0	0	0	0	0	0	100.0	80.4	97.7	100.0	
Mathematics	169	2	22	76	41	16	8	2	0	1	1	0	92.9	63.0	96.6	99.4	
Further Mathematics	24	3	11	4	2	2	2	0	0	0	0	0	91.7	87.8	97.9	100.0	
MIA	18	0	5	4	5	2	1	0	1	0	0	0	88.9	63.8	92.1	100.0	
Music	15	1	4	4	2	2	1	1	0	0	0	0	86.7	92.4	98.6	100.0	
PE	22	0	6	8	3	3	2	0	0	0	0	0	90.9	82.4	93.0	100.0	
Physics	14	1	5	6	1	1	0	0	0	0	0	0	100.0	94.0	99.3	100.0	
Polish	0	0	1	0	0	0	0	0	0	0	0	0	100.0			100.0	
Politics	19	4	5	6	1	3	0	0	0	0	0	0	100.0	81.4	99.2	100.0	
Religious Studies	167	15	41	37	27	27	13	6	1	0	0	0	88.0	78.4	93.8	100.0	
Science	44	3	6	8	21	5	1	0	0	0	0	0	97.7	75.2	88.5	100.0	
Sociology	27	3	10	7	2	2	2	1	0	0	0	0	88.9			100.0	
Spanish	45	4	7	10	8	11	3	2	0	0	0	0	88.9	86.7	95.6	100.0	
Technology	45	2	13	11	14	3	0	2	0	0	0	0	95.6	75.9	94.0	100.0	
OS Business & Services	14	1	5	8	0	0	0	0	0	0	0	0	100.0			100.0	
OS Design & Creativity	6	0	0	3	0	2	0	1	0	0	0	0	83.3			100.0	
OS Technology & Innovation	11	0	0	10	0	1	0	0	0	0	0	0	100.0			100.0	
OS Environment	8	0	2	5	0	1	0	0	0	0	0	0	100.0			100.0	
BTEC Business	36	1	7	15	0	11	1	0	0	0	0	0	97.2			100.0	
BTEC Engineering	24	5	14	5	0	0	0	0	0	0	0	0	100.0			100.0	
BTEC Hospitality	13	0	0	5	0	3	5	0	0	0	0	0	61.5			100.0	
BTEC ICT	32	0	3	24	0	5	0	0	0	0	0	0	100.0			100.0	
BTEC Performing Arts	5	1	2	2	0	0	0	0	0	0	0	0	100.0			100.0	
BTEC Public Services	32	7	2	11	0	10	2	0	0	0	0	0	93.8			100.0	
BTEC Science	22	2	0	7	0	11	1	0	0	0	1	0	90.9			95.5	
BTEC Sport	20	2	4	6	0	8	0	0	0	0	0	0	100.0			100.0	
BTEC Travel and Tourism	11	2	1	3	0	4	1	0	0	0	0	0	90.9			100.0	
OCN ICT	9	0	0	9	0	0	0	0	0	0	0	0	100.0			100.0	
OCN Science	6	0	0	6	0	0	0	0	0	0	0	0	100.0			100.0	
OCN RE	41	0	0	41	0	0	0	0	0	0	0	0	100.0			100.0	
OCN Personal Effectiveness	27	0	0	27	0	0	0	0	0	0	0	0	100.0			100.0	
Statistics	29	0	6	12	6	5	0	0	0	0	0	0	100.0	89.2	98.5	100.0	
Total	1610	109	348	556	262	223	85	18	4	1	2	1					
Total %		6.80	21.60	35.20	16.30	13.90	5.30	1.10	0.25	0.06	0.12	0.06					
Subject	Entries	A**	A*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD	FG	Lagan	Ni Gr	Ni NonGr	Lagan
Double Award Science	55	3	4	6	4	10	9	9	6	3	1	0	0	98.1	87.3	95.3	100
Princes Trust	25	0	0	0	0	25	0	0	0	0	0	0	0	100			100
Total	80	3	4	6	4	35	9	9	6	3	1	0	0				100
Percentage of pupils achieving	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023					
5 or more A* to C	74	71	71	66	61	68	89	92	95	97	97	99					
1 to 4 A* to C	25	24	27	24	34	31	11	8	5	3	3	1					
5 or more A* to G	98	99	98	98	99	100	100	98	100	100	99.5	100					
1 to 4 A* to G	2	1	3	2	1	0	0	2	0	0	0.5	0					
no A* to G	0	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	2023						
5 or more A* to C	46%	56%	57%	51%	56%	64%	74%	72%	70%	77%	82%						
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%	0%						
inc. En & Ma																	

Lagan College's Financial Statement 2022-23

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 Director of Finances and Corporate Services, Mrs Mackey and the Finance and Corporate Services Manager, Miss Dawson, assists 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.

	<u>2023</u>	<u>2022</u>	<u>2021</u>
	£'000	£'000	£'000
Income	10,104	9,815	8,602
Operating charges	10,074	9,633	8,413
Surplus	30	181	189

The projected financial position of Lagan College

It is projected that the school may operate at a deficit position for the next three financial years. It is projected that pupil numbers will remain constant, but there will be little or no growth in Department funding per pupil, set against inflation of our operational costs. We will plan to manage this effective cut in funding.

	<u>2024</u>	<u>2025</u>	<u>2026</u>
	£'000	£'000	£'000
Income	9,326	9,367	9,385
Operating charges	9,400	9,513	9,537
Surplus for financial year	(74)	(146)	(152)