

# St. Joseph's Grammar School Scoil Iósaef

## THE ANNUAL REPORT TO PARENTS 2023-2024



Guided by faith. Creating leaders. Shaping the future.

# Contents

- ❖ Report on educational provision
- ❖ Performance statistics
- ❖ Membership of the Board of Governors
- ❖ Members of Staff
- ❖ Financial Statement



# Report on Educational Provision

All of the statutory requirements of the Entitlement Framework were met.

Key Stage 3 pupils followed the relevant programmes of study noted below. All pupils had access to a broad and balanced curriculum and one which most suited their needs.

## **Key Stage 3 (Years 8, 9 and 10) studied:**

1. Art
2. Drama
3. English
4. French
5. Geography
6. History
7. Home Economics
8. Information Communication Technology
9. Irish
10. Mathematics
11. Music
12. Physical Education
13. LLW – Citizenship, Personal Development, Employability
14. Religious Education
15. Science – Biology, Chemistry, Physics
16. Spanish (Year 8 & 9)
17. Technology

In addition pupils in the IMS classes study Gaeilge.

## **Key Stage 4**

Pupils were encouraged to sit at least nine subjects at GCSE in addition to the require non exam PE. Six subjects were compulsory and three are optional subjects, with the exception of IMS pupils who study Gaeilge and two optional subjects.

### **Compulsory Subjects**

1. Maths (all pupils)
2. English Language (all pupils)
3. English Literature (the majority of pupils)
4. Religion (the majority of pupils) or OCN RE (either in English or Irish for IMS pupils).
5. DA Science (worth 2 GCSEs) or Single Award Science and OCN ICT
6. Gaeilge (for IMS only)
7. Non exam PE

### **Optional subjects**

- Art and Design
- Business Communication Systems
- Business Studies
- Digital Technology (Programming)
- Digital Technology (Multimedia)
- Drama
- Engineering
- Food Nutrition
- French
- Further Maths
- Geography
- History



# Report on Educational Provision

Contd,

- Irish
- Music
- Physical Education
- Technology
- OCN Sport
- OCN Employability
- OCN Healthy Living
- OCN Financial Planning

## Post 16 - A Level & Level 3 Qualifications

**The following subjects were on offer:**

1. Art and Design
2. Biology
3. Business Studies
4. Chemistry
5. Digital Technology
6. Engineering
7. English
8. French
9. Geography
10. Health and Social Care
11. History
12. Irish
13. Mathematics
14. Music
15. Nutrition and Food Science
16. Physics
17. Religious Education
18. Technology
19. OCR Cambridge Technical in IT
20. OCR Cambridge Technical in Business
21. OCN NI Level 3 Diploma in Employability and Professional Development Skills
22. Performing Arts (through Collaboration)
23. Sports Science and the Active Leisure Industry



# School Development Plan 3 Year 2024-2027

## School in Community

St Joseph's Grammar School prides itself on all of the many links that it has with the local community across many spheres. We make our school facilities available to the local community in order to facilitate a range of cultural and sporting associations and events. Facilities are typically used by the Bowling Club, Tyrone Towers, the local G.A.A. club, the local soccer club, The Credit Union, the local horticultural society and the John O'Neill school of music. The school hosts a bi-annual festival in September, "Donaghmore Sunday", a re-enactment of the family fun day the Sisters would have organised in the past in order to raise much needed funds. On alternate years, the school hosts a Christmas Craft Fayre in December which is attended from far and wide. Our pupils perform in the annual Christmas Carol Service held in the parish Church each December and attend Mass in the parish church each Thursday. Our pupils raise substantial funds for Concern, Habitat for Humanity, Trocaire, SVP and other local charities. The school is an active member of the ALC, playing an important part in a number of the sub-committees such as Numeracy, SEN, CEAIG and Teaching and Learning. The school has important links with local primary schools, including IME Gaelscoileanna and our Year 13 pupils participate in a renewed Community Link-Up Programme throughout the year. The lead IME teacher continues to develop important links with Irish language organisations and the local Mid-Ulster Council.

## Cairde Brogán

Cairde Brogán is our school charitable organisation that was set up in 2017 in memory of Sr Mary Brogán and it has gone from strength to strength since then. A number of bursaries are offered to current and past pupils to assist with their academic studies or sporting/creative endeavours. Our annual Business Leaders fundraising lunch is an important event in the school calendar as it helps us make connections with local businesses and social enterprises which in turn, enriches the experiences of our pupils as these offer interview skills, work placements and specific careers advice.

In recent years, we have inaugurated the Helen MC Rory Scholarship under the auspices of Cairde Brogán. This scholarship enables several Year 13 students to travel to Boston, USA each summer to participate in the Ever to Excel Programme at Boston College.

Throughout the year, the Foundation supports a range of competitions and smaller bursaries in the creative arts, cookery and expressive arts. We are very grateful for the continued support of so many donors to the Cairde Brogán Foundation.



# School Development Plan 3 Year 2024-2027

## The Work of the Careers Department

- The Careers Department plays a vital role in guiding and supporting pupils as they explore their future pathways. Careers and skills training remain a key focus, ensuring students are well-prepared for life beyond school.
- **UCAS and Higher Education Support**
- The department successfully oversaw the completion of UCAS applications for applicant in Year14 by January 2025. This thorough approach ensures that pupils receive the necessary guidance and support to make informed decisions about their university choices and career aspirations. Additionally, a structured programme of interview preparation is in place, with particular attention given to applicants for high-demand courses such as Medicine, ensuring they are well-equipped to succeed in the competitive selection process.
- **Engagement with External Organisations**

A wide range of organisations have been welcomed into the school to enrich pupils' understanding of career opportunities. These include:

- **MEGA** (Manufacturing & Engineering Growth & Advancement)
- **Women's Aid**
- **Love for Life**
- **LearnSpark**
- **Young Enterprise**
- **Catalyst NI**
- **Work Inspiration**
- **NISCA**
- **PeopleHawk**
- **Dungannon & Cookstown ALC**
- **Sentinus**

Each organisation provides valuable insights, workshops, and training sessions, equipping pupils with essential employability skills and knowledge about various career sectors.



# School Development Plan 3 Year 2024-2027

## Links with Local Employers and Apprenticeship Opportunities

- The Careers Department recognises the importance of highlighting local employment opportunities. Local companies have engaged with pupils through presentations, showcasing career prospects within the area and promoting Higher-Level Apprenticeships as an excellent alternative to university. This approach ensures that students are aware of all possible pathways available to them.

## Investment in Careers Resources

- The school has invested in **PeopleHawk**, an advanced online careers resource designed to help pupils assess their strengths, explore career options, and prepare for future career decisions. This tool enhances students' readiness for university, apprenticeships, and employment by developing their professional profiles and interview techniques.
- Through a combination of expert guidance, strong employer connections, and innovative resources, the Careers Department continues to provide exceptional support, ensuring all pupils are equipped to make informed and confident choices about their futures.



# School Development Plan 3 Year 2024-2027

## Extra-Curricular Activity and Enrichment

Most of the school's extra-curricular offer takes place during and after the school day has ended and there is a wide and varied programme of clubs and societies to take account of as many interests and age groups as possible. There is a thriving sporting offer with Gaelic football, basketball, netball, cross-country, swimming, camogie and hurling all featuring strongly. There is also a range of clubs to cater for those pupils interested in drama, literature, cookery, art and engineering.

The school is committed to ensuring that pupils are well prepared for all of the challenges and opportunities of life and thus there are numerous leadership roles offered within the school including; the Senior Prefect roles; Ethos Group membership; Student Councillors; Grief Ambassadors; E-Safety Ambassadors; Muirdeach and JP2 Awards. Additionally, the school offers pupils the opportunity to travel on the range of international trips as well as the chance to explore the Irish language through study at the Gaeltacht summer programmes.

The taught curriculum aims to include awareness raising on important issues such as Internet Safety Week, Catholic Schools Week, study skills, Internet Safety Week, Anti-bullying Week, Drugs Awareness as well as the importance of achieving and maintaining good physical and mental health.





# School Development Plan 3 Year 2024-2027

## Catholic Ethos in the Curriculum

The Catholic ethos of the school, and the distinctive flavour that the Daughters of the Cross added to it since their foundation of the school in 2022, is a vital element of what makes St. Joseph's/Scoil Iósaef so special. It infuses the excellent pupil-teacher relationships and ensures that the holistic development of each child is fostered and prioritised. We are delighted to have Fr. McAleer on our Board of Governors and appreciate all the local priests in neighbouring parishes who contribute to our liturgies and services.

## Recording and Reporting

Internal school exams take place in October, January and at the end of the school year for Junior pupils. All parents/carers received one full, statutory report in addition to tracking reports. Parents are also invited to discuss any concerns with teachers by arranging an appointment with relevant school staff.

## Parent/School

All Parent Teacher meetings took place using the School Cloud facility and there were additional meet points throughout the year for parents to come into school for induction and options events. Year 10 and 12 Parents and Pupils had an "Options Event" in advance of the pupils choosing KS4 and post-16 subjects.

Parents continue to facilitate extra-curricular work by collecting and delivering pupils and support the school generously with their time, prayers and support.



# Aims of School Policy regarding Special Educational Needs

1. To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
3. To ensure that all pupils with SEN/disability feel valued.
4. To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
5. To offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child/young person when planning and implementing SEN provision considering their age and capacity.
8. To support the child/young person in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To encourage and/or maintain the interest of pupils with SEN in their education.
12. To support Teachers and Learning Support Assistants in their continuing professional development to SEN. To encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
13. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
14. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
15. To review (in line with new proposed arrangements for Annual Reviews) any special education provision arranged for individual students, alongside monitoring, and updating educational targets. Teachers should monitor and informally review a student's progress during the course of the year. If a child's special educational need(s) change, a review will be scheduled, and appropriate action implemented to ensure that appropriate provision is made



# Special Arrangements for Special Educational Needs

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils. Children with statements of special educational needs are placed in schools at the request of the EA - Southern Region. When seeking to place a pupil with a statement, the EA will take into account the ability of the school to meet the child's special educational needs, the provision of efficient education for other children in the class or school and the efficient use of resources. The Learning Support Co-ordinator, and all staff members are pro-active in the promotion of the welfare and progress of all pupils with SEN.

## Disability Access

The main school entrances have ramps fitted to facilitate wheelchair access and a chair lift to allow pupil access to the first floor of the main building. Risk assessments are conducted for pupil who are temporarily indisposed and suitable arrangements made for them to access the curriculum as normal.

## Security

The school's fire safety equipment and fittings were upgraded a number of years ago to current statutory requirements and access control arrangements are in place. A minor works application several years ago provided us with enhanced access control. Currently, all visitors must sign in to reception and are issued with a pass when they are to remain on the school site. There are CCTV cameras which monitor the external school site.



# Performance Statistics

Number of students in Year 12		% of those students entered for 7 or more subjects								
109		100								
Number of students in Year 12		% of those students achieving A* - C								
Entered for 7+ subjects		7 or more			5 or more					
109		84.4			96.3					
Subject	Entries	A*	A	B	C*	C	D	E	F	G
Science SA	25	0	8	20	52	88	100	100	100	100
Mathematics	65	0	3.1	70.8	86.2	93.8	98.5	98.5	98.5	98.5
Mathematics Furth	35	11.4	60	91.4	100	100	100	100	100	100
Info Technology	42	7.1	35.7	52.4	71.4	83.3	95.2	100	100	100
Business Studies	18	0	16.7	33.3	50	88.9	100	100	100	100
Home Economics	36	8.3	41.7	61.1	80.6	86.1	100	100	100	100
Art & Design	19	0	26.3	57.9	78.9	100	100	100	100	100
Geography	33	12.1	51.5	66.7	75.8	87.9	93.9	93.9	100	100
History	25	4	28	64	84	92	96	100	100	100
Religious Studies	83	12	45.8	67.5	81.9	90.4	94	100	100	100
Gaeilge	36	11.1	38.9	72.2	88.9	91.7	100	100	100	100
English Language	110	7.3	44.5	75.5	86.4	94.5	100	100	100	100
English Literature	77	6.5	41.6	71.4	88.3	96.1	100	100	100	100
Irish	8	0	12.5	75	100	100	100	100	100	100
French	9	22.2	44.4	44.4	66.7	77.8	100	100	100	100
Sport/PE Studies	39	5.1	15.4	35.9	48.7	64.1	89.7	100	100	100
D + Technology	11	0	9.1	63.6	63.6	81.8	90.9	90.9	90.9	100
Business and ICT	24	0	8.3	29.2	50	58.3	70.8	87.5	87.5	95.8
Engineering	20	0	10	30	55	70	85	90	100	100



# Performance Statistics

	Entries	**	*A	AA	AB	BB	B1	C1	C2	CC
Science Double Award	83	9.6	18.1	39.8	53	68.7	79.5	88	95.2	96.4
	Entries	*2	D2	M2						
Occupational studies	23	21.7	87	100						

## A-Level – 2023/24

Number of students in	% of those students achieving							
	Year 14	3 or more passes at			2 or more passes at			
		Grades A – C			Grades A - E			
83		91.6			100			
Qualification:	A Level							
Subject	Entries	A*	A	B	C	D	E	
Health & Social Care	30	3.3	23.3	73.3	100	100	100	
Biology	23	13	39.1	73.9	91.3	100	100	
Chemistry	10	20	50	60	90	100	100	
Physics	11	9.1	45.5	90.9	100	100	100	
Mathematics	25	20	64	100	100	100	100	
Information Technology	12	0	16.7	50	83.3	100	100	
Business Studies	9	11.1	44.4	55.6	100	100	100	
Home Economics	9	11.1	55.6	66.7	88.9	100	100	
Art & Design	5	20	20	60	80	100	100	
Geography	16	12.5	56.3	87.5	100	100	100	
History	3	0	33.3	66.7	100	100	100	
Religious Studies	22	4.5	45.5	72.7	90.9	100	100	
English Literature	8	12.5	37.5	87.5	100	100	100	
Irish	12	16.7	100	100	100	100	100	
D&T Product Design	12	16.7	25	50	75	100	100	
Sports Science	15	6.7	46.7	73.3	100	100	100	



# Performance Statistics

Number of Students Entered Achieving Grades (Vocational Subjects)						
Qualification:	BTEC					
Subject		Entries	D*	D	M	
Performing Arts		2	0	0	100	
Engineering		8	75	100	100	
Qualification:	CamBridge Tech					
Subject		Entries	D*	D	M	
OCR Business		20	45	90	100	

## St Joseph's Grammar School Public Exam Performance at GCSE and A Level 2021-2024 Compared to the N.I. GRAMMAR\* School Cohort

	2021/2022 St Joseph's Grammar & Scoil Iósaef Average	2021/22 NI Grammar School Average	2022/23 St Joseph's Grammar & Scoil Iósaef Average	2022/23 NI Grammar School Average	2023/24 St Joseph's Grammar & Scoil Iósaef Average	2023/24 NI Grammar School Average
% achieving 7+ GCSEs at grades A* - C (or equivalent) and including English and Mathematics	99	N/A	95.7	93.6	84.4	90.5
% achieving 3 or more A Levels at grades A* - C	93.6	N/A	89.4	83.8	91.6	79.9



# Performance Statistics

- The Department of Education’s benchmark of performance for GRAMMAR school pupils at GCSE is a minimum of **SEVEN** grades, including English and Maths, at grades A\* - C.
- The Department of Education’s benchmark of performance for NON-GRAMMAR school pupils at GCSE is a minimum of **FIVE** grades, including English and Maths, at A\* - C.
- The performance of the school’s non-selective cohort of pupils is measured along with the performance of the selective cohort. For official exam reporting purposes, the Department of Education benchmarks the entire group against the NI Grammar School Cohort. Comparison with the NON-GRAMMAR NI cohort follows

## St Joseph’s Grammar School Public Exam Performance at GCSE and A Level 2021-2024 Compared to the N.I. NON-GRAMMAR\* School Cohort

	2021/2022 St Joseph’s Grammar/ Scoil Iósaef Average	2021/22 NI Non Grammar School Average	2022/23 St Joseph’s Grammar/ Scoil Iósaef Average	2022/23 NI Non Grammar School Average	2023/24 St Joseph’s Grammar/ Scoil Iósaef Average	2023/24 NI Non Grammar School Average
% achieving 5+ GCSEs at grades A* - C (or equivalent) and including English and Mathematics	100	N/A	95.7	64.7	88.1	58.4
% achieving 3 or more A Levels at grades A* - C	93.6	N/A	89.4	59.4	91.6	57.6

NOTE: DENI under Education minister’s instruction, had suspended SAER statistical process since 2019 hence NI Averages are unavailable



# Additional Statistics

## Number of Students Leaving St. Joseph's Grammar:

June 2024

Year	Number of Students
12	25
13	5
14	84

## Destination of Year 14 Leavers

Destination	Percentage of Leavers
Higher Education	98.8%
Further Education	0%
Employment/Gap Year	1.19%





# Additional Statistics

Leaving Reason Description	Below Year 12	Year 12	Year 13	Year 14	Year 15	Total
FE-NI: Degree Course (L4+)	0	0	0	83	0	83
FE-nonUK:nonDgr above Alev L4+	0	0	0	0	0	0
FE-nonUK:nonDgr GCSE/Alev L1-3	0	2	0	0	0	2
FE-unkn:nonDgre GCSE/Alev L1-3	0	7	0	0	0	7
Employment	0	1	2	1	0	4
HE-Higher Level Apprenticeship	0	0	0	0	0	0
FE-Higher Level Apprenticeship	0	0	0	0	0	0
Job skills/Training/Apprentice	0	5	2	0	0	7
Unknown	0	3	1	0	0	4
Another School : Grammar	0	1	0	0	0	1
Another School : non Grammar	4	2	0	0	0	6
Elective Home Education	1	0	0	0	0	1
<b>Total</b>	<b>5</b>	<b>25</b>	<b>5</b>	<b>84</b>	<b>0</b>	<b>121</b>



# Staff Members Governors & SLT

## Board of Governors 2023 - 2024

- Mr. C Mc Kenna **Acting Chair**
- Fr G McAleer
- Mrs. P Arthurs
- Mrs. J Harte
- Mrs. L Lavery **Vice Chair**
- Mr. J Mc Kenna
- Mr. E Cullen
- Mrs. T McElroy
- Mrs. A Garvey **Teacher Governor**
- Ms. R McKee

## STAFF 2023-24

- **Principal**  
Mrs. G Donnelly

## Vice-Principals

- Mrs. A McGleenan
- Mrs. O McCourt

## Senior Leadership Team

- Mr. P Corrigan
- Dr. M McCoy
- Mr. N Kelly
- Mr. P Quinn
- Ms C Taggart
- Mr. D Tennyson
- Mrs. A McCall



# Staff Members Teaching

<b>Ms N Begley</b>	<b>Miss A Hagan</b>	<b>Ms B Murray</b>
<b>Mrs. D Carlisle</b>	Mrs. R Wardle	Mrs. A Neill
<b>Miss R O'Neill</b>	Mrs. C Hanna	Mr. S Turner
<b>Mrs. R Corr</b>	Mrs. C Herron	Mrs. S O'Hare
<b>Dr L Daly</b>	Mrs. E Howson	Dr A O'Neill
<b>Dr R Devine</b>	Mrs. E Hughes	Mrs. D O'Neill
<b>Mrs. S Pletts</b>	Ms K Hughes	Ms D O'Neill
<b>Ms D Dolan</b>	Mr. J Kelly	Mr. L O'Neill
<b>Miss C Donaghy</b>	Mrs. E Ward	Miss L Stewart
<b>Mr. J Donnelly</b>	Mrs. C McElduff	Mrs. S Quinn
<b>Ms K Donnelly</b>	Mr. P Wallace	
<b>Mrs. M Donnelly</b>	Mrs. F McFarland	
<b>Mr. S Donnelly</b>	Mr. M McGleenan	
<b>Ms A Fitzgerald</b>	Mrs. D McGoldrick	
<b>Mrs. M C Fox</b>	Mr. J McGrath	
<b>Mr. M Fulton-Peebles</b>	Mr. T McGrath	
<b>Mr. A Gallagher</b>	Ms C McKee	
<b>Mr. D Gallagher</b>	Mrs. C Mageean	
<b>Mrs. A Garvey</b>	Ms R Mallon	
<b>Mrs. Z Graham</b>	Mrs. S Mhic Giolla Cholaim	



# Staff Members Non Teaching

Mrs. A McGirr-Rafferty	Personal Assistant to the Principal
Mrs. C Tohill	Senior Clerical Officer
Mrs. S Clarke	Senior Clerical/Examination Support
Mrs. M McKeown	Senior Clerical Officer
Mrs. M O’Gara Mrs. L Jones	Senior Clerical Officer Senior Clerical Officer
Mrs. S Hagan Miss K Donnelly	Senior Clerical Officer Reprographics Support

Mr. G Mulholland	Technology Technician
Mrs. A McGuigan	Laboratory Technician/Reprographics
Mr. E Kane	ICT Technician
Mrs. T Rafferty	Home Economics Technician/Reprographics
Mrs. M McHugh	Study Hall Supervisor



# Staff Members Non Teaching

## Cúntóir Tacaíochta - IMS Support Assistant

Miss G Gormley

## Cúntóir Teanga

Mr. S MacNia

## Learning Support Assistants

Mrs. J Kevin	Mrs. B Conlon	Mrs. M Fitzpatrick
Mrs. A M Kelly	Ms T Kelly	Mrs. L Loughran
Mrs. M McCann	Mrs. M McCann	Ms D Nevin
Ms C Somerville Ms L McCall	Miss J McCann Miss L Kevin	Miss C Kilgallon

## Canteen Personnel

Mrs. B Burns	Mrs. S Donaghy	Mrs. E Bleeks
Mrs. D Hegarty	Mrs. C Bulosan-Oliver	Ms M Donohue
Mrs. B McCaul	Mrs. E McGee	Mrs. J McKeever
Mrs. E McStravog	Ms R Mills	Mrs. D Hughes

Mrs. C Bulosan-Oliver	Mr. P Cunningham	Ms M Donohue
Mrs. J Drulyte	Mrs. K Haughey	Mrs. D Hegarty
Mrs. D Hughes Mr. C McKenna	Ms L Sadaunikiene	Ms D Silaikaite

## Visiting EA & Traditional Music Tutors

Mr. U Faulkner	Mr. A Gallagher	
Mrs. K McSherry	Mr. D Moore	
Mrs. C McCrystal		



# Financial Overview

	£
Department of Education Grants	5,750,482
Teaching Costs	3,921,024
Non-Teaching Costs	903,608
Other Operating Costs	739,734
Operating Surplus/Deficit	186,116
Accumulated Surplus brought forward	510,801
Accumulated Surplus carried forward	696,917



Guided by faith.  
Creating leaders.  
Shaping the future.



