

Report to Governors 2020-21

**St. Dominic's Grammar
School for Girls**

Board of Governors

Trustee Representatives

Mr Rory Galway, Chair

Mrs Fiona Collins

Mrs Catherine Finnegan (Designated Safeguarding BOG member)

Trustee Representative (Parent)

Mr Damien O'Neill

Department of Education Representatives

Ms Eileen Lavery (filled vacant position)

Mr Paul McGlade (replaced Mrs Libby Morgan – March 2021)

Dr Mary McIvor (filled vacant position)

Parent Representative

Mrs Lisa Magennis

Teacher Representative

Ms Aine Fraser

Co-opted Members

Mrs Mary Lewis

Ms Imelda McDaid

Sr Brighde Vallely OP

Correspondent to the Board of Governors

Mrs Carol McCann

The Board of Governors end of term for DE, Teacher and Parent is 2021

ST. DOMINIC'S GRAMMAR SCHOOL

Income Statement

for the year ended 31 March 2021

	Notes	31.3.21 £	£	31.3.20 £	£
INCOME					
Dept. of Education grants	3		5,626,958		5,519,237
Other Operating income	4		22,856		120,588
			<hr/>		<hr/>
			5,649,914		5,639,825
Teaching staff costs	5	3,872,430		3,887,896	
Non-Teaching staff costs	6	760,822		745,767	
Other Operating costs	7	789,005		894,887	
		<hr/>			
			5,442,257		5,528,550
			<hr/>		<hr/>
SURPLUS FOR THE FINANCIAL YEAR			227,557		111,275
			<hr/>		<hr/>

Staffing

A number of new staff were appointed:

- Miss Maeve Cassidy was appointed as a permanent teacher of Maths and Physics
- Miss Emma McDonnell was appointed as a teacher of Maths and KS3 science (temporary 2020-21)
- Mr Barry McIlwee was appointed to cover for Art to GCSE (temporary 2020-21)
- Miss Hannah Cadden was appointed to teach French and Spanish (temporary 2020-21)
- Mrs Róisín Connolly was appointed for two days in 2020-21 to provide numeracy support.
- Miss Rebecca Rowan was appointed as a permanent teacher of Biology and junior science.
- Ms Caragh McNeill was appointed to teach Irish and Gaeilge and RE (temporary 2020-21)
- Miss Marie-Therese Fleming was appointed to teach Maths and science (temporary 2020-21)
- Miss Rachel Sullivan was appointed to teach Maths and ICT.
- Miss Rebecca Richards was appointed to the post of permanent Head of French.
- Ms Donna Kelly was appointed to the post of Assistant SENCO and Co-ordinator of Newcomer pupils.
- Ms Lizzie McNicholl was appointed to the post of permanent Head of Year
- Ms Leah Hunt was appointed to the post of Year Head.
- Mr David Gibson was appointed to the post of Head of Physics (2020-21)
- Mr Ian Parker was appointed to the post of Head of ICT (2020-21)
- Mr James Geddis was appointed to the post of Head of KS3 Science
- Miss Maeve Cassidy was appointed to the post of Numeracy Co-ordinator.

Training and Development

Governor Training/Development

Due to the ongoing Covid Pandemic, formal training did not take place. The three new members of the Board were provided with all the key documents relevant to the position.

Training and Development – Staff

1. The Principal delivered training in safeguarding for the whole staff in August. Due to the pandemic and the fact that staff could not all meet together, the training was an online presentation but a brief presentation face-to-face was also made to the new members of staff
2. The Principal and Designated Teacher attended online training in Safeguarding in March and January 2021 respectively.
3. **SEN update and overview** – August 24 - Awareness of SEN issues – focus on greater awareness of the needs of specific pupils and how staff can best help them to meet those needs.

4. **Centre Determined Grades Processes** – The vast majority of training focused on preparation for the CDGs. The Principal attended bi-weekly training sessions and disseminated the information to the HODs. CCEA also provided training for HoDS, the Examinations Officer and training for senior staff tasked with assisting the Principal in the management of the CDG process.
5. **SEND training** – Continued training in the new legislative framework – Ms Kennedy
6. **SEN Training** -
7. The following staff took part in SEN training:

Advanced Autism Training –Tier 1 – Twelve members of staff completed this course including teaching staff and classroom assistants - Emma McDonnell, Jane-Marie McCartan, Joanne O’Kane, Joanna Fitzsimons, Rachel Higgins, Geri McCotter, Paddy Kavanagh, Barry McElwee, Maria Davison, Katie Ferrin, Jade Curry and Leah Hunt

Sensory Processing Training - Three teachers completed the course - Emma McDonnell, Jane-Marie McCartan and Joanne O’Kane

Read&Write Literacy programme – Three teachers completed the course- Maeve Kennedy, Donna Kelly and Jade Curry

Peer Awareness Autism Course – Twenty-seven pupils from Year 10 to Year 14 completed the course

Donna Kelly - CEFR training on using the Benchmarking Kit and Progress Grids

Emma McDonnell - The Dyslexia –friendly school, Diabetes Awareness for School staff

Maeve Cassidy - Zero Suicide Alliance Training

Ms Carmel McCambridge - EA autism teaching assistant training (Middletown)

Ms Maeve Kennedy - Training in the use of the epi-pen, SEN SIMS Training

8. **BT and EPD development** - There was a focus on the induction of new staff and particularly, Beginning Teachers and teachers in the Early Professional Development cycle. This included regular meetings with their HoD and regular meetings with the teacher with responsibility for newly appointed teachers. New staff and EPD teachers were observed teaching and were given feedback.
9. **Middle Leadership Development** – There was continued focus on the work of the middle leadership/senior leadership team links. Regular meetings were held between the SLT and the HODs/subject co-ordinators with the main focus being the preparation for the possibility of staff having to determine grades and subsequently training for the submission of CDGs.

10. **Learning and Teaching-** In collaboration with La Salle, Coláiste Feirste, Wallace High School and Friends' School, Lisburn, the following staff participated in online training delivered by Mike Hughes. The training was entitled *Tweak To Transform through the Magenta Principles 2020-2021*: Annmarie Doherty, Lizzie McNicholl, Meabh Cassidy, Maria Smyth, Kate Neary, Catherine Cauley, Leah Hunt, Rachel Sullivan, Andrea Rainey, Conor Waters and Marie Therese Fleming co-ordinated by Darren Scott
11. **Staff well-being** – Pádraig Ó Tuama delivered a talk to staff on self-care.
12. **Health and Safety** -
- **First Aid & Defibrillator Training** – Leah Hunt , Pauline Holland, Catherine Cauley, Deirdre Cassidy, Aine Braniff, Jamie Mulholland, Denise Murphy, Yvonne Murphy, Maeve Kennedy, Mare-Therese Fleming, Rebecca Rowan and Sean McGowan
 - **Training in the use of the epi-pen-** Ms Maeve Kennedy and Mrs Pauline Holland
 - **Fire Safety training** was planned for November 2020. It had to be cancelled due to ongoing Covid situation.

ICT Development/Staff Training and Blended Learning 2020-2021

ICT Equipment Purchased:

June 2020 – November 2020

- **40 visualizers** were purchased and allocated to departments on an equitable basis to support blended learning/delivery of live lessons.
- **32 webcams** were also purchased and allocated to departments to support blended learning/delivery of live lessons.
Both were essential when delivering live lessons to pupils who had to isolate in term 1 as well as during the Jan – March 2021 period of lockdown.

August 2020: The school purchased 100 chromebooks and 5 trolleys – for use in normal classrooms and also for lending out to pupils during the lockdown in January 2021. The trolleys not only hold the Chromebooks but they charge them as well. The trolleys are portable and easily moved from classroom to classroom. Key stage 3 pupils were able to continue following the ICT programmes via the Chromebooks as they were unable to use the normal ICT rooms due to covid restrictions.

100 Chromebooks were loaned out to pupils during the period of lockdown (Jan 2021 – March 2021) so that they were able to continue with their learning.

Chromebook Online Booking System:

An online booking system was created for the Chromebook Trolleys. The 5 trolleys were added to the system which enabled teachers to book in advance and use the trolley in any classroom within the school.

Whiteboards for Classrooms:

The following whiteboards were installed to replace boards that no longer worked:

November 2020: 65" Clevertouch IWB - for Science 9

December 2021: 65" Clevertouch IWB – for Music 2

November 2021: 2 new HD TV screens for : RE1; Music 3 and ML2

Staff Training:

Classroom Assistants: (delivered by Mrs Mulholland and Mr Stitt)

22nd June 2020

All classroom assistants received a full day's in-house training on Collaborate Ultra Video Conferencing. This was to enable them to stay in contact with their pupils on a regular basis if they were shielding or isolating. It was also helpful as the classroom assistants were all required to join the lessons that the teachers were delivering remotely so that they were able to support their pupils.

Classroom Assistants Involved Included:

- Jacqui McDonald
- Ann McCotter
- Geraldine McCotter
- Kellie Crickard-Ruddy
- Theresa Boden
- Rita O'Prey
- Rosemary Long
- Shannon McLaren
- Judy O'Rawe
- Bernie Grieve
- Maria McAteer
- Katrina McDaniel
- Nicola Bassett

The classroom assistants above also received in-house training on Google Classroom which included:

- How to set up a classroom;
- how to join a classroom
- how to view work that the teacher had set;
- how to upload work to the teacher

(This enabled the classroom assistants to support their pupils; it meant that the CA was able to see what work was set and if their pupil had submitted it or not)

August 2020: (delivered by Mrs Mulholland and Mr Stitt)

All classroom assistants received refresher training on Collaborate Ultra and on Google classroom.

ICT Training For Teaching Staff:

June 2020: G Mulholland organised 3 sessions via Collaborate Ultra in June 2020 on "sharing good practice" where teachers were able to share how they had delivered their curriculum during the first lockdown. This was done with 20 staff attending each session remotely and with 4-5 teachers sharing ideas during that particular session. All powerpoints used were saved in a centralised area for other teachers to access and use. These were very useful sessions.

Term 1: 2020

Teaching Staff were offered further training on :

- Collaborate Ultra
- How to use the Visualiser
- Google Classroom

New teachers to the school:

All new teachers attended ICT training on :

- Collaborate Ultra
- How to use the Visualiser

- Google Classroom

These workshops were delivered after school by G Mulholland, I Parker, P Stitt and B Magennis.

Term 1: 2020 – 2021 - ICT Policies

- The Staff AUP for ICT was updated to include “Blended Learning and Live Lessons”
- The Pupil AUP for ICT was updated to include “remote learning and behaviour expected during live lessons”
- Extracts from the Pupil AUP were uploaded to the school website and Facebook page for parents to read. Blended learning guidance was uploaded to the school website and facebook page.
- There was a “big drive” behind the BYOD in September 2020 with the year 13 and 14 pupils as this was a safe way for the pupils to access ICT whilst in the Study Areas. 136 Year 13s and Year 14s took advantage of the Bring Your Own Device Scheme this year.

Remote Teaching/Blended Learning January 2021 – March 2021

The majority of staff delivered live lessons to pupils using either the visualiser or the webcam. Some staff used Collaborate Ultra and some staff used Google Meet as their platform.

Mrs Mulholland carried out online surveys with pupils and parents in March 2021 to obtain feedback on how they were coping with their school work during the period of remote learning/blended learning. **(There were 238 responses from parents and 661 responses from pupils)**

The survey results from parents were very positive regarding the live lessons with many of them commenting that the school day was a lot more structured and this allowed their daughters to cope better with their work during the second lockdown.

Some quotes from parents

“The level of virtual interaction between pupil and teacher has been significantly more beneficial for progress in learning.”

“The reason I believe for my daughter coping better is down to the live lessons and ongoing interactions with the teachers. Both are invaluable to keep the girls engaged”

“The main difference is the online live lessons. They have made Pupil A feel as though she is in school and has the opportunity not only to learn interactively along with her class mates. She also has the opportunity to ask questions. The live lessons also provide context to the children, as they can see that others are also asking questions and that are not alone if they are struggling with a new concept”.

“She has enjoyed the routine/structure of having proper timetabled lessons. Teaching has been of the usual high standard and all her teachers have been very understanding, supportive and motivating”

“A huge thank you to the teachers for their dedication and commitment to the online lessons. It established a working routine which otherwise as a parent could have presented difficulties.”

“The girls (and our family) have enjoyed the routine and structure provided during this period of distance learning. The staff have very clearly gone over and above for the pupils and should be applauded for their efforts as they were most likely juggling their own home life whilst delivering live lessons, no mean feat! I also feel the structure will be of benefit to my daughters once they do return to face to face learning.”

“.....the school have been fantastic”

Pastoral Support During the Blended Learning Period: January 2021 – March 2021)

Year Heads and Heads of School delivered “live” assemblies, during the lockdown period, to their year groups using either Collaborate Ultra or Google Meet. This was an excellent way of communicating with the pupils.

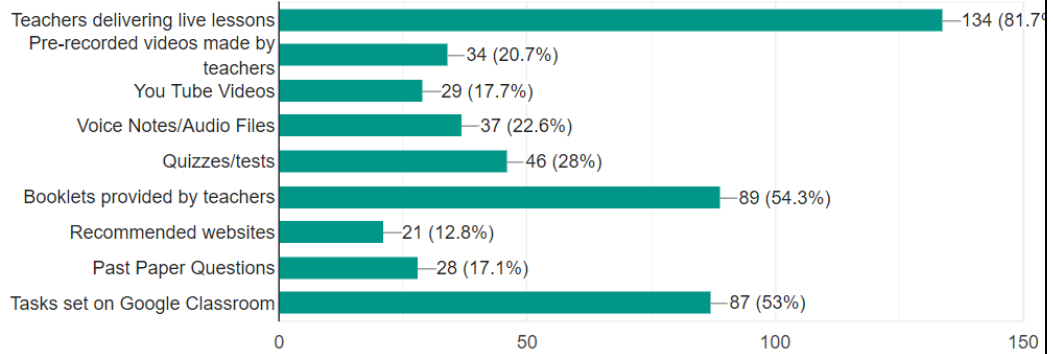
Mental Health Sessions and Yoga: Mr Scott organised sessions with outside agencies for the pupils during lockdown. These were delivered via Zoom.

Heads of Department were able to keep in touch with staff in their departments via Google Meet or Collaborate Ultra during the lockdown period.

ICT Online Surveys Carried Out 2020-2021 via Google Forms

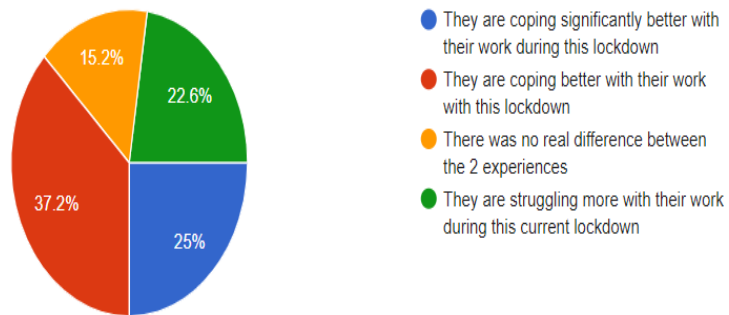
Q4. What resources/methods did your daughter find enjoyable/most useful during this period of remote learning? (tick the top 3 preferences)

164 responses



Q2. How would you describe your daughter's experience of remote learning during the current lockdown compared to the lockdown last year?

164 responses



Intake 2019-20

Intake for 2019													
A		B1		B2		C1		C2		D		Total	
Applied	Accepted	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc
155	155	34	6	12	0	9	0	5	0	5	0	220	161

Additionally, six pupils with a Statement of Entitlement were accepted.

POLICY DEVELOPMENT

The following policies were reviewed and ratified by the BOG in 2020-21

- Safeguarding and Child Protection (September and updated further updated in June 2021 2021-22 Policy)
- Critical Incidents Policy (June 2021)
- Student Attendance Policy (June 2021)
- Salary Policy (June 2021)
- Curriculum Policy (September 2020)
- Malpractice Policy (April 2021)
- Coursework and Controlled Assessment Policy (April 2021)
- Admissions Criteria Year 8 2021-22 – January 2021
- Centre Determined Grades Policy – April 2021
- Post Results Appeals Policy (June 2021)
- Positive Behaviour Policy (September 2020)

Parental Links

Due to the PHA guidelines, there were no face-to-face meetings with parents apart from regular meetings which were held when a pupil was underperforming or where there was a pastoral or safeguarding concern. A significant number of pastoral meetings were held and intervention meetings were held where serious underperformance was an issue. Regular phone meetings were also made.

Despite the ongoing pandemic, the Parents' Association remained active online. They did some fund raising and promoted pastoral events.

Pastoral Care and Safeguarding Report

Staff Development

- All staff received training in safeguarding and child protection in August.

Inductions

- **August 2020** - Induction Days were held for all year groups. Prefect Induction for all Year 14 prefects.

Preventative Curriculum

Flow Yoga online mindfulness sessions and Yoga 2020-21

This involved each form class getting a mindfulness session and then a Yoga session together as a year group.

There were also Sunday evening Yoga classes for the whole school community throughout Term 2.

Year 8	February 8 2021
Year 9	February 22 2021
Year 10	November 25 2020
Year 11	March 8 2021
Year 13	February 8 2021
Year 14	March 1 2021

Action Mental Health's Menssana online programme (with Hugh Roarty)

This involved one hour online sessions for each form class.

Year 8	December 4 2020
Year 9	February 23 2021
Year 10	February 11 2021
Year 11	December 11 2020
Year 12	March 8 and 9 2021
Year 13	December 11 and 16 2020
Year 14	February 4 2021

Ready for Anything

Ready for Anything - 11 students took part in a programme over a number of weeks and lasting for 1 ½ hours focusing on resilience (e.g. emotional control, confidence, connection character). The programme was received very positively by students and helped a number of pupils struggling with high anxiety levels.

E-Safety talks - June 2021

- ✓ The PSNI delivered talks to Years 10 and 11 on **E Safety/Staying Safe Online** and anti-social behaviour.
- ✓ The IT Department delivered talks on E-safety/Staying Safe Online to the pupils in Year 9.
- ✓ Year 8 pupils completed a module on online safety in IT class.

Dangers of Alcohol Abuse

On Wednesday 21st April, Year 8 pupils attended an online play and question session relating to the dangers of alcohol abuse and peer pressure (Smashed Project).

Study Skills and well-being programme delivered by **Inspire** - Years 8 and 9

Motivational activities

- ✓ Christmas online Teacher talent show – December 2020
- ✓ Year 8 Talent Show – June 2021
- ✓ Movie and treats afternoons – June 2021
- ✓ Rounders Days for Years 8 – 11 – June 2021
- ✓ Barbecue for Years 8 – 11 – June 2021

Review and Evaluation – Policies

- Safeguarding Policy
- Critical Incidents Policy
- Student Attendance Policy
- Anti-bullying and Positive Behaviour Policy (Further update)

Outside Agencies

- Gateway Team- Child Protection Referrals.
- Education Welfare Service- meetings were not as regular as usual as a result of the pandemic and the immense pressure on the system.
- An accredited Cognitive Behavioural Therapist worked with students from the beginning of the year.
- Family Works Counsellor – Two days counselling were provided on a weekly basis for a number of students throughout the year. This continued post-lockdown albeit face-to-face sessions ceased. Pupils could choose to be counselled via Zoom or phone-call.

CURRICULUM 2020-21

GCSE

- 1. Art**
2. Biology
3. Business Studies
4. Chemistry
- 5. Drama**
6. Double Award Science
7. English Language
8. English Literature
9. French
10. Further Maths
11. Gaeilge
12. Geography
13. History
- 14. Health and Social Care**
- 15. ICT – Digital**
16. Irish
17. Mathematics
- 18. Media Studies**
- 19. Music**
20. Physics
21. RE
22. Spanish
- 23. Sport Studies**
- 24. Technology and Design**

EF Compliant

Bold- applied subjects

A LEVEL

- 1. Art**
2. Biology
3. Business Studies
4. Chemistry
5. Digital Technology
6. English Literature
- 7. Financial Studies**
8. French
9. Further Mathematics
10. Geography
11. Government and Politics
- 12. Health and Social Care**
13. History
- 14. ICT**
15. Irish
16. Mathematics
- 17. Media Studies**
- 18. Music**

- 19. Physics
- 20. Sport Studies**
- 21. Psychology
- 22. Religious Education
- 23. Sociology
- 24. Spanish
- 25. Technology and Design**
- 26. Theatre Studies**

**Bold – Denotes Applied Subjects
EF Compliant**

Enrichment

1. Gifted and Talented students participated in the HE+ programme outlined in collaborative links online

'Politics In Action Initiative

Politics in Action continued online focusing on mental health and well-being. The highlight of the year was an event where the staff and students involved had the opportunity to meet and engage in a discussion with Leo Varadkar, Tánaiste Dáil Eireann.

Entitlement Framework and Collaborative Links

- ✓ All Saints students accessed a number of AS and A2 courses including English Literature, Drama, Art, French, Physics and Chemistry.

DEPARTMENTS

ART

Staff Development - Whole School Training as outlined in Staff Development Section

Subject Specific Training – GCSE, AS and A2 Agreement Trials, Magenta Principles (Barry McIlwee)

Progress on online/blended learning.

All exams groups did a monthly upload of the work they produced onto google classroom, creating a digital archive of each candidate's work to date. This was then cross moderated by both teachers in the department and assessed using CCEA assessment matrix. The candidates received clear, concise, specific and individual feedback on their portfolios which informed their future work. Teachers used google meets for all of their live lessons during lockdown which was very simple and easy to use.

Centre Internal Standardisation

The department standardised marking to ensure that all candidates were assessed using the same standard. The Head of the Art & Design department was responsible for internal standardisation. The internal standardisation to ensure uniformity and consistency in the centre's assessments) involved:

- A *Mini Agreement Trial*, where teachers within the department marked trial pieces of work in conjunction with CCEA assessment criteria, and identified differences in marking standards. Five items of work were used from each unit which included the work of top and bottom candidates.
- Discussions identified any differences in marking at a departmental training meeting for both Art & Design teachers and this led to an agreed common standard.
- Referencing work from previous years and using examples from CCEA Art & Design agreement trials supported judgements.

The teachers within the centre examined and marked candidates' work on three occasions to enable them to assess and supply the examination board with their Centre Determined Grades.

Centre Cross-Moderation

Before internal assessment, submission of marks to CCEA and the identification of the moderation sample; cross-moderation took place by the teachers in the department, one of whom is trained as a CCEA Art & Design Moderator.

During the cross-moderating of work, the Centre ensured that all candidates presented their work in the most appropriate format for the work produced. It was vital that all work was clearly labelled and that related elements (for example, sketchbooks and outcomes) were displayed together. Each candidate uploaded their units electronically and these were marked against the CCEA assessment objectives during this cross-moderation, work was *table marked* using these objectives.

This cross-moderation process took place in January, February, March and April and included all work identified for moderation. Both GCSE units were assessed.

Enrichment

Online Art Club

B McIlwee ran an online weekly after-school Art Club through google meets for pupils for Year 10 Pupils interested in GCSE Art. This enabled pupils to be creative and to expand their knowledge and explore Art and Design in an alternative context to the curriculum. Pupils were also given the option and opportunity to use artwork that they created in these extra-curricular sessions to enter relevant Art competitions and give them a snapshot and opportunity to gently commence their GCSE coursework.

Senior work from the department was entered into the Specialist crafts cover competition and the Texaco art competition. Two pupils were placed in the highly commended category in the Texaco all Ireland Competition - Jenna Ferguson (Year 10) and Molly Lawlor (Year 11).

The Department organised an in-house Artist of the Month for Years 8-10.

There was after school and early morning supervision of the Art rooms between September to December for Yr11-14 students.

Christmas Art Competition - In December, the department ran a Year 8 Christmas card competition and the standard of entries was impressive.

GCSE	A2
A*/A:	A*/A:
A*/B:	A*/B:

Biology

Development - Whole School Training as outlined in Staff Development Section

Additional Training - Exam Board events including webinars and agreement trials on moderation and standardisation processes, training in online platforms, induction and EPD (R Rowan)

CDG processes - Quality Assurance within Biology Department

The Head of Biology was responsible for leading the internal standardisation and moderation leading to a consistent, uniform approach to assessments. Blind marking was used to avoid bias and this involved using candidate numbers vs names as well as pupil scripts being shared amongst staff. Access arrangements and reasonable adjustments were put in place to support students with specific needs. Grades were awarded using historical data and use of CCEA grade boundaries in conjunction with grade descriptors. The Head of Biology worked collaboratively with the Heads of Chemistry and Physics in the awarding of GCSE Double Award Science.

Enrichment

Intermediate Biology Olympiad 2021 – June 2021 – Nine AS pupils completed the online assessment. The following details their success: Elena Hardiman (Silver); Zara McGarry, Megan McGoldrick and Cara Doherty (Bronze); Niamh O Connor (highly Commended); and Sorcha McGarry (commended).

Biology Olympiad 2021 – May 2021 – Six A2 pupils took part and the following were successful - Rebecca Kinnaird and Sophie McAllister who were commended, Natasha Dunlop and Claire McGowan who were highly commended and Aoife McGreevy who was awarded silver in the competition.

I'm a Scientist – June 2021 – 10D took part in an online chat talking to psychologists about psychology and careers.

Nuffield Bursaries

Hannah Stewart was awarded a Nuffield bursary for summer 2021.

GCSE	A2
A*/A:	A*/A:
A*/B:	A*/B:

Business Studies

Development - Whole School Training as outlined in Staff Development Section

Additional Training - Exam board webinars and agreement trials

Progress in online/blended learning

Both members of the Business Studies Department engaged in online lessons during lockdown. They used collaborate ultra and google classroom to teach online, set, mark and return work as well as organising guest speakers and online questionnaires with local businesses.

CDG process

For each year group, the level of demand was reasonably adjusted (narrower list of topics to be assessed and adequate preparation time given at the start of the assessment for planning answers). CCEA grade boundaries and marking grids were used to determine final grades.

Cross centre table marking and blind marking took place for GSCE, AS and A-level in collaboration with staff from Sacred Heart GS, Newry and The Abbey CBS, Newry. Mrs Mulholland cross moderated financial studies evidence as part of the internal review processes.

Enrichment events

Guest speakers continued during the academic year using google meets

Financial Studies

A2
A*/A:
A*/B:

Business Studies

GCSE	A2
A*/A:	A*/A:
A*/B:	A*/B:
A*/C:	

Development - Whole School Training as outlined in Staff Development Section

Additional Training - Training on Visualisers/Graphic tablet, Staff Induction(MT Fleming), Magenta Principles Training (A Doherty),

Progress on online/Blended learning

All booklets were photocopied in May-June 2020 and supplied to students in August 2020. Pupil notes, homework question booklets, revision material and past paper questions were made available for all classes from Yr8-14.

A Doherty prepared end-of-topic tests for Year 8 and 9 Science using google forms. M Fleming prepared new sound topic for Yr9 incorporating online resources.

A Doherty prepared formative and summative assessment tasks for Year 11-14 Chemistry using google forms. Past paper questions were adapted to allow pupils to access examination questions. Some staff provided feedback using mote, an online recoding tool. Teachers used collaborate ultra for live lessons during lockdown which was very simple and easy to use. Visualisers/graphics tablets were used to show worked examples to pupils.

Staff used you-tube for practical videos in lieu of class practicals. Some practical demonstrations were recorded in school to share with pupils at home from January-March 2021. J Geddis recorded revision videos for Year 11 and 12 Double Award Chemistry topics which can be used in the future for examination preparation.

CDG Submission The Head of Chemistry was responsible for leading internal standardisation, and this ensured a consistent, uniform approach to assessment. Blind marking was used to avoid bias – this involved using candidate numbers instead of names and pupil scripts being shared amongst staff..

Access arrangements and reasonable adjustments supported pupils with special educational needs. Grades were awarded using historical data and use of CCEA grade boundaries in conjunction with grade descriptors. The Head of Chemistry worked with the Heads of Biology and Physics in awarding GCSE Double Award Science.

Enrichment

- **March 2021 Royal Society of Chemistry Olympiad** - Year 14 students, Maria Aaroy and Ciara Black achieved Silver and Bronze certificates respectively in the RSC Chemistry Olympiad.
- **Online webchats** - Two Year 9 classes took part in an online webchat with scientists using I'm a Engineer and I'm a scientist websites.

May 2021 - RSC Schools' Analyst Competition Year 13 pupils, Emma Seenan, Alannah Moore and Sorcha McGarry won the N.I Regional division. Each received a £50 Amazon voucher and the Chemistry department received a £500 grant for analytical equipment.

June 2021 - Sentinus STEM Think Big Competition – Two thirds of the entries submitted were the STEM posters from Science Fair (February 2020)

Keystage 3 - 9B with Mr Gibson attended in a virtual event on Girls in Maths and Physics, QUB. 9F with Miss McDonnell took part in an online event with Armagh Observatory and Planetarium's on careers in Astronomy.

Nuffield Bursaries - Three AS Chemistry pupils, Fionn Taylor, Zara McGarry and Sorcha McGarry were awarded Nuffield bursaries for summer 2021.

RESULTS

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>

Development : Whole School Training as outlined in Staff Development Section

Department specific: Anti-bullying training (Paul Hanmore, Diana Foundation) , Supporting Learning through Covid(EA – Professor Barry Gardiner), Magenta Principles(Catherine Cauley)

Progress in online/blended learning

All Drama students worked effectively during the lockdown and embraced the online learning with attendance being consistently high. They were focused and on task throughout the lessons and due to the high level of engagement, the GCSE and A Level classes were able to cover the entire course. Timed questions were set regularly to ensure the knowledge was embedded and this was evident when the students sat the assessments in April.

KS3 students also worked effectively online throughout lockdown and in moving forward into 2021-22 the department now feels secure in Google Classroom and will continue to use this effectively to enhance teaching and learning. The following practices will continue to be deployed going forward as they promoted independent learning:

- Uploading of coursework allows for a quick turnaround by teacher and student. It removes the issue of lost or late coursework.
- Assignments and resources uploaded – A cut down on paper copies and students losing resources
- Performances uploaded to the GC – students were able to watch at any time and then deliver feedback as a class.
- Improvement in KS3 results due to the students working confidently at home to perform their monologues, which were then uploaded onto the GC. This will continue next year as it is giving the quieter students the confidence to perform and has improved engagement at KS3
- Exemplar work can easily and effectively be shared via the GC platform

CDG Processes

Cross moderation took place regularly within the Drama Department allowing teachers to feel secure when assessing the students. C Cauley is a Unit 3 examiner for WJEC so this brought an added layer of confidence to the process of assessing the A2 component. Cross moderation of the written and practical units also took place with Dearbhla O'Hagan a teacher from Our Lady's Newry.

- Throughout lockdown, pupils completed timed questions under controlled conditions with the teacher watching the students complete their essays.
- All GCSE and A Level students performed a practical piece and throughout lockdown small groups of AS and A2 pupils came into school to rehearse with their teachers.
- GCSE students uploaded their practical performances to the GC and the teachers provided verbal feedback using the mote app.

Enrichment

Unfortunately, many of the Drama extra-curricular activities were cancelled for this year as a result of the pandemic. In order to keep the enthusiasm within the department the following took place:

- Despite the cancellation by CCEA of the Devised Drama at Year 11, the Drama Department continued with this unit with many students staying after school for rehearsals. The Year 11 students were very excited to be back in the theatre working together as a team to polish their performances. Students worked consistently to the end of term 3 and performed their devised drama on the week beginning the 14th June.

- The Year 8 Musical Theatre club took place outdoors in the Quadrangle on Thursday afternoons in Term 3 and this was facilitated by the A2 students. There was excellent uptake and as the students had no extra - curricular activities for such a long period, it was thoroughly enjoyed by all.
- As theatre visits were not possible, the department bought in the play Dancing at the Disco at the end of the World and uploaded it to the GC.
- Digital theatre was also a lifeline for the Drama department as all live theatre was cancelled. Students had the opportunity to watch and analyse critically acclaimed pieces of theatre online and this promoted lively discussion in class.

RESULTS

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>

Development - Whole School Training as outlined in Staff Development Section Departmental Training/development

Creative and Collaborative Opportunities in G Suite and CCEA Webinars (F McAuley)
You can't revise for A Level English Literature and CCEA Webinars (S McLaughlin)
Magenta Principles (M Smyth) , Read&Write Literacy programme(D Kelly and J Curry)

Progress in online/blended learning

Google Classroom

All Year 8-14 English classes were taught online during the period of remote learning from January-April 2021. Students had the opportunity to engage in live lessons on a daily basis and complete assessment tasks by uploading work onto Google Classroom.

Use of Google Meet

The majority of the English Department used Google Meet for live lessons, although some teachers continued to use Collaborate Ultra. F McAuley delivered training to the English Department on the use of Google Meet via Zoom. Towards the end of remote learning, "breakout rooms" were added to Google Meet, which was an excellent development as it allowed students to work effectively in groups. Teachers were able to monitor pupils' learning in an efficient way and students felt more comfortable speaking in smaller groups, rather than on screen, in front of the entire class. Students contributed more and their responses were more authentic and comprehensive through using this feature.

Group work was used effectively for essay plans, character profiles, media tasks and other revision strategies. Work was shared with all pupils in the class via Google Classroom and/or Google Drive.

Google Meet and Zoom were used as video platforms for departmental meetings January – March 2021.

Year 12 and 13 Shared Google Classrooms

Five classes from Year 12 studied Willy Russell's play *Blood Brothers*. A shared Google Classroom was created as a repository of resources. C Crudden, D Kelly, F McAuley, S Morgan and M Smyth contributed to this Google Classroom. S Morgan and F McAuley created a similar shared Google Classroom for Year 13 English Literature as both classes studied Tennessee Williams' *'A Streetcar Named Desire.'*

GCSE and A Level teachers Google Classroom

GCSE and A Level teachers created a Google Classroom that was used in January – March 2021 to share assessments for internal standardisation purposes. These were read and moderated and teachers used the stream to share comments on the assessments.

World Book Day 2021 online

All Key Stage 3 teachers and pupils celebrated World Book Day virtually in March 2021. Teachers, pupils (and some pets!) dressed up as their favourite character or author. Several teaching and learning activities were completed over the first week of March, for example, Kahoot! Quizzes, virtual dinner parties and a story in a jam jar. Some pupils also attended Scholastic Live World Book Day Events online e.g. a creative writing workshop.

CDG processes

All teachers of GCSE, AS and A2 engaged in internal standardisation and moderation :

- ❖ GCSE Controlled Assessments and A Level Coursework essays were moderated;
- ❖ Blind marking of CA and exams took place ensuring that there was an absence of bias in marking;
- ❖ Table marking took place for the CCEA assessments, followed by moderation;
- ❖ CCEA mark schemes and standards were applied consistently;
- ❖ Teachers availed of the training delivered via the CCEA webinars also.

Enrichment

Competitions

- ❖ **Kaila Patterson 9B** - Kaila won the Children of Lockdown Writing Competition and her prize was a virtual author visit. Paul McVeigh delivered a reading and Q&A session via Zoom to Kaila and 9B in December 2020. Kaila also self-published her novel, *Bewitched*.
- ❖ **Ella Fleming 10D** - Ella was the winner of Columban Schools' Media Competition. She wrote a story on the theme "Let's Create a World Without Racism". She won money and her piece was published in the Far East magazine, in the Irish News and online.
- ❖ **Hannah Smyth Year 14** Hannah was highly commended in Chester University's Flash Fiction Competition. She wrote an excellent piece about babies.

Activities

- ❖ Pupils in 8F enjoyed an 'author-talk' workshop delivered online by Sheena Wilkinson, the author of their class novel, *Star by Star*. This was a fabulous opportunity for the students to learn about the thought-processes behind writing a novel and developing characters. The students loved the opportunity to ask questions about Sheena's background and how she became such a strong feminist.
- ❖ **'Thank You Telegram'** competition for Year 8 in June 2021. Students dedicated a telegram/postcard to an inspirational woman. English teachers shortlisted the top 10, which were then sent to Sheena Wilkinson. The top 3 telegrams in each class were awarded a prize. Sheena Wilkinson selected a winner who will receive a signed copy of her novel, *Hope against Hope*.
- ❖ S Morgan led the Citizenship Foundations "Bar Mock Trial" rehearsals after school. Unfortunately, the competition was cancelled due to lockdown.

GCSE Language	GCSE Literature	A2
A*/A:	A*/A:	A*/A:
A*/B:	A*/B:	A*/B:
A*/C:	A*/C:	A*/C:

Staff development - Whole School Training as outlined in Staff Development Section

Departmental specific - Induction of H Cadden, Magenta Principles(Katie Neary), Training by CCEA

Progress in online/blended learning

- Online learning proved to be a positive experience for the French department this year with all teachers delivering live lessons for the majority of their classes, enabling the students to follow their timetable and have structure to their week.
- Live lessons were delivered through both Google Meet and Collaborate Ultra.
- The majority of students engaged well, and submitted work when required. Students who were not engaging were recorded in the year group spreadsheets and followed up by R Richards and the relevant Year Head.
- Students were able to access all course materials through Kerboodle and were encouraged to use to use apps such as “Duolingo” “La Conjugaison” and “wordreference” to promote independent learning and to provide extension exercises in addition to homework set.
- R Richards introduced a ‘learning-log’ for each class, a working document (Google Doc) which allowed students to stay up to date with all homework and classwork expectations, letting students know in advance what would be expected of them during each live lesson and the related homework. This was especially helpful for SEN students and has been carried on post-lockdown.
- However, speaking skills have suffered as a result of lockdowns both this year and last. This will be a primary focus for next year – to try and build up some of these skills that have not progressed as well as they would have if more face-to-face teaching had taken place in the classroom.

CDG processes

- R Richards and K Neary were both involved in the CDG process at AS and A2 level.
- R Richards, K Neary and H Cadden were all involved in the process at GCSE level.
- Table-marking and cross-moderation took place at all levels and for all separate assessments.
- R Richards sought guidance from CCEA and other departments within the school, as well as from French departments in other schools to ensure that the process was completed to the highest possible standard and allowing grades to be submitted with confidence.
- Staff within the department found the process to be a positive experience for professional development and skills in exam marking were most certainly honed.
- Although given the choice to omit a unit of work, R Richards chose to cover the whole course at AS level so as the students would be better prepared to face A2. K Neary chose to omit literature at A2 level as this would not disadvantage the students even if they were to continue French at university.

Enrichment

- Due to the pandemic, clubs and trips didn’t take place. All extra-curricular activities will fully resume next year.
- Staff ran competitions at class level to encourage students to engage and to provide alternative activities over lockdown.

GCSE	A2	
A*/A: A*/B: A*/C:	A*/A:	

Development - Whole School Training as outlined in Staff Development Section
Additional Training- CCEA Agreement trials and webinars

Progress in online/ blended learning

A dedicated Google Classroom was set up for each class for use during period of remote learning well in advance of lockdown so that students had joined and were familiar with its use. Booklets had been prepared and students were issued with hard copies to support their on-line learning. Activities were amended to take into consideration the challenges facing students. Google Classroom quizzes/ revision method videos/ uploaded tasks were used to assess student engagement and progress. The outcomes from activities were used to identify areas of strength as well with areas for improvement so informing readiness for assessment and planning. Live lessons were taught during lockdown with high levels of engagement by the majority of students.

CDG Submission Process

The Geography department's plan for 2020/2021 assessment had taken into consideration the possibility of a lockdown and the need for evidence to be submitted for each student. From the outset assessments of GCSE students were moderated. CCEA Assessment Resources (unmodified) were completed by Year 12-14 in April/ May. The marking, standardising/ moderation procedures followed those used by CCEA in awarding grades and the CDG policy of St Dominic's for GCSE, AS and A2. The grade boundaries published by CCEA were used in the awarding of grades for the CCEA Assessment Resource and as a guide for the awarding of grades for other evidence provided to support the awarding of a grade. A sample of students' work at grade boundaries was selected and their full folder of evidence moderated. The result of all evidence was inputted to a departmental spreadsheet for analysis. This spreadsheet informed discussions at various levels before grades were agreed and inputted to CCEA's site.

Enrichment Events/ Competitions

- October 2020 - waste audit conducted by the Eco Club
- November 2020 – students participated in Youth Opinion Survey for Belfast Hills Partnership
- **Antarctica Flag Competition run by UK Polar Network** – Year 8 students designed a flag to celebrate Antarctica Day 2020. Winners were chosen from each class. A Year 8 student's flag was selected to be taken by researchers to South Georgia. Photographs were sent back to St Dominic's.
- May 2021 – Year 8 students made **Earth Day pledges**
- June 2021 - Year 8 students entered '**Design an Eco Hero**' competition run by Eco Schools and the NI Housing Executive. A Year 8 student was successful and won a laptop for herself and £500 for the school. 23rd June 2021 – St Dominic's hosted a prize-giving ceremony for 'Design an Eco Hero' competition run by Eco Schools and the NI Housing Executive.
- 18th June 2021 – Year 8 students participated in a bee conservation education project. This was delivered by bee-keeper and parent, Damian McGreevy and Laura Shiels from the Belfast Hills Partnership.
- Ongoing throughout the year - the Eco Club noticeboard on the ground floor was managed and updated to reflect the ongoing work of the Eco Club.
- Outdoor/ fieldwork learning opportunity developed within St Dominic's grounds to support the delivery of the ecosystems topic, a KS3 topic

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>
<u>A*/C:</u>	

Staff Training other than whole-school

Subject Specific training - Mr Thomas led HOD training in CCEA assessment processes including table marking, standardisation and moderation. Mr Scott attended Magenta training and shared the learning with the department. Mrs Sinead Dickson attended the following training:

- E-module House of Commons delivered online by UK Parliament Education: Development of knowledge and understanding of: The composition of the House of Commons; The role of an MP and other key roles; What happens on a typical day in the House of Commons
- Government and Politics in Turbulent Times Conference delivered online by School of History, Anthropology, Philosophy and Politics (HAPP) at Queen’s University Belfast: AS/A2 content
- Feminism in Schools delivered by Feminism in Schools Network: Ideas and resources for content at KS4 ; opportunity for extra curricular club for KS5

Progress in online/blended learning

- The use of Google Classroom was much improved this year. Mrs Dickson played a leading role in driving this.
- Live lessons continued throughout the lockdown periods and the engagement from the students was first class.
- Mote was used to deliver oral feedback to the students.

CDG Processes

With a number of CCEA assessors in the department, the department was well placed to manage the CDG process and a comprehensive programme of Standardisation/table marking and moderation took place to ensure that the grading process was consistent and fair.

Enrichment

Mr Scott supported 2 small groups of A2 students on a weekly basis for a period of 6 weeks.

[A2](#)

[A*/A:](#)

[A*/B:](#)

[A*/C:](#)

History

Development - Whole School Training as outlined in Staff Development Section

Departmental specific training: Magenta (Pádraig Kavanagh), Induction (Pádraig Kavanagh), CCEA training/webinars

Progress in online/blended learning

- All History teachers were proficient in the use of Google Classroom and conducted live lessons through Google Meet during remote learning, allowing pupils to follow their timetable. Teachers used breakout rooms, recorded attendance and assessed work during this period. Staff also attended training on Collaborate Ultra, however Google Meet and Classroom worked better for subject specific teaching.
- The Department also set up a Google Classroom for moderation of GCSE and A level scripts during remote learning which was invaluable in recording and facilitating moderation and standardisation throughout the year. These notes were used as part of CDG evidence of the Department's processes. This was also used to share resources and set quizzes and homework tasks for whole year groups. Google Meet was also used for Departmental meetings during the period of remote learning.
- Students largely engaged very well during remote learning and were competent in Google meets and classroom. Junior History students benefitted from the decision to move to work booklets. The department revised schemes and tasks to fit online work, and the booklets helped facilitate teaching during remote learning as well as consistency of approach across the department.
- Owing to lost learning, unit omissions, and the difficulties presented by remote learning, source work has proven to be an area that students have fallen behind in. This will be a primary focus for departmental planning for next year, particularly at A level.

CDG Processes

A comprehensive programme of Standardisation/table marking and moderation took place to ensure that the grading process was consistent and fair.

Enrichment events

Pádraig Kavanagh led an essay writing competition for A2 students organised by the History Teachers Association NI on the Home Rule crisis.

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>
<u>A*/C:</u>	<u>A*/C:</u>

Development - Whole School Training as outlined in Staff Development Section

Additional Training: Exam board training

Progress in online/blended learning

- Google Meets and Collaborative Ultra were used for online lessons if pupils were isolating in Term 1 and during January to March with remote learning.
- Google Classroom was used for GCSE, AS & A2 as a submission method as well as a resource bank. Feedback was also provided to all pupils via the Google Classroom using the app Mote.
- KS3 resources were uploaded and used on Google Classroom. The booklets and PowerPoints were all adapted to suit remote learning. The pupils were also encouraged to attempt healthy lunch and dinner ideas and share pictures of their dish with their class on Google classroom.
- Google Classroom was used to store and record pupils' work.
- Google Meets was also used for departmental meetings and to share resources during January to March.

CDG submission process – table marking etc

Standardising meetings took place for GCSE and A level examinations to agree on mark schemes. Follow up meetings took place to mark pupils' exam papers using candidate numbers only; cross moderation took place to ensure consistency across the department.

All coursework was moderated across the department looking at a range of candidates and marks were agreed and adjusted accordingly.

Enrichment activities

In the absence of the usual extra- curricular activities such as parent and daughter cookery and after school cookery classes, the department organised an Easter cookery competition to take place and pupils shared their creative bakes on Google classroom. The cakes were of an extremely high standard.

<u>GCSE</u>	<u>A2</u>
A*/A:	A*/A:
A*/B:	A*/B:
A*/C:	

Development - Whole School Training as outlined in Staff Development Section

Training for the department: The ICT department was involved with multiple other departments in terms of sharing best practice and techniques to support and develop staff skills in teaching online. This involved the following:

- L McNichol and M Cassidy led multiple training sessions on using Collaborate Ultra and Visualizers to support staff in online methodologies.
- Training on using Google Meets was delivered to all staff by G Mulholland, I Parker and P Stitt over multiple sessions. The department ensured that the staff was kept up-to-date about useful tie-in technologies such as automated attendance and use of Mote for audio feedback
- Mr Parker produced a series of screen recording videos to support other departments in terms of printing multiple documents (Maths) or editing a video of recorded orals into individual clips for evidence (Irish)
- P Stitt, G Mulholland and I Parker were also involved in helping to train student teachers & new teachers in the use of Google Classroom and both video conferencing platforms throughout the year
- G Mulholland and P Stitt were involved in training all classroom assistants on the use of Google Classroom and Collaborate Ultra and consequently, the Classroom Assistants were well placed to support their pupils during the lockdown.

Progress in online/blended learning

- All lessons for KS4 upwards were online using either Google Meets or Collaborate Ultra. They were recorded where necessary when a number of pupils were missing the class due to illness. The videos were then posted to Google Classroom.
- All KS3 pupils had online lessons delivered by G Mulholland, I Parker, A Rainey and R Sullivan.
- These newly-developed online resources will continue to be integrated next year. This might include using Google Meets within a class to allow a pupil to display their work on the board or using visualizers to record lessons and put them on Google Classroom if pupils are off for significant periods of time or missing important topics.

CDG submission process

- The department had been preparing for the possibility of CCEA cancelling exams since September and had been keeping records of all assessments in terms of length and complexity since the start of the year.
- The following points are applicable to all exam year groups
 - All CCEA material and March/April papers were marked by both members of staff (Mrs Mulholland and Mr Parker)
 - Winter mocks for all year groups were marked by IP and checked by GM
- The department created a policy document for each year group analysing the different ways of calculating predicted grades to ensure consistency across all pupils. This was completed well in advance by I Parker. Overall the department is very pleased with the pupil outcomes as they are a good reflection of the pupils' performance and are supported by historical data from within the centre and the use of CCEA Analysis to

benchmark as against other similar schools and the NI average as performance is normally 20% ahead of the NI average.

Enrichment events

- This is one area where the department suffered as they would normally have been engaging with external companies to interact with year 10 to increase numbers at GCSE. Notwithstanding the absence of such engagement, the department still managed to arrange the following:
 - Ruth Prabeen in 10A managed to secure a 3 day, virtual work experience placement with Kainos
 - 3 teams of Year 9 pupils competed in the Cyberfirst Girls Competition, with the school’s best team making it through to the semi-finals.
 - Regular 1.5 hour support lessons were held for Year 12 students to support the completion of their Digital Technology Coursework.
 - Mr Parker organised talks from BringITOn for his Year 10 class in January. This was done virtually to encourage more students to choose Digital Technology at GCSE.
 - Mr Parker & G Mulholland delivered talks to Year 9 pupils on cyber security
 - Mrs Mulholland organised for the PSNI to deliver a talk to Year 10 pupils on the same topic.

GCSE	A2 Diploma	A2 Digital Technology
A*/A: A*/B: A*/C:	A*/A: 100%	

- **Development** - Whole School Training as outlined in Staff Development Section
- **Subject specific** - EEDI Online Quiz Diagnostics and CCEA support events (all three teachers)

Progress in online/blended learning

All members of the department were proficient in online teaching using a range of platforms such as Google Classroom, Google Meet and Collaborate Ultra.

All classes from Year 8-14 were taught online during the period of remote learning January-April 2021. Students had the opportunity to engage in live lessons on a daily basis and complete assessment tasks by uploading work onto Google Classroom. Teachers provided regular feedback to students and used this feedback to review student progress.

Whilst students were taught online, they were encouraged to complete all work in their books / folders to ensure they would have all the work in one place whether they were at school or at home. This decision was to ensure that the students had all the necessary revision materials for exams.

CDG submission process

The department chose to assess as outlined below:

- GCSE Irish – Oral, Reading Paper, Writing Paper.
- GCSE Gaeilge – Oral (controlled assessment), Reading Paper, Writing (controlled assessment.)
- AS Irish – Oral, Reading, Translating and Use of Grammar, Writing (Study of a Film)
- A2 Irish – Oral, Reading and Translating, Writing (Study of Poetry.)
- It was decided to omit Listening at all levels as preparation for this skill usually takes place during Feb-April every year and hence it was agreed that it wouldn't be advisable to teach and practise a new skill remotely.
- All members engaged in moderation for all key assessments, selecting candidates at random and agreeing on a marking standard in line with the CCEA mark schemes. All tasks used were official CCEA tasks as the department considered it would be more reliable for consistent application of CCEA mark schemes. CCEA grade boundaries were also used.
- The grades which have been awarded are in line with attainment in previous years and reflect the ability and performance of the girls involved.

• GCSE	• GCSE Gaeilge	• A2
• A*/A:	• A*/A:	• A*/A: 100%

Development - Whole School Training as outlined in Staff Development Section

Additional Training: Magenta Principles - L McNicholl, L Hunt, R Sullivan, M Cassidy, M A.Rainey), Teaching and Learning in a Virtual World(E McDonnell) , Supporting Adolescent Learners: Social and Emotional Wellbeing (E McDonnell), CCEA Maths Support Webinars for CDGs in place of Official Exams(A Rainey), Houl On – Lessons From Lockdown’ (A Rainey, E McDonnell and M Cassidy), School Cloud Training – online Parents’ Evening App (School Cloud Training – online Parent’s Evening App)

Progress in online/blended learning

- All members of the Maths Department upskilled during the first Lockdown in March – June 2020 when they learned to use visualisers and Collaborate Ultra to deliver online live lessons. These new skills and platforms proved invaluable in ensuring that pupils continued to learn during multiple isolation periods, long term off site due to extremely vulnerable circumstances and during the second lockdown.
- All new members of staff were trained to use visualisers, Google Meets, Drive, Classroom etc and Collaborate Ultra, including the skill to use breakaway rooms to facilitate group work. The HOD shared a step-by-step guide in the use of Break Away Rooms with all staff during Term 2 to encourage more group work and to encourage pupils to discuss their learning.
- Throughout 2020-21, members of the department recorded numerous lessons/short videos for specific topics. Going forward, the aim will be to collate and generate more short videos that will support pupil learning at all levels. Videos made by their own teachers that they can watch as exam preparation helped hard working pupils to achieve their targets.
- MyMaths proved to be an invaluable resource for assessing pupils online. All pupils from Year 8 to Year 14 were set regular tasks, that provided instant feedback to both teacher and pupil on their performance. This enabled staff to identify who needed extra support or a topic recapped but also importantly highlighted pupils not engaging allowing the HoD/YH to communicate concerns/potential to fall behind.
- The profession has changed tremendously in 2020-21 due to the necessary upskilling of staff to facilitate blended learning. It is hoped that future school development plans will continue to incorporate these new technologies.

CDG Processes

- All assessments since the announcement of cancelled exams went through a rigorous standardisation and moderation process, led by the HoD. New staff were included in this process and staff training was put in place as required. Table marking processes were in place at all strands as were CCEA’s Assessment Resources. In preparation for all assessments, staff maintained a very high level of communication (when more than one

class existed for that strand), to ensure all classes had access to the same resources and covered the same questions. These rigorous efforts were implemented to ensure that there was consistency across the department.

- To ensure that there was no bias in marking, pupils entered candidate numbers vs names on their assessments so the teacher could mark 'blind' without any bias. On many occasions, staff swapped papers and marked across the strand, not just their own class.
- All processes were discussed thoroughly at departmental meetings from January to May 2021, and approved at HoD/SLT meetings with Mrs C McCann and Mr B McArdle.

Enrichment

- Year 14 pupils were entered in the QUB Annual Competition on 17th December. A team of 4 pupils took part online and while it proved to be as challenging as ever, the pupils performed well. All students enjoyed the experience and the high level problem-solving tasks encouraged them to think "*outside the box*".
- Yr11 Fast trackers attended weekly after school boosters during Term 1.
- Numeracy support was in place across all year groups.

<u>GCSE</u>	<u>GCSE Further</u>	<u>A2</u>
A*/A:	A*/A:	A*/A:
A*/B:	A*/B:	A*/B:
A*/C:	A*/C:	A*/C:

Development - Whole School Training as outlined in Staff Development Section

Additional Training: CCEA CDG training

Progress in online/blended learning

- All members of the department were confident and proficient in the use of GAFE. Google Classroom was used extensively throughout the year, with a virtual learning environment set up for every individual class across all year groups. Teachers used breakout rooms, recorded attendance and assessed work, while pupils were able to post their work and peer assess within the class. Collaborate Ultra was also used, especially for its video and whiteboard facilities.
- Whenever there were periods of isolation required for pupils during September – December, notes were put up online, lessons were streamed and email contact was kept with the pupils. During the lockdown period after Christmas, the Physics staff kept a normal running timetable with live lessons as well as videos uploaded for support and feedback given to pupils via email and Google Classroom. Common assessments were used during this period and performance/engagement was monitored.
- The wealth of resources created during this difficult time will be very useful for coming years, and pupils will continue to benefit from the videos and online activities for years to come. The resources were particularly useful for supporting Year 10 pupils in preparation for their KS3 exam.

CDG submission process

- The KS4 and KS5 CCEA resources were amended to provide a fair and robust set of assessments to support the CDG process.
- The HoD distributed a small sample of scripts to all teachers to mark and discuss. Teachers marked the assessments alongside each other and discussed any variations from the mark scheme as they marked this sample cohort. A finalised mark scheme was agreed and produced. Each teacher moderated a sample of each other's scripts. Any variation was discussed and a final decision on the mark was made together.

Enrichment event

Despite the many constraints arising from the pandemic, the pupils had the opportunity to participate in a number of programmes:

- QUB Girls in Maths and Physics Event (Q and A session and practical demonstrations);
- Mars Day 2021 (virtual event presented in conjunction with the UK Space Agency, NASA, and STEM Learning);
- Getting Girls into STEM Conference (online event to inspire, inform and bring together girls across the globe who are passionate about STEM)
- QUB 'Experience Physics From Home' – Virtual work experience for Year 13 pupils

<u>GCSE</u>	<u>A2</u>	
A*/A:	A*/A:	
A*/B:	A*/B:	

Physical Education

- **Development** - Whole School Training as outlined in Staff Development Section

Progress in online/blended learning

- All members of the PE Department engaged in online lessons with their pupils during lockdown. This occurred over a range of platforms including Collaborate Ultra, Google Classroom and Google Meet. All members embraced the task and worked hard to keep the pupils active throughout the lockdown.
- Pupils in Key Stage 3, were presented with a weekly physical task which they could complete during their Physical Education time. Regular Facebook posts were also used to encourage the pupils to keep active.
- Regarding exam classes, GCSE PE students worked with their teachers via live lessons, Google Classroom and Collaborate Ultra to complete their course. Assessments were set and pupils, for the most part, were fully engaged. Where issues arose regarding non-participation/non-engagement in class, this information was sent to HOY and HOS.
- At A-Level, pupils engaged well and managed to complete all of their course via the online platform before returning to school in March 2021. Google Classroom worked well for them as the A level pupils were already familiar with this platform and so learning continued as normal. The teachers greatly appreciated the pupils' dedication as they all worked consistently throughout lockdown to ensure that all deadlines were met and that the work was completed on returning to school. Completing a 2-year course in one year, is difficult at the best of times, and made even more so this year. The girls must be given credit for their efforts to keep up from home.

CDG submission process

- The Head of Department engaged in regular training and updates regarding determining CDGs. Rigorous and robust processes were put in place to ensure that the pupils achieved their potential and were treated fairly and consistently.

Enrichment

- All sporting events were cancelled due to the public health restrictions in place. Pupils still had weekly practical PE lessons and thanks must go to the staff and pupils for their willingness to engage in outdoor lessons all year irrespective of the weather. The engagement levels were almost 100% and a big factor for this was the fact that pupils were able to come to school in their PE gear. This removed some of the hardest barriers to participation in PE, namely changing in front of peers and levels of demotivation when required to bring PE kit to school.
- As of May 2021, extra-curricular activities resumed and the department targeted Years 8 to 11. Year 13 and 14 pupils helped coach at these sessions and this was of great help to the staff and supported the staff in controlling bubbles etc.
- The pandemic has had a significant effect on participation rates in extra-curricular activities and it will be important in September 2021 to work hard to rebuild the large sports base the department has worked so hard to develop over the past number of years.
- The Daily Mile was launched in June for both pupils and staff. It took place every morning on the pitch and offered a great start to the day, improving both the physical and mental well-being of all involved.

- The PE department organised 4 rounders competitions for Years 8 to 11 in June. As a sport's day was not viable, staff wanted to give the girls an opportunity to engage in some fun competition, whilst still keeping in class bubbles. This event was a great success and pupils thoroughly enjoyed it.
- Pupils in Year 8 and 9 were identified as future 'PE Stars' and received a postcard home to inform them of this. This programme has been in place for the past few years and the staff believe that by identifying these girls early on, they promote sport and promote PE as an academic subject. Pupils who were top in the class in each athletics event, during PE classes, were also issued with a certificate in recognition of their achievement.

• GCSE	• A2
• A*/A: • A*/B: • A*/C:	• A*/A: 100%

Development - Whole School Training as outlined in Staff Development Section

Additional Training: Training for CDG process

Progress in online / blended learning

Sept-Dec 2020

The majority of pupils were taught face- to -face during term 1, however there were many pupils self-isolating at various times. Consequently, Collaborate Ultra was used when there was anyone missing. The lessons were recorded and uploaded to google classroom. If the pupil was well, they were able to join the class live and participate fully. This reduced the amount of lost learning time due to COVID.

Jan-Mar 2021

As the pupils were all learning from home, Collaborate Ultra lessons took place every day at the normal class time. All pupils were expected to join and anyone who didn't join was followed up. Attendance was recorded every day to ensure the pupils' attendance was being monitored. The pupils didn't miss out on any teaching, however, some pupils struggled with motivation.

Mar-May 2021

Pupils returned to school and they were assessed on all the material they had been taught during lockdown. Attendance was good with very few people needing time off due to the pandemic.

CDG Submission Process

The CDG process was carried out in line with JCQ / AQA advice.

Three pieces of evidence were selected, which included many short topic tests as well as larger more comprehensive mock assessments. This provided the best insight into who was achieving the various grades.

AQA allowed the grades to be weighted according to their significance.

Marking was moderated by a Psychology teacher from Antrim Grammar School and in turn Ms Kennedy moderated her marking. Marking was very consistent across the departments.

Marks were checked and double checked and spreadsheet calculations were used to weight the scores and award grades.

A2

A*/A:

A*/B:

Religious Education

Development - Whole School Training as outlined in Staff Development Section

Progress on blended/online learning

- A new online Faith in Action programme was designed for Years 13 & 14
- KS3 pupils completed a new Arts & Faith Advent programme (meditation and sacred art)
- The school enrolled and participated in the Global Learning Project (allied to KS3 & GCSE topic delivery)
- Nine KS3 home learning booklets were created in anticipation of remote learning. Likewise Year 11 Philosophy of Religion booklets were created.
- Online resources were created to reflect advances in Bioethics (AS)
- Online support folders were created for the Year 11 Philosophy of Religion course.
- YouTube learning support clips were identified and organised by topic and skills for the following courses:
 - Year 11 Philosophy of Religion Module
 - Year 13 Christian Ethics Module
- Online AS support resources were created and organized into 8 key folders with allied subfolders
- An Islam Research Project for Year 10 (targeting GCSE level skills and content) was created.

CDG processes

Miss Connolly led the CDG process using rigorous and robust processes.

Enrichment

- Year 9 and 10 pupils celebrated UNICEF World Children's Day.
- Year 9 pupils completed the World's Largest Lesson focus 'Goal-makers' (Certificates were awarded to participants)
- The Olympic and Paralympic values - Haiku Competition was launched with KS3 pupils
- Two Year 10 classes completed the World's Largest Lesson the focus of which was 'Social Activism/Prophets' (10A certificates were awarded to participants)
- Year 9 pupils celebrated Holocaust Memorial Day activities.
- KS3 pupils celebrated Earth Day (posting messages on the Unicef site) – Certificates awarded to participants.

- KS3 RE students were awarded the UNICEF Out:Right 2020/21 award. The award recognised their commitment and passion in raising awareness of climate change and its effects on children's rights. The pupils completed a number of activities to be nominated for the award.
- The Year 13 Faith in Action team/ T:Buc participants earned the Circle of Life Award (UK Citizenship award) . They all achieved the Millennium Volunteer Schools award or higher.

- Ella Fleming 10D was a national winner in the Columban Missionary Creative Writing, the Theme of which was racism

<u>GCSE</u>	<u>A2</u>	
A*/A:	A*/A:	
A*/B:	A*/B:	
A*/C:	A*/C:	

Development - Whole School Training as outlined in Staff Development Section

Additional Training- A Level Sociology training – WJEC training, CCEA training/sharing with Heads of Subject

Progress in online/blended learning

- Google classroom was used for all classes . The resource booklets were updated to complement online learning.
- There was access in Term 1 to live lessons for those pupils who were self-isolating through using Collaborate Ultra.
- In Term 2 until 22nd March live lessons were held with all classes using Collaborate Ultra.
- Arising from a half-term evaluation survey with year 13 and 14 in term 2, it was decided to also use online collaborative group activities.
- Online learning allowed for the continued delivery of the course leading to the majority of the AS and A2 Sociology specification being covered.
- The majority of Sociology students engaged really well throughout the year. During Term 2 some phone calls home were made regarding missing work, absence and Miss Fell liaised with the Head of Year and SLT link.

CDG Submission Process

- Miss Fell actively followed all announcements from when WJEC cancelled the exams in term 1. This included information on the use of internal and external assessments at the start of January, to the availability the Qualifications Framework on 22nd February and subsequent information. She also kept in contact with other WJEC Sociology teachers, followed WJEC training and was in direct contact with WJEC and attended all online school-based subject leader meetings.
- Submission of Sociology Assessment plan 2nd March.
- Standardisation of April/May assessments using marked online scripts. External A2 and AS standardisation with teachers from two other schools.
- Regular meetings were held with Mrs McCann and Mr McConville about Centre Determined Grades and the submission of evidence. The agreed grades were submitted to the WJEC portal on 9th June.

A*/A:

A*/B:

A*/C:

Development - Whole School Training as outlined in Staff Development Section

Additional Training: Attendance at Examiners' conference, courses supporting CDG processes

Online/Blended learning

- Online learning proved to be a positive experience for the Spanish department with all teachers delivering live lessons for all of their classes, permitting students to follow a structured timetable despite the restrictions resulting from the pandemic.
- Materials and assignments to be used in online lessons were posted on Google Classroom for all groups every week.
- Teachers closely monitored attendance and participation of students in online lessons and provided Heads of Year with information flagging up any lack of engagement.
- Live lessons were delivered through both Google Meet and Collaborate Ultra.
- Most students participated well, submitting work according to the deadline. Lack of engagement on the part of the students led to their names being recorded in the relevant year group spreadsheets. This was subsequently followed up by the relevant Year Head.
- All course materials were readily accessible through Kerboodle and the students were encouraged to avail of other apps such as "Duolingo" and "Teachitlanguages", as well as "BBC Bitesize" support materials, with a view to promoting independent learning providing extension exercises to supplement any homework set.

CDG processes

- Mrs Morton and Mrs Fitzsimons were both involved in the CDG process at AS and A2 level.
- Mrs Morton, Mrs Fitzsimons, Miss Neary and Miss Cadden were all involved in the process at GCSE level.
- Table-marking and cross-moderation took place at all levels and for all separate assessments.
- As Chair of Examiners for GCSE Spanish, Mrs Morton received training from CCEA to ensure that the process of gathering pertinent evidence for GCSE and A-Level students was completed to the highest possible standard. This allowed grades to be submitted with a high degree of confidence.
- The process was found to be a very positive experience by staff within the department, in terms of their professional development and, in particular, in perfecting of their skills in exam marking.

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>
<u>A*/C:</u>	

Technology and Design

Development - Whole School Training as outlined in Staff Development Section

Additional Training: Attendance at training for CDG processes

Progress in online/blended learning

- Mr Mulholland provided clear and structured timelines to support pupils' progression in the completion of controlled assessment. This allowed for effective monitoring of progress in both folder and project work.
- Google Classroom was used by Mrs Turner and Mr Mulholland for GCSE, AS and A2 as a submission method as well as a resource bank.
- KS3 resources were uploaded and Google Classroom. Google Meet/Collaborate Ultra were used for during the period of remotely learning.
- Google Classroom was used to store and record pupils' work.

CDG submission process – table marking etc

All work was marked, moderated and submitted to CCEA on time and in the correct CCEA guided layout according to the school's policy.

<u>GCSE</u>	<u>A2</u>
<u>A*/A:</u>	<u>A*/A:</u>
<u>A*/B:</u>	<u>A*/B:</u>
<u>A*/C:</u>	

Volunteering Work

The main volunteering activities and awards are promoted by Ms Connolly who has responsibility for this area across the school. She promotes and co-ordinates the work and over the years, has extended a wide range of opportunities to pupils of all ages.

New initiatives

- St Dominic's signed up to the Power of Youth Charter to promote youth advocacy and extra-curricular successes (logo displayed on school website).
- A team of Year 13 pupils completed the T:Buc programme, working with KS3 pupils online.
- The Knights of St. Columbanus Faith award was awarded to Megan Smyth, Year 14. Megan is the first St Dominic's pupil to achieve the award and she is a very worthy recipient

Pupil Achievements

Diana Award winner August 2020 - Hannah Kempton Year 14 received her award at a virtual ceremony.

Ultimate Volunteer Northern Ireland Award - Two Year 14 pupils achieved the award - Emma Louise Bonner and Aoife Ward who both completed the 200 hour award and significant advocacy work.

NI Campaigner award

Anna Neal, Year 10 was awarded the Lucia Quinney Mee BEM Award

Circle of Life Award (UK Citizenship award) St Dominic's T:Buc team – Fourteen Year 13 pupils achieved the award.

Millennium Volunteer 200 hour award - The following pupils achieved the award as a consequence of participating in a range of projects:

- Orlaith McKnight Year 14 for her work with the People's Kitchen in Belfast;
- Maria Aaroy Year 14 for her work as Youth Forum secretary and Youth Commissioner;
- Brona Barrett for her participation in a Social action project working with the Crumlin Youth Club & Belfast Youth Forum;
- Elena Hardiman for her work with Action Cancer and participation in school-based social action programme focusing on mental well-being;
- Abby Slane in recognition of sporting activities

MV 100 hour award - The following pupils achieved the award as a consequence of participating in a range of projects:

- Megan Smyth 14 PJPII and St Johns and NCS
- Olivia Rea 13 Clonard volunteer & T:Buc Team member
- Caitlin Murphy 14 PJPII Lego club leader

- Edel Marken 13 Faith volunteer and Social action project with NI Hospice
- Lara Cowan 13 Dance coach volunteer

MV 50 Hour award - The following pupils achieved the award as a consequence of participating in a range of projects:

- Duana Coleman Year 13 Coláiste na bhFiann summer volunteer
- Elena Hardiman Year 13 Francais Language Maternelle classroom helper
- Ellie Johnston Year 14 Lagan Valley veterinary surgery volunteer
- Megan Turner Year 14 Belfast Health and Social Care Trust.
- Hannah Stewart Year 13 Oxfam volunteer
- Emerson Wickham Year 13 Belfast youth Forum Volunteer

PJPII Gold Award (Year 14) - Seven Year 14 pupils achieved the award

Covid Volunteers volunteering during the Covid crisis - Nine pupils ranging from Year 9 to Year 14 were awarded certificates & badges

Pioneer Awards – The following achieved the awards in recognition of their volunteering work :

- Fionnuala Baker Year 9B GAA sports leaders
- Roisin Quinn Year 9B GAA sports leader
- Demi McGreevy Year 9 GAA sports leader
- Cara McNama 9B fundraising walk for a Meningitis charity
- Eve Kempston 9C volunteer with the Irish Astronomical Association.
- Mollie Rogers 9C SENSE chaperone
- Ava McGurk 9C Ava volunteered at Rosario Food Bank during lockdown
- Polly Short 9B
- Victoria Stasiak
Vel Staszczuk 8C 8C Eco-club volunteer
- Natalia Cecot 8C Eco Club volunteer 8C
- Roise McCourt 8F Stutter awareness and 'Ats Us Nai' Kids concert
- Eirinn Rose O'Reilly 8F Irish dancing fund-raising for Cancer research
- Leah Burns 8F Irish dancing fund-raising for Cancer research
- Jenna Hilton 8F sponsored runs Cancer charity
- Eva Grace Garland 8F sponsored runs cancer charity
- Emma Magill 8F Cub scouts and tree planting
- Sophie Glover-Monaghan 8F Animal shelter (dog walker)
- Ella McAlorum 8F Under 8s helper camogie

Giving Nation Certificates

- Eve Conlon 10D fundraising for TAHMI / supporting the People's Kitchen
- Mateya McLean 9A food donations OLIO
- Lucy Reynolds 10E running a marathon for Prostate cancer charity
- Caitlin Cox 9 Youth Forum volunteer / Period Poverty initiative

St Dominic's Senior Volunteer Award (extra-curricular award ceremony)

- Orlaith McKnight Year 14 The People's Kitchen Volunteer

Youth leadership

Millennium Volunteer Youth Forum leaders (2021)

- Edel Marken 13
- Caitlin Mc Dermot 13

NICCY Youth Panel

- Lucy Flannery (also Chair of the Belfast Youth Forum 2021)
- Ruby McKenna Stenhouse (elected 2021)

T:Buc Ambassador 2021

- Lauryn Kane 12C

Fundraising 2020-21

During 2020-21, the St. Dominic's community continued to fundraise for worthy causes/charities both at home and abroad. The highlight of the fundraising events as always was the Teacher Talent Show which has become part of the Christmas story at St. Dominic's.

The RE staff and tutors led the pupils in making up hampers and contributing to the SVdeP Toy and Present Appeal with each class donating presents for families in need.

Charity	Amount
CLIC Sargent	£2,800
LEPRA	£2,019.35
Rainbow Factory	£111
Coffee Morning	£1700
Women's Aid Bun Sale	£360
Hallowe'en Fancy Dress	£603
PPU Carol Service - SVdeP	£1218.05
Teacher Talent Show	£2400
Shoebox Appeal	Senior pupils made up shoeboxes as Christmas presents for the homeless – "Road to Hope Charity"
Food Hampers SVdePaul	Every form group made up a food hamper

Christmas present appeal SVdeP	Pupils from all form classes collected money and bought a present for a child assigned to them
Food bank appeal	Food was collected for the local food bank
Guide Dogs Appeal	£215.90
Year to remember Walk in May – fundraising for Food bank	£2553
Action MS	£3,054.80
Trócaire	£219.43 (A Doherty's class)
Meningitis now charity	£529.09
MS Charity	£3, 054.80
SENCO	£201.72 – This was raised by a group of pupils to buy additional soft furnishings for their break and lunch area
Habitat for Humanity	£575.90

RESULTS 2020

Performance - A LEVEL

2020	
A* - A	67%
A* - B	96%
A* - C	100 %

100% passes at Grades A*-C

Performance - GCSE

2020	
A*	25.22%
A* - A	69.49%
A* - B	90%
A* - C	96.59%

Seven passes including English and Maths – 99.31%

Five passes including English and Maths – 100%

Fast-track Maths course – Year 11 results

Number of students	A*	A*/A	A*/B
59	37%	98.2%	100%

Fast-track Irish course – Year 10 results

Number of students	A*
12	100%

Performance reported in percentages

A Level 2020

Subject	Entries	A*	A	B	C	D	E
Biology	24	16.7	45.8	29.2	8.3	0.0	0.0
Chemistry	23	17.4	47.8	30.4	4.3	0.0	0.0
Physics	9	44.4	33.3	22.2	0.0	0.0	0.0
Mathematics	37	40.5	40.5	16.2	2.7	0.0	0.0
Business Studies	14	14.3	50.0	35.7	0.0	0.0	0.0
Financial Studies	16	12.5	31.2	56.3	0.0	0.0	0.0
Health & Social Care	24	8.3	45.8	45.8	0.0	0.0	0.0
Art & Design	7	42.9	42.9	14.3	0.0	0.0	0.0
Geography	8	25.0	37.5	37.5	0.0	0.0	0.0
History	19	26.3	42.1	21.1	10.5	0.0	0.0

Religious Studies	12	8.3	58.3	25.0	8.3	0.0	0.0
Politics	36	27.8	33.3	36.1	2.8	0.0	0.0
Psychology	26	15.4	50.0	34.6	0.0	0.0	0.0
Sociology	25	12.0	60.0	20.0	8.0	0.0	0.0
English Literature	25	16.0	32.0	44.0	8.0	0.0	0.0
Drama	20	25.0	45.0	30.0	0.0	0.0	0.0
Media Film & TV Studies	11	0.0	36.4	54.5	9.1	0.0	0.0
Irish	15	40.0	60.0	0.0	0.0	0.0	0.0
French	3	33.3	66.7	0.0	0.0	0.0	0.0
Spanish	11	9.1	45.5	45.4	0.0	0.0	0.0
Music	6	16.7	33.3	50.0	0.0	0.0	0.0
Design & Technology	4	25	25	50	0.0	0.0	0.0
Information Technology	5	60.0	20.0	20.0	0.0	0.0	0.0

GCSE 2020

Subject	Entries	A*	A	B	C*	C	D
Biology	10	30.0	60.0	10.0	0.0	0.0	0.0
Chemistry	10	30.0	40.0	30.0	0.0	0.0	0.0
Physics	9	44.4	33.3	22.2	0.0	0.0	0.0
Mathematics	146	14.9	67.4	17.6	3.4	0.7	0.0
Mathematics Further	54	29.6	37.0	20.4	9.3	3.7	0.0
Information Technology	9	55.6	11.1	22.2	11.1	0.0	0.0
Business Studies	22	22.7	13.6	36.4	18.2	9.1	0.0
Health & Social Care	40	10.0	65.0	12.5	10.0	2.5	0.0
Art & Design	24	45.8	41.7	12.5	0.00	0.0	0.0
Geography	20	15.0	50.0	20.0	15.0	0.0	0.0
History	98	13.3	56.1	14.3	12.2	2.0	2.0

Religious Studies	145	17.2	33.8	33.8	11.0	2.8	1.4
English Lang	146	21.9	58.2	19.2	0.7	0.0	0.0
English Lit	145	31.7	50.3	16.6	1.4	0.0	0.0
Drama	54	33.3	57.4	9.3	0.0	0.0	0.0
Irish	19	36.8	63.2	0.0	0.0	0.0	0.0
Gaeilge	15	53	47	0.0	0.0	0.0	0.0
French	37	27.0	32.4	18.9	10.8	0.0	0.0
Spanish	52	38.5	25.0	28.8	5.8	1.9	0.0
Music	12	41.7	41.7	16.7	0.0	0.0	0.0
Sport/PE Studies	22	50.0	13.6	31.8	4.5	0.0	0.0
Design & Technology	10	20.0	40.0	30.0	0.0	10.0	0.0

2020 – Double Award Science

Subject	Entries	A* A*	A*A	AA	AB	BB	B1	C1	C2	CC
Double Award Science	124	14.5	13.7	16.1	14.5	13.7	8.9	4.8	5.6	8.1

