



Learn to Love, Love to Learn

**Board of Governors'
Annual Report
2020/2021**

Chairperson's Welcome

This year we *learned to love* our families and friends, to treasure them in our hearts. We *learned to love* our NHS staff and key workers. We heard of their bravery and dedication. The resilience and dedication of our children, parents/carers, teaching, school staff and priests was a silent bravery.

This year we *loved to learn*, in a different way, for a while. All of our school community were impacted by the lockdowns and motivation was affected by access to online platforms, relationships, weather and boredom.

Our school community thrives on social interaction and this was denied us for many months. However, on behalf of the governors, I wish to laud our staff, parents/carers and children for the wonderful way they have embraced the return to school initiatives.

Special thanks to our children for being so brave and resilient during this last year.

Thanks to our PTA and parents for their commitment to St Mary's on the Hill and their flexibility, congrats for all you achieved this year!

Thanks to Mr. Conway and the staff, teaching and non-teaching, for your professionalism, love and dedication to your pupils which has awarded you an extinction in "The Spirit of Catholic Education" Awards.

God Bless

A handwritten signature in black ink that reads "Marion E. Meyer". The signature is written in a cursive style with a large, decorative initial 'M'.

Marion Meyer

Chairperson, Board of Governors

INTRODUCTION

This year saw more disruption to the education of the children due to a further lockdown from January 2021 to March 2021.

During this time the staff engaged with the pupils remotely and having audited the staff, parents and pupils in September, we adapted and enhanced our practice. When the children returned to school in September 2020 and in March 2021 our focus was on re-establishing and building relationships. The Transitional School Development Plan for 2020/2021 focused on 3 main areas:

- Supporting the physical, mental and emotional health and wellbeing of pupils and staff;
- Developing effective approaches to remote/blended teaching and learning and/or assessment;
- Identifying and addressing underachievement, particularly for those pupils who have experienced barriers to engaging in remote learning.

1. THE SCHOOL'S MISSION STATEMENT

The philosophies, aims and objectives of the school, as defined by the Board of Governors, have been set out in the following short mission statement:

We, the governors and staff of St Mary's on the Hill Primary School, believe the school to be a vital part of the Catholic Community living in the Parish of St Mary's on the Hill. We aim to create a supportive inclusive Christian school community. A community in which all members are valued.

We believe that high quality teaching and learning are central to our motivation as a school. We believe that all children can learn and that all pupils have strengths. We encourage pupils to:

- develop their full potential spiritually, intellectually, socially, emotionally and physically;
- contribute positively to the world in which they are living;
- contribute to the economy and environment.

We are a Catholic school, committed to the Statement of Aims of Catholic Schools, and to the promotion of an ethos throughout the school which reflects the Christian teaching and values of the Church. We aim to help the children grow in awareness of the presence of God in themselves, in others and in the world around them.

Our school is not an isolated institution but it is part of the community, responsible to it and providing an important community service. We take this responsibility seriously and will seek the further involvement and interest of parents and others not only in the welfare of individual children but in the school as a whole. We work hard to build tangible links between the school, home, parish and wider community.

We seek to provide a caring service that recognises the human value of pupil, teacher and parent; that appreciates the need to help pupils manage their present lives as well as helping them prepare for the opportunities, responsibilities and experiences of adult life; one that treats teachers not just as employees but as valued associates and partners of parents.

We aim to provide a centre of educational excellence - one that is planned, developed to the highest professional standards, and constantly evaluated so as to maximise the benefit each pupil receives from his/her experiences at the school.

2. BOARD OF GOVERNORS

The Board of Governors have overall responsibility for the effective management of the school. As well as nominees of the Trustees, the Education Authority and the Department of Education, its membership includes a Governor elected by the parents and a Governor elected by the teaching staff. The principal is also a member. This year we welcomed Kevin Denvir as a nomination of the Trustees.

A list of members is included in Appendix 1.

The Governors have particular responsibilities in relation to the curriculum, the appointment and dismissal of staff, admissions to the school, discipline, complaints, school funds and buildings.

An important function for the governors is to consider the needs of the school in terms of staff, buildings, and other resources and to advise the various other authorities if we believe these needs are not being met. An equally important function is to ensure that the resources available to the school are being effectively used.

3. THE CURRICULUM

The enrolment figure for 2020/2021 was 384.

The curriculum is made up of all the opportunities for learning provided by the school - not just the formal lessons, but the climate of relationships, the style of behaviour and general quality of life evident within the school community. In a Catholic school such as ours, the teaching and expression of our Catholic values is an important element of the curriculum.

The curriculum is set out in six areas of learning:

- Language and Literacy
- Mathematics and Numeracy
- The Arts
- The World Around Us
- Personal Development and Mutual Understanding
- Physical Education.

It is infused with the cross-curricular skills of Communication, Using Mathematics and Using Information Communication Technology.

The curriculum promotes children's self-esteem by concentrating on activities and learning experiences which encourage confidence, curiosity and creativity. It encourages children to take an active responsibility for their own learning.

In St Mary's on the Hill, pupils are given opportunities to learn in a variety of ways and in different social groupings. Teachers employ a wide range of teaching methods to ensure the children have opportunities for interactive, practical activities where children are encouraged to self-assess and plan for improvement.

Teachers plan together each week to ensure pupils' learning intentions are agreed whilst ensuring that their own individual class needs are catered for. They ensure that work is planned, reviewed and evaluated every eight weeks. Teachers include assessment methods for each 8 weekly planners. These assessments provide teachers with information on how each pupil is progressing and also identify areas which may require additional help.

4. CURRICULUM PLANNING AND STAFF DEVELOPMENT

Curriculum Development and In-Service Training were ongoing throughout most of the year. The Principal and the Senior Leadership Team met with all teachers to provide guidance on what the curriculum would look like following the lockdowns. Staff know that meta-learning – learning how to learn and developing self-knowledge about strategies and behaviours for learning – is a key element of the curriculum. Encouraging pupils to reflect on how they learn and equipping them with a 'growth mind-set' are particularly important skills at this time when older primary pupils in particular have had to learn more independently during periods of remote learning.

On the children's return to school in September the emphasis was on reassuring and supporting our children to reconnect socially, build positive relationships and engage enthusiastically with learning as they returned to the school environment. The staff supported the children's emotional health and wellbeing, helping them to be engaged and motivated to learn and ensuring they had the tools and skills they required for learning.

Initially, activities focused on getting pupils used to school routines and safe behaviours, interacting appropriately with others within the rules and a gentle encouragement to engage with activities and sustain concentration. Teachers took the time to re-establish existing routines, introduce new routines and set the expectations of behaviour necessary to support all pupils as they returned to school.

Staff provided opportunities for children to re-establish face-to-face friendships, reconnect with staff, work with others and talk about their interests and experiences. Social interaction within the protective bubble of the class were centrally important for our children.

While many pupils will have coped well with engagement in remote learning, some pupils returned to school disengaged and required extra support to be motivated to learn. We identified and supported those pupils who were most likely to experience difficulties in

engaging with learning. Staff stayed connected to parents via Seesaw. Some activities continued to be presented via Google Classroom, however, to a much lesser extent and homework was limited up to Easter, given that the children were adjusting to their new routines.

Staff used their professional judgement to find the right balance to support, guide and engage our children in learning. Parents were encouraged to contact their child's class teacher if they had any concerns or worries.

Remote Learning

As a result of the imposed school closure staff at St Mary's on the Hill Primary School had continued to provide education and support to our pupils using remote learning. All learning was conducted using Seesaw for Years 1, 2, 3 pupils and Google Classroom for Years 4, 5, 6 and 7 pupils. This allowed staff to keep in daily contact, in a professional and confidential manner with each pupil in their class. Teachers were able to schedule learning in a manner that did not overwhelm or concern our pupils. Teaching and learning was tailored, changed and updated as time progressed.

Pupils were being supported pastorally while engaged in remote learning. Teachers had endeavoured, with the help of parents and carers, to gather information on issues their pupils were facing to help develop a plan to provide support. Teachers needed to gather information on the type(s) of issues being faced, the type of support needed, the learning context of the student, and their accessibility to learning. In some scenarios, families had been contacted to determine how best support could be provided.

In all communications we adhered to our commitment to maintaining pupil wellbeing. Pupils facing wellbeing issues, such as those living in homes where there is significant disruption, needed support through other staff or external agencies to ensure that they were emotionally supported while they learnt from home.

We realised that the circumstances that caused our school to close would affect families in a number of ways. In our planning and expectations, we were aware of the need for flexibility from all sides: parents may have been trying to work from home and so access to technology as a family may have been limited; teachers may have been trying to manage their own home situation, as well as teach; systems may not always function as they should have. An understanding of, and willingness to adapt to, these difficulties on all sides was essential for success.

We believed that it was in the best interests of our pupils that we continued to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understood that work may not be completed on the day it is issued, therefore no deadlines were set. That said, the work that pupils engaged in during the period of closure was part of our planning.

Some scenarios were difficult to support, particularly in situations where pupils were isolated. Support took into account the unique situations in which pupils found themselves and

ensured that it was tailored to their context. For example, pupils had received hard copies of work, so that they could work from home without a device or internet access.

Engage Programme

Given the unique circumstances of the Covid-19 pandemic, all primary and post primary schools in Northern Ireland received funding through the Engage programme to provide additional teaching resources.

Through the Engage programme qualified teachers provided child centred one to one, small group or team-teaching support those pupils identified by schools as most benefiting from additional support following the Covid-19 period of lockdown.

There is extensive evidence of the positive impact of high quality one to one and small group teaching as a support strategy for learning, particularly after a period of missed schooling. Support delivered by qualified teachers is likely to have the highest impact.

The staff had identified children in Year 1 to Year 3 who would benefit from extra support in small groups or a one to one in Literacy and Numeracy.

Provision for Mental Health and Wellbeing

When planning for our Return to School in August 2020, the wellbeing of our pupils, staff and parents was at the forefront of our minds. We aimed to re-engage our pupils at a pace appropriate to the individual, while providing holistic recovery for all. Senior Leaders met to discuss the loss experienced by our school community and how this could impact on learning. From the outset, we wanted to equip the children with the space, time and skills to rediscover self-image, self-esteem and confidence. We have engaged with a number of external support agencies, including Action Mental Health, who have completed workshops with our Year 5 to Year 7 pupils. This was further complemented by a workshop for parents and a further session for all school staff in May 2021. In the first term of 2020, all year groups completed a series of weekly Mindfulness sessions with an instructor, Katie, which began with our bespoke Mindfulness prayer. When the second lockdown began in January 2021, Katie continued to deliver remote Mindfulness sessions to our pupils via our online learning platforms.

At this stage, we began a weekly programme called ‘Wellness Wednesday’, when the children had the opportunity to move away from academic work and spend time creatively. Teachers gave suggested activities and parents sent photos of the children engaging in tasks which were creative and exploratory.

In order to equip the children with skills of resilience and help them manage their emotional, psychological and social wellbeing, we purchased a whole-school programme from Fresh Little Minds called the Relax and Regulate programme. This is an interactive, self-regulation, emotional resilience programme which all teachers are now fully trained to deliver in their classrooms. All children from Year 1 to Year 7 complete weekly lessons as part of their ‘passport’ to wellbeing.

At the beginning of the third term, we completed a baseline observation of the children which monitored the behaviours they displayed in two areas:

1. Readiness for Learning;
2. Emotional Well-Being.

With this therapeutic approach embedded throughout the school, we continued to promote an ethos of safety and nurture.

Special Educational and Additional Needs

The Special Needs Coordinator continued to engage with outside agencies to provide support for those children who needed it. This was particularly important for many children due to the prolonged lock down periods the year before. Over the course of the year contact was made with the Educational Psychologist through which we were able to access support and advice from Literacy Support Service, (LTSS) and Autism Advice and Intervention Service (AAIS.) Further support was sought from agencies such as 'RISE' (Regional Integrated Support for Education) and the Behavioural Support Team.

Toe by Toe Programme spelling programme

Training was provided to two classroom assistants who delivered the spelling programme to a small number of children.

Calm Plan Training

Primary Behaviour Support and Provisions have provided Calm Plan Training to our teaching and non-teaching staff.

The aims and learning outcomes of the training are detailed below:

- The Calm Plan framework helps to recognise dysregulation;
- Develops an understanding of how to help pupils feel safe and connected;
- Understand the process of developing a supported Calm Plan based on nurture principles and trauma informed practice.

Autism Week 19th April to 25th April

Almost everyone has heard of autism. But far too few people know what it's actually like to be autistic - both the strengths and how hard life can be at times.

The past year has brought particular challenges for autistic people and their families, and a few positives for some. Nine in ten autistic people said they worried about their mental health during the first lockdown, and 85% said their anxiety levels got worse.

Many things need to change if we're to create a society that works for autistic people.

Better understanding of autism across society, from schools to workplaces and decision makers in local and national government, would transform hundreds of thousands of lives. We wanted to highlight Autism in the school for the pupils and the parents.

Music

Music provision had been extensively curtailed due to Covid restrictions. As singing was not allowed, we did not establish the choir. This also meant that the annual Peace Proms concert did not take place.

Both P7 classes completed an individual end of year show by chanting song words accompanied by recorded backing tracks.

The external tutors for strings, woodwind and brass instruments have followed government guidelines and have, throughout the year, provided lessons both online and face to face. The number of children receiving tuition is less than normal due to not being able to mix class bubbles. There have been no exams.

Staff Training

Despite the pandemic, staff have engaged in a range of CPD activities.

Staff had an opportunity to engage in training in the curricular areas of PE and ICT. Extensive training was also provided for Google Classroom and Seesaw. They were also given an insight into some Wellness techniques.

Further to this, Action Mental Health ran a zoom workshop for staff in June focusing on;

- Overview of Healthy Me workshops;
- Mental Health Awareness;
- Children and Mental Health;
- Stress, coping and self-care;
- Sources of support.

All staff including non-teaching staff have also completed Calm Plan training.

Other

A list of staff for 2020/21 is included in Appendix 2.

5. ASSESSMENT AND REPORTING

Teachers continue to keep up-to-date pieces of pupils' work as evidence of each child's achievements in the main curricular areas. At the end of the school year, a file containing information about pupils' progress is transferred to the child's new teacher.

In Term 1, parents and carers of pupils in Years 2 to 7 were formally invited to discuss their children's progress via telephone this year. Year 1 parental meetings were held in January 2021.

Annual reports, outlining each child's progress and achievements, were sent to parents and carers in the Summer Term.

The Year 7 Records of Achievement, that record both academic and non-academic achievements throughout the children's years of primary schooling, were awarded to them following their remote Leavers' Mass in June.

Standardised Testing PTE/PTM

The school completed standardised testing for P4, P5, and P6 pupils. The data will be analysed and along with teacher input and coordinator discussions and will be used to set targets for pupils, year groups, curriculum areas and whole school. This information will be used in conjunction with Cognitive Ability Testing (CAT).

6. RELIGIOUS ACTIVITIES

Spirit of Catholic Education Award

It is with great pride that we received the 'Spirit of Catholic Education' Award. In June the school was visited by Joan McCombe and Aidan Donaldson from the Diocesan Support Service and we were presented with a framed certificate in recognition of excellence and service to the community.

Both Aidan and Joan spoke very highly of the school, our staff and the wider school community including the Board of Governors. The judging panel awarded St Mary's on the Hill a 'distinction' the highest award given and one of only four distinctions awarded in the primary sector for the whole diocese. The award was in recognition of our school's outstanding commitment to, and engagement with promoting and developing Catholic ethos and values.

In particular, Joan and Aidan congratulated us on our outstanding work in the areas of Mission and Catholic leadership. The work undertaken and the atmosphere created at St Mary's on the Hill Primary School is, they said, inspiring and empowering to the whole community. This is manifested, we were told, in the very conscious and evident engagement of the whole staff in relation to Catholic ethos.

We are both delighted and proud to have received such a prestigious award by the Diocesan panel of judges. This award confirms for us what school life is all about – living our faith in the love of Christ and holding each individual child at the centre of all we do.

Our school has been recognised and celebrated for being a living faith community. As such, this award went to every member of our community – our wonderful children, our staff, our parents and governors. We will continue, with Christ's teaching as our guide, to promote our shared values of kindness, courage and compassion and to foster an environment in which all of our children *Learn to Love and Love to Learn*.

On-Line Mass & Prayer Services

Due to the Covid-19 restrictions we had organised with Fr Pat a number of online Masses and Prayer Services:

- The Opening of the New School Year Mass;
- Prayer Service for our Year 1-3;
- Class Masses.

Children were able to watch these virtual masses from their classrooms

The Sacraments Holy Communion and Confirmation

This year we had two Holy Communions. The first was held in October for our Year 5 children in St Bernard's Church. The second held in May for our Year 4 pupils. Confirmation was held in June for our Year 7 pupils. Thank you to Fr Pat for his spiritual guidance and support and to the parish volunteers for their presence throughout the services ensuring that we all adhered to the Covid guidelines. The services, as always, were very special and enjoyed by children and parents.

Catholic School's Week

Catholic Schools' Week began Sunday 31st January. The highlight of the week was Grandparents' Day and this was celebrated remotely.

All pupils took part in remote Assemblies. This provided an opportunity for the children to come together and build the sense of community.

7. ADDITIONAL ACTIVITIES

Maths Week Ireland

We celebrated Maths Week Ireland during October. In school, we carried out different problem-solving activities and watched Maths Week TV shows which focused on different topics such as: Number Patterns, Maths Rocks and It Doesn't Add up. The presenters were well known mathematicians, teachers and scientists.

Book Fair 2020

Unfortunately, we were unable to run our annual Book Fair in term one due to Covid-19 restrictions. Alternatively, we set up an online Book Club for St. Mary's on the Hill P.S. with Scholastic.

School Council

On the 24th November, Mayor Jim Montgomery, virtually congratulated the new class and school councillors on their wonderful achievement of being elected to office. The councillors allow pupils' voices to be heard and they play a very important role in the school. Whilst not everyone gets elected we really appreciated the effort made by all those children who put themselves up for election.

Anti-Bullying Week— United Against Bullying

In St Mary's on the Hill, we have had a very proactive curriculum which helps us to reduce the number of bullying episodes recorded in the school. Through the pupils' PDMU programme, circle time activities, religion programme and ICT lessons, we limit the amount of relationship issues that can develop into bullying. We also encourage and seek the help of outside agencies such as the NSPCC to deliver assemblies to support the pupils in our school. During Anti-Bullying week, the children participated in a range of activities on the topic of Anti-Bullying. The week will begin with Odd Socks day on Monday 16th November.

Road Safety Week 2020

The theme for Road Safety Week 2020 was *No Need to Speed*.

Road Safety Week 2020 encouraged everyone to learn the what, the why, and the where of speed and highlighted that whether someone is walking to school, cycling into town or driving for work, the speed of traffic matters to their safety.

Joshua Harris, director of campaigns for Brake, the road safety charity, stated:

"Road Safety Week provides a unique opportunity, every year, to focus attention on how the safety of our roads impacts all our daily lives." Speed plays a part in every crash and just 1mph can mean the difference between life and death on the roads. This Road Safety Week we want to help everyone understand why speed matters and to join together to say there is 'No need to speed' on our roads.

The children from Year 1 to Year 7 took part in this year's event making use of valuable resources provided by **Brake**.

Forest School 2020

Year 2 completed a 6-week Forest School journey in Lilian Bland Park in Glengormley. The children engaged in learning outdoors every Tuesday for six weeks. They completed lots of fun activities linked to Literacy, Numeracy and The World Around Us. The children learnt how to look after the environment and have been enjoying the freedom of learning outdoors. Thank you to The Northern Ireland Forest School Association for supporting us through this experience.

Year 2 Concert – ‘The Sleepy Shepherd’ and Year 1 Prayer Service

The Year 2 Christmas Concert was performed in December. The Year 1 Prayer Service was a delight. Great efforts were made by both pupils and teachers and the prayer service were thoroughly enjoyed by all.

Carol Service

Year 5 led the annual Carol Service remotely in class.

Year 1 – Year 4 Pantomime

This year we couldn't go to the Pantomime so we brought the pantomime to our school. The Ulster Theatre Company had remastered a great recording of its 2011 blockbuster 'Jack and the Beanstalk' and children watched a streaming of the show.

Safer Internet Day 2020

This was celebrated globally and in our school on Tuesday 9th February 2021 with the theme *An Internet we Trust* exploring safety in the online world. Over the course of the year the children also explore internet safety with their class teacher.

Sports Day

This year each class ran their own individual Sports Day. Traditionally, we hold these events in May as the weather tends to be dryer. Unfortunately, parents were not able to attend this year, however the teachers sent parents lots of photos. The other class in the year group were able to attend to add to the atmosphere and remained within their class bubble. The PTA bought lollies for the children and they were awarded certificates also.

The Daily Mile

On Friday 28th May, The Daily Mile hosted their first national event where they invited schools across Northern Ireland to take part and get active together. As a school, we understand the importance of the connection between being active and mental health therefore we were delighted to take part.

8. PARENTAL INVOLVEMENT

Induction Programme

Due to Covid-19 restrictions, our Induction Programme for Children starting in St Mary's on the Hill (SMOTH) 2020 and 2021 had to be adapted. Last year the parent's questionnaire indicated that parents were 100% happy with the induction programme provided.

This year we have worked hard to ensure that the children transferring to SMOTH in September 2021 have the best possible transition experience under the current circumstances

and that their parents also found this a positive rewarding process. Our transition process this year included:

- Updated EA training for the Coordinator and the Year 1 teacher May 2021;
- Contact with all relevant preschool providers;
- Invitations to a 'Greenfingers' session for all children in small groups as appropriate;
- Photograph of Year 1 staff and Year 1 classroom - sent to preschool as requested for anxious children;
- Communications sent to parents – policies and Google Forms for data collection;
- Induction video;
- Teachers video for the children to replay over the summer containing an introduction to their Year 1 teacher and classroom assistant. This video also provided a virtual tour of the Year 1 environment;
- Photograph and flier and message from Year 1 teacher (to put on fridge!);
- Sunflower postcard sent to the children over the holiday period;
- Parent - Teacher interviews in August.

Provision Before and After School

Following a Risk Assessment, After School Provision had restarted in a limited way. Multisport activities have resumed for the Year 4, 5, 6 and 7 classes. Whilst we were not able to accommodate Year 1, Year 2 and Year 3 activities we managed to secure coaching from Gaelfast which took place every Tuesday.

Breakfast Club 7.45am to 8.45am – Following a Risk Assessment we concluded that we couldn't accommodate it.

Waiting Class 2pm–3pm - Following a Risk Assessment we concluded that we couldn't accommodate it.

Sleepy Hollow provided Wrap Around Care 5 days a week.

Remote Learning Parental Questionnaire

We had listened to the responses from the Parental Remote Learning questionnaire issued June 2020 and followed DE guidance. A further questionnaire was issued to parents and pupils on the week beginning the 22nd February 2021.

The responses that we received affirmed the good practice that we put in place during this period of remote learning. The practice of the school during this period of remote learning was very different from the first period undertaken through March-June 2020. We were delighted that 96.7% of our parents felt that their children were receiving enough support in their education from the school. Due to the small percentage that did not feel that they were receiving enough support, the staff were able to individually contact these parents and open a dialogue into how they could best support their children.

Having read the data, we concluded that motivation was an issue. We were able to put in place some reactive measures in order to increase motivation when we received these results, however moving forward we will be looking at how this can be improved, if necessary.

From this survey, we also know that most of our community has internet access. Although 100% said that they had internet access, 100% of the school community did not reply to the survey and as the survey was completed online those who do not have internet access would not be able to complete it. In IT accessibility, it was clear that a high percentage of our children were accessing remote learning through a phone. This makes it very difficult to get the full effect of remote learning and is something that may need to be communicated to the EA or Department of Education, in order for them to provide support to families who need better IT access.

Year 1 Parental Transition Questionnaire

The responses were very positive and highlighted a smooth transition for our Year 1 children. The school look at the suggestions made and, as far as reasonably possible, made changes to include them in next year's transition process.

Parent Teacher Association (PTA)

St Mary's on the Hill Parent-Teacher Association (PTA) organised various fundraising and social events during the year. We are greatly indebted to the PTA for the time and energy they devote to raising much needed funds for the school but also for helping to further enhance the family atmosphere within St Mary's on the Hill through their fundraising efforts. Some of the activities from the summer term were:

- Organised a party for the Year 4 children after Holy Communion and provided Party Bags;
- Provided ice-lollies for the Year 1 to Year 7 children after Sports Day;
- Organised a Bounce-a-thon;
- Provided *Hoodies* for the Year 7 Leavers.

Parent Teacher Association Christmas CD

The children were allocated a Christmas song and have been singing in their class bubbles. All songs were compiled into a SMOTH Christmas CD.

Communicating with Parents

The Monthly Events Newsletter has continued, celebrating the achievements of the pupils in the school and keeping parents/carers up to date with important dates and events. Further details of the events for the year can be accessed through the links below: <https://stmarysonthehill.co.uk/for-parents/publications/>

Our school website, <https://stmarysonthehill.co.uk/> provides parents and carers with detailed information on the life of the school, celebrates pupil achievements and provides information on how parents/carers can support their child's education. Within the Pupil Links, our

students have access to various websites and documents in order to assist their learning. General school notes are emailed, distributed and then posted on the school website.

10. COMMUNITY LINKS

We are proud of our local and extended community links. We enjoy good relationships with the other parish primary and post-primary schools.

Charities

Leukaemia and Lymphoma NI

Presentation was made to Leukaemia and Lymphoma NI for £1684.80. this money was raised by the parents in lieu of staff having Christmas presents.

Trócaire

The children took part in the annual fund raising for Trócaire. They got creative with the theme of Spring. They were able to:

- draw/paint a picture;
- write and record a song or rap;
- make a model;
- write a poem or short story;
- make or decorate an Easter bonnet;
- create a dance routine.

Parents were able to make a donation to Trócaire through school money as an entrance fee. Each teacher had to judge the entries for their own class and one winner received an Easter egg. We raised £1912.50.

Facebook

We introduced Social Media and celebrated and marked events throughout the school year. The school has continued to communicate and update parents via email and text. Facebook was not used to send messages to parents and we asked that parents do not use Facebook to contact the school.

Click on the link below and please share with anyone you think would be interested or has a connection to our school - <https://www.facebook.com/StMarysOnTheHillPS/>

Some of the highlights have been:

- Mental Health Awareness Week;
- P5 Coding activates;
- Holy Communion celebrations;
- Confirmation;
- Sports Day.

11. PHYSICAL ENVIRONMENT

The Board of Governors is committed to continuing the process of further upgrading the school's environment and ensuring the Education Authority and Department of Education fulfil their responsibilities with regard to the upkeep of the school buildings in the current academic year.

- The replacement mobiles Year 4 and Year 5 is still ongoing. A new Modular Build to replace the mobiles started in April 2021, however stopped shortly after this. The work is due to resume in September 2021.
- A new lobby was added to the school and opened in January 2021. This was a welcome addition and really set the tone for the school.
- The Education Authority have upgraded the school roof.

12. FINANCE

The Board of Governors has overall responsibility for the allocation of the budget, but on a day-to-day basis this responsibility is exercised by the Principal. The budget is calculated by the Education Authority using a formula which applies to all schools in its area. The main elements in the formula are the number of pupils, the number of pupils entitled to free school meals and factors related to the size and design of the school buildings which affect running costs.

Total Budget Allocated 2020-2021	£1,170,538
Total Expenditure 2020-2021	£1,215,391
Staff Costs 2020-2021	£1,147,375
Non-staff Costs 2020-2021	£70,417
Income 2020-2021	-£2,400
Balance c/fwd. @ March 2021	-£44,853

The Board of Governors would like to thank parents and carers for responding so generously to the various fundraising activities during the year.

MEMBERS OF THE BOARD OF GOVERNORS

Trustee Representatives

Mrs Meyer (Chairperson)
Mr Wright (Vice-Chairperson)
Mrs McComiskey
Mr Denvir

Education Authority Representatives – N E Region

Mr McCann
Mr Grehan

Department of Education Appointee

Mr Turner

Governor Elected by the Teachers

Mrs Niblock (Secretary)

Governor Elected by the Parents

Mr Feeney

Principal

Mr Conway

The full Board of Governors met six times during the period 1st August 2020 and 31st July 2021.

Appendix 2

Teaching staff

Class	Teacher 2020-2021
P1A	Mrs McCluskey
P1B	Mrs McAlister
P2A	Mrs McIntyre
P2B	Mrs Ross
P3A	Mrs Keers
P3B	Mrs Magee
P4A	Mrs McConvey
P4B	Mrs Thompson
P5A	Mrs Carey
P5B	Mrs Dempsey
P6A	Ms Walsh/Mrs Nolan (Job Share)
P6B	Mr O'Brien
P7A	Mr McEvoy

P7B	Mrs Niblock
Withdrawal Support Teacher	Mrs Reddick

Non-Teaching Staff

Name	Responsibility
Mrs Mason	General Office Manager
Mr Martin	Building Supervisor
Mrs Kennedy	Foundation Stage (FS) Classroom Assistant (P1),
Mrs Turner	FS Classroom Assistant (P1), Classroom Support,
Mrs McAllister	FS Classroom Assistant (P2), Classroom Support,
Mrs Beggan	FS Classroom Assistant (P2)
Mrs O'Hagan	FS Classroom Assistant (P2)
Miss Smylie	Special/Additional Educational Needs (P7)
Mrs Thompson	Special/Additional Educational Needs (P7)
Mrs McNally	Special/Additional Educational Needs (P6)
Mrs Turner, Mrs Kennedy, Miss Smylie, Mrs Beggan, Mrs McAlister Mrs McNally, Miss Kearney, Mr Carter, Mrs O'Hagan	Lunchtime Supervisory Assistants
Mrs Butler	Head Cook
Mrs McKinstry Mrs Russell Mrs Hynes	Canteen Staff
Mrs Tierney Mrs Dougan	Cleaning Staff

Voluntary Fund (01.09.20-31.08.21)

The school has a Voluntary Fund:

Monies in:

- Year 7 Educational Trip;
- Monies contributed to defray costs of other educational visits;
- Course Fees;
- PTA Fund Raising Activities;
- Monies raised on behalf of various charities;
- Sale of Book bags;
- Book Fairs;
- Sale of Photographs, DVDs.

Monies out:

- Year 7 Educational Trip;
- Educational Visits (Other);
- Monies Donated to Various Charities;
- Purchase of Sundry Items for School;
- Payment of Photographs;
- Current Account Fees;
- Book Fair Monies;
- Transfer of Monies to LMS Account;

- School Web Site;
- School Money;
- Annual Playground Equipment Report.

CHARITIES SUPPORTED

Leukaemia/Lymphoma NI	£1,684.80
Trocaire	£1,912.50
Autism NI	£2,796.50