



THE WALLACE HIGH SCHOOL

ANNUAL REPORT

2023 - 24

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Trustees

Mr Jonathan Bethel
Mrs Sandra McCabe (Chairman of the Board of Governors)
Mr Barry Latewood
Mr Neal Lucas
Mr Barry McMullan (Chairman of the Board of Trustees)
Mr David Moody
Mr Clyde Shanks (joined December 2023)
Mr Jonathan Taylor (joined December 2023)

Appointments by the Department of Education

Dr Henry Brown
Mr Jason Elliott
Mrs Lynsey Quinn

Parent Governors

Ms Lynn Campbell
Mrs Jade Mullin

Teacher Governors

Dr Liam Halferty
Mrs Lisa Jordan

Principal

Mrs Deborah O'Hare

In attendance at meetings of the Board of Governors

Vice Principals

Mr David Atkinson
Mr David Cleland

Head of Finance

Mr John Tracey

Head of the Preparatory Department

Mr Jonathan Harper

Secretary to the Board of Governors

Mrs Colleen McDowell



**The enrolment in the secondary department of the school in October 2023 was 1202.
The numbers in each year were as follows:-**

Year 8:	183	Year 9:	176	Year 10:	180
Year 11:	176	Year 12:	182	Year 13:	148
Year 14:	157				

STAFFING

a) Teaching Staff

The number of teachers in the school was as follows:

2021-22	Principal + 53 full-time + 22 part-time (Grammar School) 7 full-time + 3 part-time (Preparatory Department)
2022-23	Principal + 57 full-time + 20 part-time (Grammar School) 7 full-time + 3 part-time (Preparatory Department)
2023-24	Principal + 55 full-time + 20 part-time (Grammar School) 7 full-time + 3 part-time (Preparatory Department)

b) Changes in staff during 2023 – 2024

i The following joined the staff in 2023-24 academic year:

Miss Saffron Cairns, Teacher of Biology
 Mrs Sarah Gibson, Temporary Teacher of Art and Design
 Miss Sarah McCallister, Teacher of History and Politics
 Mr Orran McIlmurray, Teacher of Boys' PE and Games
 Miss Lydia Montgomery, Teacher of Girls' PE and Games
 Miss Emma Neill, Teacher of Geography
 Miss Emma Poots, Temporary Teacher of Music and Religious Studies
 Miss Rachael Armstrong, Classroom Assistant
 Mrs Scherzade Burden, Receptionist
 Mrs Emma Cairns, Classroom Assistant
 Mr James McCreanor, Cleaner and Caretaker
 Mrs Emma Selhim, Art and Design Technician
 Sarah Younge, Classroom Assistant

ii The following left the school during, or at the end of the 2023-24 academic year:

Mr David Atkinson, Vice Principal (Pastoral Care and Behaviour Management)
 Mrs Carys Campbell, Teacher of History and Politics
 Miss Polina Crawford, Teacher of Biology
 Mr David Faulkner, Teacher of Physics
 Mr Aidan McGuckin, Teacher of History and Politics
 Mrs Noleen White, Teacher of Spanish and French
 Miss Erin Hamilton, Classroom Assistant
 Mrs Siobhan Lundy, Accounts Assistant
 Mrs Hajira Qureshi, Classroom Assistant



The Curriculum Policy is approved by the Board of Governors and implemented and delivered by the Principal and staff of the school.

The policy is developed by the Leadership Team in consultation with the staff. The curriculum meets statutory requirements as identified by DENI.

In order to meet current and anticipated statutory requirements, together with meeting the needs and aspirations of the pupils, the school curriculum is reviewed annually, and proposed updates are brought to the Education Committee of the Board of Governors, and the full Board, in turn for approval.

GCSE Curriculum Rationale

All pupils will follow the core curriculum of English, English Literature, Religious Studies (Short Course) and Mathematics. Pupils will select a number of additional GCSE from the options blocks as indicated in the subject choice letter.

Further Mathematics GCSE (Linear)

The top seventy candidates in the Year 10 summer Mathematics examination will be offered the opportunity to study GCSE Further Mathematics. This involves an extra single period of Mathematics in lieu of one period of non-exam PE. The GCSE Maths course is completed in Year 11.

Mathematics (Statistics) GCSE (Linear)

The top ranked pupils (70-100th) in the Year 10 summer Mathematics examination will be offered the opportunity to study GCSE Statistics. GCSE Maths is studied over the two-year period of study.

Religious Studies GCSE (Linear)

The Religious Studies course is an introduction to Christian ethics exploring personal and family issues, matters of life and death, care for the environment, equality, war and peace. Studying these themes can enhance personal, social and cultural development. It is an opportunity to reflect on and develop values, opinions and attitudes. Since September 2014 all pupils study RS Short course modules in Year 11 and the full course modules in Year 12.

Pupils will sit the appropriate GCSE examination at the end of both Year 11 and Year 12.

Curriculum

Key Stage 3 Curriculum (Period allocation in brackets)

All year groups receive a Pastoral period on a Thursday morning. This period covers the LLW curriculum including RSE.

YEAR 8

English (5) Maths(6) French(4) History (3) Geography (3) Art(2) Music(2) RE(2) Technology (2) HE(2) PE(1) Games(2) Drama (2) Reading for Pleasure (1) Physics (2) Chemistry (2) Biology (2) Computer Programming (1).

YEAR 9

English (4) Maths (5) French (4) History (4) Geography (4) Art(2) Music (1) RE(2) Tech (2) HE(2) PE(1) Games (2) Reading for Pleasure (1) German/Spanish (3) Physics (2) Chemistry (2) Biology (2) Computer Programming (1).

YEAR 10

English (6) Maths (6) French (4) History (4) Geography (4) Biology (2) Chemistry (2) Physics (2) Art(2) Music (1) RE(1) Technology (2) HE(2) PE(1) Games(2) German / Spanish (3)

Key Stage 4 (Year 11/12)

English (7) Maths (6/7) RE (3) Games (2) PE(1/2) Groups (4)
Further Mathematics : Top 70 pupils based on summer Year 10 Mathematics paper.
Statistics: The top 70-100 pupils based on summer Year 10 Mathematics paper.

Pupils choose one subject from each option group.

OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6
Agriculture & Land Use	Art	Biology	Biology	Art	Business Coms
Biology	Bus Studies	Digital Tech	Bus Studies	Chemistry	French
Chemistry	HE	History	Chemistry	French	German
Motor Vehicle & Road User Studies.	Geography	HE	Digital Tech	Geography	Leisure and Tourism
Physics	History	Music	Geography	History	Spanish
	Technology	PE	Technology	MIA	
		Physics		Physics	

Sixth Form Curriculum

(9 periods per subject)

(10 for Accelerated Mathematics & Further Mathematics)

Pupils choose one subject per option block

A	B	C	D
Biology Computing /SSD English Literature French Digital Technology Mathematics PE (Extended Cert.)* Religious Studies	Accelerated Maths Biology Business (Ext Cert)*§ Geography German History Mathematics Moving Image Arts	Art Biology Chemistry English Literature Nutrition & Food Science Politics Technology Music (Extended Cert)* PE (Diploma)**	Business Studies Chemistry Geography History Digital Technology Physics Spanish Health & Social Care

* BTEC Extended Certificate (equivalent to a single A-level)

**BTEC Diploma (equivalent to two A-levels). Pupils must also select the Extended Certificate PE in block A.

§ - Business Ext Cert cannot be studied alongside Business Studies A-level.

Other Courses

- Young Enterprise
- Games

DESTINATIONS OF SCHOOL LEAVERS



Year 14 Destination data

	Total	% HE	% FE	% Employment
2023-2024	156	85	9	6

PERCENTAGE ATTENDANCE FIGURES 2023-24



Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 8	64487	416	2294	292	67489	96.2
Year 9	62010	437	2017	396	64860	96.3
Year 10	62439	1245	2250	431	66365	96.0
Year 11	59388	689	3647	598	64322	93.4
Year 12	48373	14846	3038	542	66799	94.6
Year 13	41123	11385	1491	290	54289	96.7
Year 14	42318	12153	2283	749	57503	94.7
Totals	380138	41171	17020	3298	441627	95.4



SAFEGUARDING WALLACE: CHILD PROTECTION POLICY

Safeguarding Context

At Wallace High School we believe that every child should be kept safe and that everyone here has a responsibility to safeguard our pupils. Children and young people cannot learn or develop effectively unless they feel secure. At Wallace High School we have a strong pastoral tradition. It is our aim to create an ethos which contributes to the care, safety and well-being of all of our pupils.

At Wallace High School we consider *Safeguarding* to be the process of protecting children from abuse, neglect, harm or the risk of these as well as providing care and support for children.

At Wallace High School we consider *Child Protection* to be part of Safeguarding. It refers to the actions taken by the staff and the agencies engaged in protecting children from harm when a disclosure is made.

The Wallace High School has a dedicated *Safeguarding Team* of experienced and specially trained staff.

Mr Reid is the school's designated teacher for Child Protection. There are also four deputy designated teachers who work with and as directed by Mr Reid. They are Mr Atkinson, Miss Frey and Mrs Jordan in the Grammar school and Mr Harper and Mrs Dowds in the Preparatory Department. Together they make up the Safeguarding Team.

Safeguarding procedures for Parents

At Wallace High School we encourage parents to advise us of any concerns they have with regards to the safety, care and well-being of our pupils.

If you have a specific concern about a child at Wallace, please contact the school and ask to speak to the designated teacher or a member of the Safeguarding Team.

When a disclosure of abuse or the risk of abuse is made, the designated teacher or a member of the Safeguarding Team will consider all the information and carefully plan a course of action. The Principal and the Chairman of the Board of Governors will be informed.

A Safeguarding Wallace **leaflet** is available on our website. This provides guidance for parents and useful contact details to support agencies. Alternatively, parents can contact Social Services or the PSNI directly.

Rationale

The school recognises that all its staff have a responsibility to help protect its pupils from abuse or the risk of abuse. In light of this the Principal will:

1. Ensure that all staff (teaching and non-teaching) have guidelines indicating
 - a. code of conduct for all staff.
 - b. the different possible categories of abuse.
 - c. the possible symptoms of abuse.
 - d. how to investigate and report on abuse.
 - e. procedures to be followed when necessary.
 - f. the role of the designated teacher (and deputy).
 - g. reporting procedures.
2. Designate a senior member of staff (the designated teacher) or deputy available in the absence of the designated teacher, who will have the primary immediate responsibility for the implementation of this policy.
3. Ensure that appropriate records of reports, interviews, reviews etc. are kept, including the information on the Child Protection Register.
4. Ensure that both the designated teacher and members of the Safeguarding Team are properly trained to carry out their responsibilities.
5. Ensure that child protection issues are part of the induction programme for all newly appointed members of staff, including volunteers and sports coaches.
6. Ensure that appropriate in-service training for staff, volunteers and sports coaches is organised.
7. Ensure that the progress of a child placed on the Child Protection Register is monitored.
8. Ensure that an appropriate self-protection programme for pupils is included in the curriculum.
9. Ensure that pupils, through appropriate notices placed around the school, are aware of how to obtain help and from whom.
10. Inform all who need to know of the complaints procedure.
11. Arrange for an AccessNI check to be carried out on new employees, volunteers and sports coaches.
12. Ensure where a referral has been deemed necessary that Social Services and/or the Police and the designated officer for child protection in the appropriate Education & Library Board are notified immediately.
13. Ensure that parents are made aware through the school prospectus, parents' meetings or other appropriate methods, of the school's child protection arrangements and the fact that these may require cases to be referred to the investigative agencies.

Categories of Abuse

One recognised working definition of the term 'Child abuse' is:

'Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may take a number of forms, including*:

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Domestic Violence and Abuse is defined as 'threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

Identifying Abuse

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with individual children, school staff, especially teachers but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff - are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement or other disruption in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse. For example:

- bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks and burns may be apparent, particularly when children change their clothes for physical education, swimming and other sports activities, or when very young children or children with special education needs are helped with toileting;
- possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable;

- sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking.

It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature (Child Sexual Exploitation - CSE).

Grooming

“Grooming” is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child’s/young person’s loyalty to and dependence upon the person(s) doing the grooming.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.

Grooming is often associated with CSE but can be a precursor to other forms of abuse.

Child Sexual Exploitation (CSE)

Sexual Exploitation is a form of sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always include physical contact; it can also occur through the use of technology.

Any child (i.e. a person under the age of 18) can be a victim of CSE.

Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited.

Both young females and males can be victims of CSE. While CSE is not a specific criminal offence, it does encompass a range of sexual offences and other forms of serious criminal misconduct.

Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support.

Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities.

In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise.

As such, schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.

Potential indicators of CSE:

- ✓ Acquisition of money, clothes, mobile phones etc without plausible explanation.
- ✓ Truancy/leaving school without permission.
- ✓ Persistently going missing or returning late.
- ✓ Receiving lots of texts/ phone calls prior to leaving.
- ✓ Change in mood - agitated/stressed.
- ✓ Appearing distraught/dishevelled or under the influence of substances. Inappropriate sexualised behaviour for age.
- ✓ Physical symptoms eg bruising; bite marks.
- ✓ Collected from school by unknown adults or taxis.
- ✓ New peer groups.
- ✓ Significantly older boyfriend or girlfriend.
- ✓ Increasing secretiveness around behaviours.
- ✓ Low self-esteem.
- ✓ Change in personal hygiene (greater attention or less).
- ✓ Self-harm and other expressions of despair.
- ✓ Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring.

What to Do?

CSE is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures, including reporting to the appropriate agencies.

The HSCT and PSNI should be involved as early as possible to ensure any evidence that may assist prosecution is not lost and to enable a disruption plan to reduce the victim's contact with the perpetrator(s) and reduce the perpetrator(s) control over the victim to be put in place without delay.

Domestic and Sexual Violence and Abuse

Domestic Violence and Abuse is defined as ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’

Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Children experiencing domestic abuse are negatively impacted by this exposure. As a school, we recognise that children’s exposure to domestic violence is a traumatic event for them.

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse.

Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm.

As a school, we recognise that children’s exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure.

Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

As an Operation Encompass school, when the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day to share this information with a member of the school safeguarding team.

This will allow the school safeguarding team to provide immediate emotional support to this child as well as giving the designated teacher greater insight into any wider safeguarding concerns.

This information will be treated in strict confidence, like any other category of child protection information and a note will be made in the child’s child protection file.

The information received on an Operation Encompass call from the Police will only be shared outside of the safeguarding team on a proportionate and need to know basis.

All members of the safeguarding team will complete online Operation Encompass training, so they are able to take these calls.

Any staff responsible for answering the phone at school will be made aware of Operation Encompass and the need to pass these calls on with urgency to a member of the Safeguarding team.

Further information see [The Domestic Abuse Information Sharing with Schools Regulations \(Northern Ireland\) 2022](#).

So what does Operation Encompass actually look like in practice?

- If the Police attend a domestic abuse incident, and one of your pupils is present, they will notify the school – usually by a telephone call, before the start of the next school day.
- This enables your school safeguarding team to provide appropriate and timely support for a child who may have experienced trauma.
- Operation Encompass aims to mitigate this harm by enabling you to provide immediate support for that child.
- This rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

Sexual Violence and Abuse is defined as ‘any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).

Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

*All of these definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016) www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-youngpeople-northern-ireland These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Each of these definitions uses the term 'actual or likely'. For practical purposes, 'actual' can be taken to mean 'confirmed', i.e. that the teacher is satisfied that the abuse has actually happened, and 'likely' can be taken to equate to 'potential' or 'suspected', i.e. that the teacher believes that the abuse probably happened, or will probably happen.

We are advised that "sexual activity involving a child who has achieved sufficient understanding and intelligence to be capable of making up his or her own mind on the matter, while illegal, may not necessarily constitute sexual abuse. One example which could fall into this category is a sexual relationship between a 16-year old girl and an 18-year old boy. The decision to initiate child protection action in such cases is a matter for professional judgement and each case will be considered individually. The criminal aspects of the case will, of course, be dealt with by the Police."

Procedure for Dealing with Suspected Abuse

The school recognises that its entire staff have a responsibility to help protect its pupils from abuse or the risk of abuse. (The term abuse includes physical injury, neglect, continued ill-treatment, emotional and sexual abuse). In the event of any member of staff receiving or uncovering information, no matter how trivial or uncorroborated about actual or suspected child abuse, the procedure will be as follows:

- The member of staff shall immediately inform the designated teacher, Mr J Reid, or a member of the Safeguarding Team.
- The designated teacher or a member of the Safeguarding Team will then inform the Principal.

- The designated teacher or a member of the Safeguarding Team will telephone the Gateway Team at Stewartstown Road Health Centre within the space of one working day.
- The designated teacher or a member of the Safeguarding Team will complete a UNOCINI form and send copies to the appropriate agency, SEELB and retain a copy in the school files.

Any teacher or other member of staff who complies with the school's procedure in making a report of suspected child abuse is acting within the course of his/her employment and in such circumstances where he/she has acted in good faith, will receive the full support of the Board of Governors and will not be legally or financially liable.

The responsibility of the designated teacher/deputy designated teacher is as follows:

- to ensure that the member of staff completes an appropriate report for school records using the Safeguarding Pro forma.
- to notify the local Social Services Department (via the Gateway Team) and, where an arrestable offence is suspected, the police and the designated officer for child protection in the South Eastern Education and Library Board
- to complete the UNOCINI form for Social Services
- to liaise with the appropriate Head of Year if this is thought to be beneficial
- to keep suitable records of reports, interviews, reviews, etc.
- to liaise with Social Services as necessary.
- to ensure that the appropriate Heads of Year are made aware of "Looked After" children or those on the Child Protection Register.

Designated Teacher (Grammar School)	-	Mr J Reid (Senior Teacher)
Deputy Teachers (Grammar School)	-	Mr D Atkinson (Pastoral Vice- Principal) Miss Frey & Mrs Jordan
Designated Teacher	-	Mr J Harper (Head of Department)
Deputy Teacher (Preparatory Department)		Mrs S Dowds

The schools' Safeguarding Team is supported by the EA's CPSS.

Procedures for Reporting Suspected Abuse

All staff are trained annually on identifying the signs and symptoms of abuse and dealing with a disclosure.

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding.

Where a classroom assistant or another member of the school's ancillary or auxiliary staff sees such signs, he or she should immediately bring them to the attention of the designated teacher or member of the safeguarding team and it may be appropriate for the necessary clarification to be carried out by the teacher.

Such clarification may reassure staff that abuse has not occurred but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his or her family is in need of Social Services intervention.

Care must be taken in asking and interpreting children's responses to questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some cases, talking to the child will crystallise initial concerns into a suspicion that abuse has occurred and point to the need for immediate referral.

Staff should, therefore, be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings:

- they should not ask the child leading questions, as this can later be interpreted as putting ideas into the child's mind.
- they should, therefore, not ask questions which encourage the child to change his or her version of events in any way or which impose the adult's own assumptions. For example, staff should say, "Tell me what has happened", rather than, "Did they do X to you?".
- the chief task at this stage is to listen to the child and not to interrupt if he or she is recalling significant events and to make notes of the discussion to pass on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be described in detail or sketched but under no circumstances should the child's clothing be removed nor should a photograph be taken.
- any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting the actual words used.
- staff should not give the child or young person undertakings of confidentiality, although they can and should, of course reassure that information will be disclosed only to those professionals who need to know.
- they should also be aware that their notes of the discussion may need to be used in any subsequent court proceedings.

While discreet preliminary clarification from the child or his parent or carer will often help to confirm or allay concerns it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse or to make extensive enquiries of members of the child's family or other carers. They should not take action beyond that recommended in the policy to be followed in handling cases of abuse, including where a teacher or other member of staff is accused of abuse.

Code of Conduct for Employees of The Wallace High School

All actions concerning children and young people must uphold the best interest of the young person as a primary consideration.

Staff must always be aware of the fact that they hold a position of trust, and that their behaviour towards the pupils in the school must be above reproach.

The code of conduct is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

1. Private Meeting with Pupils

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place.

As far as possible, staff should conduct such interviews in a room with visual access or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use but it is not advisable to use signs prohibiting entry to the room.

Where possible another pupil or (preferably) another adult should be present or nearby during the interview.

2. Physical Contact with Pupils

As a general principle, staff are advised not to make unnecessary physical contact with their pupils.

It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide.

Staff should not feel inhibited from providing this.

Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager - in the case of teaching staff to a V.P. and in the case of non-teaching staff to their support staff line managers.

The support staff line managers are as follows:

- Administration - Colleen McDowell (Head of Administration)
- Premises – Nigel Hylands (Head of Premises)
- Accounts - John Tracey (Head of Finance)
- Classroom Assistants and Technicians - Neal McKnight (Senior Teacher)

- ICT Technicians - Jane McMath (Senior Teacher)
- Preparatory Department Support Staff - Jonny Harper (Head of the Preparatory Department)

Should a V.P. or the Head of Finance be in such a situation he/she should submit his/her report to the Principal.

Substitute Teachers/Sports Coaches/PGCE students

All coaching and substitute or temporary teaching staff have been vetted by Access NI.

All coaching and substitute or temporary teaching staff complete an in-house Safeguarding induction.

Residential visits

Staff should be particularly careful when supervising pupils in a residential setting or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

Teachers should avoid any teaching materials, the choice of which might be misinterpreted. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. When using teaching materials of a sensitive nature the teacher should be aware that they or the materials may be criticised after the materials have been used.

Child Protection Register

If the Social Services inform the school that the child's name has been placed on the Child Protection Register, the school will monitor the progress of the child.

The school will alert either the child's case co-ordinator from Social Services or the Education Welfare Officer when a child on the Child Protection Register is absent for more than a few days, or on a regular basis, or shows any signs which suggest a deterioration in the child's home circumstances.

Child Protection Case Conferences (MARAC)

When a referral has been made to Social Services of a case of suspected or alleged abuse, either the designated teacher, a member of the Safeguarding Team or the Head of Year, may be asked to contribute the school's knowledge of the child to the Child Protection Case Conference convened by Social Services to assess the child's circumstances and decide on further action.

Reports will be made using the **UNOCINI** form.

Created by: J Reid

Date: June 2023



1. Aims of Careers Education

- (a) To help pupils to develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, motivation and needs.
- (b) To help pupils to develop knowledge and understanding of the world in which they live; the major roles which people play concurrently or sequentially in various spheres of life; employment and other career opportunities available and routes of entry available to them.
- (c) To help pupils to develop the skills and personal qualities needed to manage their career development including the ability to make informed choices, formulate and implement personal career plans and cope with the transition from school to adult life.
- (d) To meet the recommendations and requirements as set out in “Preparing for Success” DENI.

2. Programme of Careers Education

Year 8 and 9:

Careers Education and Guidance is delivered as part of the Employability component of Learning for Life and Work. Career Planning is introduced, reflected and reinforced over these two years.

Year 10:

Personal Career Planning takes place as part of GCSE subject choice process and runs concurrent with the Employability strand of Learning for Life and Work. All Year 10 are interviewed by the Careers Team to discuss their GCSE and career choices.

Year 11:

Careers Education and Guidance is delivered as part of the Employability component of Learning for Life and Work. Career Planning is further reflected upon and developed.

Year 12:

Personal Career Planning takes place as part of the post 16 choice process and runs concurrent with the Employability strand of Learning for Life and Work. All Year 12 are interviewed by the Careers Team to discuss their post 16 and career choices. All Year 12 students have an opportunity to complete an Industry Based Learning placement in October.

Year 13:

Careers Education and Guidance was delivered as part of the L6 extended curriculum. The programme included:

- Careers research and Personal Career Planning
- Researching 18+ options
- Completion of a CV
- Completion of a Personal Career Plan
- Year 13 attend a Higher Education event in April. This event covers:
 - Making the right choice of course and university
 - Personal statement guidance
 - Registering with UCAS.

Year 14 :

- Completion of UCAS application and parent presentation on UCAS
- Mock Interviews to include MMIs
- Students also complete a Summary of Achievement

3. General

- There is a well stocked Careers library to which all pupils have access. These can be borrowed from the Careers office.
- Visits are arranged to places of higher education, local industries, and places of work.
- Speakers are invited on a regular basis throughout the year to address pupils on a variety of issues related to higher education and the world of work.
- Careers officers from the Careers Service regularly assist in the delivery of the careers programme in school.
- In Years 10, 12, 13 and 14 the integrated teaching programme, delivered by the LLW and Careers Department staff, ensures that the requirements of both are fully achieved to include careers research, a completed CV and a personal statement.



THE SPORTING AIMS OF THE WALLACE HIGH SCHOOL

- 1 To assist pupils in the acquisition, development and application of the techniques, skills and tactics involved in a range of sports.
- 2 To develop an understanding of human performance during sporting activity, especially the relationship between physical activity, good health and safety.
- 3 To promote sport as an enjoyable and valuable activity in which pupils can participate regularly and at different levels, both within Wallace High School and the local community.
- 4 To foster habits of responsibility and self-discipline and to promote initiative and co-operation through participation in sport.

EXTRA-CURRICULAR ACTIVITIES



Teams representing Wallace High School competed against other schools in the following sports:

Athletics (boys and girls)	Netball
Badminton (boys and girls)	Rugby
Cricket (boys and girls)	Show-jumping (boys and girls)
Cross-country (boys and girls)	Squash (boys and girls)
Golf (boys and girls)	Swimming (boys and girls)
Hockey (boys and girls)	Tennis (boys and girls)

CLUBS AND SOCIETIES



The following clubs and societies were active during the year:

Art Club	Guitar Club
Bar Mock Trial	Honours Choir
Biology Dissection Workshops (KS3)	Jazz Ensemble
Book Club	Junior Film Club
Capella	Junior Languages Club
Computer Club	Maths Challenge and Competitions
Cookery Skills Club	Modern Languages Film Club
Creative Writing	Public Speaking
Critical Thinking	QUB IT Subject Ambassadors Programme
Debating	Rotary Interact
Drama Club	School Orchestra
Duke of Edinburgh's Award Scheme	Scripture Union (Junior and Senior)
Eco Club	Song Writer Club
First Lego League	Technology Club
First Tech Challenge	WHS Junior Choir

ACADEMIC COMPETITIONS 2023-2024



Art

- In the Island Arts Centre Annual Visual Arts School's Competition - Holly Andrews, Maisie Mathers, Nicole Harper, Lydia Moore, Jacob Voce and Anastasia Stafford were all winners
- The Art Department ran a competition for the design of a Christmas card to raise proceeds for NIPANC. The winning entry was by Katie Johnson.
- Clara Matchett's and Izzy Kelly's artwork has been initially selected for inclusion in the annual True Colours Exhibition which represents the best work from across Northern Ireland from the 2024 examinations.

Business Studies

Young Enterprise Company Programme 2023-24

Biology

- British Science week poster competition - KS3 students
- Bayer Scientific poster competition completed by all year 9 Biology students
- MiSAC Poster competition (Microbiology in Schools run by University of Reading) Year 10 Biology students - Kate Kamalarajah- 1st Prize. (101 schools across UK took part)
- Biology Challenge (run by Royal Society of Biology): All Year 11 Biology students entered
 - 13 students: Silver award
 - 15 students: Bronze award
- Intermediate Biology Olympiad (run by Royal Society of Biology): Year 13 Biology students
 - Susanne Conroy & Lottie Hegarty: Silver award
- Biology Olympiad (run by Royal Society of Biology): selected year 13 & 14 Biology students
 - Luke Nase: Gold award
 - Ryan Boland: Silver Award
 - Gabriela Thompson Castro, Aimee Birrell, Rebecca Wallace: Bronze award
- PeterHouse Cambridge Biological Sciences essay competition: Year 14 entries

Chemistry

- Royal Society of Chemistry Top of the Bench Competition.

Computing

- Bebras Computing Challenge: Year 8-14 with 40 students finishing in the top 10% in the UK, and invited to participate in the Oxford University Computing Challenge
- The Oxford University Computing Challenge
- First Lego League Challenge UK and Ireland 2023-2024
- All Ireland Programming Olympiad - Y13 student Daniel McIntyre made it through two rounds to make it to the in person final in University College Cork and finished 9th overall
- Year 8 Young Coders Scratch competition
- Year 12 Perse Coding Challenge

English

- Soroptimist Public Speaking
- Edgar Graham Public Speaking
- BPW Public Speaking
- Ulster University Open Doors Poetry
- Lisburn Arts Advisory Short Story competition – Top School
- Lisburn Arts Advisory Poetry competition – Top School
- BBC Ni Creative Writing competition
- Bar Mock
- Public Speaking - NI Champions for the second year in a row

Geography

The Geography Department took part in the Annual GA World Wise Quiz at QUB. There was a team of three - Samantha Bell, Toby Lynas and Josh McQuade.

Scott Thompson and Sid Samson took part in the British council organised COP29 Climate Simulation Conference at Belfast City Hall. The team they were allocated was the pro-green business lobby.

The Eco-Club won the Let's Go Zero competition located here <https://letsgozero.org/winning-schools-in-ikea-lets-go-zero-competition-2024/> . To win this, a video was made about Wallace Eco club and the work that we do. The prize was £1500 value of IKEA furniture to create a sustainability hub as a space for eco activities. This has been implemented on the top floor beside Chemistry.

The Eco-club also completed the Great Schools birdwatch, organised by the RSPB, although this is not a competition.

Zola Carnew and Eve Courtney represented the school at the annual LCCC Environmental Youth Speak Competition. The topic to be discussed was fast fashion. They gave a great presentation on this current environmental issue.

History

- Youth Rotary Leadership
- Entwined Futures
- NI Youth Parliament Programme
- Oireachtas Essay Competition

Mathematics

- UKMT Junior Mathematical Challenge
- UKMT Intermediate Mathematical Challenge
- UKMT Senior Mathematical Challenge
- UKMT Team Maths Challenge
- UKMT Mathematical Olympiad for Girls
- QUB Mathematics Competition for Schools
- Bank of Ireland Money Smarts Quiz
- Maths Week Ireland Olympiad

Modern Languages

- GCHQ NLC Competition
- YR10 CEaIG and Languages Competition
- Anthea Bell Translation Competition: Key Stages 3-5
- Linguistic Olympiad – Key Stage 5 (Reached the National Final in Dublin for second year in a row)

Moving Image Arts

- Patryk Mrowiec was awarded second place for his GCSE animation in the CCEA Moving Image Arts Competition. His film, 'Eternal Nightmares', was screened among the other GCSE and A'Level finalists on 28 November in Cineworld, the SSE Arena.
- Josh McQuade's Film, 'Interception', was shortlisted to the top 10 in the GCSE Film category.

Physics

- Physics Olympiad (Run by Oxford University)
Physics A2 Olympiad - Max Kamalarajah (Silver) and Luke Nase (Bronze)
Physics AS Olympiad - All 15 students received a Silver or Bronze Award
- Arkwright Scholarship (Engineering)
Arkwright Full Scholarship (Leadership Engineers of the Future) - Joshua Tang (Yr 13)
- Faraday Challenge (IET Yr 9 Problem Solving and Engineering) Regional winners
- ReellIFE Science (University of Galway video competition)

Rotary Club

- Rotary Youth Leadership competition.

Technology

- First Tech Challenge involving pupils from Years 11-14.

SENIOR SPORTS AWARDS 2024



Rugby

Ulster Schools' Cup Semi Finalist and Ulster Schools' 7s Champions

Player of the Year

1 st XV	Lewis Stevenson
2 nd XV	Ben Cairns and Noah Lucas
3 rd XV	Corey Dawson-Stirling

Top Points Scorer

1 st XV	Lewis Stevenson
2 nd XV	Thomas Wilson
3 rd XV	Luka Matchett

Most improved player

1 st XV	Harry Lightbody
2 nd XV	Rhys Ewing
3 rd XV	Thomas Moore

Players receiving School Colours

Michael McCavery, Rio McDonagh, Harry Lightbody, Callum Johns, Ben Moore, Jon Rodgers, Sam Warwick, Alex Stevenson, Lewis Stevenson, Josh Geddis, Quinn Armstrong, William Sproule, Matthew Dickson, Daniel Wilson, Daniel Macklin-Copeland, Daniel Hearne, Carter Thompson.

Players achieving Representative Honours

Rio McDonagh	Irish Schools' U18, Ulster Schools' U18 and Ulster U19 Development
Quinn Armstrong	Irish Schools' U18 Development, Ulster Schools' U18
James Gould	Ulster Schools' U18
Ben Moore	Ulster Schools' U18
Jon Rodgers	Ulster Schools' U18
Sam Warwick	Ulster Schools' U18
Alex Stevenson	Ulster Schools' U18
Ollie Fitzsimmons	Ulster Schools' U18
Daniel Macklin-Copeland	Ulster Schools' U18
Josh Geddis	Ulster U19 Development
Daniel Wilson	Ulster Schools' U17

Boys' Hockey

Irish Schools' Winners, McCullough Cup Finalists, Dowdall Cup Winners, Prior Shield Winners

Player of the Year

1 st XI	Max Spence
2 nd XI	James Gorman

Top Goal Scorer

1 st XI	William McMullan, Milo Thompson, Max Turner
2 nd XI	Michael McIlroy

Most Improved Player

1stXI	Max Turner
2ndXI	Harry Gowdy

Players receiving School Colours

Matthew McLearnon, Harvey Begg, William McMullan, Ellis Shanks, Max Spence, Daniel Murray, Luke Dennison, Milo Thompson, Oliver Tumilty, Max Turner, Reuben Illenotuma, Charlie Banks, James Gorman

Players achieving Representative Honours

Matthew McLearnon	Irish and Ulster U18
Milo Thompson	Irish and Ulster U18
Harvey Begg	Irish and Ulster U18
Luke Dennison	Ulster U19
Oliver Tumilty	Irish and Ulster U16

Girls' Hockey

Senior Super League and Senior Schools' Cup Quarter Finals, 2nd XI Plate Winners, 3rd XI Cup Quarter Finals, 4th XI Cup Quarter Finals

Player of the Year

1 st XI	Aoife Watson
2 nd XI	Holly Gray
3 rd XI	Susanna Conroy

Most Valuable Player

1 st XI	Lara Wilson
2 nd XI	Lucy McCaffrey
3 rd XI	Holly Andrews
4 th XI	Tilly Pearson

Most Improved Player

1 st XI	Victoria Eames and Heidi Lockhart
2 nd XI	Niamh Hughes
3 rd XI	Lauren McIntyre

Players receiving School Colours

Aoife Watson, Ella McCaffrey, Charlie Bowman, Anna Hedley, Zara Trimble, Lottie Hegarty, Amy Williams, Anna Girvan, Lucy McCaffrey, Charlotte Duncan, Georgia Kidd, Victoria Eames, Heidi Lockhart, Lara Wilson, Hollie Givan

Players achieving Representative Honours

Charlie Bowman	Irish U18, Ulster U18
Lucy McCaffrey	Irish U16, Ulster U16
Lara Wilson	Irish U16, Ulster U16

Netball

Senior A Winners NI Division 1 League, Runners up NI Cup, Senior B Shield Winners

Player of the Year

Senior A	Megan Baxter
Senior B	Ceoladh Crozier
Inter A	Lily Buckley and Abigail McCleary

Most Valuable Player

Senior A	Charlie Bowman and Katie Irvine
Senior B	Gracie Millar
Inter A	Charlotte Duncan

Most Improved Player

Senior A	Sophie Bassett and Aoife Watson
Senior B	Lucy Crawford
Inter A	Sarah Crookshanks

Players receiving School Colours

Re awards: Charlie Bowman, Aoife Watson, Sophie Bassett, Megan Baxter, Katie Irvine
New awards: Abigail McCleary, Lily Buckley, Gracie Millar, Ceoladh Crozier

Cricket

Player of the Year

Katie Hunter
Max Spence

Most improved player

Holly Gray
Max Turner

Players receiving School Colours

Katie Hunter, Ella Hinds, Tegan Long, Holly Gray, Anna Hedley
Ben Cairns, Max Turner, William McMullan, Sam Warwick, Max Spence, Max Kamalarajah

Players achieving Representative Honours

Sam Todd	NCU Senior Women*
Sophie Hinds	NCU Senior Women*
Sophie Orr	NCU Senior Women and NCU U17
Katie Hunter	NCU U17
Ella Hinds	NCU U15

Athletics

Senior and Inter Athletes of the Year

Neil Simpson	Sophie Stevenson
Lily Rimmer	Abigail McCleary
Grace Bennett	Charlotte Duncan

School Colours

Neil Simpson	Abigail McCleary
Lily Rimmer	Charlotte Duncan
Grace Bennett	Georgia Kidd
Sophie Stevenson	Sophie Harper



Good afternoon and welcome to our Senior Prize which aims to recognise and celebrate the many achievements and successes of our young people during the academic year 2023-24.

I am pleased to welcome members of our Board of Governors, a range of guests and our invited Guest Allen Reid, a new Governor and a past pupil, who will speak to us all later. I extend a particularly warm welcome to members of last year's Upper Sixth and all parents. It is lovely to see you here today.

Allen attended Wallace from 1992 to 1999 and has a very strong academic record which has led to a successful career firstly in Corporate Banking and more recently as Group Finance Director of Henry Brothers, one of NI's most successful and largest construction companies. Allen is highly qualified, has a depth of experience and an appetite for professional development. Allen exemplifies our core values of commitment, opportunity, respect and excellence. We look forward to hearing from him and I am pleased that he has taken the steps to join our Board of Governors at Wallace to support the work of school in its widest sense too.

This afternoon we come together as a school community to recognise and celebrate the many achievements of our young people, and I shall begin with a focus on the academic successes of our young people at GCSE, AS and A 'level.

Whilst it is not possible to highlight every success, I hope that the following examples give you a sense of the excellence evident in last year's results for our young people.

At A'level our top achievers were

Max Kamalarajah with 5 A* in the 3 Sciences, Mathematics and Further Mathematics, Luke Nase achieved 4 A* in Biology, Chemistry, Mathematics, Physics and an A in Further Mathematics and three students achieved 3 A* and 1A: Maia Crawford, Jodie Fletcher, and James Johnson. Gracie Millar achieved 3A*.

Biology was the most popular A 'level at Wallace last year, with 68 entries, then Mathematics with 60 entries with Chemistry, History, Business Studies the next most studied.

In terms of destinations for last year's A'level leavers, Queen's, Ulster University, the 3 Liverpool universities, Newcastle University and Glasgow University are the most popular destinations.

Grace Bolton, Charlie Bowman and Thomas Wilson have started undergraduate courses in the USA: the Colleges are Wheaton College, Chicago, Monmouth University, New Jersey and South Nazarene University, Oklahoma. Jodie Fletcher is attending Newnham College, Cambridge. A range of Russell Group Universities in GB remain popular such as Exeter, York and Durham.

The most popular Undergraduate degree courses by popularity for leavers 2024 are:
Medically related science
Business/Economics/Finance/Maths/Accountancy
Computer Science, Cyber Security/Programming

Over the past 10 years there has been a noticeable increase in students from Wallace progressing to Computer Science and Business Management/Economics and Finance undergraduate degrees.

2 students, Harry Gormley and Scott G Wilson, have started Higher Level Apprenticeships, one with Thales, one with NIE.

AS qualifications account for 40% of the full A 'level so are a useful indicator of the performance so far of our students across the first year of their 2-year course. At AS last year 16 of our students achieved 3 or more A grades and 10 students completed their full Mathematics A 'level in one year.

Last year's hardworking Year 12 year group were rewarded with GCSE results, rich in top grades. We entered students for up to 12 GCSE subjects each. Katie Longley and Lucy McCaffrey both achieved 10 A* and 1 A, Jack Hutchinson, Abigail McCleary and Lucy McCluskey achieved 9A* and 2 A grades, with the hard work of Harry Girvan, Annie Givan, Amelia Gormley and Ami Stinson all rewarded by 8 A* and 3 A grades. About one third of the year group achieved 8 or more straight A or A* grades.

As normal, the most awarded grades at Wallace at GCSE were A/A* across the 27 GCSE subjects we offer here.

The successes our young people achieve are, of course, a reflection of their individual hard work but also the enormous efforts invested by all our staff in creating the conditions conducive to learning and skill development.

I want to recognise the teaching and support staff here at Wallace today also. They each play a pivotal role in creating the conditions conducive to such success. On behalf of our students and our parents, I extend my warmest thanks to you all.

We recognise at Wallace too that good mental and good physical health are prerequisites for us all to thrive and make the progress of which we are all capable. Our student Wallace Wellness culture, Pastoral Staff, taught programme and student Committee worked hard to remind us through a range of Assemblies, messages and events about how important looking after our mental health is, where to turn when we need support and how to talk and share our worries and concerns with others.

In September last year the Music Department held the annual concert of 'Songs from the Musicals.' The concert featured soloists from across the school and the Junior Choir.

The Year 8 concert last year was held in October and featured each Music class performing a four-chord song by singing and playing a range of instruments. The concert also included soloists from within Year 8 and a special appearance by some of the older students. Our

Christmas Carol Concert and St Patrick's Church in Lisburn was well attended as always, and our Spring and summer concerts ensured a year full of music at Wallace.

Our Year 12 students experienced time in the workplace before Halloween as part of our Industry Based Learning Programme. This is an experience which provides rich and varied opportunities for our young people and helps them develop their transversal skills.

The first term saw us lift our first sports' trophy of the year when the 1st XI boys' hockey team won the Irish Schools' competition and were McCullough Cup finalists. The boys' 2nd XI side went on to lift the Prior Shield and Dowdall Cup. The boys under 15 team were Richardson Cup semi-finalists.

In girls' hockey our 1st, 3rd and 4th XI squads reached the quarter finals of their competitions, with the 2nd XI winning the senior plate.

In netball our Senior A team won the NI Division 1 League, were runners up in the NI Cup and our Senior B side were the Shield Winners. Our Junior A team were the NI League winners and Junior Cup semi-finalists.

The Junior B side also won their Junior League, the NI Shield and Lisburn League. Our intermediate A team reached the 1/4 final of the NI Shield and won the Lisburn League. Our Minor A and B Netball teams were both NI league runners up.

In boys' rugby our 1st XV side were Ulster schools' Cup semi-finalists and the Ulster School's 7s winners.

In cricket our U13 and U 14 girls' teams both won the NCU Super 8s.

Our focus as a community on serving others saw The Habitat team and Senior Prefects raising funds with their cake sales and to support Children in Need and Habitat charities. Other charities supported throughout the year, by our students and staff and by our vibrant student Rotary Club, included The Simon Community, MacMillan Cancer Support, NIPANC and Cancer Fund for Children. The Readon event raised an impressive £6400 for Cancer Fund of Children. NIPANC Charity awarded Wallace a "Certificate of Recognition" for the contribution our students, parents, and past pupils all make to this charity.

Our PTA ran a range of uniform sales last year to support all families and to ensure sustainable use of clothing and also organised a successful and enjoyable Christmas Fayre.

Encouraging debate about school related matters and wider topics is an important part of our school ethos. Our public speaking and debating teams performed very well last year in a very successful area of school life. The successes in public speaking are too long to read out today, but include Jan Faulkner's highly commended in The Edgar Graham Public Speaking Competition, The Sixth Form Public Speaking Team of Siena Ferguson, Evie Noble and Jan Faulkner crowned NI Champions, representing NI in UK finals and a team also participated in Young Citizens Mock Bar Trial at the Royal Courts, Belfast.

Our rich history of involvement in the Duke of Edinburgh Award Scheme continued last year, with Bronze, Silver and Gold Groups all active in ever increasing numbers. At Bronze level alone there were 114 participants.

Our reputation as a leader in technology deepened last year. Daniel McIntyre, this year's Head Boy enjoyed success in the All-Ireland Programming Olympiad, qualifying for the final in which he was placed 9th at the All-Ireland event in University College Cork. We had teams entered in the Oxford University Computing Challenge, the Perse Coding Competition, 400 students entered the Bebras Computing Challenge, our Robotics team were the joint winners of the First Tech Challenge at W5, a group of Yr 13 students completed the Sentinus programme then ran a Microbit Project on a Monday afternoon, instructing and supporting younger Wallace students.

Subject Departments continued last year to develop and deepen the learning of our students through preparation for competitions.

The Biology week and entries in the Biology Olympiad Competitions enthused our young biologists and honed their skills and knowledge.

The Physics Olympiad, the Faraday Challenge both brought success to Wallace students and Babcock Engineering provided industry workshops to explain careers in engineering.

The Mathematics and Modern Languages departments held subject focus weeks and enthused learners about the opportunities studying these subjects can bring.

Mathematicians enjoyed success in the UK Intermediate Mathematics Competition and the Senior Maths Challenge.

The Modern Languages Department brought their subjects alive with entries in the National Language Competition organised by GCHQ and 2 U6 students last year Jodie Foster and Luke Nase qualified for the National Final of the All-Ireland Linguistics Olympiad at Dublin City University.

The Chemistry Department enjoyed success at the Top of the Bench Competition at Queen's University Belfast and our Year 13 and 14 chemists participated in the World Pharmacist Day event.

A range of events to encourage young people to think about careers in the film industry were promoted in school. These included the NI Screen Careers Event in to Film Story Building Workshops.

Student leadership was supported by our staff through preparation of young people for a range of other competitions, courses and events.

Our Junior Scripture Union enjoyed learning about life's big questions through the Youth Alpha series, about 30 senior students completed the SOAR Leadership Programme, a group

of Year 14 students enjoyed an educational Conference at the Titanic Centre and pondered the impact of Artificial Intelligence.

Lara Tinneney in Year 14 was one of the 30 students selected for the YMCA Youth in Government Programme, Lucy Wong was selected for the NI Youth Assembly.

Our focus on building transversal skills through our enterprise education programme provided a myriad of career specific learning experiences for our young people last year. Our Year 12 programme saw our young people enjoy Young Enterprise's Project Business Sessions, Year 8 enjoyed the Step Up Programme and Year 10 were amazed by the range of variety of careers open to them at the Careers in IT Industry Event run by BringITOn.

Our Young Enterprise Companies performed well in the competition and as one of several awards conferred on our school last year, we were delighted to be recognised as a Centre of Excellence by Young Enterprise.

We were shortlisted for the UK Environmental Practice Category in the Education Business Awards for our large scale solar panel project. Our Eco Team won the IKEA Let's Go Zero Competition and were also awarded the McAdam Community Investment Scheme Grant for our bamboo garden.

Notably, as a schools we were awarded almost £3 million to complete a significant retrofit scheme which sees a new hybrid heating system, new insulated building and glazing on our north facing wing, as part of our carbon reduction 5 year plan.

Cyberfirst also recognised our achievements in cybersecurity in an accreditation for Wallace, an area of growth in careers, and an area in which our young people are well placed to move to work, as they leave Wallace.

A range of clubs, activities and events underpinned our ethos of building resilience and developing a growth mindset. These opportunities were as varied as First Lego League, Minecraft Clubs, Scripture Union Big Table Quiz, visits to the Seamus Heaney Homeplace, to the Lyric Theatre, politics students immersing themselves in real life situations in Stormont and our ever popular ski trip.

Last year 28 Upper Sixth students enjoyed the slopes of New Hampshire and a Modern Language trip provided cultural learning in Paris.

As the School year drew to a close, we had once again an acceleration in the super curriculum to deepen learning and develop transversal skills.

To this end, our Year 8,9 and 10 students enjoyed a week of Project Based Learning Activities which focused on the theme of sustainability.

We also enjoyed inviting back some successful past pupils last year to hear about their careers. Wildlife Film Maker Mark McClean mesmerised us with his array of amazing images and travel experiences and the ever-vibrant Jordan Arnold shared her experiences of radio presenting.

We said goodbye to a range of staff last year and enjoyed an evening of celebration in the summer term to recognise and celebrate their combined service over the years.

I would also wish today to recognise the loyalty and support of our Board of Governors who give generously of their time and expertise to help keep this School moving forward in all our best interests.

I would like to acknowledge in particular the excellent leadership of Mrs Sandra McCabe, who handed the role of Chairman of the Board, in the summer term, to Mr Neal Lucas. Mrs McCabe's leadership of our Board, her dedication and interest in Wallace has been exemplary. She continues as a Board member and I know how much our Board members value and respect her wealth of experience.

Wallace is a School which encourages, facilitates, stretches our young people and achieves excellence. Last year we focused on a content rich curriculum but we balanced the content with skill development opportunities which set our young people apart from others. A quick interaction formal or informal with one of our students is proof in itself of this balance of determination, humility, agility and resilience. We should all be proud of the young people who develop and mature in this school, they are a credit to our families and to our staff.

Chairman, I thank you for all your support and advice throughout the year since taking over as Chairman in the summer. I trust that this report provides at least a taste of the enormous variety of our school's activities and successes last year.

As a staff we can be rightly proud of what our young people created for themselves with our guidance and support. None of us are or tried to be a 'sage on the stage', instead we as a school community enabled our young people to be successful learners and thoughtful, caring contributors to our school life.

As Principal I am very proud of how the staff last year worked together and gave so generously of their time and expertise. Our staff created the conditions last year which allowed our young people to be happy and to be successful.

I am very proud of the young people we have influenced and helped develop throughout last year. I wish our Class of 2024, and all future classes of this wonderful school, every success and happiness. Mr Chairman, this concludes my report on school life 2023-2024.



8.45 am

FIRST BELL

8.50 - 9.00 am

CLASS/Form ASSEMBLIES

9.05 - 9.10 am

MAIN ASSEMBLY (House assembly on

Thursdays

9.10 - 9.50 am

Period 1

9.50 - 10.25 am

Period 2

10.25 - 11.00 am

Period 3

11.00 - 11.15 am

BREAK

11.15 - 11.50 am

Period 4

11.50 - 12.25 pm

Period 5

12.25 - 1.00 pm

Period 6

1.00 - 1.35 pm

Period 7

1.40 - 2.15 pm

Period 8

2.15 - 2.50 pm

Period 9

2.50 - 3.25 pm

Period 10

LUNCH

1st Lunch 1.00 - 1.40 pm (40 minutes)

2nd Lunch 1.35 - 2.15 pm (40 minutes)



AUTUMN TERM

Years 13/14 Results	Thursday 17 August
GCSE Results & Subject Choice Only	Thursday 24 August
Year 8 Start Only	Friday 25 August – 8.45 am - 12.30 pm
Bank Holiday/Staff Training	Monday 28 August
All Pupils Start	Tuesday 29 August – 8.45 am – 3.25 pm
Exceptional Closure*	Friday 29 September
Half-Term Holiday	Monday 30 October - Friday 3 November
Term Ends	Tuesday 19 December – 12 Noon
Christmas Holiday	Wednesday 20 December – Tuesday 2 January 2024

SPRING TERM

Term Starts	Wednesday 3 January 2024 – 8.45 am
Half-Term Holiday	Monday 12 – Friday 16 February
St Patrick's Day	Monday 18 March
Term Ends	Friday 22 March – 3.25 pm
Easter Holiday	Monday 25 March – Friday 5 April

SUMMER TERM

Term Starts	Monday 8 April – 8.45 am
Exceptional Closure*	Wednesday 17 April
May Day Holiday	Monday 6 May
Exceptional Closure*	Monday 27 May
Term Ends	Thursday 27 June - 12.00 pm
Exceptional Closure*	Friday 28 June

* **Exceptional Closure Days are provisional and subject to change**



REVENUE INCOME & EXPENDITURE ACCOUNT
GRAMMAR SCHOOL
for year ending 31 March 2024

INCOME	£	£
Department of Education Grants:		
School Budget Share of Grant	6,079,675	
Payment for Excepted Items	187,199	
Other Additional Funding	218,238	
VAT Grant	90,800	6,575,912
Other Income		
Parental Contributions	341,259	
Other Grants	-	
Other Income	68,901	410,160
		6,986,072

EXPENDITURE		
Teaching Staff Costs	4,626,493	
Ancillary Staff Costs	1,303,723	
Purchase of Books & Materials	82,504	
Purchase of Equipment	37,858	
Examination Fees	96,290	
Sports & Games & Transport Costs	113,259	
Maintenance of Buildings & Grounds	99,222	
Contracted Services	44,476	
IT Consumables & Software Licenses	37,330	
Heating & Lighting	149,122	
Insurance	75,817	
Water Charges	13,821	
Laundry & Cleaning	42,782	
Maintenance of Equipment	31,248	
Printing, Stationary, Postage & Telephone	26,420	
Advertising	1,534	
Auditor's Remuneration	4,895	
iPad Project	15,943	
Education Offsite Costs	1,156	
Professional Fees & Annual Subscriptions	13,842	
School Prize Days	7,919	
Legal Fees	- 1,650	
Bank Charges	5,744	
Depreciation Charges	5,980	
Other Costs	16,221	
VAT	90,800	6,942,749

Surplus for Year - Grammar School		43,323
Deficit for Year - Canteen		- 13,032
Accumulated Deficit brought forward		15,123
Accumulated Surplus carried forward		45,414

REVENUE INCOME AND EXPENDITURE ACCOUNT
PREPARATORY DEPARTMENT
for year ending 31 March 2024

INCOME

Department of Education Grants	192,258	
Tuition Fees P1 - P7	548,060	
Pre School and After School Income	96,718	
Other Income	1,237	838,273

EXPENDITURE

Teaching and Education Costs P1 - P7	703,285	
Pre School and After School Costs	74,440	
Premises Costs	59,612	
Administration Costs	16,987	854,324
DEFICIT FOR THE YEAR		- 16,051

CAPITAL INCOME & EXPENDITURE SUMMARY
for year ended 31 March 2024

INCOME

Capital Fees	167,280
Capital Grant Income	198,426
	365,706

EXPENDITURE

Capital Expenditure	720,816
Excess of Capital Expenditure over Capital Income	355,110



CHARGING AND REMISSIONS POLICY

Years 8 - 10

2023-2024

1 Capital Fee

Wallace High School is a Voluntary Grammar School and will therefore charge a Capital Fee per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (DENI). The current annual charge is **£140** per pupil.

The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment within 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Voluntary Contributions and Optional Payments

The school has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the Department of Education.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the school buildings and grounds.

The school may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition the Board of Governors recommends parents to consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the school to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

iPad

Parents have the option to enter into a three year agreement for the provision of an iPad at the start of Year 8. This option is offered through the company Academia. Information is provided by the school annually in August to enable parents to access the Academia website portal.

3 Excepted Pupils

The school will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
- (ii) a grammar school pupil whose parents are not EU nationals,
- (iii) a pupil in the grammar school preparatory department,
- (iv) international pupils.

4 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the school and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other

than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

5 Practical Subjects

There is a charge of **£105** per annum for all pupils in Years 8, 9 and 10 to cover the costs of materials provided by the Home Economics, Art and Technology Department for items which pupils take home and which enhance the provision of the subject being taught.

The costs associated with other practical subjects will be met by the school. The school does, however, reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the school may charge in advance for any materials involved.

6 Clothing

Parents are responsible for the provision of correct school uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the school. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

7 Fieldwork

No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 2. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

8 Educational Visits During School Hours

No charge will normally be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours. In some circumstances a parental contribution may be sought as set out in Section 2 (above).

9 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of

supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

There may be occasions when parents will be charged directly for such events by a third party such as a travel agent. In cases where such educational visits are part of a syllabus for an approved public examination for which pupils are being prepared by the school, no charge for the educational activity will be made. Nor will a charge be made for the educational activity where such visits are necessary to meet statutory requirements.

Overnight Accommodation

A charge will be made to cover the cost of board and lodging where the activity involves the pupil spending a night or nights away from home. This charge may be waived on application in the case of pupils whose families are in receipt of family credit or income support.

10 Transport

No charge will be made for travel associated with the statutory curriculum.

11 Music

A charge will be made in respect of tuition in the playing of a musical instrument or singing lessons. All examination fees connected with music tuition will be paid by parents including the cost of engaging an accompanist as required. A charge will also be made for the hire of musical instruments owned by the school.

12 Tours and Holidays

The cost, including travel, of sports tours, holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs such as those noted under section 9 of this policy may also be charged.

13 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the school may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

14 Replacing Items of School Property

Parents may be charged for the cost of replacing items of school or other property lost by a pupil, where such loss is the result of carelessness or negligence.

15 Public Examinations

No charge will be made for entering a pupil, other than an excepted pupil, for an approved public examination, if he has been prepared for that examination by the School. If this is not the case, the appropriate charge will be made.

A charge will be made in respect of the entry of a pupil re-sitting an examination.

The school will also pass on to the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

16 Group Personal Accident Policy for Pupils

The school operates a Group Personal Accident Policy for all registered pupils of the school. As a Group Policy holder the school is entitled to collect a contribution from all parents of pupils registered at the school.

The contribution for 2023/24 is **£10**.

The policy is renewed annually on 30 September. A policy summary and the full policy wording are available to download from the school's website.

17 Collection of Charges and Fees

Fees are due on 30 September 2023. Parents are requested to pay school fees and charges by direct debit which will commence on the last banking day in September.

All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

18 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.

In all cases, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted in accordance with Section 1 and section 17. (The term no pupil or child of the family in the previous sentence refers to any pupil in the Wallace High School, including The Wallace Preparatory Department)



CHARGING AND REMISSIONS POLICY Years 11 and 12 2023-2024

1 Capital Fee

Wallace High School (“the School”) is a Voluntary Grammar School and will therefore charge a Capital Fee per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (“DENI”). The current annual charge is **£140** per pupil.

The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment with 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Voluntary Contributions and Optional Payments

The School has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the DENI.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the School buildings and grounds.

The School may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition, the Board of Governors recommends parents consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the School to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

iPad

This option is offered through the company Academia. Information is provided by the school annually in August to enable parents to access the Academia website portal.

3 Excepted Pupils

The School will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
- (ii) a grammar school pupil whose parents are not EU nationals,
- (iii) a pupil in the grammar school preparatory department,
- (iv) international pupils.

4 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the School and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

5 Practical Subjects

A request is made for **£105** a year for all pupils in Years 11 and 12 to cover the costs of materials provided for subjects including practical and science subjects. This is a voluntary request and funds received from parents are used to enhance the provision of the subject being taught.

The School does, however, reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the School may charge in advance for any materials involved.

6 Clothing

Parents are responsible for the provision of correct School uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the School. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

7 Fieldwork

No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 2. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

8 Educational Visits During School Hours

No charge will normally be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours. In some circumstances a parental contribution may be sought as set out in Section 2 (above).

9 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

There may be occasions when parents will be charged directly for such events by a third party such as a travel agent. In cases where such educational visits are part of a syllabus for an approved public examination for which pupils are being prepared by the School, no charge for the educational activity will be made. Nor will a charge be made for the educational activity where such visits are necessary to meet statutory requirements.

Overnight Accommodation

A charge will be made to cover the cost of board and lodging where the activity involves the pupil spending a night or nights away from home. This charge may be waived on application in the case of pupils whose families are in receipt of family credit or income support.

10 Transport

No charge will be made for travel associated with the statutory curriculum.

11 Music

A charge will be made in respect of tuition in the playing of a musical instrument or singing lessons. All examination fees connected with music tuition will be paid by parents including the cost of engaging an accompanist as required. A charge will also be made for the hire of musical instruments owned by the School.

12 Tours and Holidays

The cost, including travel, of sports tours, holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs such as those noted under Section 9 of this policy may also be charged. **In all cases, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted in accordance with Section 1. (The term no pupil or child of the family in the previous sentence refers to any pupil in the Wallace High School, including The Wallace Preparatory Department)**

13 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the School may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

14 Replacing Items of School Property

Parents may be charged for the cost of replacing items of School or other property lost by a pupil, where such loss is the result of carelessness or negligence.

15 Public Examinations

No charge will be made for entering a pupil, other than an excepted pupil, for an approved public examination, if he/she has been prepared for that examination by the School. If this is not the case, the appropriate charge will be made.

A charge will be made in respect of the entry of a pupil re-sitting an examination.

The School will also pass onto the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

16 Group Personal Accident Policy for Pupils

The school operates a Group Personal Accident Policy for all registered pupils of the school. As a Group Policy holder the school is entitled to collect a contribution from all parents of pupils registered at the school.

The contribution for 2023/24 is **£10**.

The policy is renewed annually on 30 September.

17 Collection of outstanding Charges and Fees

Fees are due on 30 September 2023. Parents are requested to pay school fees and charges by direct debit which will commence on the last banking day in September.

All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

18 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.



CHARGING AND REMISSIONS POLICY

Sixth Form 2023-2024

1 Capital Fee

Wallace High School (“the School”) is a Voluntary Grammar School and will therefore charge a Capital Fee per annum in respect of each pupil enrolled within the limits set by the Department of Education for Northern Ireland (“DENI”). The current annual charge is **£140** per pupil.

The money raised by the Capital Fee may be used only for capital building projects, equipment for new buildings and renovation work and alterations. As recommended by DENI, in certain circumstances the Board of Governors will consider waiving the Capital Fee. **These circumstances are set out in (Circular 2008/19) on the DENI website. Any application for waiver should be made in writing to the Chairman of the Board of Governors.**

With the exception of those whose application for a waiver is successful, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted or a direct debit payment established. The commencement of a direct debit payment with 30 days of the issue of the bill will be viewed as a commitment to pay.

2 Sixth Form Levy

An annual levy of **£185** will be required from each pupil in Sixth Form to cover the maintenance of the Sixth Form Centre and related administration, staffing and catering services. This levy will be payable upon enrolment for each year of Sixth Form.

3 Voluntary Contributions and Optional Payments

The School has always offered a wide range of activities and provided educational materials over and beyond the statutory requirements. The School wishes to continue to make these available to its pupils. However, this cannot be done by relying solely on the resources provided by the DENI.

Voluntary Contribution

The Board of Governors therefore asks parents to make an annual voluntary contribution of **at least £80** towards the general upkeep of the School buildings and grounds.

The School may from time to time seek voluntary contributions from parents or others in support of any school activity, whether during or outside school hours, residential or non-residential.

If the activity cannot be funded without voluntary contributions, parents will be given adequate advance notice that this is the case.

Optional Payments

In addition the Board of Governors recommends parents consider providing access to resources for their children by making additional optional payments, it not being a statutory requirement of the Board of Governors to provide them.

Optional Payment 1

£205 to join the Extra Curricular Sports Club of the school which offers coaching, matches and transport outside the school day. This is a single annual payment which falls due on 1 September. No abatement will be given on this charge mid-year. A **£205** payment from parents for extra-curricular sport, coaching and travel covers, only partially (approximately 50%), the school's significant investment in this area.

Optional Payment 2

£30 membership fee for all extra-curricular Music groups. This annual payment will be used to establish a library of sheet music which will be available for choral and instrumental groups.

These payments will enable the School to continue and improve the opportunities provided for its pupils. No pupil will be disadvantaged in the School's requirement to offer the statutory curriculum in relation to whether or not his/her parents have made such optional payments.

4 Excepted Pupils

The School will also charge tuition fees in respect of excepted pupils.

An excepted pupil is:

- (i) a grammar school pupil who is not resident in Northern Ireland,
- (ii) a grammar school pupil whose parents are not EU nationals,
- (iii) a pupil in the grammar school preparatory department,
- (iv) international pupils.

5 Books and Stationery

All text books required by each pupil, other than an excepted pupil, will be provided free of charge, although a refundable deposit may be required against specialist subject books. The books will remain the property of the School and it is expected that they will be kept in good condition and returned on request. A charge will be made for books which have to be replaced through being lost, or by neglect, or if they are not returned when required. Each pupil, other than an excepted pupil, will be provided free of charge with a reasonable amount of stationery each year. Additional stationery, if required, may be purchased privately.

6 Practical Subjects

The School does reserve the right to place a limit on any expenditure associated with the making of any article. If articles are made which parents wish to be taken home, the School may charge in advance for any materials involved.

7 Clothing

Parents are responsible for the provision of correct School uniform. Protective clothing and equipment required for practical subjects will be provided free of charge by the School. Assistance with the provision of school uniform and physical education clothing can be given to children of secondary school age whose parents are in receipt of Income Support by application to the Education Authority (South Eastern Region). Parents are also responsible for the provision of the correct clothing and equipment for Physical Education and Games.

8 Fieldwork

No charge will normally be made in respect of transport nor for the provision of specialist equipment connected with fieldwork, when this is associated with education **provided wholly or mainly during school hours**. In some circumstances a parental contribution may be sought towards this cost as set out in Section 3. Pupils will, when necessary, be required to bring a packed lunch and will also within reason be expected to provide suitable outdoor clothing. Packed lunches will be provided for those entitled to free school meals.

9 Educational Visits During School Hours

No charge will normally be made for educational visits or trips which take place wholly or for more than 50% of the time during school hours. In some circumstances a parental contribution may be sought as set out in Section 3 (above).

10 Educational Visits Outside School Hours

When pupils, as an optional extra, with the prior agreement of parents, take part in educational activities, wholly or for more than 50% of the time outside school hours, charges will be made. These charges will include the cost of travel, entrance fees, materials, books, instruments and equipment, insurance, non-teaching staff costs and, where appropriate, board and lodging. The charge may also include the cost of engaging teaching staff under a separate contract specifically to provide the optional extra and it may include the cost of supplying such staff with travel, board and lodging. The charge will not exceed the cost of providing the activity divided equally by the number of pupils participating.

There may be occasions when parents will be charged directly for such events by a third party such as a travel agent. In cases where such educational visits are part of a syllabus for an approved public examination for which pupils are being prepared by the School, no charge for the educational activity will be made. Nor will a charge be made for the educational activity where such visits are necessary to meet statutory requirements.

Overnight Accommodation

A charge will be made to cover the cost of board and lodging where the activity involves the pupil spending a night or nights away from home. This charge may be waived on application in the case of pupils whose families are in receipt of family credit or income support.

11 Transport

No charge will be made for travel associated with the statutory curriculum.

12 Music

A charge will be made in respect of tuition in the playing of a musical instrument or singing lessons. All examination fees connected with music tuition will be paid by parents including the cost of engaging an accompanist as required. A charge will also be made for the hire of musical instruments owned by the School.

13 Tours and Holidays

The cost, including travel, of sports tours, holiday trips and visits will continue to be charged to the parents of pupils who attend. Further costs such as those noted under Section 9 of this policy may also be charged. **In all cases, no pupil will be permitted to take part in an optional extra activity if all Capital Fees due for the pupil are not fully remitted in accordance with Section 1.**

14 Damage to Property

When damage is done to School or other property through carelessness or misbehaviour, the School may charge up to the full cost of replacement or repair, the cost being borne by the parents of the pupil/s involved.

15 Replacing Items of School Property

Parents may be charged for the cost of replacing items of School or other property lost by a pupil, where such loss is the result of carelessness or negligence.

16 Public Examinations

No charge will be made for entering a pupil, other than an excepted pupil, for an approved public examination, if he/she has been prepared for that examination by the School. If this is not the case, the appropriate charge will be made.

A charge will be made in respect of the entry of a pupil re-sitting an examination.

The School will also pass onto the parent any charge which may arise as a result of a parent's request to have a pupil's examination results scrutinised.

17 Group Personal Accident Policy for Pupils

The school operates a Group Personal Accident Policy for all registered pupils of the school. As a Group Policy holder the school is entitled to collect a contribution from all parents of pupils registered at the school.

The contribution for 2023/24 is **£10**.

The policy is renewed annually on 30 September.

18 Collection of outstanding Charges and Fees

Fees are due on 30 September 2023. Parents are requested to pay school fees and charges by direct debit which will commence on the last banking day in September.

All fees are payable within 30 days of issue for those not paying by direct debit. The commencement of a direct debit payment within 30 days of the issue of the bill is viewed as a commitment to pay.

Any fees not remitted within 30 days for non direct debit payers, or a direct debit payment which has not commenced 30 days after the issue of the bill or a direct debit request which has been returned unpaid by the bank after a direct debit has commenced, will be followed up with a reminder notice, a final demand and where necessary referred to the School's solicitor.

19 Revision of Charges and Fees

All charges and fees will be subject to annual revision by the Board of Governors.

This policy will be reviewed annually by the Head of Finance.



Action Cancer	£80.00
Air Ambulance	£150.00
Cancer Fund for Children	£8,110.00
Children in Need	£2,310.00
Flourish NI	£130.00
Habitat for Humanity	£1,200.00
Marie Curie	£150.00
NI Chest Stroke & Heart	£540.00
NSPCC	£92.00
Pure Mental	£300.00
Salvation Army	£1,700.00
Save the Children	£209.00
Simon Community	£1,700.00
Grand Total	£16,671.00