

LARNE HIGH SCHOOL



Annual Report 2021-2022

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1. Introduction

Established in 1957, Larne High School has provided secondary education for the young people of the Larne area and beyond for the past 65 years. The school was the first intermediate secondary school in the East Antrim area and continues to serve the local community while at the same time drawing increasing numbers of pupils from Ballyclare, Carrickfergus and the Antrim Coast and Glens areas.

The School is a controlled, non-selective school and has an ethos of inclusion and tolerance, encouraging young people from a wide range of backgrounds on their educational journey.

This report is prepared as a legal requirement and should be read in conjunction with the School Development Plan and School Prospectus.

In presenting this report, the Principal, Senior Staff and Governors recognise the hard work and effort that is made by all in the school community to provide a safe, stimulating and engaging environment within which the pupils are educated.

Contact details for the School are as follows:

Address: 20 Sallagh Park, Larne, Co. Antrim BT40 1NT

Telephone Number: 02828272159

Email address: info@larnehs.larne.ni.sch.uk Website: www.larnehigh.org.uk

2. Board of Governors

The 1989 Education Reform Order gives governors responsibility for the overall management of the school. The following is a summary of the duties of the Governors.

1. Establishing aims and objectives for the School.
2. Managing the School's finances as allocated by DE.
3. Ensuring that the teachers in the School have the facilities necessary to provide a curriculum which meets the requirements of the 1989 Education Reform Order and for producing a policy in relation to the curriculum.
4. Ensuring that appropriate arrangements are put in place for the admission of pupils to the School and for drawing up criteria which will be used to select pupils, should it happen that the number of pupils seeking to be enrolled exceeds the number of places available.
5. Selecting staff, making promotions and undertaking other personnel responsibilities.
6. Providing parents with information about the School, through the issue of a prospectus and annual report.

Serving Governors as of 30 August 2021

Governor	Role
Mr T D Robinson	Education Authority
Mr B Caskey	Education Authority
Ms N Crawford	Education Authority
Mr R Craig	Deputy Chair of Governors, Transferor Representative
Mr N Hull	Parent Governor
Mrs K Morton	Parent Governor
Mr D Wright	Parent Governor
Mrs D McNeilly	Parent Governor
Dr S Reid	Secretary to Board of Governors
Mrs A Knox	Teacher Governor
Mrs C Stevenson	Teacher Governor
Mr J Weatherup	Transferor Representative
Rev B Preston	Transferor Representative
Mr N McAuley	Transferor Representative
Rev Dr C D McClure	Chair of Governors, Transferor Representative
Mrs G Henderson	Co-opted to Board of Governors

It was with great sadness that the school learnt of the sudden death of Mr David Wright. Mrs McNeilly stood down from the Board on 31 August 2022

The Education Authority informed Dr Reid that Mrs K Morton's term as Governor ended on 31 August 2022.

Steps taken by the Board of Governors in the discharge of its functions during the period since its last Report

The Governors met regularly through various sub committees and full Board meetings during the period September 2021 to June 2022. The Principal kept the minutes of the meetings, and these were scrutinised and, where necessary, amended at the next scheduled meeting. The Board Sub Committees were hampered in their work by the pandemic and the work of the Standards subcommittee has become more challenging due to the administration of external examinations in 2020 and 2021. It is hoped that the scrutinising function of the Board of Governors will develop further in 2022-2023.

The Board of Governors ensured that the School fulfilled its curricular and pastoral care responsibilities and provided a wide range of extra-curricular activities for all pupils. The Board ensured that the school provided a full and balanced curriculum while working to redress a budget deficit.

Whilst the Board of Governors has overall responsibility for the management of the School, the responsibility for the strategic leadership and management of the School is delegated by the Board of Governors to the Principal. The senior leadership team of the School meet once per week and consists of the Principal, Vice Principal, and five Senior Teachers. This team has a leading role in strategic planning and ensuring the efficiency and effectiveness of how the School operates. All members of the Senior Leadership Team are familiar with the important day to day issues of school life and may be delegated significant responsibilities in the absence of either the Principal and/or the Vice Principal. The Principal is the line manager of the Vice Principal and Senior Teachers.

The Senior Teachers are supported in their role by an Intervention and Support Team consisting of six members of staff who assist in the delivery of Literacy and Numeracy across the school and the on-going development of the use of data to inform individual pupil intervention and support.

Subject Leaders meet regularly as a group with the Senior Staff to ensure coherence and consistency in their approach to the delivery of the Curriculum. The Senior Teacher with responsibility for Learning and Teaching has introduced a revised format of Action Planning and Departmental evaluation, based on training provided by ETI in Spring 2022.

Heads of Year oversee the day-to-day pastoral issues within their year group and provide support and guidance to their Form Teachers. Heads of Year meet regularly with the Head of Pastoral Care to ensure consistency in the delivery of quality pastoral care to each pupil.

Other staff who hold additional teaching allowances are managed through a line management system. These allowances are required to address curriculum matters and important aspects of school organisation and administration.

3. School Values

The School has three underpinning values:

Respect

We aspire to be a School in which a pupil:

is valued and values others regardless of background, ability, race gender etc.

- values what is offered to them by staff, parents and the wider school community;
- values the time and effort put into their education by those around them;
- values and respects learning
- represents their school with pride and wears the uniform well

Community

We aspire to be a School in which a pupil:

- shows loyalty to the School and other pupils;
 - feels at home and valued;
 - believes in the importance of being part of a team;
 - takes pride in the success of others;
 - contributes to making others feel included
 - is courteous and helpful;
 - understands the wider community context in which the school is located
-
- contributes to creating an inclusive community in which all can learn and develop is able to develop a sense of responsibility for the needs of others in the School and within the wider community

Achievement

We aspire to be a School in which every pupil:

- is valued regardless of their academic ability;
- is challenged to be the best that they can be;
- has access to a wide range of appropriate learning opportunities;
- is encouraged to be ambitious in terms of learning outcomes and career pathways

4. School Policies

Copies of key School Policies are available on the School’s website. These include the School’s Learning and Teaching Policy which includes the school’s policies on Literacy, Numeracy and SEN Support, Drugs Education Policy, Promoting Positive Behaviour Policy and Safeguarding and Child Protection Policy.

All other Policies are available on request.

5. The School Day and Year Calendar

School begins at 8.50 a.m. each morning and ends at 3.00 p.m./3.20 p.m. depending on year group and timetable

Dates of school terms, half- term holidays and training days for the current school year:

Holidays 2022-2023															
School Calendar 2020 - 2021															
Mon	08/08/2022	Mon	19/09/2022	Mon	31/10/2022	Mon	12/12/2022	Mon	23/01/2023	Mon	06/03/2023	Mon	17/04/2023	Mon	29/05/2023
	09/08/2022		20/09/2022		01/11/2022		13/12/2022		24/01/2023		07/03/2023		18/04/2023		30/05/2023
	10/08/2022		21/09/2022		02/11/2022		14/12/2022		25/01/2023		08/03/2023		19/04/2023		31/05/2023
	11/08/2022		22/09/2022		03/11/2022		15/12/2022		26/01/2023		09/03/2023		20/04/2023		01/06/2023
	12/08/2022		23/09/2022		04/11/2022		16/12/2022		27/01/2023		10/03/2023		21/04/2023		02/06/2023
Mon	15/08/2022	Mon	26/09/2022	Mon	07/11/2022	Mon	19/12/2022	Mon	30/01/2023	Mon	13/03/2023	Mon	24/04/2023	Mon	05/06/2023
	16/08/2022		27/09/2022		08/11/2022		20/12/2022		31/01/2023		14/03/2023		25/04/2023		06/06/2023
	17/08/2022		28/09/2022		09/11/2022		21/12/2022		01/02/2023		15/03/2023		26/04/2023		07/06/2023
	18/08/2022		29/09/2022		10/11/2022		22/12/2022		02/02/2023		16/03/2023		27/04/2023		08/06/2023
	19/08/2022		30/09/2022		11/11/2022		23/12/2022		03/02/2023		17/03/2023		28/04/2023		09/06/2023
Mon	22/08/2022	Mon	03/10/2022	Mon	14/11/2022	Mon	26/12/2022	Mon	06/02/2023	Mon	20/03/2023	Mon	01/05/2023	Mon	12/06/2023
	23/08/2022		04/10/2022		15/11/2022		27/12/2022		07/02/2023		21/03/2023		02/05/2023		13/06/2023
	24/08/2022		05/10/2022		16/11/2022		28/12/2022		08/02/2023		22/03/2023		03/05/2023		14/06/2023
	25/08/2022		06/10/2022		17/11/2022		29/12/2022		09/02/2023		23/03/2023		04/05/2023		15/06/2023
	26/08/2022		07/10/2022		18/11/2022		30/12/2022		10/02/2023		24/03/2023		05/05/2023		16/06/2023
Mon	29/08/2022	Mon	10/10/2022	Mon	21/11/2022	Mon	02/01/2023	Mon	13/02/2023	Mon	27/03/2023	Mon	08/05/2023	Mon	19/06/2023
	30/08/2022		11/10/2022		22/11/2022		03/01/2023		14/02/2023		28/03/2023		09/05/2023		20/06/2023
	31/08/2022		12/10/2022		23/11/2022		04/01/2023		15/02/2023		29/03/2023		10/05/2023		21/06/2023
	01/09/2022		13/10/2022		24/11/2022		05/01/2023		16/02/2023		30/03/2023		11/05/2023		22/06/2023
	02/09/2022		14/10/2022		25/11/2022		06/01/2023		17/02/2023		31/03/2023		12/05/2023		23/06/2023
Mon	05/09/2022	Mon	17/10/2022	Mon	28/11/2022	Mon	09/01/2023	Mon	20/02/2023	Mon	03/04/2023	Mon	15/05/2023	Mon	26/06/2023
	06/09/2022		18/10/2022		29/11/2022		10/01/2023		21/02/2023		04/04/2023		16/05/2023		27/06/2023
	07/09/2022		19/10/2022		30/11/2022		11/01/2023		22/02/2023		05/04/2023		17/05/2023		28/06/2023
	08/09/2022		20/10/2022		01/12/2022		12/01/2023		23/02/2023		06/04/2023		18/05/2023		29/06/2023
	09/09/2022		21/10/2022		02/12/2022		13/01/2023		24/02/2023		07/04/2023		19/05/2023		30/06/2023
Mon	12/09/2022	Mon	24/10/2022	Mon	05/12/2022	Mon	16/01/2023	Mon	27/02/2023	Mon	10/04/2023	Mon	22/05/2023		
	13/09/2022		25/10/2022		06/12/2022		17/01/2023		28/02/2023		11/04/2023		23/05/2023		
	14/09/2022		26/10/2022		07/12/2022		18/01/2023		01/03/2023		12/04/2023		24/05/2023		
	15/09/2022		27/10/2022		08/12/2022		19/01/2023		02/03/2023		13/04/2023		25/05/2023		
	16/09/2022		28/10/2022		09/12/2022		20/01/2023		03/03/2023		14/04/2023		26/05/2023		
	16		30		24		19		25		19		28		24
	Induction		Fixed		School		Staff Training		School Development Days						185

Details of sporting and extra-curricular activities available to pupils at the School are included in the School’s Prospectus and on the school website. A summary is also available on p.23. The canteen operates a cash-based system and pupils in receipt of a free school meal receive a lunch pass. Details of School uniform are included within the Parent & Pupil Handbooks given to each year group and sent to parents annually before the beginning of the new school year. Annual Parental Consultations take place for each year group. The School Calendar gives timings of these consultations. COVID-19 has caused considerable disruption to the running of these consultations and the school is implementing an on-line system to manage parent teacher consultations.

6. Arrangements for security of pupils and staff

Access to the building is controlled by magnetically locking doors at each entrance. Access to the School grounds is by an entrance at Sallagh Park and a rear entrance at Roddens. The Education Authority has discussed the option of additional security at the rear of the school by means of a barrier but has not proceeded to implement the plan. The school building is opened and locked by the Buildings Supervisory team at agreed times.

Appropriate teaching staff are on duty before the start of school, at break and lunch time, with responsibility for supervising pupils in the school grounds and inside the building. Access to inside the building is restricted at break and lunch time. A split break and lunch separate Key Stage 3 pupils from Key Stage 4 pupils, and we have noticed a marked improvement in behaviour because of this initiative. At lunch-time ancillary members of staff assist with supervision and the Principal and Vice Principal are available throughout the period of lunch to support with supervision and to assist with any incidents that may occur.

All staff must sign in and out at reception or one of two other designated areas. All visitors must report to reception and are required to carry a visitor pass at all times which includes a photograph of the visitor. All visitors to the school are given an emergency evacuation briefing document and guidelines on appropriate behaviour to ensure Child Protection and Safeguarding. All other pupils are registered during form time and every lesson throughout the day.

A school nurse supports all pupils who are feeling unwell or who sustain any type of injury in the course of the day.

7. Safeguarding and Child Protection

The school safeguarding in 2021-2022 team comprised The Designated Teacher for Child Protection, Mrs Turner, two Deputy Designated Teachers, Mrs Stevenson and Mr Hawe, the Principal, Dr Reid, and the school nurses, Ms Moore and Mrs Lily.

All staff are trained annually, both teaching and non-teaching, during the August staff training days with the training for 2021-22 taking place on 24 August 2022.

The Principal updated Governors at each meeting on the extent of Child Protection and Safeguarding work that took place without disclosing details of each instance. The majority of Child Protection incidents in the 2021-2022 related to social media and mobile telephones, with sharing of inappropriate images being the predominant ISSUE. The school engaged PSNI to deliver training to form classes at Key Stages 3 and 4 up to Year 11 on how to keep safe when using online media, and also to inform them about the potential for criminal conviction if found to be in possession of illegal images. A small number of instances relate to abuse and neglect. The majority of engagement with social services was related to Looked After Children and supporting them in their education.

The school's well-being unit has allowed children who have experienced significant childhood trauma to engage in full time education, with many of these young people also being looked after.

8. Steps taken to develop links with the community

The School is in the process of re-establishing the School (Pupils') Council following the COVID-19 pandemic to facilitate a continuing process of consultation with the pupils and with a view of improving the impact of pupil voice and to promote anti-bullying initiatives. Parents receive school information via ParentMail, the school website and via the SatchelOne Parent App. A parental consultation is held at least once a year for each year group, to allow parents one-to-one meetings with teachers. This has been difficult to manage during the pandemic, but the school hopes to use an online platform to facilitate meetings going forward.

Links with the wider community are developed through various means. This includes the Careers Department's schemes of work and the Learning for Life and Work, Citizenship and PPD programmes. In addition, in English, Science, Business Studies, Home Economics, Technology, Art, and RE there is consistent and sustained interaction with agencies, local, national, and international businesses, educational institutions, local political representatives, museums, galleries and workshops.

The School opens its doors to the community by making its facilities available in the evening and at weekends. At present, a number of local groups use the Sports Hall, hockey pitch and other school facilities.

Following the Covid pandemic it is hoped that our usual events to raise money for charities will resume.

9. Arrangements and facilities for pupils with Special Educational Needs

Information on the arrangements and facilities for pupils with Special Education Needs is included in the Learning and Teaching Policy available on the school website. In excess of 300 pupils present with a Special Educational Need. The school has moved to implement the new, three-stage Code of Practice and the Whole School Provision map is now in place.

The School's Special Educational Needs Policy was reviewed and adopted by the Governors in June 2022 and the Transition Policy for Children with SEN has also been adopted.

10. Information on disability access

Disability access to an original 1957 building remains poor. Two years ago, three wheelchair lifts were installed following a pupil having an accident that rendered them paralysed. It took almost 18 months for the equipment to be installed by which time the pupil had almost completed their education. Additional access is needed for another pupil who uses a wheelchair and to facilitate access to more areas of the school for visitors and, for example, disabled individuals attending open evenings.

An Accessibility Audit has been completed and has identified issues regarding wheelchair access. Work is ongoing to improve accessibility by means of ramps and lifts. This work should be completed by November 2022.

11. Percentage attendance rate of pupils

The percentage attendance rate of pupils is calculated by taking the total number of actual pupil attendances in the school year as a percentage of the total number of possible attendances.

Whole School attendance: 86.2%

The Governors have expressed concern about the poor attendance rate of some pupils. A Governor has been identified to scrutinise the work of the school in terms of improving attendance. Improving attendance has been given a high priority on the School Development Plan and staff training has taken place in August 2022 to develop an improvement strategy.

Attendance has been added as a standing item to the Main Board of Governors Agenda.

12. List of subjects followed by pupils

The school timetable was arranged as three 90 minutes sessions due to the management of lockdown scenarios and making pupil workload manageable during the pandemic. A normal 6 period two-week timetable was prepared along with a COVID emergency timetable which became the default position to make work manageable and limit pupil movement in the school. A new 20 minute session timetable was implemented in September 2021.

Key Stage 3		Key Stage 4		Sixth Form
Subject	Sessions	Subject	Sessions	Each subject receives 13 x 20 minute sessions
English	12	English	12	Art and Design
Mathematics	12	Mathematics	12	Technology
Science	8	LLW	3	ICT
LLW	3	Science	9	Creative and Digital Media
History	4	RE	2	Health and Social Care
Geography	4	PE 3		Business Studies
French	4	Optional Subjects – 8 sessions History, Geography, French, German, Spanish, Home Economics, Child Development, English Literature, Double Award Science, LLW, Technology and Design, Art and Design, Prince’s Trust, Business Studies, Business and Communication Studies, ICT, Occupational Studies – Business Administration, Carpentry, Metalwork, Contemporary Cuisine.		Sports Studies
Spanish	4			Life and Health Sciences
HE	3			Biology
Technology	3			Psychology
Music	2			Engineering
Art	3			Extended Diploma Courses (3 A level equivalent)
PE	3			Sports Studies
Games	3			Children’s Care, Learning and Development
ICT	4			Music
RE	2			Engineering

13. Public examination results

The performance of pupils in public examinations remains an important significant measure of the quality of learning in any school and it is unfortunate that the Department of Education has no agreed measure of pupil potential relating to examination outcomes. Raw comparisons between schools without regard for individual pupil potential is a misleading measure. Results from the academic year 2021/22 are given below.

Subject	A*	A	B	C*	C	D	E	F/G/U	A*- B	A*- C	A*- B%	A*- C%	
GCSE Art		3	2	1	1				5	7	71	100	
GCSE BACS		5	8	6		1	1	2	13	19	57	83	
GCSE Design and Technology		1	5	2	3		1	1	6	11	46	85	
GCSE English Language	1	1	21	26	33	13	3	2	23	82	23	82	
					% based on full cohort							20	71
GCSE English Literature			2	3					2	3	40	100	
GCSE French			1	6	3				1	10	10	100	
GCSE Geography		4	6	9	4	4	2	1	10	23	33	77	
GCSE History		2	6	11	4	2	2	5	8	23	25	72	
GCSE Child Development		3	2	3	4	2	2	4	5	12	25	60	
GCSE HE (Hospitality)			3	2	1	5	1	2	3	6	21	43	
GCSE Mathematics		1	11	24	38	12	9		12	74	13	78	
					% based on full cohort							10	64
GCSE Music		1	1	1	2	1	1		2	5	29	71	
GCSE LLW		2	7	4	5	2	1		9	18	43	86	
GCSE RE			4	1		4			4	5	44	56	
GCSE Science (SA)		2	5	9	25	14	10	7	7	41	10	57	
GCSE Science (DA)	1	3	5	13	11	7			9	33	23	83	
BTEC Business Studies	5	1	1		4				7	11	64	100	
BTEC Sports Studies	6	2	9		11				17	28	61	100	
BTEC Travel & Tourism	5		4		3				9	12	75	100	
OCN Applied Science			17						17	17	100	100	
OCN ICT			45						45	45	100	100	
OCN Carpentry			30						30	30	100	100	
OCN LLW			0/15						0	0	0	0	

Prince's Trust Certificate			16 (32)						16	16	100	100
Prince's Trust Diploma			9 (36)						9	9	100	100
OS Business Services			3		3				3	6	50	100
OS Carpentry		10	16		16				26	42	62	100
OS Patisserie			4		3	2		U: 7	4	7	25	44
OS Metal Work		5	12		3				17	20	85	100
P A L			66						66	66	100	100
CoPE			111						111	111	111	100
OCN Essential Skills Literacy Level 2									0	0	0	0
OCN Essential Skills Numeracy Level 2									0	0	0	0

Level 3 Examination Outcomes

Subject	A*	A	B	C	D	E	A*- A	A*- C	A*- E	A*- A	A*- C	A*- E
GCE Art		2					2	2	2	100	100	100
GCE Biology		1					1	1	1	100	100	100
GCE History						3			3			100
GCE Home Economics			1					1	1		100	100
GCSE Life and Health Science			1	3				4	4		100	100
BTEC TA Child Development (10)		13		12		5	13	25	30	52	83	100
BTEC DA Business Studies (7)	11	3					14	14	14	100	100	100
BTEC Business Studies	8	1					9	9	9	100	100	100
BTEC Child Development (11)		13		12		8	13	25	33	39	76	100
BTEC Engineering (1)				1				1	1		100	100
BTEC DA Engineering (2)				4				4	4		100	100
BTEC TA Engineering (6)	9	8		1			17	18	18	94	100	100

BTEC Health & Social Care	2	5					7	7	7	100	100	100
BTEC Music (2)	3	3					6	6	6	100	100	100
BTEC Sports Studies		4					4	4	4	100	100	100
BTEC TA Sports Studies (26)	14	31		30		3	45	75	78	58	96	100
ICT Cambridge Technical	1	7					8	8	8	100	100	100

AS Level:

GCE Art				2				2	2	100	100	100
GCE Biology			1	3		1		4	5		80	100
GCE Technology & Design			5	1				6	6		100	100
GCE Geography			1	2	2	1 (1U)		3	6		43	86
GCE History				2	2	2		2	6		33	100
GCE Psychology				2	4	3 (11U)		2	9		10	45
GCE Life & Health Sciences				1	3	3		1	7		14	100

Data on Year 12 (Key Stage 4) performance

GCSE and GCSE Equivalent Subjects (no exclusions)	2017/18	2018/19	2019/20	2020/21	2021/22
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	81	85	80	92	84
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	-	40	52	74	
*Percentage of Year 12 obtaining Grades C (or equivalent) or above in at least 5 subjects including GCSE English and GCSE Maths	36	40	54	65	63
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Maths	36	25	48	63	53
Percentage of Pupils in the school entitled to Free School Meals (FSM)	41	44	45	47	49
Percentage of the Year 12 pupils that are entitled to FSM achieving 5 or more GCSEs Grades A* - C or equivalent (including GCSE English and GCSE Maths)	16	45	39	46	52

Data on Year 14 (A2/Level 3) performance

GCE A Level or equivalent	2016/17	2017/18	2018/19	2019/20	2020/21
Percentage of Year 14 taking A levels & Equivalents in at least 3 subjects	100	100	100	100	95
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	53	70	67	86	80

14. School leavers data August 2022

	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Another School : Grammar	0	0	0	1	1	0	0	2
Another School : non Grammar	1	2	0	1	0	1	0	5
Another School : unknown	1	0	1	2	0	0	0	4
Elective Home Education	0	0	1	2	2	0	0	5
Emigrated	1	0	0	0	0	0	0	1
Employment	0	0	0	0	5	1	15	21
FE-GB: Degree Course (L4+)	0	0	0	0	0	0	1	1
FE-GB:nonDegree GCSE/Alev L1-3	0	0	0	0	2	0	0	2
FE-NI:nonDegree GCSE/Alev L1-3	0	0	0	0	14	1	0	15
FE-NI:nonDegree above Alev L4+	0	0	0	0	0	0	1	1
FE-nonUK:nonDgr above Alev L4+	0	0	0	0	0	0	1	1
FE-unkn: Degree Course (L4+)	0	0	0	0	0	0	1	1
HE-GB: Degree Course (L4+)	0	0	0	0	0	0	1	1
HE-NI: Degree Course (L4+)	0	0	0	0	0	0	16	16
Jobskills at FE College	0	0	0	0	2	0	0	2
Jobskills/Training/Apprentice	0	0	0	0	8	1	3	12
Unemployed/Seeking Employment	0	0	0	0	2	2	1	5
Unknown	0	0	0	0	5	1	4	10
Total	3	2	2	6	41	7	44	105

15. Careers education and guidance

The Core Components of Careers in the curriculum are as follows:

Key Stage 3

Careers Guidance is offered in Years 8, 9 and 10 in modular form as Employability Skills via Learning for Life and Work (LLW). The Employability programme is in one period every two weeks for a period of approximately 12/13 weeks. This programme is designed to raise awareness of personal skills and qualities and different types of career paths for each individual pupil. The intention is to help pupils and parents make informed subject choices linked to possible future careers. They will also be introduced to the CASCAID careers research programme and will then research careers on the basis of their own individual career suggestions.

Before final GCSE choices are made pupils and parents attend a parental consultation meeting with subject teachers, which is intended to help both students and parents to make informed decisions about subject choices.

Parents also have the opportunity to speak with GCSE subject teachers during the Careers Fair, with stalls set up in the wooden floored gym for this purpose.

Years 11 & 12

Careers guidance is delivered through timetabled classes, which occur at various times during the school year. This allows pupils to develop an awareness of the skills necessary for the workplace and the employment opportunities available in the Northern Ireland economy and beyond.

A number of students gain further insight into the workplace through optional Work Shadowing in Year 12. Placements are for 3-5 days, usually approaching October half term, in a place of the student's own choosing.

The Parental Consultation for year 12 includes a meeting with subject teachers, students and their parents, and takes the form of a mock results morning. Pupils receive advice reflecting that which would be offered with similar results in August. Pupils and parents also have the opportunity to speak with representatives from local, mainland and ROI universities and local employers during the afternoon Careers Fair. Subject teachers are also available for consultation regarding A-level subjects during the Fair.

Independent impartial careers advice for all year 12 pupils is also delivered from the beginning of year 12 by our own designated Careers Advisors from the Department for the Economy (DfE).

Years 13 & 14

There is a focus on the UCAS procedure and pupils are given the benefit of guidance and advice from their highly experienced individual careers teachers on a choice of university, college of further education or employment. At the end of AS exams in June, under the guidance of the Careers teachers, Year 13 pupils begin UCAS preparation by completing a first draft of their Personal Statement and completing the UCAS application. Pupils again have the opportunity to use the independent advice of our DE Careers Officers at this time. We also provide an in-school presentation regarding student funding, applying for student loans, contribution to fees, etc. Students in Year 13 and 14 also attend Open Days at QUB and UU.

In February, the Annual Careers Fair takes place in the school with over 20 stands representing universities and employers from Northern Ireland and beyond. Many local employers were also available this year and some held break-out sessions on careers within a variety of industries such as ICT, Business, Hospitality and many others.

With a dedicated team of Careers teachers and access to the Unifrog online careers portal, Larne High School offers an extremely comprehensive service to each of our students. We believe that the best interests of our pupils need to be at the centre of all that we do in the Careers Department.

16. Financial statements

The School prepares an annual budget in consultation with LMS which is approved by the Board of Governors before each school year commences.

Summary financial information for the year ended 31 March 2021 is set out below.

Deficit at April 2021: £-230,927

Projections 2022-2024

	2022/23	2023/24	2024/25
Budget			
Common Formula Funding (CFF)	3,830,742	3,886,774	3,760,605
SEN FUNDING	56,250	56,250	56,250
Other funding - (Please specify)			
Other funding - (Please specify)			
Total Budget	3,886,992	3,943,024	3,816,855
In Year Movement			
In Year Underspend or Overspend of Delegated Resources	58,357	39,900	-188,050
Cumulative Surplus / Deficit			
Opening Cumulative Surplus/(Deficit) 1 April	-93,758	-35,401	4,499
In Year Underspend / (Overspend) of delegated resources	58,357	39,900	-188,050
Closing Cumulative Surplus/(Deficit) 31 March	-35,401	4,499	-183,552
% Carry Over	-0.9%	0.1%	-4.8%

17. School Staff		
Teaching Staff		
Name	Surname	Subject
Martyn	Agass	Maths/Science/Health & Social
Lindsay	Barr	ASC
Stephen	Brennan	Nurture
Amber	Bryson	Head of RE
Megan	Chambers	Maths
Alison	Cooke	Head of Languages
Rebecca	Coulter	ICT
Ricki	Doherty	ICT
Natasha	Dougan	English
Michael	Ewart	Head of English
Andrea	Fusco	Head of Art
Marc	Gamble	Football Academy
David	Gault	Technology
Andrea	Getty	ASC
Nena	Girvin	Geography
William	Guest	Science
John	Hanna	VP
Gary	Hawe	LLW
Andy	Howard	Head of HE
Sarah	Hughes	Head of Music
Nicola	Husk	English
Gary	Husk	History
Jill	Johnston	Head of Science
Jennifer	Karayiannis	Science
Aaron	Kincaid	Head of Technology
Ashley	Knox	Head of Girl's PE
Derek	Kyle	Nurture
Sophie	Livie	Science
Diana	MacDougall	Head of History
Rebecca	Mahon	Nurture
Lynette	McBride	Head of Business Studies
Michael	McCarry	Head of Boy's PE
Estelle	McCord	
Dan	McCusker	Maths
Lynsay	McGreevy	Wellbeing Unit
Amy	McMullan	English
Susan	McNamee	Science
Gary	Mills	
Joanne	Moore	
Emily	Morrison	PE
Susanne	Morrow	Head of Maths
Simon	Paine	ASC
Fiona	Rainey	Geography
Stephen	Reid	Principal
Matthew	Robson	Maths
Sonia	Rossborough	Business Studies
Cheryl	Stevenson	Head LSC and Pastoral Care
Pamela	Turner	Princes Trust
Anna	Tyther	Art
Therese	Ward	
Corina	Weekes	
Jenny	Willis	English
Jack	Wilson	Technology
Sara	Woods	Technology

Office	Technicians
Ruth Chartres	Robbie Reid – IT
Joy Ewart	Dorothy Sloan – Art
Jude Evans	Linda Boyle – HE
Liz Mills	Martin McFetridge – Technology
Averil McClure	Tom Morton – Cadets
Colin Henderson	Buildings Supervisor – Raymond O’Toole Assistant Buildings Supervisor – Stephen McIlhinney
School Nurses: Victoria Moore Joanne Lilly	

Year 8 Head

Form teachers

8L
8A
8R
8N
8E
8H

Simon Paine & Sonia Rossborough

Susanne Morrow
Amy McMullan
Megan Chambers
Derek Kyle
Joanne Moore
Therese Ward

Year 9 Head

Form teachers

9L
9A
9R
9N

Nicola Husk & Sara Woods

Emily Morrison
Matthew Robson
Andy Howard
Rebecca Mahon

Year 10 Head

Form teachers

10L
10A
10R
10N
10E
10H

Stephen Brennan & new appointment

Martyn Agass
Anna Tyther
Rebecca Coulter
Sophie Livie
Ricki Doherty
Estelle McCord

Year 11 Head

Form teachers

11L
11A
11R
11N
11E

Gary Mills & Jennifer Karayiannis

Nena Girvin
William Guest
Jack Wilson
Susan McNamee
Gary Hawe

Year 12 Head

Form teachers

12L
12A
12R
12N
12E

Sarah Hughes & Amber Bryson

Dan McCusker
Fiona Rainey
Gary Husk
Aaron Kincaid
Corina Weekes

Years 13/14
Form teacher

Lynette McBride & Michael McCarry
13L Jenny Willis
13A Michael McCarry
13R Jill Johnston

14L Alison Cooke
14A Marc Gamble
14R Andrea Fusco

Classroom Assistants
K Bell (Miss)
L Broomfield-Carradus
C Calvert
D Calvert (Ms)
M Calvert (Miss)
A Campbell
K Caskey
A Charles (Ms)
S Clements (Miss)
L Cole (Miss)
H Crawford (Miss)
R Davidson (Mrs)
C Gamble (Mrs)
A Gilmour (Miss)
N Greenlees (Miss)
J Houston (Mrs)
E Irvine (Mrs)
K Johnston
L Johnston (Ms)
P Johnston (Mrs)
D Kennedy (Mrs)
L Kennedy (Mrs)
J Lilly (Miss)
J Logan
L McCullough (Mrs)
M McGregor (Miss)
J McKinsty (Miss)
K Mitchell (Miss)
M Rodgers (Mrs)
B Rossborough (Miss)
C Stewart
M Taylor (Mrs)
L Toan (Miss)
S Woodburn
D Wylie (Mrs)

Lunch time supervisors
M Calvert
L McDowell
H McNeill
K Spence

18. Extra and co-curricular activities.

SCIENCE CLUB
THURSDAY 3-4PM
MRS KARAYIANNIS

LEGO CLUB
THURSDAY 3-4PM
MR CARRADUS

ENGINEERING CLUB
TUESDAY 3-4PM
MR WILSON

CARPENTRY CLUB
WEDNESDAY 3-4PM
MISS WOODS

AFTERSCHOOL CLUBS

CADETS
TUESDAY 3-4.30PM
MR MORTON

Monday	Tuesday	Wednesday	Thursday	Friday
Before School				
Breakfast Club		Mr Gault, Mrs Husk & Mr Husk		8.00-8.40
Junior Lunch				
Scripture Union Miss Bryson			Language Club Mrs Cooke & Mrs McCord	Choir Miss Hughes
Senior Lunch				
	Sign Language Club Miss Girvin	Sign Language Club Miss Girvin		
Afterschool				
Music practice 3.00-3.30 Miss Hughes	Cadets 3.00-4.30 Mr Morton	Carpentry Club 3.00-4.00 Miss Woods	Technology Club 3.00-4.00 Mr Gault	Greenpower Car 3.20-5.00 Mr Gault
	Homework Club Y8-Y10 3:00-4:00 Mrs Mahon & Mr Kyle			Music practice 3.00-3.30 Miss Hughes
	Engineering Club 3:00-4:00 Mr Wilson		Lego Club 3.00-4.00 Technology (Mr Carradus)	
	Cooking club (Year 8&9) 3.30-4.30 Mr Howard		Science Lab 3.10-4.00 Mrs Karayiannis	
			Art Club 3.20-4.00 Mrs Fusco	

CHOIR
JUNIOR LUNCH-FRIDAY
MISS HUGHES

SIGN LANGUAGE CLUB
SENIOR LUNCH
TUESDAY AND WEDNESDAY
MISS GIRVIN

GREENPOWER CAR
FRIDAY 3.20-5.00PM
MR GAULT

ART CLUB
THURSDAY 3-4PM
MRS FUSCO

TECHNOLOGY CLUB
THURSDAY 3-4PM
MR GAULT

BREAKFAST CLUB
EVERY MORNING
8-8.40AM

AFTERSCHOOL CLUBS

MUSIC PRACTICE
MONDAY AND FRIDAY
3-3.30PM MISS HUGHES

The HOMEWORK CLUB

LANGUAGE CLUB
JUNIOR LUNCH THURSDAY
MRS COOKE & MRS MCCORD