

LARNE HIGH SCHOOL



Annual Report 2024-2025

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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 1 September 2024

Governor	Role
Rev Dr C D McClure	Chair of Governors, Transferor Representative
Mr R Craig	Deputy Chair of Governors, Education Authority
Mr T D Robinson	Education Authority
Mrs G Henderson	Education Authority
Mr W Hough	Parent Governor
Mrs A Kelly	Parent Governor
Mrs E Boucher	Parent Governor
Mr S Jennings	Parent Governor
Mr J Weatherup	Transferor Representative
Rev B Preston	Transferor Representative
Mr N McAuley	Transferor Representative
Rev Dr J Hamilton	Transferor Representative
Mrs A Knox	Teacher Governor
Mr M Ewart	Teacher Governor
Mr B Caskey	Co-opted to Board of Governors
Dr S Reid	Secretary to Board of Governors

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

The Governors met regularly through various sub committees and full Board meetings during the period September 2024 to June 2025. 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 reconstituted and took an active role in overseeing the management of staffing, finance, appointments and standards.

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 meets 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. Ongoing industrial action has limited the number of meetings that can take place, but staff have adopted a pragmatic approach to industrial action and have ensured that the impact on pupil progress is minimal, apart from 1.5 days of full strike action.

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. At the end of 2023-24 it was agreed that, due to the high level of need for pastoral support that additional Well-being Leads would be appointed to Support and Sustain Positive Behaviour at KS3 and KS4.

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.

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

3. 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.

A revised Sustaining Positive Behaviour Policy was adopted by the Board of Governors at the end of June 2024.

The Child Protection and Safeguarding Policy is updated annually, and a recommended Code of Conduct has been made available to all staff by way of advice and guidance. The Code of Conduct has been appended to the Child Protection and Safeguarding Policy.

The school's Antibullying Policy is fully compliant with 2016 legislation and the SEN Policy also addresses all areas of the new Code of Practice.

All other Policies are available on request.

4. 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 2024-2025:

because of this initiative. At lunchtime 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.

6. Steps taken to develop links with the community

The School (Pupils') Council facilitates 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, via 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 due to industrial action. Teachers will consult with parents but only during teaching hours which means that parental consultations have impacted learning and teaching.

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.

7. 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. 147 young people are at Stage 3 on the new Code of Practice.

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.

8. 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 was 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. This work was completed 2023 and provides five additional lifts to make the school more accessible. Maintenance of the lifts is poor and often leads to pupils not being able to access areas of the building where they need to be taught. Additional lift access will be needed for pupils transitioning to Years 13&14 from September 2025.

9. 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 continue to express concern about the poor attendance rate of some pupils. Improving attendance has been given a high priority on the School Development Plan and the pastoral team make tracking attendance and intervention a key priority in their work.

Attendance remains a standing item to the Main Board of Governors Agenda.

10. 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, Beauty.		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

11. 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 2022/23 are given below.

Level 2 Examination Outcomes

GCSE	A*	A	B	C*	C	D	E	F	G	U
Maths		5	14	19	18	10	4	3	4	
English	1	3	10	27	23	13	5	2		
Art			2	1	2	5	2			
BACS			4	2	4	4	5		1	
D&T			3	1	5	5		2	1	
French		1	2		6	2	2			
Geography		1	3	2	2	2	4	1	1	
English Literature		1	3	1		1				
History	1	1		5	6		1			
Child Development			1		5	5		2		
Hospitality			4	4	4	8	1			
Digital Technology		1	4		3	1	1	1		
DA Science			9	8	11	10	1	2	1	
SA Science		2	2	7	21	14	4	2	1	
Spanish				3	2	6	3	3		
BTEC										
Travel & Tourism	5	2	5		13					
Sports Studies	4	3	16		13					
Business Studies	1	1	7		10					
OCN										
Religious Studies					101					
Applied Science					21					
ICT					65					
OS										
Carpentry		4	17		13					
Business		2	2		5					
Patisserie	1	2			4					
Metalwork	1	1	11		14					

Prince's Trust					32					
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Level 3 Examination Outcomes

Subject	A*	A	B	C	D	E	U
A Level							
Art				2	1	1	
Technology			1				
History		1		3		1	
Psychology				1		1	
Life&Health Science					1	1	
Geography		1	1	1	1		
English Literature			2	3	2		
BTEC							
Engineering (x1)				2			
Engineering (x3)		2		13			
Business Studies (x1)		2		9			
Business Studies (x3)		2		2			
H&SC	1	5		8			
ICT		1		5		3	
Digital Media	1	6		4		1	
Sports Studies (x3)	37	27		39		2	
Sports Studies (x1)	1	2		4			
Travel & Tourism	3	4		4			
CCLD	Accredited: 2						

Examination Performance outcomes 2020-2024

Data on Year 12 (Key Stage 4) performance

GCSE and GCSE Equivalent Subjects (no exclusions)	2019	2020	202	2022/	202
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100	100	97
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	80	92	84	87	94
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	52	74		74	86
*Percentage of Year 12 obtaining Grades C (or equivalent) or above in at least 5 subjects including GCSE English and GCSE Maths	54	65	63	58	60
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Maths	48	63	59	53	57
Percentage of Pupils in the school entitled to Free School Meals	45	47		36	38
Percentage of the Year 12 pupils that are entitled to FSM achieving 5 or more GCSEs Grades A* - C or equivalent (including GCSE	39	46		42	48

Data on Year 14 (A2/Level 3) performance

GCE A Level or equivalent	2019	2020	202	2022/	202
Percentage of Year 14 taking A levels & Equivalents in at least 3	100	100	95	96	95
Percentage of Year 14 obtaining Grades C or above in at least 3 A	67	86	80	70	60

12. School leavers data August 2025

	Year 12	Year 13	Year 14	Total
Another School : Grammar	1	0	0	1
Another School : non Grammar	0	0	0	0
Emigrated	0	0	1	1
Employment	5	2	25	32
FE-GB:nonDegree GCSE/Alev L1-3	1	0	0	1
FE-NI:nonDegree GCSE/Alev L1-3	3	0	0	3
FE-NI:nonDegree above Alev L4+	1	0	1	2
FE-nonUK:nonDgr GCSE/Alev L1-3	1	0	0	1
FE-nonUK:nonDgr above Alev L4+	0	0	1	1
FE-unkn:nonDgre GCSE/Alev L1-3	2	0	0	2
FE-unkn:nonDgre above Alev L4+	3	0	0	3
HE-GB: Degree Course (L4+)	0	0	2	2
HE-GB:nonDgre above Alev (L4+)	0	0	1	1
HE-Higher Level Apprenticeship	0	0	4	4
HE-NI: Degree Course (L4+)	0	0	12	12
HE-NI: Foundation Degree (L4+)	0	0	5	5
HE-NI: Teacher Training (L4+)	0	0	3	3
HE-NI:nonDgre above Alev (L4+)	0	0	6	6
HE-nonUK:Foundation Dgre (L4+)	0	0	1	1
Jobskills at FE College	16	0	0	16
Jobskills/Training/Apprentice	12	0	1	13
Unemployed/Seeking Employment	1	1	3	5
Unknown	9	1	12	22
Total	55	4	78	137

13. 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.

14. 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 until the year ended 31 March 2026 is set out below.

SCHOOL FINANCIAL PLAN 2024 - 2027

ea Education Authority		POST FINAL BUDGET - THREE YEAR FINANCIAL PLAN			
SCHOOL: Larne High School		Cost Centre: 21640			
LOCALITY: North					
		Only complete cells in yellow			
A Pupils and Teachers		Year 1 (2024-2025) October 2024	Year 2 (2025-2026) October 2026	Year 3 (2026-2027) October 2028	
1	Full Time Equivalent Enrolment (including Spec Units)	739	713	661	661
2	Planned Teaching Complement (All time/term/4/5/6/7/8/9/10/11/12)	43.20	43.20	43.20	43.20
3	Planned Pupil/Teacher Ratio (September)	18.50	18.50	18.50	18.50
B Changes in Teaching Staff		Year 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff	
4	Increase in Teachers				
5	Decrease in Teachers (enter as positive figure)				
C Planned Expenditure		Year 1 (2024-2025) £ m	Year 2 (2025-2026) £ m	Year 3 (2026-2027) £ m	
6	Staff Costs - Teaching	3,029,732	3,034,423	3,034,423	
7	Staff Costs - Non Teaching	520,685	520,685	520,685	
8	Staff Costs - Other	14,812	14,812	14,812	
9	Premises, Fixed Plant and Grounds	182,000	183,720	185,357	
10	Operating Costs	730,585	748,961	754,430	
11	Non Capital Expenditure	52,648	53,175	53,707	
12	Capital Expenditure				
13	Less Income (enter as negative figure)				
14	Total Planned Expenditure	4,527,452	4,602,662	4,611,730	
Estimated Savings (enter as a negative figure)					
15	Reduction in Teaching Staff (as per Variables)				
16	Please specify				
17	Please specify				
Estimated Additional Expenditure (enter as a positive figure)					
18	Increase in Teaching Staff (as per Variables)				
19	Please specify				
20	Please specify				
21	Total Planned Expenditure after Savings and Additional Expenditure	4,527,452	4,602,662	4,611,730	
D Budget					
22	Common Formula Funding (CFF)	4,647,977	4,731,734	4,443,568	
23	Other Funding (please specify)	23,125			
24	Other Funding (please specify)				
25	Split Site Schools ONLY				
26	Total Budget	4,671,102	4,731,734	4,443,568	
E In Year Movement					
27	In Year Underspend or Overspend of Delegated Resources	148,250	129,643	-168,163	
F Cumulative Surplus / Deficit					
28	Opening Cumulative Surplus/Deficit	-470,829	-322,679	-183,036	
29	In Year Underspend / -Overspend of delegated resources	148,250	129,643	-168,163	
30	Closing Cumulative Surplus/Deficit 31 March	-322,679	-193,036	-351,199	
31	% Carry Over	-7.7%	-4.1%	-8.5%	
G CATEGORY		Category 3			

Principal	Dr Stephen Reid
Vice Principal	Mr John Hanna
SLT – Teaching and Learning	Mr Michael Ewart
SLT – Anti Bullying	Mr David Gault

SLT - SENCO	Mrs Ashley Knox
SLT - Data	Mrs Diana MacDougall
SLT – Head of Pastoral Care	Mrs Cheryl Stevenson

SENIOR STAFF

ASC Year 8	Mrs Louise Kincaid
ASC Year 9	Mr Simeon Paine
ASC Year 10	Mrs Leanne Hamilton
ASC Year 11/12	Mrs Andrea Getty
MLD Post 16	Mr Gary Hawe Mrs R Topping
Wellbeing Provision	Mr S Brennan
LSC Year 8	Mr Derek Kyle
LSC Year 9	Mr Chris Nelson
LSC Year 10	Mrs Catherine Agnew
LSC Year 11/12	Mrs Cheryl Stevenson
Nurture Year 8	Mrs Larissa Abernethy
Nurture Year 9	Mrs Jordan Nelson
Nurture Year 10	Mrs Rebecca Mahon

Teaching Staff

Art	Mrs Andrea Fusco (HOD) Mrs Anna Tyther
Business Studies	Mrs Lynette McBride (HOD) Miss Sonia Rossborough
Careers	Mr Gary Hawe (HOD and Deputy Designated Teacher)
English	Mr Michael Ewart (HOD) Miss Natasha Dougan Mrs Nichola Husk Mrs Amy McMullan (Literacy Co-Ordinator) Mrs Jenny Willis

Geography	Mrs Andrea Getty (HOD) Miss Nena Girvin Mrs Fiona Rainey
Home Economics	Mr Andy Howard (HOD) Mrs Anna Tyther
History	Mrs Diana MacDougall (HOD) Mr Gary Husk
ICT	Miss Sonia Rossborough (HOD) Mrs Llenore Coles Mr Ricki Doherty Miss Sarah-Jayne Young
Languages	Mrs Alison Cooke (HOD) Mrs Estelle McCord
Maths	Mrs Suzanne Morrow (HOD) Miss Megan Chambers Mr Dan McCusker Mr Matthew Robson
Music	Miss Sarah Hughes (HOD and Designated Teacher)
Technology	Mr Aaron Kincaid (HOD) Mr David Gault Mr Jack Wilson Miss Sara Woods
PE	Mr Michael McCarry (HOD) Mrs Ashley Knox Mr Marc Gamble (Football Academy) Miss Joanne Logan Miss Corina Weekes Mr Gary Mills
RE	Miss Amber Bryson (HOD)
Science	Mrs Jill Johnston (HOD) Mr William Guest Miss Kirsty Jordan Miss Sophia Livie Mrs Jennifer Karayiannis (Numeracy Co-ordinator) Mrs Susan McNamee
Princes Trust	Mrs Pamela Turner Miss Corina Weekes

Year Heads

Year 8	Mrs Jennifer Karayiannis and Miss Natasha Dougan
Year 9	Miss Amber Bryson and Mr Gary Mills

Year 10	Mrs Andrea Getty and Miss Sonia Rossborough
Year 11	Mrs Nichola Husk and Miss Sara Woods
Year 12	Mr Simeon Paine and Mr Gary Hawe
Year 13 and 14	Mrs Lynette McBride Mr Michael McCarry

NON-TEACHING STAFF

Principal's Secretary	Mrs Joy Ewart
Attendance admin	Mrs Ruth Chartres
Finance	Mrs Sharon McIlhinney
Reception	Mrs Andrea Montgomery
School orders and 6 th form supervisor	Mrs Alison Higginson
Building supervisor	Mr Raymond O'Toole
Assistant building supervisor	Mr Stephen McIlhinney
School Nurses	Ms Victoria Moore
	Mrs Susan Montgomery
HE Technician	Mrs Linda Boyle
Librarian	Mrs Rebecca Purvis
IT Technician	Mr Scott McClean
Science Technician	Miss Kirsty Spence
Art Technician	Mrs Dorothy Sloan
PE Technician	Mr Jack O'Connor
Technology Technician	Mr Martin McFetridge
Exams officer	Mrs Deborah Caskey

Learning Support Assistants

Bell	Katie
Brennan	Cassie
Broomfield-Carradus	Lee
Calvert	Curtis
Calvert	Diane
Campbell	Alan
Caskey	Brian
Caskey	Keith
Charles	Anne
Clements	Katie
Clements	Sacha
Cole	Laura
Crawford	Hayley
Gamble	Caroline
Gilmour	Aimee
Greenlees	Nicole
Henderson	Thomas
Hill	Chantelle
Houston	Janice
Irvine	Emma
Johnston	Kenneth
Johnston	Lilian
Johnston	Pamela
Kennedy	Diana
Kennedy	Lorraine
Lilly	Jennifer
Lines	Christina
MacFadyen	Rebecca
McCormick	Lynsey
McCullough	Laura
McGaughey	Megan
McGregor	Mairi
McKee	Donna
McKillop	Jordane

McKinstry	Jodie
McNeill	Helen
Mitchell	Kelly
Mulholland	Carson
Paine	James
Paisley	Sharyn
Rodgers	Melanie
Rossborough	Brooke
Stevenson	Emma
Stewart	Courtney
Taylor	Maeve
Toan	Lauren
Vauls	Pearl
Woodburn	Shelley
Wylie	Donna

