

REPORT OF THE BOARD OF GOVERNORS TO PARENTS FOR THE YEAR 2017 - 2018

BOARD OF GOVERNORS

Members

Chair Person / DENI Rep:	Mr John Hall
DENI Representative:	Mrs Siobhan Rogan
EA Representatives	Mrs Katherine Wilson, Mr Roddy Tierney, Rev Jane Nelson
Elected Parent Representatives:	Mrs Karen Connelly, Mrs Breda O'Kane
Elected Teacher Representative:	Mr Tony Campbell
Principal, Honorary Secretary:	Mr Jonathan Gray

Term of Office: 30-06-14 until 30-06-18

Discharge of Functions:

In the discharge of their functions the governors held three full Board meetings and a number of committee meetings throughout the year.

Matters dealt with included finance; governor training; monitoring the School Development Plan; amended policies and procedures including Risk Assessments, the migration to the new school building, the review of managing learning in the new environment, including snags staffing issues including appointments, redundancies and retirements; and pupil issues including admissions, sanctions and achievements in various areas including accreditation.

This work has included

- A review of the Strule Shared Education Campus Project and the shared aspects of the building work
- The review of the Visitors Policy, Health and Safety Policy, Child Protection and Data Protection
- The ongoing review of a limited budget and the increase in pupil numbers
- Completion of Internal Audit and Fire Inspection for the new building
- Reviewing the Leadership Team and setting the Strategic direction for the development of Pastoral systems through the Key Stage Teams lead by the Heads of Key Stage and the core curriculum namely, Literacy, Numeracy, ICT and Multi-Sensory Learning, areas through Curriculum Teams with representatives from all the Key Stages lead by Heads of the Core Curriculum Area.
- The development of the role of Head of Pupil Voice to develop the work with the Pupil Council, Rights Respecting Schools and staff development on core pupil learning challenges.
- School Branding and Pupil Uniform Review in consultation with the school stakeholders especially the pupils

CHILD PROTECTION

If parents had any concern about their child's safety they could have contacted Mrs Nadine Grant, Vice Principal responsible for Pastoral Care and Discipline, who is the school's Designated Teacher for Child Protection, Ms Kathleen Gallagher, who is the Deputy Designated Teacher and Mrs Martina Flanagan who is Head of Pastoral Care Senior School or Mr Jonathan Gray, the Principal.

The Child protection Policy was reviewed and updated annually, with staff training reviewed and each of the designated officers received their updated training.

STAFFING

The Board of Governors reviewed the staffing provision in line with the Education Authority directives. Over the past two years the Governors facilitated the retirement of Mr John Dillon, Mrs Kathy Mellon and Mrs Winters and the School wishes her all the best in the future. The increase in pupil numbers lead to the employment of the following teachers Mrs Caroline Farrell, Mr Gareth McBeth, Mrs Sylvia McAnea, Mrs Paula McCaughey and Ms Nicola McGale. The Governors also appointed the following Classroom Assistants

The work also included monitoring the development of staff including the review of the Principals development under the guidance of the PRSD policy.

SCHOOL STRATEGIC DEVELOPMENT AND SCHOOL DEVELOPMENT PLAN IMPLEMENTATION REPORT

The Governors acknowledge the work and commitment of all the staff and have monitored the development of areas that are prioritised for development. This is a brief outline of the developments this year.

a. Curriculum Developments

• **Literacy:**

LITERACY Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
<p>Literacy team will develop a suitable audit template for:</p> <ul style="list-style-type: none"> • Resources, • Qualifications, • Staff training, • Strategies for all areas of Communication 	<ul style="list-style-type: none"> • Throughout the 2017/18 academic year the Literacy team members have been continuously reflecting and gathering information on the following: • Resources: Based on feedback evaluations from PECS and Phonics training staff have expressed the need to have a central digital resource base to provide information on where paper/digital materials for a teaching a given phonic sound can be located. For example 'consonant diagraphs 'sh' and 'ch' can be found in Easy Learn Phonics book 6 or Puzzle it out Book 2. General resources based on Jolly phonics/Sounds Write and PECS will be continuously developed throughout the year. • Writing: Staff to be made aware of the need to develop and address all 5 writing forms ie. Procedure, Recounts, Expositions (persuasive) Narratives and Reports. For example, pupils working towards NIC Level 1-4 on Procedure (instructional writing) need to be developing a range of strategies to develop 'bossy verbs' to more in-depth procedural writing that directs, informs and explains. • Qualifications, Entry Level English is in its first year and seems to cater for the range of pupil needs in the class. Literacy team will devise a list of Personal Progress units suitable to children working towards Entry level 1. NOCN Essential skills will be implemented in KS5 next year due to CCEA ceasing to offer the qualification. • Staff training: Evaluations indicated that most staff require further development on PECS and Phonics which will be facilitated by the ongoing resource audit and the potential shared lessons timetabled for next year. • Strategies for all areas of Communication: Makaton and PECS are beginning to become embedded in school life with hub and whole school assemblies, school shows providing a platform for showcasing ongoing Makaton signing development an awareness of PECS. This has resulted in pupils communicating more readily with non-verbal pupils. • Literacy team decided to leave the written audit until September which will support and inform our current audit. 	<ul style="list-style-type: none"> • Possible staff sharing of resources during ability grouped lessons within Hub if appropriate based on timetabling. • Literacy team will devise a resource collation and development format to be circulated early in the Autumn term. • Qualifications will continue to be monitored and developed to ascertain suitability. • Staff training: Ongoing due to needs of staff in delivering suitable curriculum to existing and new pupils in 2018/19. • Continuous development throughout assemblies, class and break times. We will introduce a daily sign in the canteen based on the menu on that day. • Literacy team will devise a feasible meeting timetable 2018/19 to discuss the implementation and development of action plans and relevant issues.

<p>Promotion/development of Talking and Listening skills (Makaton/PECS) throughout the school (KS2-KS5) preparing for Entry Level/Essential skills qualifications.</p>	<ul style="list-style-type: none"> The Literacy team feel that the shared hub 'ERIC time and Talking and Listening' activities have proven to be very beneficial and effective. Pupils are becoming more confident and competent in talking and listening for a purpose which is evident in assemblies. KS3 pupils in particular are beginning to display more awareness of social cues, point of view and appropriate times for when to talk and when to listen. The KS5 Essential skills teachers feel the hub session are already benefitting as the pupils are displaying a greater degree of confidence in addressing their peers and adults. 	<ul style="list-style-type: none"> KS2 really enjoyed the Talking and Listening activities, ie. Character role play questioning. This will now be embedded in teacher's class plans. KS3 will further develop Talking and Listening as a shared activity in the hub timetable permitting. For example, introduce 'Talking and Listening Imagination' cards for pupils of similar ability to gain experience of how to debate and discuss to inform. KS4/5 need to develop this Talking and Listening session based on examination specification requirements.
<p>Develop literacy week to celebrate pupil learning in creativity and expression</p>	<ul style="list-style-type: none"> Due to bad weather Literacy week was somewhat disjointed but nonetheless the outside facilitators proved to be very enjoyable and promoted enthusiasm for reading and writing in the class. Literacy week was split over the month and actually by chance proved to be better as pupils had a Literacy focus for a whole month. World book day: Pupils dressing up as their favourite character was a huge success, encouraging pupils creativity, knowledge of books and enthusiasm to read. Literacy week was a success as pupils 	<ul style="list-style-type: none"> Some facilitators have already been booked and we are contemplating other activities and the possibility of getting a Drama specialist during Literacy week/month. Possible Literacy month: A planned activity/focus on one day of each week in March.

• **Numeracy:**

<p>NUMERACY Plan Targets</p>	<p>Evaluative Comment: MAY 2018</p>	<p>Next steps/proposal</p>
<p>To improve the teaching and learning of Numeracy through the introduction of a whole school programme and resource for practical learning activities in Numeracy.</p> <ul style="list-style-type: none"> Numicon implementation 	<ul style="list-style-type: none"> August '17 whole school Numicon training enabled staff to understand pedagogy behind Numicon, view various pieces of Numicon equipment and learn how they could be used in the classroom. This supported staff to initiate the use Numicon in the classroom and embed it into their teaching and learning. November'17 Numicon use further supported and encouraged through a staff on-line subscription to Numicon-online offering IWB (Interactive White Board) and printable resources. January'18 Numeracy week focused on the use of Numicon within individual classrooms and through Hub activities. Photographic and video evidence proved Numicon was in use within classrooms through play in Foundation/ Key Stage 1, embedded in the numeracy teaching and learning throughout Key Stage 2, 3, 4, and 5 including through P.E. April'18 Staff Development focused on Numicon On-Line resource, ensuring all staff were aware how to access the resources available to both print as well as resources available on IWB. A demonstration was given on IWB how to access paper based resources and IWB resources showing how to use pieces of equipment beyond the 	<ul style="list-style-type: none"> Deliver staff development to revisit the Numicon online resources available to print and use on IWB. Deliver staff development demonstrating how to integrate the use of numicon when teaching higher levels of ability, focus on; <ol style="list-style-type: none"> Adding and subtracting fractions How to use spinners for multiplication Use Numicon shapes at KS2 Pilot the introduction of Numicon pupil workbooks to further encourage the use of Numicon in the delivery of practical numeracy while offering structure and support to the teacher.

	Numicon shapes e.g. spinners and how they could be used in practical numeracy lessons.	
<p>Improve pupils learning experiences through</p> <ul style="list-style-type: none"> Involvement in Shared Education – peer learning opportunities 	<ul style="list-style-type: none"> March '18, eight Arvalee pupils in Key Stage 2 were involved in a Numeracy focused SEP (Shared Education Programme) with 15, Key Stage 2 pupils from All Saints P.S. Tattysallagh. The SEP was delivered in Arvalee on three occasions with each session lasting ninety minutes. Arvalee pupils had an opportunity to learn alongside their peers in a variety of fun based practical numeracy activities while building relationships. Together the students from each school benefitted from the range of ability within their groups, with the Arvalee students often leading the way in the use of technology including iPads, Beebot and touch screen IWB. The students grew in confidence as time progressed, became familiar with each other and were comfortable to use each other's names by the end of the programme. Teaching and learning experiences for Arvalee pupils and teachers was strengthened through sharing of good practice with All Saints' teaching staff. 	<p>Plan 2018/2019 to continue to develop Numeracy focused SEP. Develop links with local secondary schools to provide Arvalee pupils at Key Stage 4/5 the opportunity to learn alongside their peers.</p> <p>November '18 Aim to develop links in first term and begin to deliver programme in Arvalee in November '18 to give the opportunity to possibly lengthen the duration of the programme and also to give the opening for the guest school to return invite to Arvalee pupils to help deepen and strengthen the learning experiences for Arvalee pupils.</p>

• **ICT:**

ICT Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
<p>An audit on the impact of Mobile Technology on learning</p> <ul style="list-style-type: none"> Are pupils regularly using iPads for learning? Do the pupils access iPads with new apps recommended through Apps of the Month throughout their lessons? Is Max (Nao) being used to enhance the teaching and learning experience for class groups and specific pupils? Are pupils learning about control, directional language and basic programming through use of Max (Nao), Sphero, bee-bots and blue-bots and is there 	<p>Evidence from an ICT survey shows that the pupils are using their iPads on a regular or daily basis depending on the subject and topic</p> <p>From the survey we also saw some pupils are accessing the Apps of the Month and do use them in lessons but this depends on the subject or topic</p> <p>My week with Max proved to be a positive experience for pupils and staff and allowed them to test out his different features. It also allowed our team to see what programs or features staff would like Max to have</p> <p>Pupils engaged well with Max as well as bee-bots, blues-bots and sphero and are becoming more familiar with how to program these technologies to enable them to perform tasks and learn skills</p> <p>From our ICT survey we were able to see some pupils are beginning to record evidence their learning but this depends on the age and ability of pupils</p> <p>There is more awareness for staff with regards to the 5 E's and they are more familiar with them and where they fit in the curriculum</p>	<p>To ensure pupils are using their iPads in more aspects of the curriculum and using them for everyday tasks – dictionary, calculator, google</p> <p>To ensure that Apps of the Month reflect the topics of the term to enable more use within lessons</p> <p>To continue to promote Max's use within the classroom and look into developing programs that staff want Max to be able to perform</p> <p>To continue promoting these other technologies in order to develop pupils directional and coding abilities and incorporate them into different areas of the curriculum</p> <p>To promote different ways for staff to get pupils to record or evidence their learning and consider apps or programs that allow this</p> <p>To continue to encourage staff to promote the 5 E's throughout the curriculum and encourage staff to share and promote different ways to achieve the 5 E's at different levels (possible shared learning folder)</p>

<p>differentiation and progression?</p> <ul style="list-style-type: none"> Do pupils use technology to record/evidence learning? Do teachers cover the five Es across the curriculum? 		
<p>To explore the use of Robotics and development of Scratch programming and coding.</p>	<p>Scratch training has enabled staff to become familiar with the program. Scratch jr is used on the iPad and has been used within the blue hub and has been an engaging program for pupils and they have become aware of how to code. Our team has also considered legobots which allows pupils to physically build an item and code it to move.</p>	<p>To continue to promote the use of coding programs such as Scratch and encourage a variety of different skills</p> <p>To begin to develop the use of Legobots within ks3/4</p> <p>To consider other robotics aimed at foundation stage.</p>

b. Key Stage Developments

• **Early Years – KS1:**

EY-KS1 Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
<p>Teachers use the Seesaw app to record pupil's learning experiences and to support planning and assessment.</p> <ul style="list-style-type: none"> See saw being used by teaching staff in Foundation Stage to support monitoring evaluation, planning and assessment. 	<p>Teachers in classes Classes1,2,3, and a class in Key Stage 3 and Key Stage 4 recording videos and photos to show how pupils have progressed in their learning.</p> <p>Also the evidence gathered has helped inform teachers in a more precise way how their children learn.</p>	<p>To reflect with staff using Seesaw, how we can use it in other ways. For example; pupils using Seesaw as a form of self-reflection and how they can share their work with parents. How Seesaw can help parents help their child's learning at home.</p> <p>To introduce and explain what Seesaw is to Key Stage 2 teaching staff and how it can help them record pupil's learning experiences; how it will support their assessment of where the pupil is in their learning and support future planning and assessment.</p> <p>To look at the feasibility of using the Skills View feature on Seesaw. Can we use this feature to develop our own skills set for formative assessment?</p>
<p>Parents are able to use the Seesaw app to see what their child is doing in school.</p> <ul style="list-style-type: none"> Seesaw embedded in Arvalee to increase parents understanding of their child, how they learn and strategies they can 	<p>Parents using Seesaw have been delighted. They feel they have better understanding of what their child is doing in school.</p> <p>Seesaw has been used by some teachers to help support discussions at parent teacher meetings.</p>	<p>Teachers update pupil's portfolios regularly</p> <p>Teacher's share learning activities with parents and ways in which the parents can do the same at home.</p> <p>Teacher's use Seesaw in Parent Teacher's meetings to show pupil progress.</p>

<p>use at home to help their child. Home school links strengthened.</p>		
<p>To increase pupil's experiences and improve pupil learning through shared education activities</p> <ul style="list-style-type: none"> Continued engagement with Nursery settings in shared education to promote learning, positive interaction mutual understanding and respect for others. Development of teachers by sharing ideas and good practice To increase the extent frequency and continuity of shared education extending to other classes in the Foundation Stage 	<p>Class 1 has participated in play dates with Holy Family Primary School. They have also been together on a visit to the Wild Woods in An Creagan.</p> <p>In these visits, pupils have together been given different opportunities to learn through play. Pupils have made the first steps in understanding and interacting with each other. Class 1 enjoyed their play experiences with Holy Family. Staff from both settings felt that all children benefitted socially and emotionally from these experiences.</p> <p>Teaching staff have talked in a relaxed way about different resources and activities and how they have used these to promote learning.</p> <p>Discussed with Miss Gallagher joining Class 1 to participate in shared education activities.</p>	<p>To continue play dates</p> <p>To work with Holy Family staff to arrange further shared educational activities such as rhyme time or Musical Box sessions for example. To meet with Holy Family on a special outing at Christmas.</p> <p>Staff will continue to share ideas and activities</p> <p>Play dates to be arranged between Holy Family and Arvalee in September.</p>

• **Key Stage 3:**

KS3 Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
<p>To give opportunity for pupils to come together to enjoy school life, celebrate achievements and to promote PATHS collectively</p>	<ul style="list-style-type: none"> The perform weekly assembly has proved to be very successful. It has provided a platform for: 1. Promoting PATHS approaches by allowing children to receive a pupil of the week certificate for doing a good deed or controlling/showing emotions. 2. For encouraging children to stand up and confidently share news with a large group of their peers. 3. Allowing pupils from the student council to report back on any important actions/votes. 4. By facilitating an informal, collective worship were children can sing a hymn and say a prayer. 5. Promoting Makaton within the Hub by highlighting the weekly signs and also teaching children to sign the hymns. 	<ul style="list-style-type: none"> To develop a rota that allows other teachers in the Hub to lead one assembly per month. PATHS pupil of the week will be celebrated at the assembly by one pupil from each class who will give a compliment to back up the award.
<p>To give opportunity for pupils to meet together and enjoy a learning activity in order to foster an 'interest for life' (hobby)</p>	<ul style="list-style-type: none"> Clubs started in March based on the skill set of staff involved and timetables. Pupils from classes 10,11, and 12 were grouped to sample Horticulture, STEAM projects and hair and beauty. Tin whistle was introduced in the third term to replace hair and beauty as the interest of the groups changed. The clubs achieved the aim of bringing pupils 	<ul style="list-style-type: none"> Management team are developing suitable way forward for next year. Which may include more outside facilitators and trawling internally to find classroom assistants with suitable skills sets.

	<p>together in an informal setting to enjoy an activity whilst learning. However the choice of clubs available did not suit everyone. For example very few children who wanted to play tin whistle had the basic finger control to grasp it and enjoy.</p> <ul style="list-style-type: none"> • Outside facilitators would give a greater variety to clubs available and would foster better development as they will bring more of a hobby feel to the activities. 	
<p>To give KS3 pupils confidence in discussing issues with peers from other schools</p> <ul style="list-style-type: none"> • To initiate and facilitate a shared Literacy experience with pupils from another Strule school. 	<ul style="list-style-type: none"> • KS3 pupils who were involved in the shared student council had ample opportunities for discussion work, talking and listening on a range of relevant issues. • KS3 pupils involved in Minority Sports projects had the opportunity to participate in Speedwell Trust shared education activities allowing them to express, develop and acknowledge all societal cultures in a respectful manner. Pupils had to use their Literacy skills during teambuilding activities with other pupils from Strule schools. • Proposed debate among Strule pupils did not happen due to timetable/exam issues within all schools. 	<ul style="list-style-type: none"> • The excellent work/outcomes will continue to be developed by the head of Pupil Voice in conjunction with relevant KS3 pupils which will be continuously promoted where appropriate at KS3 assembly. • KS3 pupils will continue in suitable projects. For example; a KS3 music SESP between Arvalee, Sacred Heart and Omagh High has already been signed off for next year. Others are in the pipeline. • To be considered in 2018/19 school year timetabling permitting.

• **Key Stage 4 – KS 5:**

KS4/5 Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
<p>Raising the confidence of the pupils to discuss and celebrate their school life:</p> <ul style="list-style-type: none"> • The development of a simplified assembly for KS4 / Post 16 pupils 	<p>In January we started to have weekly KS4 / Post 16 assemblies on a Monday morning in the Art room. Staff felt that this was too often for these older students and that the art room was an unsuitable venue due to issues with space. Some staff were also concerned that the assembly was taking up a lot of curriculum time especially in those classes that accredited courses were being taught.</p>	<p>In 2018 /19 we will continue to have an assembly every other week at a time that is suitable for all staff involved.</p>
<p>Ensure that the senior pupils access a positive mental health/pastoral programme that will support them in later life:</p> <ul style="list-style-type: none"> • To audit the practice and research appropriate schemes to promote coping strategies for pupils in KS4/Post 16 (i.e. 	<p>Ms Morrow and I looked at the Paths P6 AND P7 files and believe they could be used with KS4 students. I have sourced a few agencies to come into school to work with the students on the area of mental health. AMH Menssana can offer a range of workshops (half day and full day) to our students aged 8-19. Prior to doing workshops with children they do a 2hr workshop with both staff and parents. In September staff from Leonard Cheshire are delivering a 12week 'Access for Success' Programme to Post 16 students. The aim of the programme is to build resilience, increase confidence and to encourage young people to create more supportive and inclusive relationships. In September staff from Niamh Louise Foundation are delivering an 8 week programme (2hrs per week) to a maximum of 15 students who are anxious and aged 14+.</p>	<ul style="list-style-type: none"> • Key Stage 4 will continue to use Paths. Both P6 and P7 files have been purchased. • Post 16 will be doing Unit 10 'Looking after my Mental Health' from CCEA Life Skills. • Would be great if money could be made available to fund some staff members to receive mindfulness training. • Need a date that Mindset Adult Programme (2hrs) can be delivered to staff. Once I receive this date I can go ahead and book workshops for students. • Identify those pupils/classes who

PD)	All of the above programmes are free. This month students from KS4 had a 45min taster session from relax kids. They played games, did breathing exercises, self-massage, affirmations and visualisations. School staff felt that it was worthwhile.	will receive 'Access for Success' programme and 'Niamh Louise' programme.
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c. Pupil Voice Developments

• **Rights Respecting Schools (RRS):**

Pupil Voice Plan Targets	Evaluative Comment: MAY 2018	Next steps/proposal
Pupils will demonstrate greater self-control and reflective thinking skills as evidenced by a reduction in the number of incidents recorded in the incident book. Less time will be spent correcting pupil behavior problems, increasing their ability to profit from educational experiences leading to improved academic engagement.	<p>The classroom assistants alongside some teachers received training from Lynsey in PATHS (Promoting Alternative Thinking Strategies) on 12th March 2018. Staff were very positive and keen to learn ways of adapting resources to suit pupils in their classes e.g. creating sensory stories.</p> <p>All staff were given a set of 'mini calming techniques posters' so that consistent methods for helping children calm down and learn better self-control are used throughout the school.</p> <p>Evidence of PATHS is clearly visible around the school through Pupil of the Week posters, compliment lists, feeling faces posters and PATHS assemblies.</p>	<p>As a Rights Respecting school our pupils will be encouraged to resolve conflicts and seek consensus while accepting the rights of others to hold different opinions and beliefs. They will be able to use their skills learnt through PATHS to help them resolve conflict and maintain self-control.</p> <p>To compare school improvement data from 2017/18 with 2018/19 to research if there is a reduction in behavior incidents and a rise in attendance following the introduction of RRS alongside PATHS.</p> <p>Arvalee will continue to deliver PATHS through lessons and activities which focus on individual and group-based learning. This will include areas such as emotion recognition and understanding, problem solving, communication, acceptable behavior and self-control.</p> <p>Arvalee will become a PATHS model school.</p>
Pupils will be more confident about speaking out. Pupils will feel that they are listened to and have an opportunity to express their views. Pupils will have a greater awareness of participation mechanisms within their school. Links will be strengthened with the principal and BOG's to ensure the direct voice of young people is heard	<p>The Board of Governors have met on several occasions and our fully supportive of Arvalee RRS journey – Mr. Gray keeps them fully informed of our progress to date.</p> <p>The student council are aware that expressing their opinions on school issues is a right and not a permission. They have taken part in several discussions mainly around RRS; helping make decisions on how to present assemblies to their peers, decisions around where and what the RRS signage should look like, voting ideas for proposed ideas (e.g. library in yellow hub) etc.</p> <p>Arvalee have been involved in the Strule Student Council – joining in small group discussions, casting votes and presenting feedback the representatives from all six schools. It was great to develop these links with the wider community,</p>	<p>To hold assemblies and Student Council meetings alongside one another to improve how we disseminate information to the whole school and vice versa. To display photos of key stage student council reps in hubs and think ways of improving how pupils communicate ideas/suggestions.</p> <p>To further strengthen links with the BOG's, through encouraging the student council to take them on a 'learning walk' around the school to see how far we have developed in our RRS journey.</p>

<p>at these levels - pupils will have a real say in issues that affect them and will know that their opinions matter.</p> <p>Through developing RRS pupils will have more say in developing school rules and teaching practice. This will lead to improvements in pupil's self-confidence.</p>	<p>a fantastic confidence boost for our pupils and an opportunity to develop their talking and listening skills on areas that are of key interest to them.</p> <p>As outlined in the 3-year plan, in 2018/19 charters will be introduced into the classrooms in September 2018 following whole staff training in RRS in August 2018.</p>	<p>The student council will discuss the idea of a 'Pupil Voice week' whereby preferences of the pupils could be captured and incorporated into the curriculum (e.g. Club ideas).</p> <p>Each class in the school will have a Charter/Agreement created at the start of the school year (Sept 2018) – this will be clearly displayed. The articles featured, and the format presented will be decided by the class itself, so the charter boards are highly personalized. The approaches used will vary according to age and/or learning needs of the class. Classes will be encouraged to read their charter before they get ready to learn every day.</p>
<p>Pupils will become more self-motivated and enthusiastic about learning. Their confidence will increase as they become more aware of their rights under the UNCRC and as rights are integrated into the curriculum.</p> <p>Pupils will demonstrate increased self-confidence and a development in their personal and social skills due to their involvement in RRS and their PATHs work.</p>	<p>On 8th March the student council learnt about the Rights Respecting Schools Award (RRSA) and their part in becoming a Rights Respecting School. They are aware that the Convention has 42 articles (<i>articles 43-54 are about how adults and governments must work together to make sure all children can enjoy their rights</i>) and have shared this knowledge with staff and pupils through key stage assemblies (March 2018).</p> <p>On 23rd March a letter was sent home to parents to make them aware that Arvalee was working towards becoming Rights Respecting. Arvalee achieved BRONZE RIGHTS COMMITTED on 19th April 2018.</p> <p>The student council have met Mr. Gray on 17th May 2018 and have since phoned 'Signal Signs' to arrange a meeting on Thursday 14th May to discuss signage ideas for displaying the articles in the front foyer.</p> <p>The school council need to draw up a list of possible fund-raising ideas – this was on our agenda but unfortunately we didn't get it completed yet.</p>	<p>The student council (steering group) will continue to work as the platform for supporting the development of RRSA and pupil participation. They will disseminate information on RRS and help create resource ideas (e.g. 'Right of a Need' game) to help class begin their RRS journey. Staff will seek ways of enabling pupils to access knowledge and understanding of the CRC in meaningful ways (e.g. through departmental assemblies).</p> <p>Information on RRS will be uploaded to the school website – explaining the Convention, global citizenship (fund-raising events), photos of pupils/staff engaging in activities linked to the Convention etc.</p> <p>The student council will look in-depth at the Articles from the Convention, pin pointing areas around the school that they are most prevalent too. They will share their ideas with Mr. Gray to arrange for these additional signs to be created.</p> <p>The school council will, in consultation with the whole school, draw up a list of possible fund-raising events for the academic</p>

<ul style="list-style-type: none"> Pupils will feel included and valued. 		<p>year 2018/19. Pupils will be fully involved in helping plan and run these events. They work will be celebrated and recognized through assemblies, the school website etc. Posters will be displayed around the school showing photos of key people pupils can talk to if they want help or support. Pupils will be taught how to keep safe through Anti-bullying week activities, internet safety discussions etc.</p> <p>The whole school will take part in the 'daily mile' in 2018/19.</p> <p>'Pupil of the Day/Week' will be used throughout the school so pupils can celebrate achievements and talents using compliments (Article 29).</p> <p>PATHS will help our pupils to express themselves in positive ways (Article 12), supporting them to become the best that they can be.</p>
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• Staff Development in medical areas:

- Some of the staff development has been highlighted above. In addition to this the Governors have noted that staff have also received significant training in
 - The management of medical issues for individual pupils and also general training in conditions such as epilepsy
 - Two Staff received training to be trainers in Attention Autism in preparation for developing a staff development programme for staff across the Strule Shared Education Campus.
 - All teachers completed the PRSD process.
 - Medical Training up-dates were held for all staff including those engaged in the Summer Scheme.

d. Finances, Buildings and resource development:

This year the Governors continued their work in ensuring that the new school building opened in September 2016 learning environment is maintained and developed to meet the learning needs of the pupils.

The following adaptations have been made this year

- The Counsellor has moved into the conference room which is a larger private space
- The medical room/office has moved to the counselling room
- The Physiotherapy room has become a classroom and physiotherapy has moved into the vacated medical room
- The Post 16 suite and become a KS4 classroom and Science teaching space and Post 16 have moved into the Create hub

The Governors have made application to DE and EA for some alterations to be made to some of these spaces, that is to install a hoist new physiotherapy space and a sink area in the new classroom.

Further and ongoing work

• Fire Safety

- The school completed the annual Fire Risk Assessment and Fire Inspection and was deemed compliant. The basic training was held for all staff in August 2017.

• Approach to building

- The Governors were concerned regarding the way finding signage on the approach to the school and internally. This was rectified with new signage which EA facilitated.

- **Internal and External work relating to snags and design issues**
 - The year saw the completion of the snag period and a limited number of issues remain under review, for example the Vehicle Gate entrance to the Pupil entrance area.

The Board of Governors are reconstituting for 2018-2022.

Financial Report 2016/17

The following accounts were audited on the 10th November 2017.

INCOME AND EXPENDITURE ACCOUNT 2016/17

INCOME	£	EXPENDITURE	
Balance b/f September 2017	5474.84	IT Requisites/Apps etc	778.33
Parents Donations	180.00	Class Requisites	472.57
BBC Children in Need	575.62	Protective clothing	161.67
Pupil contribution Football Trip	1600.00	Waterproof clothing	69.00
Pupil contribution Gortatole	840.00	Supplies for Gortatole	34.98
Scott and Ewing Contribution Summer Scheme	250.00	Labels Fire Assembly Points	32.61
Woodvale Contribution to Summer Scheme	250.00	Performance 'Arvalee Rocks' Badges	150.00
Pupil Contribution (Joseph Musical)	160.00	Primary Santa	72.00
McAleer and Rush / PJ Corry Donation	7506.68	BBC Children in Need	575.62
Uncashed cheque	21.98	Christmas Tree and lead	41.96
Prize Money Dairy Council	200.00	Summer Scheme	500.00
		Summer Scheme	1983.33
		Duke of Ed expenses	194.79
		Holy Communion Expenses	161.34
		Drama Requisites	127.85
		Gortatole Requisites	640.00
		Admission Fees for Shows etc	348.78
		Caretakers trolley x2	84.93
		EA Milligan Trip	40.00
		Picture Framing	25.00
		Annual Fees Bank a/c	64.80
		Fee Credit Card	25.00
		Balance c/f August 2015	10474.56
	17059.12		17059.12

INCOME AND EXPENDITURE ACCOUNT (90 DAY SAVINGS)

INCOME	£	EXPENDITURE	£
Balance b/f July 2016	15308.91	Balance as at 31 st July 2017	15326.42
Interest September 2016	9.92		
Interest March 2017	7.59		
	15326.42		15326.42