

BELFAST BOYS' MODEL SCHOOL



ANNUAL REPORT

2022 - 2023

BOARD OF GOVERNORS

2018 - 2022 Term of Office

Elections to the Board of Governors are held every 4 years following the NI District Council Local Government Elections:

Transferrer Representatives

Mrs H Campbell

Mr W Gourley

Mr B McConnell

Rev C Morrison

Board Representatives

Mrs L Crooks (Vice Chairperson)

Mr B Kingston

Mr W Montgomery

Mr G Sweetlove (Chairperson)

Parent Representatives

Mrs L Cox

Mr S Pollock

Mrs N Verner

Teacher Representatives

Mrs S Todd

Mr B Wilson

Mrs M Montgomery (Secretary)

Teaching Staff (2022-2023)

Principal	Mrs M Montgomery, B Ed, M Ed
Vice Principals	Miss D Farquhar, BA Hons, PGCE Mrs J McCracken, B Sc Hons, PGCE, Cert PD, M Ed
Assistant Principal	Mr A McClelland, BA Hons, PGCE, M Ed

<p>Mr S Agnew, MEd, BSc Hons, PGCE Mrs S Baird, B Mus Hons, PGCE Mrs S Beattie, BA Hons, PGCE Mrs A Best, BEd Miss R Black, BSc Hons, PGCE Mrs L Blair, MEd, BA Hons, Dip HSM Miss J Brown, BA Hons, PGCE Mrs K Brown, BA Hons, Cert Ed Mrs S Bryans, BA Hons, PGCE Mrs J Buchanan, MSc, B Sc Hons, PGCE Mrs E Busby, BEd Hons Mrs S Butterworth, BSc Hons, PGCE Mrs J Carey, BSc, PGCE Mr C Carlisle BA Hons, PGCE Mr G Caulfield, BTh, PGCE Ms L Chestnutt BA Hons, PGCE Dr H Clarke, Phd, MSc, PGCE Mr D Connaghan, BSc Hons, PGCE Mr C Corey, BSc Hons, PGCE Dr S Croal, Phd, BSc, PGCE Miss S Cunningham, BSc Hons, PGDE Mrs K Deehan, BSc Hons, PGCE, PQH NI Mr J Dickey, BSc Hons, PGCE Mrs M Dinsmore, BSc Hons, PGCE Mr T Doherty, BA Hons, PGCE Mr S Donnan, BSc Hons Mrs S Doyle, BEd Hons Mrs J Drury, BEd Mrs L Farr, BA Hons, PGCE Miss E Forbes, BSc Hons, PGCE Miss L Gaston, BSc Hons, PGCE Mr D Gray, BSc Hons, PGCE Mr M Hancock, BEd Mrs H Hanna, BSc Hons, PGCE Mr R Hanna, BSc Hons, PGDE Mrs L Higgins, BSc Hons, PGCE Mrs L Hawthorne, BSc Hons, PGCE Mrs L Hesbrook, BSc Hons, PGCE Mr W Hesbrook, MSc, BEng, PGCE Mrs A Jones, BA Hons, PGCE Mrs G Jones, BA Hons, PGCE Mrs A Lavery, BSc Hons, PGCE</p>	<p>Mr S Mathers, BSc, PGCE Mr S McBride, BSc Hons, PGCE Mr L McCausland, BA Hons, PGDE Mrs S McCracken, BSc Hons, PGCE Mrs J McDowell, B A Hons, PGCE Mrs L McDowell, BA Hons, PGCE Miss J McFlynn, BA Hons Miss E McGibbon, BSc Hons, PGCE Mrs C McGorman, BA Hons, PGCE Mr C McManus, BA Hons, M Sc, PGCE Mrs N McMorrow, BEd Mr P Munyard, BSc Hons, GTP Dr J Mullan, Phd , MSc, PGCE Mr G Murray, BA Hons, PGCE, DipSpExLeis Miss J Neill, BA Hons, PGCE Mrs S Open, BSc. PGCE Mr N O 'Loan, MSc, PGCE Miss R O'Neill, BA Hons, PGCE Mrs L Parra, BA Hons, PGCE Mr I Patterson, MSc CBL, B Ed Hons Mrs A Perry, BA Hons, PGCE Mr J Pirie, BA Hons with QTS Mr D Poots, MSc, BSc, PGCE Miss A Ritchie, BEd Hons Mrs N Ryan, BA Hons, PGCE Mrs D Scullion, BEd Hons Mr E Shearer, BA Hons, PGCE Mr J Shearer, BA Hons, PGCE Mr J Smith, (Sci) BSc Hons, PGCE, PQH NI Mr J Smith,(Maths) BSc Hons, PGCS Mr H Stevenson, BSc, Dip AAS, PGCE Mr P Stewart, BSc Hons, PGCE Miss V Stewart, BEd Hons Mrs S Todd, MSc Hons, PGCE Mr N Uprichard, BEd Mr A Walker, MEd, BEd Hons Mrs L Warren, BA Hons, Dip Ed Ms K Watson, BA Hons, PGCE Mrs J Weir, MEd, BSc Hons, PGCE Mrs L Williamson, BA Hons, PGCE Mr B Wilson, BA Hons, PGCE Mrs J Young, BSc Hons, PGCE</p>
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Support Staff (2022-2023)

<p>Secretary to Principal Mrs J Clarke</p> <p>Administration Mrs P Bailie Mrs V Kane Mrs A Evans Mrs H Craig Mrs S Seaton</p> <p>Sixth Form Study Supervisor Miss S Diffin</p> <p>Art Technician Mrs A Johnston</p> <p>Home Economics Technician Mrs J Beck</p> <p>IT Technicians Mr D Curtis Mr J Larkin</p> <p>Reprographics Technician Miss J Barton</p> <p>Science Technician Mr E Coulter</p> <p>Technology Technician Mr M Brown</p> <p>Lunchtime Assistants Ms J Auld Mrs J Carrigan Mrs J Carville Mrs M Evitt Ms E Fee Mrs S Hewitt Ms E McAllister Ms T McGookin Mr R Pauley Mrs L Potts Mrs J Proctor Mrs P Quinn Mrs J Rankin Mrs A Sloan Mr G Spence</p>	<p>Learning Support Assistants Mr W Adams Ms G Balmer Mr D Bell Mr D Bonnar Miss R Boyd Mr J Bunting Mr S Burnham Miss R Campbell Mrs S Cummings Mr D Davidson Ms L Dickey Mr A Donaghey Mr J Doran Mr D Dunwoody Mr J Fitzgerald Mr M Green Mr J Hammond Mr N Harris Ms B Irvine Mrs K Johnston Miss K Larkham Ms M Larmour Ms R Logue Mr M Martin Ms A McArthur Mrs R McCrory Mr R McFarlane Ms N McMillan Mr R McQuade Mrs M McTaggart Mrs M Mercer Mr M Moore Mr L Murdoch Mr B Nicholl Ms R Nicholson Mrs N Patterson Ms D Robinson Mrs J Robinson Ms L Shearer Mrs G Simmons</p>	<p>Mr J Smith Miss H Tracey Mrs S Trainor Miss L Turner Mrs L Wallace Mrs C Warnock Mrs K Wellington Ms B Woonton</p> <p>Attendance Officer/Learning Mentors Mrs J Coombs Ms D Hammond Mr D Hooke Mr I Smith Mr S Vance</p>
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The Role of the Governors

The responsibilities of the Board of Governors are many and varied. They include the appointment and promotion of staff, creation and monitoring of a pay policy for staff, setting and monitoring the budget, oversight of the curriculum and teaching standards, discipline procedures for staff and pupils, supervision of school development plans, promotion of cross community links and compliance with all relevant employment and education legislation.

Staffing

The school would wish to take this opportunity to acknowledge the contribution to the life of the school, both curricular and extracurricular made by Mr S Agnew, Mrs P Bailie, Mrs S Beattie, Mrs L Blair, Dr S Croal, Miss L Gaston, Mrs L Hawthorn. All have made an immense contribution to school life over the years. We wish them well.

We are, however, pleased to welcome the following new teachers to the staff, Dr H Clarke, Miss S Cunningham, Mr D Connaghan, Mrs A Lavery, Miss J McFlynn, Mr J Smith (Maths) and Miss V Stewart

Pupil Numbers

The school maintains a very stable position with regard to pupil enrolment.

Parental Support

The Governors are grateful for the wholehearted support from the parents of our pupils. It is that high level of support which, in no small way, contributes to the work being done by the staff and to the success of these pupils. We would encourage all parents to contact the school if they have any concerns about their son's work or wellbeing and to attend the annual Parents' Consultations held for each Year group. There is also an active Parents' Focus Group, 'Parents' Voice', which promotes close contact between the school and parents.

'Learning to Learn'

As part of the School's focus on developing skills, aspirations, independence of thought and resilience among our pupils, we are committed to developing their ability to take responsibility for their own learning.

As part of our 'Learning to Learn' initiative, our teachers will introduce them to strategies and resources that will enable them to 'Think Hard', to embrace challenges to their learning so that they can confidently overcome them within the school/classroom setting, but also, and importantly outside of the classroom as they engage in meaningful study that complements their learning in class.

Personalised Learning

Aims

- To promote the development of the 'whole child' including; a healthy self-concept, a sense of worth and a realization of his full potential.
- To identify learning difficulties and take appropriate action as determined by the Northern Ireland Code of Practice.

- To co-ordinate high quality Learning Support provision throughout the school, which meets the needs of all pupils with SEN.
- To facilitate the integration of all pupils with Special Educational Needs into mainstream provision.
- To maintain up to date registers of pupils with Special Educational Needs.

Arrangements for Coordinating Provision of The Code of Practice

The Learning Support Coordinator is responsible for the day to day operation of The Code of Practice. All pupils with Special Educational Needs are given access to a suitably differentiated N.I. Curriculum and are integrated within the school.

The Learning Support work within the school relies on effective identification and assessment procedures and forms of provision which are needs led. There are effective approaches to teaching and learning and good systems of communication with specialists. Parental participation and the full involvement of the young person are also essential elements of this work.

Arrangements for the identification of pupils with Special Additional Needs

- Liaison with the Primary Schools.
- Information from parents at the Year 8 Induction Meeting.
- Information from EA and Psychology Service.
- Initial Assessment data.
- Referrals from subject teachers via Curriculum Leaders and from form teachers via Head of Year.
- Literacy and Numeracy assessments in Years 8, 9 and 10.

Provision

- Teachers are aware of pupils, within their class, who have Special Educational Needs.
- Differentiated/adapted curriculum provision.
- Nurture Classes.
- Specialist Resources.
- School based Personal Learning Plans/Individual Behaviour Plans.
- Classroom Assistant Support.
- Outreach support from Park School.
- Peripatetic Support from EA.
- Literacy Service at EA.
- AAIS.
- Behaviour support Team at EA.
- The regular services of an Educational Psychologist.
- Withdrawal support.
- Literacy and Numeracy programmes.
- Assistive technologies.
- Reading, writing and controlled assessment clinics.
- Dyslexia Withdrawal support.

Nurture Class Teaching

The Learning Support Department facilitates nurture class teaching by specialist teachers for pupils with Special Educational Needs. This strategy provides both continuity for pupils and a more gradual step into mainstream education.

It provides an opportunity to evaluate pupils' needs and tailor work on an individual and on-going basis. Catering for differentiation in this focused way ensures that areas of weakness are addressed and progression is facilitated.

A key factor in the success of nurture class teaching is the small number of pupils in a class. The nurture class teacher is also the form teacher and this allows a more detailed knowledge of the individual pupils and their responses to different stimuli. The teacher is acutely aware of a pupil's educational, emotional and social needs. They can set targets accordingly, monitor them daily and adjust strategies as necessary. At the core of nurture class teaching is the aim to promote literacy, numeracy and use of ICT. This environment is ideal for promoting these key skills and for providing further support for those pupils for whom it is required.

Nurture teaching facilitates a flexible approach to delivering the curriculum, within a safe and secure learning environment.

Assessment and Review of Special Educational Needs

- One full academic report and 2 progress reports are completed annually on all pupils with Special Educational Needs.
- Personal Learning Plans are completed and reviewed, in consultation with the pupil, for all those on the Code of Practice.
- These Personal Learning Plans are reviewed annually by the Learning Support Team
- Pupils and parents are involved in the development, implementation and review of Personal Learning Plans.
- All subject teachers and those who provide support, contribute to these Personal Learning Plan reviews.
- An annual review is carried out in respect of all pupils who are the subject of Statements of Educational Need.
- The progress of pupils with SEN is tracked using standardized assessments and diagnostic data.

Parents are invited to interview twice a year. Referrals to the Educational Psychologist are carried out by the Learning Support Coordinator in close consultation with parents, Heads of Year, Counsellors, SLT for Pastoral Care and the Vice Principal (Pastoral).

The Learning Support Co-ordinator can be contacted at any stage if parents have concerns regarding their child's progress.

A copy of the school's Special Needs Policy is available from the school on request, or it may be downloaded from the school website www.bbms.org.uk.

Finance (see also Budget Statement)

The school is in a healthy budget position. Spending priorities are clearly identified in relation to the overall School Development Plan and we ensure effective budget setting and monitoring are carried out by those staff with financial responsibility. The Governors have a significant role in overall budget monitoring.

Sport

Physical Education is an integral part of our curriculum and the school provides a wide range of activities for both team and individual activities.

Aims

- To promote pupils' awareness of the value of physical health and fitness.
- To educate for leisure by providing a range of effective choices for sport.
- To develop personal qualities of sportsmanship and self discipline.
- To help pupils achieve their optimum potential in physical activities and sport.
- To provide an enjoyable and safe programme of Physical Education and sports.

Allocation of time to sport in the curriculum

During the five years of compulsory secondary education, most boys receive approximately two and half hours per week of timetabled PE and games, (over 55 hours each year), with extra involvement in physical activities in various awarded schemes and time after school for squad practice, coaching and team matches. Boys in Years 12, 13 and 14 are encouraged to participate in many of the sporting options of the Enriched Curriculum Model which is of 2-hour duration per week.

Facilities available

There is excellent provision for developing sports and fitness. This consists of, an 812m² Sports Hall, a gymnasium, a fully equipped fitness suite, 3 synthetic pitches including a floodlit 3G football pitch, a rugby pitch, a hockey pitch, a 400m tartan running track and excellent changing facilities.

In addition the school has frequent use of the following resources:

- Ballysillan Leisure Centre (pool, badminton and fitness rooms)
- Shankill Leisure Centre

Sporting activities available:

Athletics	Fitness Training	Swimming
Badminton	Gymnastics	Table Tennis
Basketball	Hockey	
Cross-country	Rugby	
Cricket	Football	

School Achievements and Extra Curricular Activities 2022-23

The Governors would like to take this opportunity to thank you for all your support during this year and congratulate both parents and boys on the outstanding successes achieved by pupils.

The school takes great pride in the opportunities given to pupils to achieve success, pleasure and recognition through extracurricular activities. A wide variety of clubs and societies run outside normal school hours to cater for an extensive range of interests. The Academic Year 2022-23 was again one of tremendous success in terms of pupil achievement.

Boys' Model are extremely competitive in Football, and we are recognised as one of the top schools in the country. Our Football teams work extremely hard throughout the duration of the season, and we have over 180 pupils representing the school in competitive matches. We have many students playing competitive football for Irish League clubs, and pupils who are part of the JD Academy.

We compete in the following competitions:

- The Northern Ireland Schools Football Association (NISFA) Cup and Plate
- The Belfast District Secondary Schools Football Association (BDSSA) Cup
- The Translink Gold Cup
- The East Antrim League and Cup
- IFA Futsal Tournament

We have established a partnership with Crusaders FC – Crusaders Football Academy to offer a Post16 pathway that involves academic study at BBMS and their Football Academy. Through this partnership there is 12 hours contact time on the Academy weekly providing insight and opportunities to train like young Professional footballers. The aim of the partnership is to educate both on and off the pitch and in the gym (strength and conditioning) and provide a pathway for the students to best fulfil their potential and whatever level of football is best for them. Through this partnership pupils are offered employment and work experience opportunities where appropriate.

In 2022/23 the teams achieved the following:

- U12A - Irish Cup Plate Winner, Belfast Cup Quarter Finalist
- U13A – Translink Gold Cup Winner, Belfast Cup Semi Finalist, IFA National Futsal Champion
- U14A – Belfast Cup Runner Up
- U14B – East Antrim Cup Runner Up
- U15A – Translink Gold Cup Semi Finalist
- U16B – East Antrim Cup Runner Up
- U18 – East Antrim Cup Runner Up

Individual Honours included:

- Blaine McClure, Reece Little, Jack McComb, Marcus Thompson, Adam McCart, Gary Dickson played at the Milk Cup
- Blaine McClure signed a 3-year professional deal with Rangers
- Brodie Spencer made his full international debut and his first team debut for Huddersfield
- Carl Johnston is now a regular first team starter at Fleetwood Town and scored his first goal at senior level.

Rugby continues to grow in school in the Junior years, after a decline in numbers due to the pandemic. The Year 8 and 9 teams performed particularly well, with the Y8 team making it through the regional blitz tournament against some very tough opposition. The Ulster branch organised several 'Play Rugby' tournaments for U12s, providing pupils with the opportunity to develop their skills and play in an increasingly competitive environment. We played regular fixtures

against other local schools, and these were very fiercely contested, with notable results for the U13s against BRA and Abbey CC.

The club link with Ophir continued with Gavin Robinson offering his expertise to enhance the coaching in school. During September and October, we provided transport to Ophir's training at UUJ with between 10 and 16 pupils regularly attending. Many pupils still represent Ophir outside of school at various age groups up to U18.

Wednesday afternoon after-school practices were well attending throughout the year, allowing some of the older pupils to develop their coaching and younger players the chance to improve their skills.

The PE Department strived to offer as wide a range of extra-curricular clubs as possible, to enable all students to access sporting opportunities that would support their learning in curricular time, as well as experience competitive situations.

Well attended clubs included Cricket (where we continue to have a strong affiliation with Woodvale Cricket Club), Running, Hockey, Badminton, and Table Tennis. In 2023/24 we hope to build on these successes and, using expertise from staff throughout the school, offer an even larger range of activities to provide enjoyment and further learning for our students.

This brief look at our sporting success gives an idea of the number of tremendously talented young sportsmen there are in the school, and of the breadth of sporting activities in which they participate.

Cricket practices ran after school from Easter for pupils of Years 8 and 9 and we were fortunate to have the assistance of Woodvale Cricket Club coaches for many sessions. The U13 played a match against Campbell College, Belfast, giving pupils the opportunity to get involved in a competitive fixture and for many a first experience of a 'red ball' game.

Pupils are encouraged to get involved in the Music Department in many ways. Several of our boys join with other pupils from Mercy College and Hazelwood Integrated College to form North Belfast Youth Choir. This choir sings in four-part harmony and it has given our pupils fantastic opportunities to visit Washington DC, Belgium and London, as well as to perform at local events throughout the year. The rehearsals are held alternatively in each of the schools on specific Wednesday afternoons from 4.00-6.00pm. We have had opportunities to perform to distinguished politicians and guests at a variety of events and the pupils have developed positive friendships that provide them with a more enriched experience of school life.

Our flute band has also performed at our Remembrance Assemblies, Christmas Carol Service and Spring Concerts with our own school choir, African drummers and Rock Band. We offer boys lessons in guitar; drum kit and snare drum and we encourage all boys to get involved in choir. 'Grease' the musical will be performed at the end of this school year.

The Shared Education Programme, with our partner school, Mercy College, continued to grow from strength to strength. Already developed relationships were cemented, while new friendships were formed with new initiatives.

One new initiative was a shared GCSE Spanish class. This allowed four of our Year 11 pupils to collaborate with likeminded pupils. Mrs Parra quoted in her evaluation "it has been a very encouraging breakthrough in Modern Languages which we are very keen to develop. The pupils have been very fortunate to have this level of facilitation of their timetable and there has been great

support for this. We hope more collaboration is possible in the future. I really hope Modern Languages can refine this relationship to offer a GCSE class year on year.”

Another success venture was the KS3 Hospitality project with two classes from Year 8, involving around 40 pupils. The pupils not only developed their skills within the kitchen by learning to create a range of dishes, but these practicals also helped develop their teamworking skills while promoting new friendships.

The choirs of Belfast Boys’ Model School and Mercy College have continued to work together. This partnership was established through the Flax Trust FISCA competition. This has not been held since COVID. However, such strong links were formed that the joint choir has continued working together including Hazelwood Integrated College through North Belfast Youth Choir. Rehearsals ran on a weekly/fortnightly basis and each school took it in turn to host. They have had many performance opportunities this year, including taking 3rd place in the City of Derry International Choral Festival, an RTE performance on the ‘Late Late Show’ with Brian Kennedy and the Young at Art Festival in Belfast. This work will continue into the next academic year, with performances already at the Mansion House, London and the Irish Embassy.

Senior pupils had the opportunity to be involved in the All-Ireland School Climate for Action project. Miss McGibbon accompanied the pupils and was quoted saying *“Shared Education is invaluable for us as it helps teach and promote tolerance. The event I attended was excellent. It was the first-time boys have ever been and we were the only secondary school and I felt so proud of them.”*

The CATCH (Challenging Attitudes, Changing Horizons) gave Year 8 pupils the opportunity to engage in a series of workshops which develop a positive sense of identity, cross-community contact and mutual understanding along with a sense of community engagement and social responsibility. The pupils thoroughly enjoyed the sessions and again, it was clear that new friendships were being developed between the two schools.

We look forward to continuing to promote this positive message of a shared community and future for our young people next year. There are already some exciting projects in the pipeline.

Our pupils make an outstanding contribution to the wider community, in terms of cross-community and cross-cultural activities. The school’s CRED and Shared Education Programmes are characterised by initiative and enthusiasm over a wide range of cross-community activities and pupils throughout the school participate in a variety of ways.

In academic year 2022-2023 a CRED team was re-established with volunteers from the staff body. The working party, totalling 7 staff, were responsible for initially analysing the data available regarding the make-up of our school population. An increasing number of students have enrolled with English as a second language or with no English at all. It was therefore clear that pupil voice in this area needed collated. A focus group of students was organised representing pupils from all year groups. Student Council was also asked to contribute on what they felt we, as a large mainstream school, could be doing to support our EAL pupils and pupils from different cultural or religious backgrounds.

As a result of these focus groups a CRED Diversity Day was organised for our Year 10 cohort on Thursday 27th April 2023. Representatives from 9 different cultures gave pupils a taste of arts and crafts, dance, costume, music and food from their respective cultures. This was deemed incredibly successful as feedback from the participating boys was collated and shared with SLT.

While the CRED team was not responsible for the Community Clean-up that ran in February across

Key Stage 3, the community perception of our school rose in the surrounding areas and members of the public commented on the efforts of the pupils to take pride in their school environment and local area.

Our pupils continue to enjoy creating poetry. Special mention must be given to Year 13 David Neill for his poem *Certain Words* and Adam Osborne for his poem *Withering Song*, both of which were published in the North Belfast Area Learning Community poetry anthology *Words for Wellbeing*.

The Waterways Storymaking Festival saw great success for our school and the English Department, as a group of pupils entered the Creative Writing Competition in 2021. Five boys from year 9 were able to showcase their talents and creative flair for writing poems and short stories, many of which were personal to them, giving them the opportunity to share their own life experiences.

We had five pupils who entered this competition, all of whom were shortlisted and awarded 1st 2nd and 3rd place in the poetry and creative writing entries. Pupils gained prizes and certificates for their tremendous efforts and commitment to the creative arts. As a school, we are immensely proud of their achievements and would encourage that future young writers follow in their footsteps.

Outside visits remained an important part of school life, widening the boys' perceptions and experiences. The school ski trip last year was to Pamporovo, Bulgaria and the boys had a great time. A total of 70 boys, from Years 8 to Year 14 went on the trip. The instructors were delighted with the progress made by all the boys, some of whom are highly proficient skiers. A wide range of evening activities were enjoyed including swimming, bum-boarding, karaoke, as well as the Awards ceremony. The boys made new friends and shared a once in a lifetime experience.

Within the CEIAG Department the boys have been exposed to the work of work from Year 8 to Year 14 through various programmes including 'Meet the Employer Day', Careers Convention, Subject Choice Fairs, Mock Interviews and both Virtual and In Person Work Experience Programmes. They have also had several interactions with Higher and Further Education providers to provide an insight into the opportunities and career pathways available.

Many pupils took part in the Career Ready Programme, which linked the pupils with a professional mentor from key organisations such as PwC, Kainos, CitiBank, HMRC and BT, this experience provided pupils with 1:1 personalised support and Employability Masterclasses.

We have also developed strong links with Queen's University Belfast and have several pupils who took part in the Junior Academy, Junior Sports Academy, Senior Academy and Pathway Programme, with very successful results. Alongside this we have a well-established link with Ulster University with pupils taking part in a variety of events including Architects for Change, the Embracing Talent Outreach programme and the Antonio Carluccio Foundation Outreach programme for those considering studying in the fields of Hospitality and Culinary Arts Management.

Many of our pupils have moved onto to Higher Education, Further Education, Apprenticeships and full-time Employment this year, fulfilling their desired career goals.

As part of the Creative Schools Project 2021-2023 some of our Year 10 pupils researched, produced and distributed a magazine called 'Beyond the Model' featuring articles relating to their aspirations and of our Model Alumni. The articles featured included sport, family members, local charities, career aspirations and celebrating our principal being awarded the O.B.E. In completing this project, the boys were able to experience careers in the Creative Industries as they worked with

Nerve Belfast and BBC broadcaster Mark Devenport. In addition to the magazine the boys worked with artist Conor McGinley on producing street art that represented the school, our pupils and our local community. This work can be viewed on a wall facing the school.

This project, an Arts Council and Urban Villages collaboration, was widely celebrated in the media and the school has successfully applied for funding for another project to be carried out between 2023-2025.

This has been a brief résumé of the tremendous achievements attained by pupils here at Belfast Boys' Model School. They are supported and coached by staff who are dedicated to ensuring that our pupils achieve the success of which they are capable, and the Governors would offer a heartfelt thanks to all those who have given generously of their time and energy during the past year.

We look forward to another year in which, with your help, we will continue to enhance our reputation in the sporting and extracurricular arena. The following clubs/societies are currently on offer:

African Drums	Cricket Club	Languages Club	Plant Club
Army Cadets	Drama Club	Lego Club	Rugby Club
Art Club	Duke of Edinburgh	Lego Robotics	Running Club
Badminton Club	DJ-ing Club	Multi-Lingual Club	Scripture Union
Board Games	Eco Club	Origami	Ski Club
Book Club	Football	Mathematics Club	Yoga
Chess Club	Film Club	Minecraft	
Choir	History Club	Mountain Biking	
Cookery Club	Homework Club	Pet Club	

School Discipline Policy

Belfast Boys' Model School has a positive behaviour policy, with guidelines laid down for staff in regard to its implementation. This document relates to issues such as conduct, courtesy, bullying and classroom behaviour. A copy of the policy is available for parents on request. Every opportunity is taken to apply positive reinforcement, for example, through the application of a comprehensive rewards system and by encouraging boys to participate in extra curricular activities.

The school extends its positive discipline policy to cover the actions of pupils who are not necessarily on school premises, but nevertheless are wearing school uniform. This would include instances of boys travelling to and from school and those attending functions or sporting events.

Any pupil found to be bringing the name of the school into disrepute, by whatever means or actions, will be subject to the school disciplinary procedures. A copy of this policy is available from the school on request, or it may be downloaded from the school website www.bbms.org.uk.

Security

It is vital that everyone feels safe and secure on our school premises and to this end, we operate a comprehensive security system in conjunction with our facilities management partners, Amey FM.

Entry to the school premises is via electronically controlled access gates on the Ballysillan Road. Once any visitor (including a parent) has been permitted entry to the school grounds, he or she must report to Reception to be issued with a visitor's pass. CCTV operates around the outside of the school building and also within internal circulation areas.

In order to ensure the safety of boys at all times, the following restrictions apply:-

- a boy must never leave the school premises during the school day without being granted permission by his Head of Year
- all boys must remain in the areas supervised by staff at the beginning of the day, at breaktime and at lunchtime.

School Uniform

School Uniform is seen by the Governors as being very important in contributing to the ethos of the school and to a sense of identity among its pupils. We would like to congratulate parents on the way the vast majority of boys are turned out for school. They are a credit to you as parents. We would also, however, remind parents that boys may sometimes try to persuade them that deviations from uniform requirements are acceptable e.g. wearing training shoes. This is never the case. Full uniform requirements are available in the school prospectus or from the school office.

Attendance

If learning is not possible without good order, it is certainly not possible if boys are absent from school. The Governors would wish to draw to the attention of parents the importance of good attendance. Boys who have a poor attendance record do badly in examinations and now that attendance rates are required by employers, such attenders may experience difficulty in securing employment. The overall attendance rate for the 2022/2023 school year was 86.6%

The school employs an attendance officer to assist pupils and parents in maintaining high standards of attendance.

CEIAG

Careers Education, Information, Advice and Guidance (CEIAG) plays an important part in the work of Belfast Boys' Model School. It is concerned with how pupils develop into contributing adults who can cope with the demands, opportunities, responsibilities and experiences of entering the worlds of work, training, university or further and higher education colleges.

We work with our pupils to help equip them with the skills, understanding, confidence and creativity needed for their future working lives. We aim to develop a commitment to lifelong learning in all our pupils so they can be successful in their careers.

Our pupils benefit from a wide programme of events, workshops, mentoring and classes which develop their personal presentation, information-handling and entrepreneurial skills. The careers tutor groups help them to find out about future work opportunities. All Senior School pupils

complete a short work shadowing programme and mock interviews as part of the preparations for university and college applications.

The Careers department encompasses a large number of staff who have input into the delivery of the Careers Education, Information, Advice & Guidance (CEIAG) programme and the 'Employability' section of Learning for Life and Work at Key Stage 3. We believe this effective provision motivates our pupils to make informed, appropriate and realistic decisions about their future at Year 10, 12, 13 and 14, when they have important choices to make which will affect their future.

The CEIAG department has SEVEN focus areas:

- The delivery of careers education in the curriculum
- The delivery of employability in the curriculum
- The delivery of enterprise education in the curriculum
- The implementation of a careers programme of events within and outside of school
- The provision of careers guidance
- The provision of careers resources
- The provision of experiences of work

The school is fortunate to be supported by strong Business / Education links from the Greater Belfast area who take part in many of our Careers events. Our pupils benefit from the department's work by making successful transitions to employment, or to Further and Higher Education.

Pupils in Years 12, 13 and 14 take part in Enrichment to develop a range of skills to make them more rounded, employable individuals. Skills that have been highlighted by employers as lacking in applicants such as leadership, communication, resilience are developed, to make Boys' Model pupils more successful in their individual pathways.

Links with Queen's University, Ulster University and Belfast Met, as well as industry ensures that all of our pupils choose the option that is appropriate for them in their future life to be successful and progress.

The Curriculum Statement

BELFAST BOYS' MODEL SCHOOL OFFERS TO ALL PUPILS A BROAD, BALANCED CURRICULUM, INCORPORATING THE STATUTORY OBLIGATIONS OF THE EDUCATION (NI) ORDER (2006)

Our curriculum is designed to support the pupils while learning, achieving and succeeding. We work together to build every child's confidence to develop skills that enable them to study and learn effectively. During KS3, students build on their skills to develop persistence, focus and intellectual curiosity. A range of both academic and vocational options provide KS4 and Post-16 curriculums which are designed to suit all needs and have proven to open pathways to further and higher education and employment. Pupils with Special Educational Needs receive support from specialist teachers who provide appropriate teaching and learning to develop every child's potential.

KEY STAGE 3

Pupils in Years 8 – 10 follow the Curriculum tabulated below:

AREAS OF LEARNING WITHIN THE CURRICULUM
ENGLISH - <i>MEDIA EDUCATION</i> - <i>DRAMA</i> - <i>LITERACY</i>
MATHEMATICS - FINANCIAL CAPABILITY - NUMERACY
SCIENCE AND TECHNOLOGY - <i>SCIENCE</i> - <i>DESIGN AND TECHNOLOGY</i> - <i>INFORMATION COMMUNICATION TECHNOLOGY</i>
THE ARTS - <i>ART & DESIGN</i> - <i>MUSIC</i>
ENVIRONMENT & SOCIETY - <i>HISTORY</i> - <i>GEOGRAPHY</i>
MODERN LANGUAGES
LEARNING FOR LIFE & WORK - <i>EMPLOYABILITY</i> - <i>CITIZENSHIP</i> - <i>PERSONAL DEVELOPMENT</i> - <i>HOME ECONOMICS</i>
PHYSICAL EDUCATION
RELIGIOUS EDUCATION

Key Stage 4

The Curriculum at Key Stage 4 (GCSE) aims to continue a broad, balanced and appropriately challenging educational experience which aids progression to A Level or further education.

It is school policy that all boys should leave with appropriate externally awarded and nationally recognised qualifications.

BBMS core subjects	GCSE/Equivalent Optional Subjects on offer	
	General	Applied
Mathematics GCSE English GCSE ICT GCSE/OCN Physical Education Religious Education Learning for Life and Work Careers Education, Information, Advice and Guidance	Art and Design GCSE Applied Science OCN English Literature GCSE Further Mathematics GCSE Geography GCSE Government and Politics GCSE History GCSE Religious Studies GCSE Science (Single Award) GCSE Science (Double Award) GCSE Sociology GCSE Spanish GCSE Statistics GCSE	Business Studies Level 2 First Award Digital Technologies GCSE Engineering Level 2 First Award Hospitality Level 2 First Award IT Applications OCN Level 2 Moving Image Arts GCSE Media Studies GCSE Music GCSE Creative Arts and Digital Technology OCN Level 2 Occupational Studies <ul style="list-style-type: none"> - Engineering - Cooking & Baking - Carpentry & Joinery - Multimedia Princes Trust – Achieve Certificate/Diploma in Personal Development & Employability Skills Personal Success & Wellbeing OCN Level 2 Public Services Level 2 First Award Skills for Business OCN Level 2 Sports Studies Level 2 First Award Technology and Design GCSE Travel and Tourism Level 2 First Award/First Certificate

YEARS 13 – 14 - THE SENIOR SCHOOL

The majority of pupils return to school to follow either a two year Advanced course or a one year GCSE and Vocational Diploma course. During this time, pupils are encouraged to develop personally, socially and academically and courses are supplemented by dedicated careers time for competing UCAS and Further Education and Higher Level Apprenticeship applications.

SENIOR SCHOOL CURRICULUM PROVISION

The school offers a wide range of subjects available to pupils through the consortium arrangement with the Belfast Model School for Girls and Mercy College. Further subject choices are available through the North Belfast Area Learning Community.

ADVANCED LEVEL SUBJECTS

Art & Deign	Government and Politics	Mathematics	Spanish
Biology	Health and Social Care	Media Studies	Sociology
Business Studies	History	Music Technology	Sports Studies
Chemistry	Hospitality	MIA	Technology and Design
Economics	IT	Performing Arts	Travel and Tourism
English Literature	Life & Health Science	Physics	
Environmental		Public Services	
Technology		Religious Studies	
Engineering			
Geography			

GCSE and Vocational Studies

Information Technology
Employability
Hospitality
Mathematics
English

Enrichment Courses

Enrichment provides pupils with opportunities to develop their soft skills and provide meaningful experiences to gather evidence for CVs and applications to Further and Higher Education. The NI Labour Market is increasingly demanding that school leavers can demonstrate skills such as communication, teamwork, self-management, problem-solving and decision-making and we are committed to ensuring that our pupils can reflect upon and develop these skills within their Enrichment courses.

Art	DOE Award	Creative Schools
Barista Training	Photography	Sports Changes Lives
Boxing	Hospitality	Streetbeat
Competitive Football	Mentoring	R-City
Music Performance	Health and Fitness	Model Scientists
Young Enterprise	IFA Sports Coaching	First Aid

With the aid of specialist careers guidance, the vast majority of pupils continue into Higher Education, Further Education or worthwhile employment.

Provision for Religious Education

Religious Education offered at Belfast Boys' Model School is non-denominational.

In Years 8 – 12, all boys follow the programme of study laid down in the Northern Ireland Curriculum. This enables them to develop a knowledge and understanding of Christianity and to recognise and appreciate the religious and spiritual dimension of life by research and questioning. The pupils are encouraged to consider religious responses to moral and social issues and to respect the beliefs, values and attitudes of others. In Years 8 – 10, pupils also study aspects of other world religions.

Religious Studies is offered in the options at full and short course GCSE, AS and A2 levels.

Parents who wish to withdraw their sons on ground of conscience, from attendance at Religious Education classes or at collective worship (Article 21 (5) of the 1986 Order) are asked to contact the Principal.

Public Examinations Results 2023

Key Stage 4 GCSE

Year 12

Total number of candidates	132
Number of candidates with Special Educational Needs	3
Entered 5 or more GCSEs	132
% with 5 or more grades at A* - C	79.55%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	53.03%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	40.79%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	57.57%

Post 16 A Level

Year 13

Total number of candidates	102
Number of candidates with Special Educational Needs	8
Entered 3 or more	102

Year 14

Total number of candidates	57
Number of candidates with Special Educational Needs	7
Entered 3 or more	57
% with 1 or more grades at A* - E	100%
% with 2 or more grades at A* - E	98.25%
% with 3 or more grades at A* - C	89.47%

Public Examinations Results 2022 - FOR COMPARISON ONLY

Key Stage 4 GCSE

Year 12

Total number of candidates	147
Number of candidates with Special Educational Needs	6
Entered 5 or more GCSEs	147
% with 5 or more grades at A* - C	89%
% with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	63%
% entitled to free school meals with 5 or more grades at A* - C including GCSE English and GCSE Mathematics	49%
% with 1 or more grades at A* - G	100%
% entitled to free school meals	54%

Post 16 A Level

Year 13

Total number of candidates	73
Number of candidates with Special Educational Needs	11
Entered 3 or more	73

Year 14

Total number of candidates	66
Number of candidates with Special Educational Needs	4
Entered 3 or more	66
% with 1 or more grades at A* - E	100%
% with 2 or more grades at A* - E	100%
% with 3 or more grades at A* - C	53%

Examination Results Summer 2023

G.C.S.E. Results - Year 12 (Percentage Of Pupils Achieving Grades)

Subject	No Entered	A*	A	B	C*	C	D	E	F	G	U	X
Art	16	-	-	18.7	25.0	43.8	12.5	-	-	-	-	-
English Language	132	-	3.0	8.2	20.5	33.3	19.0	11.4	3.8	0.8	-	-
English Literature	39	-	2.5	12.7	26.0	20.5	23.0	10.2	-	5.1	-	-
Further Mathematics	10	40.0	20.0	20.0	10.0	-	-	-	10.0	-	-	-
Geography	17	-	5.9	17.6	5.9	23.5	17.6	-	11.8	11.8	5.9	-
History	53	1.9	5.7	15.1	26.4	16.9	9.4	15.1	3.8	3.8	1.9	-
Hospitality	30	-	-	20.0	-	73.3	-	-	6.7	-	-	-
IT - Applications	48	-	-	97.9	-	-	-	-	-	-	-	2.1
IT - Digital Technologies	12	-	-	33.3	16.7	16.7	33.3	-	-	-	-	-
Mathematics	132	0.8	6.8	24.2	15.2	13.6	17.4	8.3	5.3	4.6	2.3	1.5
Media Studies	15	-	-	-	6.7	26.7	6.7	33.2	-	26.7	-	-
Music GCSE	1	-	-	100	-	-	-	-	-	-	-	-
Music OCN	12	-	-	83.3	-	-	-	-	-	-	-	16.7
Occ St – Construction	66	-	4.6	48.4	-	37.9	3.0	6.1	-	-	-	-
Occ St – Technology & Innovation	19	-	-	26.3	-	26.3	10.5	10.5	21.1	-	5.3	-
Occ St - Engineering	44	-	4.6	45.5	-	38.6	2.3	6.7	2.3	-	-	-
Occ St – Design & Creativity	40	-	7.5	50.0	-	37.5	2.5	2.5	-	-	-	-
Occ St – Environment & Society	25	4.0	12.0	20.0	-	44.0	4.0	4.0	12.0	-	-	-
Personal Success & Well Being OCN	58	-	-	100	-	-	-	-	-	-	-	-
Public Services	74	2.7	6.8	25.6	-	55.4	-	-	9.5	-	-	-
Sports Studies	27	-	-	14.8	-	33.3						
Religious Studies (Short Course)	25	4.0	24.0	8.0	20.0	20.0	12.0	4.0	4.0	4.0	-	-
Science (SA)	49	-	2.0	6.1	20.4	20.4	28.6	18.4	4.1	-	-	-
Statistics	85	-	-	-	12.9	29.4	24.7	20.0	-	10.7	2.3	-
Technology & Design	28	-	3.6	7.1	7.1	17.9	14.3	25.0	7.1	3.6	14.3	-
Travel & Tourism (SA)	11	-	-	9.1	-	90.9	-	-	-	-	-	-

GCSE Double Award

Subject	No Entered	A*A*	AA	AB	BB	BC*	C*C*	C*C	CD	DD	DE
Science (DA)	24	8.3	8.3	4.2	12.5	20.8	12.5	12.5	12.5	4.2	4.2
Travel & Tourism (DA)	10	-	30.0	50.0	20.0	-	-	-	-	-	-

Subject	No Entered	BBBB	BB
Achieve	11	100	

‘A’ Level Results - Year 14 (Percentage of Pupils Achieving Grades)

Subject	No Entered	A*	A	B	C	D	E	U
Art & Design	2	-	-	-	-	-	50.0	50.0
Business Studies	9	-	-	55.6	44.4	-	-	-
Design & Technology	8	-	-	12.5	25.0	37.5	-	25.0
Government & Politics	11	-	-	18.2	72.7	9.1	-	-
Health & Social Care	1	-	-	-	100	-	-	-
History	13	-	-	38.5	30.8	7.7	7.7	15.3
Hospitality	11	-	9.1	18.2	63.6	-	9.1	-
Information Technology	15	-	6.7	13.3	60.0	-	20.0	-
Mathematics	1	-	-	-	-	100	-	-
Media Studies	11	-	-	45.5	9.0	45.5	-	-
Performance Arts	1	-	-	100	-	-	-	-
Public Services	3	-	66.7	33.3	-	-	-	-
Life & Health Science	6	-	16.7	50.0	16.7	16.7	-	-
Sports Studies	8	-	25.0	50.0	12.5	-	12.5	-
Travel & Tourism	3	-	-	66.7	33.3	-	-	-

Double Award

Subject	No Entered	AA	AB	BB	BC	CC	CE	EE	UU
IT	13	7.6	23.1	23.1	23.1	23.1	-	-	-
Public Services	12	-	-	8.3	25.0	33.3	16.8	8.3	8.3
Travel & Tourism	15	20.0	26.7	6.6	20.0	26.7	-	-	-

Performance in Public Examinations 2020/21 – 2022/23
Secondary (Non Grammar) Schools

	2020/21		2021/22		2022/23	
	School	N.I. Average	School	N.I. Average	School	N.I. Average
% Achieving 5+ GCSEs at Grades A* - C (or equivalent) ¹	90	-	84	-	80	-
% Achieving 2+ A Levels at Grades A – E (or equivalent) ²	98	-	100	-	98	-

*

Excludes pupils with statements of Special Education Needs.

² Figures include equivalent qualifications.

Destination of Leavers – 2023

Number of Leavers	DESTINATIONS - % OF LEAVERS TO:					
	Another School	Jobskills/ Apprenticeship	FE	HE	Employment	Other
172	1.7	33.8	32.0	20.9	8.1	3.5

% of pupils entitled to free school meals who have left the school achieving 5A* - C (or equivalent) including GCSE English and GCSE Mathematics

42.1%

Successes at University

The following past pupils graduated this summer from Queen's University, Belfast and Ulster University. Many others also graduated from universities in England, Scotland and Wales, but at the time of going to press we have only received this limited information.

Queens University, Belfast

THEO BURTON	BSC HONS COMPUTING & IT (1ST)
ETHAN MERCER	BSC HONS COMPUTING & IT (2:1)
JORDAN WHITE	BSC HONS COMPUTER SCIENCE (2:2)
CURTIS WILLAMSON	BSC HONS COMPUTING & IT (2:1)

University of Ulster

ANGELO ALIMBUYAO	LLB LAW (2:2)
GLEN ARMSTRONG	LLB LAW (1 ST)
CAMERON CLARKE	BSC SPORTS STUDIES (2.2 WITH DIST)
NATHAN DRAKE	BDES GRAPHIC DESIGN & ILLUSTRATION (PASS)
ETHAN MARTIN	BSC HONS INTERNATIONAL HOSP MANG (2:1 WITH DIST)
KYLE RANKIN	BSC SPORTS & EXERCISE SCIENCE (PASS)
DAVID ROBB	BA HONS HISTORY WITH ENGLISH (2 :1)
JAY ROWAN	BA HONS HISTORY (2:1)
ETHAN SHAW	BSC HONS POLITICS (2:1)
ERIK VARADI	BA HONS ARCHITECTURE (2:1)

BUDGET 2022-23				
<i>ALLOCATIONS AND SPENDING</i>				
The total allocation for the School Year 2022/23 was £6,890,675				
	Allocations	Spending	Balance	
Salaries and Wages				
<i>Teaching Staff</i>	4,541,944	4,430,986	110,958	
<i>Non Teaching Staff</i>	636,555	591,453	45,102	
<i>Other Staff Costs</i>	9,633	51,387	-41,754	
Professional Fees	73,663	96,436	-22,773	
EOTAS	100,000	60,247	39,753	
Books/Equipment	76,216	97,259	-21,043	
Education Running Costs	55,204	110,154	-54,950	
Examination Fees	101,460	144,891	-43,431	
Travel/Transport	42,279	59,912	-17,633	
Catering	1,787	54,053	-52,266	
Premises - Running costs				
<i>Electricity, Gas, Water, Waste Disposal</i>	369,244	244,183	125,061	
<i>Contractual cleaning</i>	277,527	230,522	47,005	
Premises - Maintenance costs				
<i>Building Maintenance (Repair and Furniture)</i>	25,877	44,803	-18,926	
<i>PPP Unitary Charge</i>	102,500	103,353	-853	
Income	-10,300	-48,837	38,537	
Stock Value		55,660	-55,660	
Budget Surplus (not allocated)	487,086	0	487,086	
Total	6,890,675	6,326,462	564,213	

Belfast Boys' Model School Account No1

Receipts and Payments Account - Year ending 31 July 2023

Receipts		Payments	
	£	£	£
Balance B/Fwd 1 August 2022			
Cash	4.69		
Danske Bank	61,416.46		
Progressive Investment	66,076.24	127,497.39	
Sundries		43,399.64	Sundries 58,930.55
General Fund		8,657.17	General Fund 8,657.17
Charity		5,234.81	Charity 4,307.95
EA P/Cash Refund		14,548.93	EA P/Cash Refund 12,130.89
Shop		1,457.12	Shop 5,170.95
Ties		597.90	Ties 0.00
Enthuse		3,150.03	Enthuse 100.00
Books		0.00	Books 0.00
Grants		50,706.96	Grants 29,145.66
Maths Shop		2,006.00	Maths Shop 60.00
Uniforms		4,329.35	Uniforms 2,701.50
Transfer (Acc No2)		12,160.81	Transfer (Acc No2) 12,084.47
Bequest (Interests)		84.06	Bequest 100.00
			Balance c/d 31 July 2023 133,389.14
			Cash 391.93
			Danske Bank 73,682.53
			Progressive Investment 66,366.57
Totals		273,830.17	273,830.17
Balance B/d 1 August 2023		140,441.03	

Audited by:		Date	
Acceptance proposed by:		Date	
Acceptance seconded by:		Date	

Belfast Boys' Model School Account No2													
Receipts and Payments Account - Year ending 31 July 2023													
Receipts				Payments									
	£	£			£	£							
Balance B/Fwd 1 August 2022													
Cash	8.54												
Danske Bank	43,668.42	43,676.96											
General		83,248.24		General		83,405.68							
Formal Fund		7,403.01		Formal Fund		6,974.65							
Staff Fund		1,099.22		Staff Fund		1,366.20							
Socials		7,862.16		Socials		9,059.00							
Ski Trip		81,389.11		Ski Trip		66,427.43							
Other Trips		6,804.60		Other Trips		6,618.34							
Erasmus		8,141.63		Erasmus		1,256.84							
Home Economics		1,283.67		Home Economics		7,431.88							
Acc No 1		275.00		Acc No 1		275.00							
Grants		1,294.00		Grants		0.00							
Ulster Scots		990.00		Ulster Scots		1,206.75							
Coffee Shop		4,187.80		Coffee Shop		1,203.91							
				Balance c/d 31 July 2022									
				Cash	929.35								
				Danske Bank	61,500.37	62,429.72							
Totals		247,655.40				247,655.40							
Balance B/d 1 August 2022		62,429.72											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-bottom: 1px solid black;">Audited by:</td> <td style="width: 30%; border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Acceptance proposed by:</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Acceptance seconded by:</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> </table>								Audited by:	Date	Acceptance proposed by:	Date	Acceptance seconded by:	Date
Audited by:	Date												
Acceptance proposed by:	Date												
Acceptance seconded by:	Date												

Charging And Remissions Policy

In accordance with the requirements of the Education Reform (N.I.) Order 1989, the Belfast Boys' Model School has drawn up the following Charges and Remissions Policy.

The Board of Governors of the Belfast Boys' Model School recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences, can make towards a pupil's academic, personal and social education.

The Governors desire to promote such activities as part of a broad and balanced curriculum and as additional optional activities.

Under the Education Reform Order, no charge may be made by the school for any activity directly relating to the N.I. Common Curriculum or for optional activities taking place during the school day. Some of these activities may not, however, take place without voluntary contributions.

Charges will be made in the following circumstances:

1. Music Tuition

During school hours, individual instrumental tuition provided by the School of Music will be paid for by the school, but there will be an insurance charge levied for instruments on loan from the School of Music. These charges will not be remitted.

2. Trips and Activities

Where such activities take place wholly or mainly outside of school hours and are not subject to the provision of Article 128 paragraphs 2 and 4 of the Order and the child's participation has been agreed in advance by the parent(s) or guardian(s), then all expenses associated with the activity will be met by the parent(s) or guardian(s). The charge levied may include:

- entrance fees to museums, theatres etc.
- non teaching staff costs
- teaching staff costs where these are employed under a separate contract to provide tuition
- materials, books and instruments and other equipment
- a pupil's travel
- insurance cost
- board and lodgings, where appropriate

The charge made in respect of individual pupils will not exceed the actual cost of providing the activity divided equally by the number of participating pupils. There will be no remission of these charges.

Any pupil formally suspended by the school will be ineligible to participate in any school activities or trips.

3. Board and Lodging on a Residential Trip

- Where a trip takes place wholly or mainly during school hours, a charge will be made for board and lodgings. However, these charges will be remitted for those pupils whose parents are in receipt of Universal Credit.
- Where a trip takes place outside of school hours, but involves activities which must be provided free of charge under Article 128, paragraphs 2 and 4 of the Order, a charge will be made for board and lodgings. These also will be remitted for pupils whose parents are in receipt of Income Support or Family Credit.

- Where a trip takes place outside of school hours and does not involve activities which must be provided free of charge under Article 128, paragraphs 2 and 4 of the Order, a charge will be made for board and lodgings. There will be no remission of these charges in any circumstances.
- Where transport costs are incurred for an activity which falls outside school hours and is not directly linked to the school curriculum, the cost of such transport will be met by the parent(s)/guardian(s) of the pupils involved. Charges in relation to transport costs per such activities will not be remitted.

5. Practical Subjects

Charges will be made for ingredients, materials or components needed for courses in practical subjects where parents indicate in advance a wish to receive the finished product.

The full cost of the above materials etc. will be levied and there will be no remission of charges in any circumstances.

6. Public Examination Entries

- Where parent(s) or guardian(s) wish to enter a pupil for an examination for which full tuition has not been provided by the school then the full cost of such examination entries will be charged to the parents.
- Only one fee per subject will be paid by the school regardless of the examining authorities for which pupils are entered.
- Where parent(s) or guardian(s) wish a pupil to resit examinations for which the school has not provided full tuition then the cost of such examination entries must be met by the parent.
- Parent(s) or guardian(s) who wish to have a pupil's examination results scrutinised must meet the full cost of this exercise. There will be no remission of the examination charges indicated.

7. Damage and Breakage

The Board of Governors will levy appropriate compensation/repair charges on the parent(s)/guardian(s) of any pupil who has, by careless behaviour or through an act of vandalism, damaged school property.

Voluntary Contributions

The governing body will seek voluntary contributions to fund activities for pupils both inside and outside school hours. It is hoped that parents recognise the value of such activities and will contribute generously both through the levy of the annual school fund and by supporting specific fund raising activities.

THE SCHOOL CALENDAR

2 0 2 2

Start of New Term	Wednesday 24 August
Staff Training Days	Thur 27 – Fri 28 Oct
Hallowe'en Break	Mon 31 Oct – Fri 4 Nov
Staff Training Day	Monday 19 December
Christmas Holidays	Tue 20 Dec – Monday 2 Jan 2023
2023	
Staff Training Day	Tuesday 3 Jan
Start of New Term	Wednesday 4 Jan
Half Term Break	Mon 13 – Fri 17 Feb
Bank Holiday	Friday 17 Mar
Easter Break	Wed 5 - Fri 14 April
May Day	Monday 1 May
Staff Training Day	Tuesday 2 May
Bank Holiday	Monday 29 May
Staff Training Day	Tue 30 – Wed 31 May
Last day of term	Thursday 30 June

All dates are inclusive

At the end of the Autumn, Spring and Summer Terms school will end at 12.30 pm. On these days, Special buses will not operate in the afternoon.

STAFF DEVELOPMENT PROGRAMME 2022-23

Staff Development Activity	School Development Planning Link Area	Date
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School Development Days

SEND Dyslexia/Nurture Carousel	SEND/Inclusion	19/12/22
Closing the Vocabulary Gap	Literacy	02/01/23
Effective Questioning and Metacognition	Pedagogy	02/05/23
Retrieval Resources and their use in the Classroom	Pedagogy/Raising Attainment	30/05/23
Update of Behaviour Policy – Staff Voice	Positive Behaviour Management	31/05/23

Baker Days

SDP Priorities Literacy – Whole School	SDP Literacy	19/08/22
Restorative Practice SEND Overview	Positive Behaviour Management Inclusion	22/08/22
Joint CPD with Mercy College Effective Questioning	Pedagogy	23/08/22
Bereavement Awareness Training - Cruse	Pastoral Support	27/11/22
IT Training	Effective Teaching & Learning	28/11/22