



**Saint Bride's Primary School
Board of Governors
Annual Report to Parents
2016-2017**

*Attainment for all within a happy, safe, caring
Catholic environment*

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Vision Statement

Attainment for all within a happy, safe, caring Catholic environment.

St. Bride's Primary School promotes the highest possible achievement and learning for life so that each child may

- acquire fundamental Catholic values and beliefs
- appreciate their own culture and gain a respect and understanding of other cultures, religions and traditions
- gain a reasoned set of moral values
- achieve academic knowledge and skills appropriate to their age and ability
- have high self-esteem, respecting themselves, others, property and the environment
- obtain appropriate technological skills
- be able to work independently and collaboratively
- gain aesthetic skills and an appreciation of the work of others in the expressive arts
- be flexible and adaptable for the demands of the modern world
- acquire social skills and attitudes such as tolerance, co-operation and independence
- reach an understanding of how their choices affect their health and life-style

We believe that each child will succeed as we aim to:

- provide a caring environment in which the children have an opportunity to develop spiritually, intellectually, physically, morally, socially and emotionally through the promotion of individual self-worth
- promote fundamental Catholic values and beliefs
- create a happy, secure and stimulating learning environment where, through achieving personal success and establishing positive relationships, children can develop self-confidence and growing independence
- equip children with the necessary skills and knowledge to develop to their full potential
- establish positive home-school relationships which promote the involvement of parents in their child's education
- promote positive attitudes of self-respect and respect for others, their property and the environment
- create a pastoral care system which caters for the wellbeing of all the children
- establish a positive educational partnership between the school and the wider community, providing an enriching programme of educational experiences

Board of Governors

Trustee Nominees	Very Rev. Fr. O'Donnell Mr P Coll Ms P Crossin Mr B Mulgrew
EA Representatives	Mrs R Flanagan (Chair) Mrs E Mooney
DE Representative	Mr P Dolan
Parent Representative	Mrs C Agnew
Teacher representative	Mr J Doran
Principal	Mrs M R Quinn Secretary to the Board of Governors

The term of office for each of the Governors expires in 2018.

The Board of Governors wishes to acknowledge the leadership of the Principal, Mrs Quinn, the Vice Principals, Miss Joyce and Mrs Granleese and the Senior Leadership Team. We are most grateful to them and to all the teaching and non-teaching staff for their commitment and dedication to all aspects of the life of the school for the benefit of the children in the school. The Board also appreciates the support which parents provide to the work of the school.

1. Duties of the Board of Governors

The following is a brief summary of the duties of the Governors.

1 Governors are responsible for the effective management of the school and use of the funds allocated to it by the EA.

2 They are also responsible for ensuring that the teachers in the school have the facilities necessary to provide a curriculum which meets the requirements of the NI Revised Curriculum and for producing a policy in relation to the curriculum.

3 Governors are required to ensure that appropriate arrangements are put in place for the admission of pupils to the school and for drawing up criteria which will be used to select pupils should it happen that the number of pupils seeking to be enrolled exceeds the number of places available.

4 The complement of staff in the school, both teaching and non-teaching, is controlled by the Governors and arrangements for dealing with issues involving industrial relations within the school also fall within their remit.

The Governors attended regular Board meetings, twice a term and extra, special meetings that were required to deal with urgent business as it arose. They showed an interest in all school activities and kept themselves informed about education in general. Governors also attended a range of training provided by the Education Authority. Link Governors for Literacy, Numeracy, ICT, Special Needs, World Around Us, Religion, Ethos, Nursery and Child Protection met with relevant coordinators.

The day-to-day running of the school was delegated to the Principal of the school.

The Education and Training Inspectorate (ETI) in their recent visit commented *"Based on the evidence available at the time of the inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The governors are very supportive of the school and are committed to developing further their capacity and role in the school improvement process."*

2. Management & Organisation

The Principal was assisted in her duties by a Senior Management Team of two Vice-Principals, Miss Joyce & Mrs Granleese and co-ordinators for the following areas:

Foundation/Key Stage 1 (Mrs O'Prey)	Religion (Mrs Toal)
Key Stage 2 (Mrs Granleese)	Special Needs (Mrs Darragh)
Head of Nursery Unit (Ms Ward)	Drama (Miss Meehan)
Mathematics & Numeracy KS1 (Mrs Merron)	ICT (Mr Murray)
Mathematics & Numeracy KS2 (Mr Doran)	PDMU (Miss Rogers)
Language and Literacy FS/KS1 (Mrs McKeating)	School Council (Mr McCloskey)
Language and Literacy FS/KS2 (Miss Maguire)	Music (Mrs Toal)
The World Around Us (Mrs O'Hare)	
Teacher Tutor/Staff Development (Mrs McAllister)	
Physical Education KS1 (Mrs Kennedy) KS2 (Mr Cunningham)	
Health & Well Being (Miss McDermott)	
Links in the Community & the School's Public Relations (Mr McCloskey)	
Education for Sustainability/Eco Schools (Mrs White)	

The Vice Principals and coordinators had specific responsibilities relating to their areas and ensured that the curriculum was delivered to your child in as meaningful a context as possible, while at the same time attended to pastoral, administrative and managerial duties. These responsibilities were continually reviewed in light of changing circumstances.

The ETI reported *"Leadership & management have a clear vision for the holistic development of every child and for maintaining the highest possible standards for all. The senior leadership team is committed to building the capacity of all staff through a well-planned programme for staff development. The middle managers have a good understanding of their role within the school improvement process."*

3. The Curriculum

The Governors of all Catholic maintained schools have a responsibility to deliver the Northern Ireland Curriculum and to teach Religious Education.

The Curriculum is delivered through all the opportunities for learning provided by the school including those planned by our staff, outside agencies and those gained from our school ethos and environment. These opportunities in St Bride's include -

- **The daily activities with the class teacher**
- **School assemblies**
- **Art/Music/Drama activities**
- **Sporting Activities**
- **School trips**
- **Extra-Curricular Activities**

The day-to-day organisation of the curriculum was the responsibility of the Principal with the support from the Vice Principals who have the responsibility for the Curriculum.

The structure of the Revised Curriculum

The Foundation Stage: Years 1 and 2

Key Stage 1: Years 3 and 4

Key Stage 2: Years 5, 6 and 7

The curriculum for the three key stages is set out in six Areas of Learning.

The six Areas are:

Language and Literacy (including Talking and Listening, Reading and Writing);

Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum);

The Arts (including Art and Design, Drama and Music);

The World Around Us (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);

Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community);

Physical Education/Physical Movement (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning, children in St Bride's progressively develop:

Cross-Curricular skills:

- Communication
- Using Mathematics
- Using information & Communication Technology

Thinking Skills & Personal Capabilities

- Thinking, Problem-solving and Decision Making
- Self-Management
- Working with Others
- Managing Information
- Being Creative

All schools are legally required to formulate a School Development Plan (SDP) which details the school's priorities for a three-year period. Following consultation with Governors, staff, parents and children a three-year plan is in place (2016-2019). The first year strategic plan was drawn up and adopted by Governors.

Curriculum Meetings for parents took place at the beginning of the academic year to outline the curriculum for each Year Group and to advise parents on how best to help their children during the year. Individual Parent Teacher meetings took place in November when teachers outlined pupils' progress to parents and discussed recent standardised tests achievements and on-going observations. Additional Parent Teacher meetings were arranged for parents when requested by either the class teacher or parent. Curriculum Newsletters were provided each term to further develop the links between school and home.

4. Literacy & Numeracy

Spelling & Phonics programmes were reviewed and updated by literacy coordinators. 'Free writing' lessons were introduced which the children thoroughly enjoyed. Numeracy coordinators developed an overview of mathematical language and reviewed schemes of work in some years.

The ETI reported "high standards in literacy & numeracy. Across the curriculum, they speak with confidence and maturity using an appropriate vocabulary. From the foundation stage, the children write with increasing accuracy and independence; and, by the end of Key Stage 2, they produce an extensive range of writing that is of a very high quality and in a variety of forms. In mathematics, the children work independently and with others to acquire core mathematical concepts and skills which they apply successfully across the curriculum. In the Foundation stage, the children engage enthusiastically with practical tasks involving number bonds, shape and space, and measures, to work quickly and accurately in problem solving. By end of Key Stage 2, the most-able children are very flexible in mental calculations, and they are confident and competent in using their mathematical knowledge and thinking skills when attempting unfamiliar problems and investigations"

There were workshops for parents of Year 1 children in writing and Mathematics. These were well attended and parents reported positively on the workshops.

The Scholastic Book Fair took place in May and was again very successful. The school received £5, 800 Voucher to purchase books for class libraries, novels for use in reading lessons and a variety of non-fiction books for topics/World Around Us lessons.

5. The World Around Us (WAU)

Areas of the WAU schemes of work were updated after consultation with Year groups. STEM activities in Years 2 & 4 were reviewed and Activity Based Learning in Year 4 and Structured Play Activities in Year 2 were developed in relation to WAU and STEM activities with pupils experiencing varied opportunities for learning. The school achieved Level 1 in the programme for Global Learning.

6. Religion

The programme for Religious Education is based on the *Grow in Love & Alive-O* series. Through these programmes we prepared the children for the Sacraments of First Penance, Holy Communion and Confirmation. A number of meetings were organised to support this preparation and we are grateful for the good turnout of parents at these. The school chaplain and other parish groups assisted in encouraging and developing the spiritual growth of the pupils.

We supported a number of charities last year, Trócaire, St Brigid's Third World Group, Lepira, The Simon Community, NSPCC and the NI Hospice.

7. Special Educational Needs Provision

As an inclusive school, we ensure our school's curriculum is accessible for all children. The school was reassessed and remains a Centre of Excellence for Inclusivity.

Identification of children with special educational needs is carried out by the class teacher in the first instance. If appropriate, the Special Educational Needs co-ordinator (SENCO) offered advice and guidance to the teacher and arranged additional learning support for the child if necessary. Children identified as having Special Educational Needs received additional support in line with the Code of Practice. Additional learning support was offered by a team of two full time and two part-time teachers. This support involved both withdrawal support (1:1 or small group) and in-class support with differentiated activities being provided. These children had Individual Education Plans (IEPs) which helped to address their needs. Parents were consulted for each of these IEPs.

During the year the school prioritised children they felt required Educational Psychologist assessment and these children were referred to the Psychology Department of the Education Authority (EA). A number of children were assessed using the psychology time allocated to the school by the EA. Advice & support was sought for other children from a range of external agencies, Children's Inter-Disciplinary (Cids) Team, Oakwood, Harberton Support, Peripatetic support.

In June 2017 there were 19 children with a Statement of Educational Needs, each of whom were allocated access to additional adult support.

The progress of all children who were in receipt of additional support was reviewed by the class teacher, the SENCO and in consultation with the child's parents at regular intervals. This close liaison was vital if progress was to be made with individual children and the school appreciated the support shown by parents.

Additional support was available to Newcomer children from a designated teacher. This support involved withdrawal support and differentiated work for pupils within the classroom setting.

The ETI reported *"based on the evidence available, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The*

inclusive ethos supports the children's learning and develops well their personal and social skills".

8. The Arts (Music & Drama)

Music has continued to occupy an important part of the curriculum and after school activities. A teacher was released from class teaching, to teach music to each class from Nursery through to Year 7. Individual instrumental tuition from the School of Music has continued in violin, viola, cello, flute, clarinet, brass and percussion with a number of children entering grade examinations. The orchestra continued to meet weekly and performed a number of concerts for parents during the year. The choir also took part in various school and community events including performing in Bethany Care Home, Victoria Care Home, Malone Golf Club, St George's Market and at the parish Carol Service.

Drama: The pupils demonstrated their musical and dramatic ability at our St Patrick's Day Concert reflecting on not only our own culture but those of our Newcomer pupils. The Year 7 performance in June of 'The Lion King' was a great success and was enjoyed by children, parents and the wider parish community. Drama schemes in Year 5 were reviewed and updated in consultation with the staff. Drama also played a significant part in Class Assemblies in Years 4 - 7. Parents were invited in to join their child's class Assembly, thus further developing links between home & school.

9. Health & Wellbeing

The importance of healthy lifestyles and healthy choices continued to be a priority focus within St Bride's. The school finished in second place in Beat the Street initiative, classes in Key Stage 2 took part in Walk-A-Mile-A-Day with tremendous results in fitness and stamina noted by the end of the year. Children continued to have a Healthy Break as part of the Health Promoting Schools initiative and parents were supportive in this by ensuring children had water and fruit for Break, with no fizzy drinks or sweet treats at this time. The Early Morning Drop Off proved very successful as did the After School Club, which allowed parents to avail of high quality sporting and creative activities between 2.00 & 4.00 each day.

Parents attended an Online Safety presentation facilitated by the NSPCC and pupils attended workshops on keeping safe also lead by the NSPCC.

Year 2 pupils had a special assembly in aid of Cancer Focus.

Preventative curriculum was delivered to all classes through PDMU and included Anti Bullying lessons, online safety lessons, Internet Safety awareness.

10. Personal Development & Mutual Understanding

PDMU is about self-respect, respect for others and the improvement of relationships between people of differing cultural traditions.

Our aims for PDMU should enable pupils, as an integral part of their education:

- to learn to respect and value themselves and others
- to appreciate the interdependence of people within society
- to know about and understand what is shared as well as what is different about their respective cultural traditions
- to appreciate how conflict may be handled in non-violent ways

PDMU is not only concerned with external relationships but also with relationships in our own school. The Governors are pleased to note the caring emphasis that is at the heart

of school life and the respect which the children are encouraged to develop for themselves, other pupils and adults.

The ETI reported *"based on the evidence available, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The inclusive ethos supports the children's learning and develops well their personal and social skills"*.

11. Sport

Throughout the year children have participated in a range of sporting and after-school activities. These have included Judo, Cross Country, Hurling, Camogie, Gaelic Football, Basketball, Netball, Golf and Dodgeball.

Last year the boys reached the Raffo Cup final for the third successive year and won the 'A' section of the Allianz/Cumann na mBunscoil Gaelic Football League. Our boys' team went on to win the 'A' section of the South Belfast Schools' Championship in June.

Our Girls' Gaelic teams went the year undefeated, winning their respective league and championships.

We had four representatives from the school selected to play for Antrim against Dublin in June. Our basketball squad won a South Belfast tournament at Rathmore and we entered a Primary 6 mixed Gaelic team into the Aquinas Cup.

Our boys' and girls' cross country teams won the South Belfast Championships in both the boys' and girls' team sections. We had several runners in the top 5 of each event as well as an overall girls' winner. The cross country teams then went on to compete at the Belfast championships, again winning both the boys' and girls' sections. This in turn qualified us for the inter regional finals, which both teams won.

All three of St. Bride's P7 Netball Teams reached the Finals of the Belfast Primary Schools League and continued to have large numbers at training each week.

Sports Day for Years 4 - 7 children took place in June at the Mary Peter's Track with Sports Day for Years 1 - 3 taking place at the YMCA Playing Fields.

P.E lessons were supported by outside agencies including the Ulster GAA and the IFA. Links were re-established with Windsor Tennis Club and curricular lessons were provided for every year group.

Swimming lessons were offered to Year 5, 6 & Year 7 pupils culminating with swimming galas in April. One of our swimmers represented the school in the national finals, winning gold at the championships in Dublin.

12. Extra-Curricular activities

In St Bride's we recognise the importance of first hand experiences which help bring the curriculum to life. A wide number of educational visits, designed to enhance the children's learning, took place during the year. These provided both enjoyment and valuable learning opportunities. For Example:

Year 1 - Streamvale Farm & Armagh Planetarium

Year 2 - Healthy Life Style Workshop (Ulster Museum)

Year 3 - Ulster Folk & Transport Museum, Cultra

Year 4 - WW2 Museum & Castleward

Year 5 - Water Treatment Works

Year 6 - Viking Workshop

Year 7 - Rain Forest Workshop (Ulster Museum)

Further examples of these can be found on the school web site www.stbridesps.org.uk

Year 7 pupils and some parents enjoyed the Ski trip to Italy in January. The children who did not take part in the trip enjoyed a week long set of activities including a trip to Armagh Planetarium, the Belfast Activity Centre and a session with The Gathering Drum. The pupils also took part in a variety of outdoor pursuits when they spent three days in the Share Centre in Fermanagh. This was a finale for the pupils before they departed to their various post-primary schools and provided a varied programme to develop personal skills.

13. After Schools Activities

After School Activities are a great source of fun and education for our pupils. In addition to those previously mentioned (run by teaching staff from the school), the following After School Activities were also offered to pupils:

<input type="checkbox"/> Time	Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> 2.00pm - 3.00pm	<input type="checkbox"/> Irish Dancing Years 1, 2 & 3	<input type="checkbox"/> Miniversity <input type="checkbox"/> Years 2 & 3 <input type="checkbox"/> ICT Suite	<input type="checkbox"/> Cookery Class <input type="checkbox"/> Year 3 <input type="checkbox"/>	<input type="checkbox"/> Spanish Class <input type="checkbox"/> Year 2 <input type="checkbox"/> (2.00pm/2.50pm)	<input type="checkbox"/>
	<input type="checkbox"/> Music Academy	<input type="checkbox"/> French <input type="checkbox"/> Year 2 <input type="checkbox"/> Music Academy	<input type="checkbox"/> French <input type="checkbox"/> Year 3 <input type="checkbox"/>	<input type="checkbox"/> Irish Language <input type="checkbox"/> Year 3	<input type="checkbox"/>
<input type="checkbox"/> 3.00pm - 4.00pm	<input type="checkbox"/> Soccer <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Orchestra <input type="checkbox"/> Years 6 & 7 <input type="checkbox"/>	<input type="checkbox"/> Cookery Class <input type="checkbox"/> Year 5 <input type="checkbox"/>	<input type="checkbox"/> Spanish Class <input type="checkbox"/> Years 4, 5 & 6	<input type="checkbox"/>
	<input type="checkbox"/> Code Club Year 5 <input type="checkbox"/> ICT Suite	<input type="checkbox"/> Miniversity <input type="checkbox"/> Year 4 <input type="checkbox"/> ICT Suite	<input type="checkbox"/> Judo <input type="checkbox"/> Derryvolgie Hall	<input type="checkbox"/> Brass Ensemble <input type="checkbox"/> Years 5, 6 & 7	<input type="checkbox"/>
	<input type="checkbox"/> Irish Dancing <input type="checkbox"/> Years 4-7 <input type="checkbox"/>	<input type="checkbox"/> French <input type="checkbox"/> Year 4 <input type="checkbox"/>	<input type="checkbox"/> French <input type="checkbox"/> Year 5 <input type="checkbox"/>	<input type="checkbox"/> Boys' Gaelic <input type="checkbox"/> Years 6 & 7 <input type="checkbox"/> Mr Cunningham	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Girls' Netball <input type="checkbox"/> Mrs Kennedy	<input type="checkbox"/>

14. Assessment and Reporting

Assessment is an integral part of teaching and learning. A key element of assessment was the continuous monitoring of pupil progress. All staff in years 3 - 7 engaged in the analysis of data from Standardised Tests Scores, to identify low achievement, possible underachievement and to highlight children who were performing above their expected attainment. Barriers to learning were considered and targets set for some children. These targets were shared with parents and children. These were reviewed at the end of the process when the children were assessed at the end of this academic year. Staff in years 1 & 2 also set whole class and individual targets which were reviewed mid Term & at the end of the year.

On-going assessment of teaching & learning is an integral part of St Bride's approach and children are encouraged to evaluate and reflect on their own learning. Varieties of approaches recommended by Assessment for Learning are used throughout the school, encouraging self and peer assessment.

Parents were given an opportunity to discuss with the class teacher their child's progress during arranged interviews in November and at other times during the year by appointment with the class teacher. The annual written report, which covered all the subjects specified in the revised Northern Ireland Curriculum, was sent to parents in June.

CCEA formal assessment arrangements took place at the end of Key Stage 1 (Year 4) and Key Stage 2 (Year 7) with pupils being assessed using the levels of Progression for Communication, Using Mathematics and Using ICT. Children in these year groups were given levels in accordance with the NI Curriculum.

End of Key Stage Assessments

Communication KS1

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	0.83%	75.5%	23.3%		

Using Mathematics KS1

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017		56.7%	43.3%		

Using ICT KS1

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	1.7%	98.3%			

Communication KS2

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017			7.8%	29.6%	62.6%

Using Mathematics KS 2

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017		0.9%	4.3%	32.2%	62.6%

Using ICT KS2

	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017			39.3%	60.7%	

Year 7 pupils were issued with Records of Achievement folders celebrating their achievements throughout their years at St Bride's.

15. Attendance

The percentage attendance for pupils for the school year 2016 -17 was 97.5%. Attendance was monitored regularly by the Principal and Vice principal, Miss Joyce who met regularly with the officer from the Education Welfare Service. The Education Welfare Officer (EWO) supported the school in maintaining and improving attendance.

16. Links with the Community

St Bride's endeavours to build links with its local community and we have strong relationships with Queen's University, St Mary's University College and Stranmillis College which are mutually beneficial. Students were provided with valuable experience working in St Bride's. The school hosted Medical Students in Primary Schools (M.I.P.S.) and Erasmus students.

Other opportunities included:

- PTA functions, Fun Day, Discos, Christmas Fair, Glitter Ball to name a few
- Beginning of the year school Mass
- Prayer Services for Years 1 - 3
- Open Day
- Curriculum nights for parents
- Workshops in Literacy & Maths
- Newcomer Welcome Coffee morning
- Christmas Plays for years 1 - 3
- St Patrick's Day concerts for years 4 - 7
- Book Fair
- Sacraments of First Penance, Holy Communion, Service of Light and Confirmation
- Beat the Street

In addition, the following approaches were used to keep the school community involved and informed:

- Newsletters
- Curriculum Newsletters
- School website
- Twitter account
- Homework Diaries
- Display Boards
- Prospectus

17. Links with Post Primary Schools

Links were developed between Rathmore Grammar School, St Joseph's High School and St Bride's to develop teaching & learning activities in Literacy & Numeracy through the CPD Literacy & Numeracy initiative.

St Bride's provided opportunities for post primary schools & college students to participate in work placements and we welcomed back many past pupils.

18. LMS Budget Report

The Finance Committee of the Board of Governors administered a delegated budget of £2,380.611

SCHOOL FINANCIAL PLAN 2016 - 2019 B

		St Bride's Primary		CODE	0523
<i>Only complete cells in grey</i>					
	October 2015	October 2016	October 2017	October 2018	
Full Time Equivalent Enrolment	873	885	885		
Teaching Complement	37.60	38.00	37.00	36.00	
Pupil/Teacher Ratio	23.22	23.29	23.92	0.00	
Expenditure Summary		YEAR 1 (2016-2017)	YEAR 2 (2017-2018)	YEAR 3 (2018-2019)	
Teaching Staff		£1,941,152	£1,960,563	£1,980,169	
Auxiliary Staff		£200,566	£202,572	£204,598	
Ancillary Staff		£128,643	£129,930	£131,229	
Other Employee Expenses		£0	£0	£0	
Premises: Fixed Plant and Grounds		£72,214	£73,658	£75,131	
Supplies and Services		£100,000	£102,000	£104,040	
Transport and Moveable Plant		£0	£0	£0	
Establishment Expenses		£17,871	£18,228	£18,593	
Capital Expenditure		£0	£0	£0	
<i>Less Income (enter as negative figure)</i>		-£18,000	-£18,000	-£18,000	
Estimated Savings (enter as a negative figure)					
reduction of 1 temporary teacher from June 17		£0	-£32,352	-£45,844	
ongoing savings garden & ICT		£0	-£30,000	-£30,000	
reduction of 1 temporary teacher from June 18		£0	£0	-£32,352	
Please specify		£0	£0	£0	
Estimated Additional expenditure (enter as a positive figure)					
additional teaching costs		£0	£32,935	£32,935	
ongoing costs for classroom assistant		£0	£6,210	£6,210	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
TOTAL PROPOSED EXPENDITURE		£2,442,446	£2,445,744	£2,426,709	
CFF BUDGET SHARE PER CAPITA		£2,716	£2,711	£2,711	
Budget Summary					
Common Formula Funding (CFF) Budget Share		£2,371,394	£2,399,485	£2,398,934	
Transition Funding		£9,217	£0	£0	
Other funding - (Please specify)		£0	£0	£0	
Other funding - (Please specify)		£0	£0	£0	
Other funding - (Please specify)		£0	£0	£0	
Total Delegated Budget		£2,380,611	£2,399,485	£2,398,934	
Carry-over from Previous Year		£154,517	£92,682	£46,423	
Total BUDGET		£2,535,128	£2,492,167	£2,445,357	
less PROPOSED EXPENDITURE		£2,442,446	£2,445,744	£2,426,709	
ANTICIPATED CARRY-OVER		£92,682	£46,423	£18,648	
% CARRY-OVER		3.66%	1.86%	0.76%	
<i>In Year Movement (for officer use only)</i>		-£61,835	-£46,259	-£27,775	
The financial plan will not be considered for approval if: - it is not signed by the principal and chairperson, - any of the three years are incomplete, - estimates of expenditure are unrealistic					
Comment:					
Principal:	_____	Date:		_____	
Chairperson:	_____	Date:		_____	
Education Authority:	_____	Date:		_____	

19. Enrolment & Admissions

The enrolment figure for 2016- 2017 was 809 and the Admission figure was 116.

A total of 115 children transferred to post primary schools. These included:

- 35 - Rathmore
- 11 - Our Lady & St Patrick's College
- 17 - Aquinas
- 22 - Methodist College
- 2 - St Dominic's
- 1 - St Malachy's College
- 3 - St Mary's Christian Brothers
- 5 - St Joseph's College
- 1 - St Genevieve's
- 2 - St Louise's Comprehensive
- 3 - Trinity College
- 1 - Campbell College
- 2 - Fort Hill Integrated
- 4 - Victoria College
- 1 - Lagan College
- 5 - RBAI

20. Building and Site

Ongoing maintenance work to the fabric of the building occurred. A number of Minor Works applications were submitted

- Replacement windows scheme
- School Enhancement Programme

Consultation work began for the refurbishment of the Ashleigh Hall and painting was carried out in the outdoor environment in the Nursery Unit.

New security measures were implemented, with side gates being locked after 9.30. Access to the school grounds was through an entrance at the front of the school (coming from the church carpark into the Derryvolgie site). The back gate was closed, but unlocked to allow for access between sites. Doors were locked after 9.30am to ensure access was through the front entrance, where visitors have to be 'buzzed' in.

21. St Bride's Parent Teacher Association

The Board of Governors wishes to extend their thanks to the members of the PTA for their continuing interest and support for the school. They supported the school by financing additional resources for the children and by organising receptions for children & parents after Confirmation, the Carol Service, Holy Communion and Leavers' Mass. Last year the PTA helped to fund specialist Art lessons, the swimming coaches, medals for sports day, sports equipment, St Brigid's statues for the Sacred spaces, the insurance and running of the school mini bus and outdoor play equipment.

22. Awards

The school was recognised as a Centre of Excellence in terms of inclusivity and continues to hold the Investors in People Gold Award.