

**St. Aloysius Primary School  
Lisburn**



**Board of Governors Report  
for  
2022/23**

Dear Parents/Guardians

I am presenting this Annual Report on behalf of the Board of Governors of St Aloysius Primary School and Nursery Unit.

In normal circumstances, the Annual Report should give you an overview of the work of the school during the past year and an account of how the Board of Governors, school management and staff have carried out their responsibilities.

The year opened with some optimism despite the presence of Covid. The school environment returned to normal with occasional cases of Covid. 2022/23 was about Covid-recovery: it was evident the pandemic did impact on the children both socially and academically.

In addition, Governors also recognise the commitment and ongoing support of the parents and the wider community. It is through working together in partnership that enables our school community to thrive.

In Spring 2023 we were thrilled to see the completion of the much anticipated Foundation Stage outdoor play area. The school and PTFA have campaigned and fundraised for some time knowing the potential of the area. Indeed, it is amazing!

Finally, I must pay tribute to the school governors for their commitment, enthusiasm, and dedication in carrying out their responsibilities – all done on a voluntary basis. In addition, the Parent Teacher and Friends Association for the enormous contribution they make to the success of the school.

Thank you for your ongoing support.

*Dr M Daly*  
Chairperson  
Board of Governors

## Membership of the Board of Governors

Dr. Mary Daly	Trustee ( Chairperson )
VACANT	Trustee
Mr Martin McDonald	Trustee (Vice-Chair)
Mr Philip Fitzsimons	Trustee
Mr Rodney Dowling	DENI
Mrs Geraldine Clenaghan	Education Authority
Mr. Martin Busch	Education Authority
Mrs Louise O'Brien	Parent Representative
Mrs Jolene Russell	Teacher Representative
Mrs Catherine Milne	Principal

### The Role of the Board of Governors

A schools' Board of Governors is made up of representatives from a wide range of interests and backgrounds with the shared goal of providing the best possible education and educational opportunities for all pupils.

Governors are involved in setting the strategic direction for the school and taking corporate decisions in relation to the statutory functions of the Board of Governors. Example areas of responsibility include:

- Setting the school's vision, aims, plans and policies
- Establishing and maintaining the school's ethos
- Monitoring and evaluating school performance
- Managing school funds economically, effectively, and efficiently in line with published guidance
- Curriculum planning, including examinations management and administration policy
- Admissions
- Employment issues
- Pupil pastoral care and protection issues

The responsibility for governing the school is shared by the whole Board of Governors. Governors participate in the decision making for a wide range of proposals and issues, and ultimately vote on and agree important changes which impact the school, pupils, and staff. The day-to-day operation of the school is delegated to the principal.

The full Board of Governors met virtually on several occasions in 2022/23 to discuss many aspects of school life and to hear the principal's report on the day-to-day management of the school.

Sub Committee work of the Board of Governors was curtailed. Admissions to preschool and Primary One was given due consideration. The work of curriculum, staffing, accommodation, pupil health and safety, pastoral care and discipline were dealt with by the full Board at regular remote meetings due to Covid restrictions.

## **Mission Statement**

***To live, love and learn in a caring, Catholic community.***

St. Aloysius provides a happy and secure atmosphere in which the Catholic ethos permeates all levels of your child's experience.

Through this we strive to:

- Deliver a rich, balanced, and creative curriculum, enabling all children to achieve high standards and celebrate success.
- Maintain the highest quality of learning and teaching to ensure children achieve their full potential and become motivated, ambitious, and confident lifelong learners.
- Develop each child spiritually, morally, intellectually, socially, emotionally, and physically in order that they may realise their full potential and have an appreciation of their self-worth.
- Encourage qualities of initiative, independence, resourcefulness, and self-confidence in each child.
- Help children to develop an understanding of their own culture and tradition and promote an environment where children and families of diverse identities are recognised, welcomed, and respected.
- Foster productive partnerships connecting the school, the family, the parish, and the wider community in the education of the whole child.
- Promote positive behaviour within a happy and secure school environment where the pupil voice is valued.
- Nurture a spirit of charity and a respect for the environment and concern for others.

## **Staff 2022/23**

### **Teaching**

Principal: Mrs. C Milne

Vice Principal: Mrs T McDowell

Ms McMahan    Nursery

Mrs Gray        P1  
Mr Hughes      P1

Miss Donnelly    P4  
Miss Murphy    P4  
Mr McConville   P4

Mrs Hanna      P2  
Mrs McLaughlin P2

Miss Dornan     P5  
Miss Mackle     P5

Mrs Russell     P3  
Mrs Rooney     P3  
Miss Barlow     P3

Mrs Brennan    P6  
Mr Digney       P6

Mrs Freeman    P7  
Mr McCann      P7

SENCO: Mrs A Mallon

SEN Engage Support: Mrs Wright

### **Classroom Assistants**

Mrs. A McAdam  
Mrs Reid  
Mrs. L O'Brien  
Mrs Campbell  
Mrs Baker  
Mrs B Kearney  
Mrs K Mervyn  
Mrs. C Bradley  
Mrs Abogunrin  
Mrs. K Marshall

Miss R White  
Mrs. D Thompson  
Mrs C Sutherland

Miss A Fitzgerald

Mrs Hale  
Mrs Travers

### **Secretary**

Mrs. Coreen Brennan

### **Caretaker**

Mr. Colin McCarroll

### **Supervisory Assistants**

Mrs. C Bradley  
Mrs. U Campbell  
Mrs. A McKillion  
Mrs. B Kearney  
Mrs Sutherland

Mrs O'Brien  
Mrs. K Marshall

### **Cleaners**

Mrs C Watts

Mrs S McKernan

Mrs K Tunstill

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### **Enrolment – September 2022**

**417 plus 26 Nursery pupils Total 443**

We extended a warm welcome to our new P.1 pupils and 26 Nursery children who joined us in September '22.

### **Catholic Ethos**

Developing each child to their full potential continues to be the primary objective in St Aloysius. Our ethos embraces this holistic approach. The children are encouraged to reach high academic standards, whilst enjoying a range of sporting, music and drama-based activities. Throughout this enriched curriculum the pupils are continuously growing in their awareness of God and well as developing personal skills and nurturing a respect for others.

As part of our Catholic tradition, our Religious Education programme, 'Grow in Love' is used extensively across the school with opportunities for parental engagement, especially in sacramental years. Attendance at Mass resumed as normal, and we were able to celebrate First Confession, First Communion and Confirmation.

P4 First Confession Saturday 3<sup>rd</sup> June 2023  
P3 First Confession Friday 31<sup>st</sup> March 2023  
P7 Confirmation Thursday 16<sup>th</sup> March 2023

We welcome children from all faiths and none. Parents are free to exercise their right to opt out of the Religious Education Programme and any celebratory events in the church.

St Aloysius Primary School welcomes a diverse pupil population. We feel honored that all children feel happy and secure with many life-long friendships forged.

### **Charity Work**

Every year, Christmas Hampers are donated to St Vincent de Paul. With Covid, we collected grocery items from which SVP assembled hampers for distribution to local families.

In addition, we were able to support Trocaire and Action Cancer.

## **Pastoral Care**

At Saint Aloysius pastoral care permeates all aspects of school life. It reflects the values, attitudes, beliefs and practices of our Catholic faith and involves all members of our school community: children, parents and all other adults who contribute to the well-being of each child.

Summary copies of our Child Protection Policy were distributed to new families and leaflets are available on the school website, with the full document in the foyer. Every teacher regularly reminded children what to do if they were unhappy in school and who they can talk to reflecting Anti-Bullying approaches and legislation.

Covid caused upset to family and school life in 22/23 – a recovery year. For some children, social skills, self-confidence, and motivation were noticeably reduced. We were fortunate to avail of funding from *Happy, Healthy Minds* with art therapy. Nominated children availed of support to develop their social skills. This initiative was invaluable. We were so disappointed that the Dept of Education withdrew funding in March 2023.

In addition, the school sourced support from:

- Hipp Psychology – P7 Transition

## **Morning Club**

The club resumed in 2022/23 and opened from 8am.

## **After School Provision**

After School's Club is also available in St Aloysius: 2-6pm daily. Staff are employed by the school and the Manager is Mrs Bradley. A variety of indoor and outdoor play activities are provided for pupils.

## **Parents and Community**

Teachers were able to outline the content of the curriculum for the year ahead. In addition, parents were informed of new teaching approaches. Parents were also given the opportunity to meet with class teachers virtually for Parent-Teacher Meetings mid-year and in June, pupil Reports were issued.

## **Children: Community, Trips & Learning Beyond the Classroom**

Sadly, community activities were impacted with the pandemic. However, school trips did resume with Covid mitigations and risk assessments in place.

As the year progressed and the health situation improved with trips and in-school events including:

- Trips (mostly Term 3): Streamvale Open Farm P1/P2, Planetarium/P3; Titanic/P5, Hillsborough Castle, Stormont – School council.
- Pantomime at the Grand Opera House – P6
- Sports coaches
- Book Fair
- Maths Week, Maths Challenges; Sentinus Maths workshops
- Visits from Action Cancer, Fire Authority
- Sporting Events: Tag Rugby, Sports Days
  
- Primary 7 Residential Manchester June 2023.  
Most of the Primary 7 children travelled and the highlights included Alton Towers, Salford Water Sports, Liverpool FC

## **School Council;**

- Class representatives from P4-7

### **Eco-Council;**

- Green Flag status upheld
- Recycling projects
- Clothing bank

### **NURSERY UNIT**

The nursery unit was again oversubscribed. The Pre-School Curriculum was delivered through a variety of topics with both indoor and outdoor play. The Nursery had a number of visitors:

- Music – Mrs Hamilton – the children also developed their listening skills as well as turn-taking.
- Drama – Mr Hullaballo – in-class productions reflecting topics such as Fairy Tales, Holidays etc
- PE/Movement: CK Coaching

Visitors:

- World of Owls
- Blackberry Farm

Activities were offered to promote:

- Listening Skills
- Wellbeing
- Physical activity
- Music

The children had a wonderful year and with access to the full Pre-School Curriculum made significant progress.

**Getting Ready to Learn (GRtL).** With not being able to bring parents into the nursery setting, the focus was the promotion of storytelling. Home story packs were available to borrow.

#### **Supporting Learning:**

In 22/23, those pupils with communication needs were able to access Early Talk Boost with the input from the Engage teacher and trained classroom assistants. In addition, early listening and communication skills were identified using Teddy Talk which was administered by the nursery teacher.

#### **Pre-school Support Network:**

Like all schools, accessing services is increasingly difficult. However, we have the support of a nominated Health Visitor who can help us link with parents if required.

Educational Psychology: as a nursery, we have some capacity to refer to Educational Psychology. Typically, any referrals are those children who may have speech and language difficulties or require specific strategies.

The school Learning Support Co-ordinator (SENCO), along with the nursery teacher co-ordinated supports and referrals.

#### **Dept of Education & ENGAGE in Nursery:**

The Engage Programme was offered to pre-schools to support Special Educational Needs. Additional classroom assistant hours allowed the teacher to focus on individual children and support key skills with;

- Teddy Talk
- Early Talk Boost

## **SCHOOL DEVELOPMENT PLAN**

*The purpose of a school development plan is to identify key areas for improvement and map how they are to be addressed over a period of time. Each target will be 'actioned' by a key member of staff or co-ordinator. The co-ordinator will draw up an Action Plan outlining the 'what', 'why', 'how' and 'who' involved in addressing this target.*

*All targets are submitted to the principal and Senior Leadership Team in draft for discussion before being actioned. This is to ensure the plan is realistic and appropriate. The principal will then ensure both time and resources are allocated to ensure staff have the time to develop each aspect of the plan to suit their own class and all abilities.*

## **THE CURRICULUM: EVALUATION OF KEY AREAS 2022/23**

### **1. LITERACY**

**Literacy Co-ordinator: Mrs T McDowell**

Literacy overview

June 2023

#### **TEST DATA**

The comparison to Group (St. Aloysius)-National (All schools) highlighted that we were above all areas apart from spellings.

#### **Areas of strength**

- Evidence of progression in majority of classes and evidenced by assessment data.
- All classes continue to achieve well above the national average across the majority of literacy categories. If we notice a decline in expected, that area will receive a focus. Such timely interventions have proven productive.
- Spelling strategies – change of approach has yielded dividends (suspect spelling may have suffered during lockdowns). Spelling is no longer an area for development, but the Literacy Team will continue to promote strategies.
- Ongoing pupil tracking proving successful.
- Wide range of writing styles evident.
- Independent writing continues to develop in the majority of KS1 / FS classes.
- Reciprocal reading strategies well embedded with assistants trained to support the teacher.

#### **For Development in 23/23**

- **Handwriting:** having decided on an approach, this will be rolled-out in P1-3 using a resource called *PenPals*.
- **Cross-Curricular Links:** with other co-ordinators, use story books to enhance approaches to promote Science, STEM, ICT, Maths and World Around Us.

**Book fair** – This year the fair was incredibly successful, raising £3100.00. As the library was being reinstated in August, the money was spent on additional reading materials.

#### **Accelerated Reading Scheme (AR)**

With Accelerated Reader, a student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills. Together with Star Reading by Renaissance, it forms a complete reading practice and assessment solution. We introduce AR in Primary 4 and facilitate its development across P4-7. AR promotes independence and motivation, and with in-class comprehension strategies such as Reciprocal reading, we find the children make great progress.

Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning.

A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. There is always a degree of challenge and teachers will monitor progress to ensure the balance between enjoyment, progress and challenge is maintained.

Many books are aligned to AR. This includes non-fiction and factual titles so lending itself to motivate all children to become readers. *Libraries NI* recognise AR and many of the titles available to lend are AR books.

AR continues to a highly successful scheme. Indeed, it is one of the best initiatives we have ever adopted. At the end of June, we had 37 '**millionaires**' (children who read over one million words in the year) and they were provided with a special lunch to acknowledge their commitment to the programme.

Teachers were also given the opportunity to nominate one child from each class to join the special lunch, rewarding their achievements in AR.

### Training

- Learning by Questions
- Guided Reading – Reciprocal Reading – Classroom Assistants
- Guided Reading in Key Stage 1 – further work on strategies and supporting specific needs.

## 2. NUMERACY

### Numeracy Co-ordinator - Mr A McCann – End of Year Report – June 2023

#### Achievements during 2022 – 23

- The main focus area for Numeracy this school year was mental maths and calculations.
- Analysis from P4-P7 PTM data has shown that all year groups are above or equal to the national average in the areas of 'Number' and 'Fluency of facts and Procedures'.
- With the pupil target of achieving 60% of pupils at Stanine 5 and above, all classes achieved this.
- With the target of reducing the number of pupils who are achieving much or lower than expected progress, the number of 'Much lower' decreased significantly (and now in single figures).
- Introduction of *Freckle Maths* as a replacement for *Mathletics* from the beginning of September 2022.
- *Freckle* training was provided for all teachers from P4-P7 and co-ordinator.
- *Freckle* has been embraced amongst most classes with approximately 100,000 minutes being spent practicing on the platform across all maths topics. There have also been approximately 25,000 sessions completed throughout the year.
- Two more online platforms were purchased at the beginning of the year to support this year's school focus, '*Times Tables Rock Stars*' for KS2 mainly and '*Numbots*' to help KS1.
- We had a hugely successful Maths Rock Star Day event to celebrate Maths Week Ireland in October. All year groups were invited to the hall for a maths fun day, where they were able to use lots of the school resources like *IZAK9*, *Spheros*, *MathsFrame* on iPads etc.
- We also ran a times tables competition in school, where we had a school assembly and children competed against each other. It was a highly engaging week with many classes motivated to keep using these resources.
- A new maths scheme has been purchased for next year called ***Busy Ant Maths***. This will be in the form of textbooks and workbooks for all year groups.
- Primary Maths Challenge was carried out by Primary 7 pupils in November. This was the first year that the pupils took the test online and I think that it wasn't as effective as the normal paper version that the pupils would have sat, and I will have to review this again next year.
- A Numeracy team was re-established this year and were a great help during Maths Week Ireland, pushing the new resources amongst their year groups and in meetings about the new maths scheme.



### 3. ICT

ICT Co-ordinator/Mrs D Brennan

Report to BoG – June 2023

#### Targets achieved:

- **To monitor ICT Tasks with focus on desirable Feature-Art & Design.**
- **To promote E-safety for pupils and parents as an everyday concern.** Promoted on an ongoing basis with particular lessons focused on during Internet Safety Day. A pupil survey was conducted using Google forms along with Parent questionnaires.
- **To promote use of iPads across the curriculum.** iPads being successfully used throughout school.

#### **To promote E-safety for pupils and parents as an everyday concern.**

ICT safety promoted on regular basis but special attention given on Internet Safety day when discussion is often the key tool used.

- Thrive Academy used to promote digital resilience of P 6 & 7 pupils using activity-based learning.
- Eric McCleery, an Apple Educator, facilitated a workshop for P6 & 7 parents and pupils with the emphasis on accepting use of social media and putting safety measures in place and conversations open-pleased with attendance.

#### **Analysis of Parental and Pupil survey with regards to digital technology.**

Pupil Survey -Conducted by all P6 & P7 pupils

Outcomes raised a few points which formed the basis for the e-Safety presentation, as well as future messages.

As Principal, I regularly remind parents on e-Safety in the weekly newsletters, specifically:

- Filtering, age-appropriate apps.
- Reminding parents/carers to set controls and where to source advice & guidance

#### **To establish an ICT Team**

- Key staff undertook an accredited Google training program which provides an understanding of their suite of applications.
- A nominated teacher played a role in the promotion of the Surface Pro devices owned by each member of staff and support with technical issues which arise.

#### **Digital Leaders**

A new group of digital leaders is currently being recruited within P6 through an application and interview process. Their purpose is to support with iPads. They will meet once a fortnight with the support of a classroom assistant and teachers will send a support request.

#### **For Development**

- Re-establish Year group consultation meetings- staff commit to ICT tasks to be carried out and provide a sense of monitoring.
- Use of Chrome books
- Stress test pupil safety regularly with regards to access to explicit materials

#### 4. SPECIAL EDUCATIONAL NEEDS

SEN Co-ordinator: Mrs A Mallon

Report To BoG

June 2023

##### **With the new SEND legislation – The Special Educational Needs & Disability Act (NI) 2016:**

- 5 categories reduced to 3
- School SEN profile in keeping with the expected if not a little below.
- Categories of need inc
  - Cognition
  - Social, Emotional
  - Speech, Language & Communication
  - Sensory
  - Physical

##### **Interventions:**

- Literacy Support
- Engage 22/23 – sadly, the Dept of Education withdrew funding 31<sup>st</sup> Marh 2023
- Talk Boost
- Early Talk Boost
- Lexia
- Booster Classes facilitated by teachers.
- WellComm (Speech & communication)
- Teddy Talk

##### **External Agencies:**

- RISE NI – low-level support and advice for pupils in P1-3 with Nursery coming on-board in 2023.
- ASD support – EA
- Speech & Language
- Literacy Service – supporting those with significant Dyslexic tendencies.
- Art Therapy – nominated pupils/groups. Sadly, Dept of Education withdrew funding 1<sup>st</sup> March 23.

##### **EA Educational Psychology:**

- Referrals to Educational Psychology are restricted in terms of ‘hours’ allocated by way of school data. St Aloysius PS & NU has limited capacity to refer only after all other interventions have proven ineffective. However, the SENCO is very thorough and will liaise with staff and parents to refer those with a clear need.
- Consultations: with a firm body of evidence and assessment data. Pupils can be forwarded for referral.

##### **In-School Support:**

- Classroom Assistants have been trained to deliver Talk Boost/Early Talk Boost
- Lego Therapy
- All assistants trained in higher-order reading skills.
- Booster Classes (delivered by teachers) to include Phonics, Early Reading Skills, Early Maths Skills.
- Differentiated in-class support.
- Withdrawal support with SENCO.

##### **SEND (Special Educational Needs & Disability Act)**

With the introduction of SEND, policy and practice is under review and is adapted after the introduction of each part of SEND.

The main changes are:

- 3 Stages instead of 5
- Support plans are now called Personal Learning Plans (old IEP)
- PLP’s are very different from IEP’s – training to be offered and PLP’s will be recorded on the school system – SIMS.

**Training:**

Specific training has been sourced to support children or raise awareness.

In 22/23, training included:

- ASD support and interventions
- Supporting the Development of Early Communication Skills
- Behaviour support – all staff
- Promoting Positive Health and Wellbeing
- Implementing online Annual Review
- Medical: diabetes, epilepsy

**Assessment**

Pupils are assessed constantly. P3-7 pupils undertake standardised tests each May.

Pupils continue to perform above the national average in both English and Maths. The information gained from the analysis is reported to parents by way of parent-teacher meetings and the end of year report. We were able to identify children requiring support through data analysis as well as track school performance for school improvement and target-setting.

**Meeting Educational Needs**

Teachers plan and differentiate work to meet all levels of ability. We have two additional teachers who, on a part-time basis, support learning for individuals/groups as well as language development.

In terms of Special Needs, the SENCo (Special Educational Needs Co-ordinator), oversees provision and maintains records in accordance with the Code of Practice for Special Educational Needs.

Teachers are aware of the abilities of all their children and plan so that all are challenged as well as supported.

**Engage 22- March 23**

The Dept of Education was able to offer schools additional earmarked funds to support those who were most impacted with class and school closure. Sadly, this funding was withdrawn on the 31<sup>st</sup> March 2023 and we had to cease this support (as our school budget could not sustain this level of support).

It is notable that a significant number children received support in both Literacy and Numeracy. The focus was on basic concepts and skills. From assessment data it was evident that children had missed key concepts during school closures (due to Covid) and there was a legacy deficit. The Engage programme provided additional support delivered 3 days pw week over 2 terms

A teacher was released to deliver the programme with a substitute teacher taking over that teacher's class.

Progress was tracked – **ALL pupils made progress.**

***Like all schools, we were desperately disappointed that the Dept of Education withdrew funding from an initiative that was making such a positive difference!***

**Early Support:**

Children with language deficit are targeted in nursery and Primary 1/Primary 2. As part of Early Intervention Lisburn, we are part of the Help Kids Talk initiative. Early Talk Boost and Talk Boost are widely used. In addition, we have our own targeted programmes and booster classes.

**5. The World Around Us (WAU)**

**Mrs Russell**

**June 2022**

**Main goals for 22/23**

- The promotion of STEM as part of the World Around Us Curriculum
- Developing Cross-Curricular Links
- Continue our Eco ethos

**Successes:**

- **STEM week**
- **Sentinus** to plan a variety of workshops relevant to each year group's topics

**Activities:**

- **Staff Audit**
- **Trips and speakers** coming in to present on eco-topics
- **Training** – ASE Online conference

**Issues encountered:**

There was a lack of development opportunities / CPD training as co-ordinator. The EA have been unable to offer relevant courses.

## 6. The Arts

Within the Northern Ireland Curriculum, Music, Art and Drama are delivered under the umbrella term of The Arts. Teachers plan for each of the above but often within a cross-curricular/topic approach.

The children regularly showcase their talents and abilities. Each Christmas, the Nursery and P1/P2 pupils invite their parents and families to their Christmas productions. The older children will present assemblies to the whole school.

Competitions are entered. This can be local and In Spring 23 we have winners with Lisburn Castlereagh Council (LCCC) and The Credit Union.

In June 2023, the Primary 7 welcomed parents to their end-of-year production of the 'Wizard of Oz'.

Our choirs take part in events and are invited to many local venues in December.

## 7. PE/Physical Development & Health Promotion

We are a Healthy Eating School and actively promote healthy lifestyles. All children take part in an active PE curriculum and swimming is available to those children in Key Stage 2. We avail of additional coaching from local organisations and the LCCC.

Participation in sports and activities is promoted. From Nursery and Primary 1, outdoor play is promoted, and now with the new P1/2 playground, there has already been investment in climbing frames, bikes, trikes, scooters.

The Gaelic and soccer teams were very active during 22/23 and took part in schools' leagues with some success. While competition isn't for everyone, care is taken to promote activity and movement such as The Mile Walk. After-school's clubs will include gymnastics, dance, Nerf etc

Ally's After-schools will be outside daily. The children have access to sports equipment, bicycles, Berg go-karts and trikes.

**Other events:**

- LCCC Swimming Gala
- Cross-Country
- Tag Rugby

Every year the school Sports Day is arranged over 2 days. Activities with the younger children are about enjoyment and like all sporting organisations, less about competition and 'winning'. However as the children move up, Sports Days are a little more competitive with medals awarded.

## **The School in the Wider Community**

St Aloysius endeavours to build links with its local community and we have strong relationships with St Mary's University College, Stranmillis College, University of Ulster, Edge Hill University and South-Eastern Regional College (SERC) which are mutually beneficial.

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

- Newsletters
- School website
- Seesaw Family
- Seesaw pupil
- Twitter/X account
- Homework Diaries
- Display Boards
- Prospectus
- Parish Bulletin

## **Parents, Teachers and Friends Association (PTFA)**

The PTFA had less of a presence in school but still managed to support the pupils and fund-raise.

**Celebratory Events:** with PTFA funding and support, we were able to celebrate and reward pupil participation and achievements such as: Accelerated Reading, First Communion, First Confession, P7 Leavers events and Colour Run June 2023.

### **P1/2 Outdoor Play Space:**

The PTFA have been fundraising to develop an outdoor play area for P1/2. The site was a large courtyard but had 2 large beds with old tree trunks. The area was cleared in the Autumn mid-term 2022. It was a large project!

The school was extremely fortunate to access Dept of Education funding for outdoor play. This project was completed in Spring 2023 taking 12 weeks. The playground was levelled, drained and 2 surfaces installed with a hard play area and a safety soft play area.

## **Extra-Curricular Activities**

Children continue to benefit from an extensive, inclusive, and diverse range of activities suiting all interests and ages. Our children have the opportunity to engage in a wide range of activities that complement and extend the learning that takes in place in our school on a daily basis.

A few of the activities on offer include:

- Soccer
- Gaelic
- Multi-skills
- Dodgeball
- Gymnastics
- Dance
- Art
- Tin Whistle
- Multi-sports
- ICT – Coding
- Lego Club

### **LMS (Local Management of Schools)/School Budget Position 2022/23**

The Board of Governors administered a delegated budget of £1,419 397. The school's financial position over the last number of years has been within the tolerance level set by the EA for sound financial planning and was deemed a Category 4 school. This 3-Year Financial Plan, based upon the current LMS funding scheme, met fully the requirements to remain within budget while at the same time maintaining the challenging targets of high performance within the school, without affecting any child's educational development. The budget surplus was a very modest sum of £23K - smaller than anticipated due to increased costs of gas, oil and electric.

*2022/23 saw new challenges for school finances: massive increases in energy costs, school budgets decreased.*

**Future challenges:** going forward we need to be mindful of events that could impact on the school budget. Schools have been advised to be very cautious as costs remain high and impact of possible pay deals with school budgets may have to subsidise.