

BOARD OF GOVERNORS'  
ANNUAL REPORT  
FOR  
SCHOOL YEAR  
2024 – 2025

Mary Queen of Peace Primary School  
Glenravel  
Co. Antrim  
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Principal: Mr Malachy Conlon [BEd., MEd., PQH]



May 2026

## INTRODUCTION

Mary Queen of Peace Primary School was opened in September 2016, following the amalgamation of St. Mary's PS, Cargan and Glenravel PS. The school operates on a split site, with Y1-3 on the Cargan site and Y4-7 in Martinstown, during the 2024-25 school year.

The Board of Governors' Annual Report covers the period 2024 - 2025; its purpose is to keep you informed of what is happening in the school and to foster your participation as an important partner in the education of your child or children. I trust that you will find this report informative.

The report cannot cover every aspect of school activity but gives an overview. If there are any issues of general concern in it, which you would like to discuss, please contact the Principal.

On behalf of the Governors, I would like to thank the Principal and teaching staff for their conscientious dedication to the education and development of our children. The non-teaching staff plays an essential role in the running of the school and their contribution is gratefully acknowledged.

Again, on behalf of the Board of Governors I thank you for your support and look forward to your continuing involvement.

Mr S Harvey  
Chairman  
Board of Governors

## **ORGANISATION AND MANAGEMENT**

### **THE BOARD OF GOVERNORS 2023-24**

**Chair:** Mr S Harvey  
c/o Mary Queen of Peace PS  
2 Lisnamanny Road  
Martinstown  
Co. Antrim  
Tel: 028 21758358

**Secretary:** Ms Elaine Higgins

The Board of Governors has overall responsibility for the effective management of the school. They are required to meet as often as the conduct of business may require, and a minimum of three times a year but in practice meet more frequently.

The Board of Governors is involved in all aspects of school life including but not limited to:

- Determination of Curriculum Policy and of the Curriculum
- Safeguarding
- Appointment of teachers and other staff
- School Admission Policy
- Control of the LMS Budget
- Fostering partnership with parents in school affairs
- School policies
- School building
- Promoting links with the community

#### **Membership**

Governor Name	Representing
1. Rev P Strain	Trustees
2. Mr Sean Harvey	Trustees
3. Mr Mark McQuillan	Trustees
4. Mrs Anne-Marie Hoey	Trustees
5. Ms Elaine Higgins	Department of Education
6. Mrs Michelle Carton	Education Authority
7. Mr Séamus McMullan	Education Authority
8. Mrs Geraldine McKeown	Teachers
9. Mr Matthew Donnelly	Parents
10. Mr Malachy Conlon	Principal

Date of expiry of current term of office: 2024-28

## SCHOOL STAFF 2024– 2025

### Teaching Staff

Mr M Conlon	Principal	Mrs G McKeown	Year 3
Mrs S McNicholl	Vice-Principal, Year 2	Mrs C O Mullan	Year 4
Mrs S Hynds	Year 1	Mrs C Duffin	Year 5
Mrs L McLoughlin	Year 3	Mrs M McAlister	Year 6
Mrs E Sharkey	Year 4	Miss S Walsh	Year 6
Mrs L Gormley	Year 7		
Miss C McGurk	Year 2 (Maternity Cover)		
Miss J McGurk	Year 5 (Maternity Cover)		

### Support Staff

#### Classroom Assistants

Emer Higgins	Year 1
Laura Lok	Year 1
Philomena Higgins	Year 1
Mary Swann	Year 2
Karen McIlhatton	Year 2
Rita McCollam	Year 2
Naimh McAlister	Year 3
Barbara Donnelly	Year 3
Pauline Mulholland	Year 4
Claire McLarnon	Year 4
Christine McAfee	Year 5
Tara McFadden	Year 6
Kara McErlane	Year 7
Louise McFadden	Year 7
Una McCambridge	Year 7

#### Supervisors

Mary Swann
Emer Higgins
Laura Lok
Rita McCollam
Kara McErlane
Naimh McAlister
Barbara Donnelly
Claire McLarnon
Pauline Mulholland
Christine McAfee
Tara McFadden
Philomena Higgins
Karen McIlhatton
Joanne O’Loan
Kara McErlane
Una McCambridge

#### Building Supervisors and Cleaning Staff

Denise Crossett  
Steve Beagan  
Bobby Reid

#### Clerical

Denise McAuley

### **Management Responsibility**

Mr M Conlon	Principal	Overall responsibility for Curriculum, Pastoral Care, Deputy Designated Teacher for Child Protection
Mrs S McNicholl	Vice-Principal	Mathematics Co-ordinator, Pastoral Care, Designated Teacher for Child Protection, Links to Parents & the Community
Mrs G McKeown		Literacy Co-ordinator
Mrs M McAlister		Special Educational Needs Co-ordinator
Mrs S Hynds		Head of Foundation Stage, Yr 1 Induction / Enrolment, Medical Co-ordinator
Mrs L Gormley		Information Communication Technology Co-ordinator Shared Education Co-ordinator
Mrs L McLoughlin		Religious Education Co-ordinator

## Professional Development

### Staff Training

The School Development Plan's [SDP] curriculum and staff development priorities for 2024 – 2025:

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The professional development of all staff is highly valued and is strategically linked to the school development plan ... impacting positively on the staff's knowledge and skills.'*

*'... the school development process works well...is comprehensive'*

*'.. well planned curriculum.....interconnected curriculum.'*

*'All of the learning experiences are extremely well planned, coherent and connected.'*

*'The contemporary and responsive programme of staff professional learning, which aligns well with the school's priorities, ensures that all of the teachers and classroom assistants are highly skilled and work effectively together to meet the children's individual need.'*

#### 1. Mathematics

The focus this year was on the embedding of the new scheme – Mathematics Mastery. The standards of attainment in mathematics were measured and analysed.

The mathematics co-ordinator also identified underachievers in mathematics and planned for curriculum interventions to support this group.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'there is an appropriate and well-embedded emphasis on: maintaining the high standards in literacy and numeracy.'*

*'The children's development and acquisition of mathematical language, use of mental maths strategies and problem-solving are of a high standard. The children can apply their knowledge of maths to real life situations, such as: getting the best value for money comparing the price and weight of foods; reading timetables; and telling the time using a variety of devices. Almost all have a very good working knowledge of key mathematical concepts and are confident and flexible in their thinking.'*

#### 2. Physical Education

First teaching of a line of development in Dance, including Irish and international folk dances.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'the priority given to the development of dance within the physical education curriculum and as an after-school club is reflective of the staff's commitment to enhancing the skills and talents of every child. During the dance lessons observed, the children are developing well their physical skills such as balance, flexibility, co-ordination and stamina alongside expressive, social and imaginative skills, and they are able to show a sense of rhythm and sensitivity to music.'*  
*'good opportunities to deepen their cultural and historical knowledge and understanding as they learn and perform traditional céili dances and dances from other countries.'*

### 3. Monitoring & Evaluation

Reintroduction of monitoring and evaluation follow strike action/action short of strike action.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'children are achieving well and are making good progress relative to their starting point, as evidenced by the wide range of quantitative and qualitative information.'*

### 4. Special Educational Needs

Introduction of the Lexia reading support programme, with accompanying staff training.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The well-embedded, caring approach to inclusion is evident in how each child is cherished by the whole school community and the extensive work to support the children enables them to flourish.'*

### **BUILDING EQUITY**

*'Across the school, there is a tangible commitment by all staff to understanding the challenges children face, and to meeting their needs and enabling them to thrive.'*

*'The staff have skilfully created an environment of equity and inclusion where each child is encouraged and supported to reach 'their full potential'.*

*'There is a clear focus on the early identification of children with additional needs and putting in place appropriate support. To this end, a judicious use of relevant quantitative and qualitative information enables the staff to implement carefully considered interventions and create individual education plans for the children who need additional support with aspects of their learning.'*

*'This is underpinned by extensive staff professional learning. The learning support assistants are highly skilled and much valued; of particular note is their role in the 'Reading Partnership' programme which is helping children to develop confidence and fluency in reading aloud.'*

*'The impact of the additional support for children is tracked meticulously and monitored robustly; the school's internal information on progress in learning shows clearly that the children benefit significantly from this work. These supports, together with the adaptive teaching approaches in the classrooms, means that the children with additional needs are making very good progress in their learning and development. The children's needs are being met very effectively within a highly inclusive school community.'*

## 5. ICT

Staff training and purchase of Promethean Boards.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'the children use digital technology confidently to support their learning, The development and progression of the children's digital skills is planned for incrementally, monitored closely and is impacting positively on their knowledge and levels of skills.'*

In the course of the year members of staff attended individual training sessions including: safeguarding, Addressing Bullying in Schools (ABSIT), special educational needs (including specific syndromes/conditions), co-ordinators' training (literacy, numeracy, Shared Education, Play), STEM, ICT, Shared Education and Play. SEN: Strategies to Support Pupils with Spelling Difficulties, ASD, Neurodiversity, SEND, Specific Conditions.

Medical training also took place for staff including allergies, diabetes, administering medication, emergency lifesaving, Epi-pen training. There is a Policy for the Administration of Medication Needs in School.

All the staff in the school undertook Child Protection training.

### **School Development Days (SDDs) and Baker Days (BDs)**

School Development Days (SDD)		Baker Days (BD)	
SDDI (28.08.24)	SDP: Safeguarding, Medical	BD1 (27.08.24)	Classroom Preparation
SDDII (09.08.24)	SDP: Assessment PE	BD2 (28.10.24)	Classroom Preparation
SDD III (25.11.24)	SDP: SEN, Literacy, Maths, Medical	BD3 (02.01.24)	Religion
SDD IV (03.01.25)	SDP: SEN	BD4 (10.02.25)	Inspection
SDD V (05.05.25)	SDP: Review 2024-25, Prepare 2025-26	BD 5 (28.05.24)	Assessment

### **Governor Training**

During the year members of the Board of Governors were trained in Child Protection and the Role of the Governor.

## **SCHOOL BUILDING AND ENVIRONMENT**

### **The School Building**

The Education Minister Education Minister visited Glenravel to announce the building of the new school.

The current school sites are in a very poor state of repair, with significant on-going maintenance issues.

### **Health & Safety**

An Emergency Evacuation Plan is in place, with fire drills throughout the school year.

### **Security**

The school has a 24-hour monitored security system on the Cargan site which includes:

- 4 cameras;
- Security access to external doors, including video and audio intercom.

On the Martinstown site there is a camera and controlled access to the main school vehicle and pedestrian gates.

## STATEMENT OF SCHOOL AIMS

In this report, the Board of Governors takes the opportunity to remind parents of:

- What the school believes in;
- What it aims to do for your children; and
- What values we want to give to the children.

# OUR SCHOOL AIMS

- To enrich the Catholic lives of each pupil by offering a religious programme which will support their parents in handing on our faith.
- To create the opportunity for each child to reach their full potential: spiritually, academically, socially, emotionally and physically in a safe and caring environment.
- To provide an education which enables every child to be proud of their learning and achievements by delivering a modern, active, broad and balanced curriculum thus ensuring high academic literacy, numeracy and ICT standards throughout the school.
- To promote positive behaviour within the school through a happy and caring environment based on respect, tolerance, co-operation and self-discipline and where all children are valued as equals.
- To provide a positive learning environment where children's attitudes are nurtured to ensure they become independent, confident, resilient and enthusiastic learners for life and the future.
- To develop positive relationships between staff, parents, parish and the community to promote the life, work and values of the school.
- To encourage a positive lifestyle by promoting healthy eating, personal and physical development through the school's curriculum and after-school programme.



## **External Relations**

We see the school as part of the local community and we endeavour to strengthen our links with parents, parish organisations and the wider public. We are pleased to welcome parents and the wider community to school masses, religious celebrations and to performances by the pupils. Children receive the Sacrament of Reconciliation, First Holy Communion and Confirmation. These significant and special occasions were celebrated with parents, families and friends.

An active Parent Teacher Association (PTA) encourages parental participation in the life of the school.

Mary Queen of Peace PS also has strong links to the local GAA club, historical society, residents' group, Saint Vincent DePaul and the Credit Union.

Links also exist between the school and the feeder playgroup and the local post-primary schools.

## **Cross Community Links**

Mary Queen of Peace PS has a strong curricular and friendship link with Camphill PS, Ballymena. This dates back to the 2017-18 school year. Pupils visit each other's school as part of the programming, working on areas of joint-curricular interest and combined school-trips. Curriculum development is a significant part of the programme with joint whole-school training (all staff); teachers from both schools attend training together; co-ordinators collaborating; and teachers, in year groups, planning together.

The schools worked together on an application to Aspire PeacePlus funding to continue to support this initiative.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The staff and children.. benefit from the well-established partnership with school's shared education partner for: staff training.'*

*'The purposeful links with local post-primary schools are being used to extend the opportunities to develop the children's ..knowledge and thinking skills.. There are well developed transition processes in place with a number of post-primary schools which support the children as they move to the next stage of their learning.'*

*'Partnerships with parents, the community and other organisations greatly enhance the children's learning experiences..'*

*'The active Parent Teacher Association (PTA) works closely with the staff, .. which is beneficial for meeting the children's needs.'*

## PRINCIPAL'S REPORT

Enrolment in Y1 in September 2025 was 30 children, which brought the overall school numbers to 220.

Average attendance for the year was 96%.

## THE CURRICULUM

### Curriculum a Definition:

“A school’s curriculum consists of activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its pupils. It includes not only the formal programme of lessons, but also the “informal” programme of extra-curricular activities as well as those features which produce the school’s ethos, such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the school sets about its task and the way in which it is organised and managed. Teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it. Since pupils learn from all of these things, it needs to be ensured that all are consistent in supporting the school’s intentions.”

In a Catholic school the teaching and expression of our Catholic values are key elements of the curriculum. It is important that the children are well prepared for the Sacraments – Reconciliation, Eucharist and Confirmation and that these events are made memorable by the liturgy, music and celebration which accompany them.

The full NI Curriculum is being delivered by the staff within the school, supported by facilitators who enhance our children’s education.

### **Assessment and Reporting**

It is school policy for regular assessment to be carried out to evaluate the progress of pupils and the success of teaching strategies used.

Assessment in the school, during the school year, took the following forms:

- Regular ongoing assessment by class teachers e.g. weekly spelling, tables, maths etc..
- Formal assessment of Maths and English, using standardised tests.

The school also promotes:

- Assessment for Learning (AfL) providing pupils with on-going guidance and feedback on their work. AfL also includes pupil self-assessment of their own strengths and areas to be developed.

### End of Key Stage Assessment 2024-25

Assessments, using standardised tests, were administered during the 2024-25 school year in mathematics and literacy. The standards of attainment in mathematics and literacy in Mary Queen of Peace PS were considerably higher than the levels of attainment nationally, at all levels of ability:

- There were more children with standardised scores of 100 or more than at the national level. A standardised score of 100 or more indicates average to above average ability. Mary Queen of Peace PS has more children who are of average or above average ability (66% in mathematics, 76% in literacy) when compared to other pupils nationally (50% nationally for both mathematics and literacy).
- There were more children at the very highest levels of ability (standardised scores of 115 or more) in Mary Queen of Peace PS (20% in mathematics, 26% in literacy), when compared to children nationally (16% for both subjects).
- There were less children in the standardised scores of 85 or below in Mary Queen of Peace PS (7% in mathematics, 8% in literacy), when compared to children nationally (16% in both subjects).

### Mathematics Standard Results: May 2025

	<b>SS ≤ 85</b>	<b>SS ≥ 100</b>	<b>SS ≥ 115</b>
<b>% of Pupils in MQP</b>	<b>7%</b>	<b>66%</b>	<b>20%</b>
Nationally	16%	50%	16%

### Literacy Standard Results: May 2025

	<b>SS ≤ 85</b>	<b>SS ≥ 100</b>	<b>SS ≥ 115</b>
<b>% of Pupils in MQP</b>	<b>8%</b>	<b>76%</b>	<b>26%</b>
Nationally	16%	50%	16%

### **Transfer to Post-Primary School**

<b>Post-Primary School</b>	<b>No. Pupils</b>
St. Louis' GS	7
St. Killian's College	10
St. Patrick's College	2

### **Special Educational Needs Provision**

Using information from formal assessments and classroom observations, the Special Educational Needs Co-ordinator (SENCo) in close consultation with class teachers and parents, identify children who would benefit from individual education plans. These children are placed, if required on the school's Special Educational Needs Code of Practice Register.

In Mary Queen of Peace PS support is given within the classroom setting whereby differentiated learning and teaching experiences allow children to work at an appropriate level. These experiences present opportunities for each child to progress at his or her own pace, consistent with his or her ability.

A Reading Partnership programme is in place, providing additional reading support for 30 pupils during the 2024-25 school year.

A number of children in the school are provided with literacy and medical support by external partners.

The school continues to work closely with parents and children to meet the wide spectrum of needs e.g. health, emotional and behavioural difficulties as well as physical disabilities.

### **Sport and Extra-Curricular Activities**

Sport and extra-curricular activities form an important part of the life of the school. The local community has a strong sporting tradition and sport also provides an excellent opportunity for the children to represent the school. In 2024-2025 the extra-curricular programme included: choir, cross-country, soccer, boys' football (indoor and outdoor), girls' football (indoor and outdoor), hurling (indoor and outdoor), camogie (indoor and outdoor), coding, mindfulness, quiz, tennis, music, drama, cookery, pottery and dance.

The coaching was provided by the school's teaching staff.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The children in years 4 to years 7 enjoy participating in the extensive range of after-school clubs and are benefitting greatly from the staff expertise and well-considered*

*external support that enhances their learning. The children participate confidently in the school choir, are very successful in local and regional quiz competitions and enjoy and achieve success in cross country running, Gaelic football, camogie and hurling competitions. The children are developing their ability to perform and express themselves in front of an audience through the regular opportunities for performances at festivals, Mass and school shows.'*

Participation in inter-school competitions is also an important part of school life, with Mary Queen of Peace PS competing in:

- GAA: SW Antrim hurling, camogie and Gaelic football (boys' and girls' competitions (indoor & outdoor).
- Cross-Country: The girls finished 15<sup>th</sup> in the NI Primary Schools' Final.
- Festivals: The choir participated in the Ballymena Speech & Language Festival.  
There were also individual awards for pupils in string, piano and singing grade examinations.
- Quizzes: School quiz teams took part in the Credit Union and Cumann na mBunscol quizzes.  
In the Cumann na mBunscol competition, the team won its local heat and represented the county in the Ulster Final, finishing 5<sup>th</sup>.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The school has fostered strong links with the local community throughout the parish and is effectively building partnerships with the local Gaelic club to extend the children's learning experiences through use of their facilities and their coaching expertise in several sports.'*

### **School Educational Visits**

The educational visits undertaken by classes were closely linked to areas of the curriculum or focused on developing social skills and building relationships. Teachers undertook a risk assessment prior to visits, under the Vice-Principal's supervision.

Comments from Education Training Inspectorate (ETI): Report of a Primary Inspection (February 2025):

*'The wide range of educational visits and visitors to the school are enhancing the children's learning experiences across the curriculum.'*

### **Support for Parents Before School**

A Morning Club, providing pre-school supervised care and a breakfast for children, continued into the 2024-25 school year.

## EXTRACTS FROM THE SCHOOL DIARY FOR THE 2024 – 2025 YEAR

### 1st Term

#### September

- String, piano and singing tuition begins.
- After School Clubs: Cross-Country, Choir.
- Morning Club begins.

#### October

- Hurling & Camogie Tournament for All (Dunloy).
- School Council elections.
- After School Clubs: Choir, Cross-Country, Boys' & Girls' football.
- PTA: Coffee Morning and Hallowe'en Hampers.
- Education Minister visits Glenravel to announce the building of the new school.
- Hallowe'en Fancy Dress.

#### November

- Anti-Bullying Week: Choose Respect; including Odd Socks Day.
- Cross-Country race in Coleraine. Podium finishers for individual runners, well done. Boys' team 3<sup>rd</sup> overall, girls 2<sup>nd</sup>. Fun Run participants for all Primary 7 pupils who wished to participate.
- Glenravel First Responders' Scheme – Art Competition.
- After School Clubs: Music/Drama, Boys' & Girls' Football, Choir, Cross-Country.
- Girls' indoor Gaelic football tournament.
- Primary 5 Egyptian Day.
- Primary 7 Visit to The Ulster American Folk Park.

#### December

- Y3, Y4 and Y7 Commitment Services.
- Glenravel Festival Tractor Run generous donation to the school. Thank you.
- After School Clubs: Choir, Cross-Country, Boys' & Girls' Football. Music/Drama, Hurling & Camogie.
- Boys' indoor Gaelic football tournament.
- Primary 7 Dressing Up Day – The Famine.
- Residents' Association donation of welly boots to support the infants' outdoor play.
- School Christmas Card Competition.
- Cross-Country race in Coleraine. Girls are 4<sup>th</sup> in their competition, with a podium finish for a member of the girls' team.
- CPR training for Primary 7.
- Christmas Lunch.
- Christmas Breaktime Treat.

- Christmas Concert: Y4 presented *Children of the World*.
- Primary 3 and the school choir performed at the Parish Carol Service.
- Y1- 3 Tale of the Frozen Heart at the Braid Arts Centre and a school visit too from Elsa and Anna' for a sing-along.
- PTA Christmas Hampers and a gift for every child in the class.

## 2<sup>nd</sup> Term

### January

- After School Clubs: Hurling, Camogie, Choir, Cross-Country, Coding, Dance, Quiz, Mindfulness.
- Sam Maguire visited Glenravel!
- Indoor Hurling and Camogie tournaments, with the girls runners-up in the SW Antrim championship.
- Cumann na mBunscol Quiz, our teams finish in 1<sup>st</sup> and 4<sup>th</sup>.
- Cross-Country race at Ulster University, Coleraine. Girls are 2<sup>nd</sup> in their competition and qualify for the NI Finals; boys are 4<sup>th</sup> and just miss out on qualification.
- ICT: £12,000 investment in Smart Boards to ensure that every class now has one.
- Catholic Schools' Week: Alive in Christ. Grandparents' Day.

### February

- After School Clubs: Hurling, Camogie, Choir, Cross-Country, Coding, Dance, Pottery, Quiz, Mindfulness.
- Credit Union Quiz (Ballymena & Coleraine District). Well done to both teams who took part.
- ETI Inspection: an outstanding success. Congratulations to our school community.
- Y2: Castles' Dressing Up Day.
- Safer Internet Day: Too good to be true? Protect yourself and others from scams online.
- PDMU: Children's Wellbeing Week: My Voice Matters.
- Congratulations to the School Choir who competed at the Ballymena Festival.
- Cross-Country National Finals in Mallusk; Girls' team finished 15<sup>th</sup>.
- Shared Education resumes with Ys 5, 7.

### March

- School Inspection Treat Day for all our wonderful pupils, with a visit to the Jest Centre (Coleraine).
- Trócaire collection begins and the return of the Loose Change Collection.
- World Book Day.
- Pupils play at half-time in the NHL Antrim v Laois game.
- World Maths Day.

- Cumann na mBunscol All-County Indoor Camogie champions.
- Sacrament of Penance.
- After School Clubs: Hurling, Camogie, Choir, Boys' & Girls' Football, Pottery, Quiz.
- St Patrick's Day celebrations. Green Day fundraiser in aid of Trócaire.
- Pupils play at half-time games: Antrim v Tipperary (NHL).
- Primary 7 trip to Titanic (Belfast).

### **3<sup>rd</sup> Term**

#### April

- Cumann na mBunscol Quiz Team come 5th in the Ulster Primary Schools' Final.
- Fire Brigade visit Primary 5.
- Dentist visits Primary 1.
- Pupil plays at half-time in Antrim v Down game (Ulster Football Championship) Y6 Dressing Up Day – The Vikings.
- Boys' Gaelic football competition.
- After School Clubs: Hurling, Camogie, Choir, Boys' & Girls' Football, Pottery, Quiz, Tennis, Drama.
- Sacrament of Confirmation.
- Shared Education Day Primary 5.
- Primary 6 Dressing Up Day – The Vikings.
- Violin recitals.
- Trócaire total £1297.90. Thank-you.

#### Easter

- Primary 5 Shared Education Day in Cushendall.
- Primary 7 Shared Education Day – Design a Shared Education Logo.
- Avoid Harm on the Farm. HSENI visit to the school.

#### May

- After School Clubs: Hurling, Camogie, Choir, Tennis, Soccer, Drama.
- Girls' Gaelic football competition.
- Primary 5 Shared Education Day.
- Camogie and hurling competitions.
- Sacrament of First Holy Communion.
- Pupils play at half-time in the championship: Hurling – Antrim v Dublin; Ulster Football Final: Armagh v Donegal.
- Glens' Comhaltas Visit.
- Primary 7 Residential (Gartan, Co. Donegal).
- Primary 7 Shared Education Day.
- Sports Day 2025.

## June

- Primary 7's Business Beginnings Adventure.
- School Trips: Y1-3 to Honeybees & The People's Park, Y4 to W5, Y5 to CAFRE & Cityside (Antrim), Y6 trip to Airtastic.
- Primary 7 try wheelchair sports.
- Con Magee's GAC: name the Mower Competition (Con **Mow**gee!).
- GAA: Camog selected to play for Dublin Primary Schools v Antrim Primary Schools.
- School Soccer team play St. Brigid's PS (Ballymena).
- Induction Day for Year 1 pupils starting school in September 2024.
- After School Clubs: Hurling, Camogie, Choir, Soccer.
- Design a School Kit Competition winner announced. The design will be used for the new school kit which will be launched in the autumn of 2025.
- Take 5 – Level 2 Accreditation for the school. Congratulations.
- Rounders' team at Cumann na mBunscol competition.
- Y2 Dressing Up Day – Pirates.
- Farewell to staff: Ms Clodagh McGurk, Ms Sinéad Walsh, Ms Bronagh Laverty, Mrs Philomena Higgins and Mrs Laura Lok.
- Accelerated Reader: 36,818,058 words, 4,179 books and 10 AR Millionaires. Well done Y5-7.
- Sports Day.
- Y7 Inside Out Programme.
- Success in exams for piano and string pupils in the tuition programme.
- Pudsey Bear visits MQP.
- Hurler selected to play at the All-Ireland Hurling Semi-Final (Kilkenny v Tipperary) in Croke Park.
- Prize Giving.
- Congratulations to Fr Paul – 40<sup>th</sup> anniversary of his ordination.
- Y7 Leavers' Mass and Assembly.
- Y1 Memories' Day.
- School closes for the summer holidays

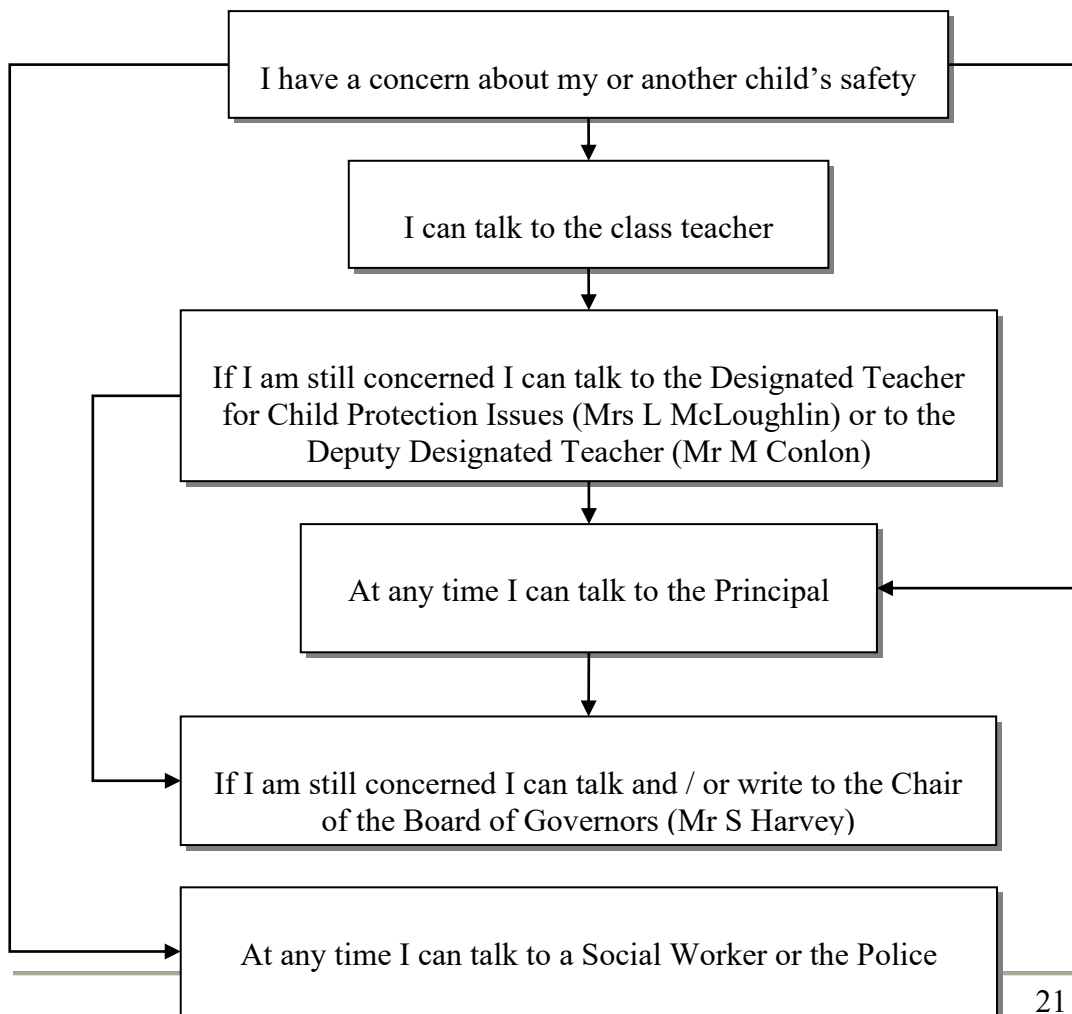
## PASTORAL CARE AND CHILD PROTECTION

The school is an institution to further the education of all our pupils, with a duty of care to each pupil commensurate with the care afforded by any reasonable parent.

The Governors, Principal and Staff act in accordance with the requirement of DE on Child Protection. Both the Designated Teacher (Mrs S McNicholl) and the Deputy Designated Teacher (Mr M Conlon) have had and will continue to avail of training. The Board of Governors has a School Safeguarding Team. Mrs M Carton is the Safeguarding Governor.

In accordance with legislation and following recommendations from the Education Authority and DE the school has formulated guidance to parents, staff, pupils and governors on Child Protection Policy and Procedures. At the beginning of a new school year, all Y1 families and families of new children are provided with a copy of: A Guide for Parents – Child Protection School Policy; this document is also available on the school website. All other families receive this documentation every two years. A copy of the Child Protection Policy is available in the school office.

Should any parent wish to raise a concern about a child's safety the following flow chart suggests a course of action:



## Guidelines for Parents

### **What is Bullying?**

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1 September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

*“Bullying” includes, but isn’t limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose.”*

**The Addressing Bullying in Schools Act 2016 (NI)**

To support a relational and solution focused approach, we no longer use the words ‘bully’ or ‘victim’.

Instead, we talk about:

*‘pupil displaying bullying type behaviour’*

AND

*‘pupil experiencing bullying type behaviour’.*

### **What to Do in the Event of Your Child Experiencing Bullying Type Behaviour**

- Watch for signs of distress in your children. This could be apparent in, for example, unwillingness to attend school, a pattern of headaches or stomach aches, possessions that have gone missing, a request for extra pocket money, damaged clothing or bruising.
- Take an active interest in the child’s social life. Discuss friendships, how playtime is spent and the journeys to and from school.
- If you think that your child is experiencing bullying type behaviour, inform the school immediately and ask for an interview with the member of staff who should deal with the incident.
- Stay calm, listen and reassure your son or daughter that there is nothing wrong with him or her.
- Advise your son or daughter not to hesitate to tell an adult, for example a liked and trusted teacher.

- Keep a written record if the bullying type behaviour persists. It will be painful but it will provide supportive evidence regarding WHO, WHAT, WHERE and WHEN.
- Together with an appointed teacher, and your son or daughter, agree a support plan. Should the bullying type behaviour be repeated the plan must be followed and an adult, parent or member of staff, informed that it has happened again.

### **What if Your Child is Displaying Bullying Type Behaviour**

- If you think that your child may be displaying bullying type behaviour, contact the school, so that together we can agree a support plan to resolve the issue.

## FINANCIAL REPORT

The School Budget, as allocated by the Education Authority under LMS, is controlled and managed by the Board of Governors.

Below is a summary of the application of the funds allocated.

### **LMS Budget Report** **For the Financial Year 1 April 2024– 31 March 2025**

	£		£
Budget for the Year	905,677	Staff Costs	961,350
		Non-Staff Costs	88,965
			-----
		Net Expenditure	1,050,315
Surplus c/f 2023/24	351,720	Surplus c/f to 2025/2026	207,082
	-----		-----
	<u>1,257,397</u>		<u>1,257,397</u>

## Mary Queen of Peace Primary School – Private Fund Account 2024-25

<b>Expenditure</b>		<b>Income</b>	
Maintenance		Parentpay Ltd (trips, after	
(Building Supervisor Spend)-	£1367.37	schools,breakfast club, swims	
Music/Violin Fees -	£412.00	all payments etc)	£22,341.60
Gifts (Thank Yous, AR, Christmas,		CS Moments -	£181.00
Inspection etc) -	£1761.97	Matilda Lightening Remit -	£2226.00
Trips -	£3898.24	Christmas Raffle -	£667.40
Breakfast Club -	£922.65	Glenravel Festival Donation -	£255.00
Inspection (supplies) -	£832.13	Trocaire -	££1297.05
Foundation Play -	£1866.42	Foundation Play Draw -	£1349.00
Fees (bank, affiliations, cross country,		P7 Enterprise (Re Pay) -	£150.00
choir etc -	£1539.35	PTA P7 Residential Help -	£525.00
Swims & Bin Charges Ballymena Council	£1313.30	Electric Repayment -	£3.52
Death Notice -	£26.40	PTA Galgorm Order (Supplies)	£58.50
Transport -	£2729.16	Milk (wrong account)	£833.50
Book/Resources -	£533.76		
P7 Hoodies -	£561.00		
Inspection Treat (pupils) -	£2180.00		
Inspection Celebration (staff and guests)	£1417.99		
Leavers Mass, Sacrament Booklets & Certs	£992.07		
Sports Day & Prize Day -	£392.37		
Website -	£100.00		
P7 Enterprise Borrow -	£150.00		
Milk(wrong account) -	£833.50		
<b>TOTAL</b>	<b>£23,829.68</b>	<b>TOTAL</b>	<b>£29,887.57</b>

## PARENT TEACHER ASSOCIATION

The school benefits from an active and vibrant PTA which supports the work of the school throughout the year in a variety of ways. This year's grant applications and fundraising were used to; support Sacraments in March and May, via family refreshments in the Parish Hall post event; subsidising the Y7 residential; and purchase play equipment and sensory support materials. Hallowe'en and Christmas hamper raffles were also provided along with a Christmas treat for each child. PTA and parental volunteers also completed painting of outdoor furniture to brighten up the children's play space.

The Principal and Staff are indebted to the PTA for the contribution that they make to the life and work of the school and we wish to express our sincere gratitude.

Mary Queen of Peace PTA

Statement of Receipts & Payments for Year End 31 August:

	Current Year Unrestricted Funds 2025 €	Current Year Restricted Funds 2025 €	Current Year Total Funds 2025 €	Current Year Total Funds 2024 €
<b>RECEIPTS</b>				
Income from Charitable Activities:				
Fundraising	2,763		2,763	2,644
Revenue grants from government and public bodies				6,000
CFNI				
Developing Healthy				
	<u>2,763</u>	<u>-</u>	<u>2,763</u>	<u>8,644</u>
<b>PAYMENTS</b>				
Expenditure on charitable activities				
Pupil resources	685		685	6,170
Fundraising costs	802		802	863
Events & Catering	313		313	1,436
Insurances	162		162	
Accounting fees	320		320	
Bank fees	30		30	41
	<u>2,311</u>	<u>-</u>	<u>2,311</u>	<u>8,510</u>
Asset / Investment Purchases				
Surplus / (Deficit) for the Year	<u>452</u>	<u>-</u>	<u>452</u>	<u>134</u>

Statement of Assets & Liabilities - Year End:

31 August 2025

FUNDS RECONCILIATION

	Current Year Unrestricted Funds 2025 €	Current Year Restricted Funds 2025 €	Current Year Total Funds 2025 €	Previous Year Total Funds 2024 €
Total Funds brought forward	4,161	445	4,606	4,473
Surplus / Deficit this Year:	452	-	452	134
Total Funds carried forward 31.08.24	<u>4,613</u>	<u>445</u>	<u>5,058</u>	<u>4,606</u>
<b>Bank &amp; Cash Balances</b>				
AIB Business Current Account			3,248	3,467
Cash in Hand			1,810	1,139
			<u>5,058</u>	<u>4,606</u>
<b>Other Assets (Unrestricted Fund)</b>				
<b>Liabilities (Unrestricted Fund)</b>				
<b>TOTAL NET ASSETS</b>			<u>5,058</u>	<u>4,606</u>

## CONCLUSION

The Governors wish to congratulate the children for their diligence and efforts during the school year. We would also like to thank you, their parents, for the support and assistance given to the school. We particularly commend our dedicated and loyal staff for the way they have undertaken their many and varied tasks and we congratulate them on a very successful year in Mary Queen of Peace Primary School.