

TRANSFER 2015

A Guide for Parents



Admissions to Post Primary School

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Please Note: This booklet contains references to the Education & Library Boards (ELBs). It is planned that the five ELBs will be replaced with a single body which will assume the responsibilities of the ELBs as they currently exist. Therefore all references in this booklet to the ELBs should be interpreted as applying to the single body when it comes into operation.

FOREWORD

December 2014

Dear Parent/Guardian

This booklet has been prepared by the Board to assist parents whose children will transfer from primary to post primary education in September 2015. I would encourage you to read it carefully as an aid in making the choice of school for your child.

The booklet is in two parts. The first part explains how the transfer procedure will operate and provides other additional information. The second part contains descriptions of all the post primary schools in the Board's area together with their **admissions criteria**. The descriptions will inform you about the type, size and other general information concerning the school. The Board of Governors of each school has drawn up its own admissions criteria and these are included for your information.

If you are interested in sending your child to a school in another Board's area you should contact the principal of your child's primary school who will obtain the relevant booklet for you. The booklet for other Board areas may also be obtained from the Transfer Office or website of the Education and Library Board concerned.

The aim of the transfer procedure is to allow parents to express their preferences for a suitable post-primary school for their child, and the procedure is designed to give parents maximum choice. To assist in this aim you will be offered the opportunity to visit post primary schools before you nominate your preferences. It is important that you think carefully about the practicalities of how your child will travel to the schools you are considering and ensure that you understand how the policy on the provision of transport assistance will apply.

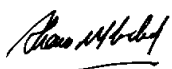
If your child is not selected for admission by a school of your preference you have a statutory right to appeal to an independent appeals tribunal. An appeal may be brought only if the criteria drawn up by the Board of Governors of the school for selecting pupils for admission were not applied, or not correctly applied in deciding to refuse your child's admission to the school.

The transfer from primary to secondary education will be a very important milestone in your child's life. It will lead to the full educational development of your child and provide a foundation for future career and employment opportunities. I know that teachers in the post primary schools will do their utmost to make the transfer as smooth and trouble-free as possible and help your child to settle happily in the new school surroundings.

I hope this booklet will be of assistance to you in choosing the most suitable school for your child's post primary education. The information it contains is correct at the time of printing.

Finally I would like to take this opportunity to extend my best wishes for your child's future happiness and success.

Yours sincerely



Chief Executive

GLOSSARY OF TERMS USED IN THE BOOKLET

Admissions Criteria	The criteria drawn up by the Board of Governors of each school, and applied in order to select the pupils to be admitted where the school is over-subscribed.
Admissions Number	The maximum number of pupils, which a school is allowed to admit into Form 1 (Year 8) as determined by the Department of Education.
Appeal Tribunal	A Tribunal, set up by the Education and Library Board but independent of it, which hears appeals lodged by parents against the decisions of the Board of Governors.
Capital Fee	A fee, approved by the Department of Education, which voluntary grammar schools require each parent to pay to the school towards the capital cost of running it. The fee varies from school to school. Other secondary schools do not make this charge.
Controlled Schools	Schools managed and funded by the Education and Library Board, through Boards of Governors (BoG). The Board of Governors consist of representatives of transferors - mainly the protestant churches - along with representatives of parents, teachers and ELBs.
DE	Department of Education.
ELBs	Education and Library Boards.
Enrolment Number	The maximum number of pupils which a school may have on its register at any time, as determined by the Department of Education.
FSME	Free School Meals Entitlement.
Integrated Schools	Schools managed by a Board of Governors consisting of trustees or foundation governors along with parents and DE representatives. These schools seek to add value to the education process by inviting Protestants and Catholics to come together with other traditions in order to improve their understanding of one another, their own cultures, religions and values.
Irish-Medium school	A school or unit within a school where teaching and learning takes place through the Irish language.
Voluntary Grammars	Schools managed by a Board of Governors. The Board of Governors is constituted in accordance with each school's scheme of management – usually representatives of foundation governors, parents, teachers and in most cases, DE or ELB representatives.
Maintained Schools	Schools managed by a Board of Governors nominated by trustees - mainly catholic - along with parents, teachers, DE and ELB representatives.

THE TRANSFER PROCEDURE

1. INTRODUCTION

The age groups eligible to transfer to post-primary education in September 2015 are:-

- Children in the **NORMAL AGE GROUP** which comprises pupils who have attained the age of 11 years by 1 July 2015, i.e. pupils with dates of birth from 2 July 2003 to 1 July 2004, inclusive; and exceptionally
 - a. **UNDERAGE PUPILS** who will attain the age of 11 years by 1 July 2016, i.e. pupils with dates of birth from 2 July 2004 to 1 July 2005, inclusive, where the Board of Governors has decided in accordance with the arrangements in Circular 1996/24 (Amended) that he/she should transfer to post-primary education a year earlier than normal; or
 - b. **OVERAGE PUPILS** who in 2014/15 have remained in primary school for one additional year beyond the normal age of transfer where the Board of Governors has decided in accordance with the arrangements in Circular 1996/24 (Amended) that he/she should remain in primary education during the 2014/15 school year.

The pupils described in (a) and (b) above will be permitted to transfer in the same way as normal age pupils.

This booklet sets out the main steps in the post-primary transfer process for September 2015 admissions (Transfer 2015). It then explains:

- The role of parents: what you can do to help your child transfer to post-primary school.
- How parents can prepare for this role: what things you can think about in choosing a school for your child.
- How parents complete their child's application (the **Transfer Form**) to post-primary school.

To make the best use of this booklet:

- Look at the sections dealing with the schools in which you are interested.
- Check how popular these schools have been in recent years: have they had more applicants than places available?
- Carefully read the admissions criteria for each school you are considering.
- Think about how these criteria might apply to your child.
- Think about what information you should provide when completing your child's **Transfer Form**.

Pupils with a statement of special educational needs have a separate transfer process. The Education and Library Board (ELB) will discuss with the parent a suitable post-primary school placement for their child as part of the review of the child's statement.

2. MAIN STEPS IN THE TRANSFER 2015 PROCESS

January – February 2015	You will be able to visit schools on their Open Days/Nights. Details of dates and times can be found in this booklet, local newspapers or directly from schools. You can also ask any post-primary school to supply you with a free copy of its prospectus. This will contain additional information.
January - early February 2015	Your child's primary school will provide you with a Transfer Form and guidance notes to help you complete the form. On the Transfer Form you will be asked to list, in order of preference, the post-primary schools (at least four) which you would like your child to attend.
Friday 13 February 2015	When you have completed and signed the Transfer Form it should be forwarded by your primary school to reach the ELB by 13 February 2015.
Wednesday 18 March 2015	ELBs process Transfer Forms according to parental preference. Your form will be passed to the school named as a first preference so that it can apply its admissions criteria based on the information provided. The form may need to be passed to other schools named as preferences before the process is complete.
Wednesday 13 May 2015 not later than 4pm	The final date/time by which the ELB will process new applications/additional preferences/additional information or changes of preference in exceptional circumstances. Any new applications/additional preferences/additional information or changes of preference in exceptional

	circumstances received after this date and time will not be processed until after the issue of the placement letters.
Friday 22 May 2015	A letter informing you which post-primary school your child has been allocated a place at (the placement letter) will be posted on Friday 22 May 2015. If your child has not been accepted by any of the schools listed on the Transfer Form, you will be asked to nominate other schools drawn from a list of schools with places still available. This letter will also advise on how you can appeal against an admissions decision.
Saturday 23 May 2015 3.00pm - 5.00pm	If your placement letter has not arrived by 3.00pm you can contact the ELB between the hours of 3.00pm and 5.00pm on telephone number: 028 2566 2306. Staff will be available to confirm placement details only . Any other Transfer related queries should be withheld until ELB offices re-open on Tuesday 26 May 2015.
Not later than 4.00pm on Monday 8 June 2015	This is the final date and time you can lodge an appeal against an admission decision.

3. THE ROLE OF PARENTS IN THE TRANSFER PROCESS

You have a very important role to play in the transfer process:

- You will help your child decide at which post-primary schools he/she will seek a place.
- You will then complete your child's application to these schools on a **Transfer Form**.

Parents have the right to express preferences for the schools they would like their child to attend, but **no child can be guaranteed a place in any school** or any particular type of school (secondary, integrated, grammar, single sex etc.).

4. THE ROLE OF THE PRIMARY SCHOOL

Primary School Principals have a role in advising parents of P7 children about the Transfer Procedure leading to the completion of the Transfer Form. All essential transfer documents aimed at parents will be distributed through primary schools.

5. THE ROLE OF THE EDUCATION & LIBRARY BOARD (ELB)

The ELB does not place children in post-primary schools (except children for whom it is maintaining Statements of Special Educational Needs) but will administer and co-ordinate the Transfer Procedure arrangements and will facilitate the expression of parental preferences. The ELB will not be involved in any aspect of the administration of a post-primary school's unregulated entrance test. The ELB has the duty to publish particulars of the arrangements for the admission of children to schools and to appoint members of an Independent Appeal Tribunal.

6. THE ROLE OF THE DEPARTMENT OF EDUCATION

The Department of Education offers comprehensive guidance to schools on the post-primary admissions process and sets exact dates for the process over the forthcoming year. The Department also issues a leaflet entitled "The Transfer Process to Post-Primary School - Advice for Parents of children in Primary Six". This leaflet is also available in Hungarian, Polish, Portuguese and Slovak. The Department sets the admissions and enrolment numbers for each school in accordance with the Education Order, 1997 (Articles 11 and 12).

7. WHAT TO CONSIDER WHEN CHOOSING A POST-PRIMARY SCHOOL

You will help your child decide at which post-primary schools he/she will seek a place. In making these decisions it may be helpful for you and your child to think about:

- Your child's views on where he/she would be happiest.
- Your child's strengths and which school will provide the education best suited to your child.
- Your own, and your child's, impressions of schools.
- Travel to school and the arrangements for the provision of home to school transport. (For further details on transport arrangements please see Other Information IV).

Other useful information that may help inform your decision about specific schools may include:

- Schools' prospectuses.

- The range of public examinations taken at schools (e.g. GCSEs) and their pupils' success in these exams.
- The arrangements schools make for pupils who may require special help.
- Schools' policies on homework, uniform, discipline, etc.
- The range of extra-curricular activities available in schools.
- School fees (if relevant).

This information will help you decide which schools you would like your child to attend for a variety of reasons, but you also need to consider the likelihood of your child being able to secure a place at your preferred schools. To do this you need to consider the level of competition for places at the school and the extent to which your child might be able to successfully compete for these places (i.e. the degree to which your child meets the school's admissions criteria). To assist you to make these judgements it may be helpful for you to have important information about:

- The pattern of applications and admissions to a school in previous years – that is, the number of applications received in each of the previous few years, and the number of applicants actually admitted in those years. Remember that the pattern of applications may change from year to year. **A school that receives fewer applications than it has places available must admit all of those applicants.**
- How schools will select children for admission if they have too many applicants. In this situation schools have to use **admissions criteria** to choose which children to admit. In deciding whether or not to apply to a school, it may be very helpful to have a good understanding of that school's **admissions criteria**.

Booklets for other Board areas can be obtained from your primary school or the Board's website.

8. OPEN DAYS/NIGHTS

You should also take the opportunity to visit each of the post-primary schools you are considering by attending their open days/nights. Details of dates and times may be found in local newspapers, Transfer Booklets or directly from schools. During the open day/night the principal will normally explain how the school's admissions criteria operate. You will have the opportunity to see around the school, see examples of pupils' work and talk to teachers and some pupils.

9. COMPLETING YOUR CHILD'S APPLICATION TO POST-PRIMARY SCHOOL

The application form for all post-primary schools is known as the **Transfer Form**.

For children attending a primary school in Northern Ireland:

- Transfer Forms are sent by ELBs to primary schools for distribution to and completion by parents;
- Completed forms should be returned to ELBs by primary schools by Friday 13 February 2015.

For children who do not attend school in Northern Ireland:

- Parents should contact the ELB in which their first preference post primary school is located to obtain a Transfer Form;
- Completed Transfer Forms must be returned directly to the ELB by the parent no later than Wednesday 13 May 2015 at 4.00pm. Any Transfer Forms received after this date will not be processed until after the issue of the placement letters but please note that even if submitted by Wednesday 13 May 2015 at 4.00pm it may not be possible to process all preferences by Friday 22 May 2015.

Applications for children who are not EU citizens

Parents who are applying for Visas or who would like their child to have a Visa to be educated in Northern Ireland can access information on the websites below:

<http://www.ukba.homeoffice.gov.uk/sitecontent/applicationforms/pbs/Tier4migrantguidance.pdf>

<http://www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/pointsbasedsystem/registerofsponsorededucation>

The Transfer Form is a very important document. It will contain all the information which your chosen post-primary schools will use to consider your child's application. When the time comes to complete the form you will receive from your primary school a set of guidance notes to help you.

Expressing Your Preference for Post-Primary Schools

The form asks you to list in order of preference the schools which you would like your child to attend:

- **You should list at least 4 schools on the Transfer Form.** In some areas it would be recommended to list more than 4 - for example, where schools tend to receive more applications than they have places available.
- If you do not list at least 4 schools, this could reduce the possibility of your child being admitted to a school of your preference. **You can list as many schools as you wish.** As preferences are processed your child, having met the criteria of one of the schools listed as a high preference school on your transfer form, may be displaced by another child later in the process who better meets that school's criteria despite listing the school as a lower preference.
- Where a child is displaced 'late' in the procedure it is not always possible for the ELB to seek further preferences. In these circumstances the parent/guardian will receive a letter advising them that their child is unplaced. **It is very important therefore that the parent/guardian names all schools which they would like their child to be considered for in order of preference on the Transfer Form.**
- You should not enter the same school more than once. Preferences for schools located in another ELB area can be listed on the same form.
- If you seek a place for your child in a grammar school **it is very important** to include at least one other category of school in your list. If you do not do this it may reduce the possibility of your child being admitted to a school of your preference.

The Importance of Providing Relevant Information about Your Child

You will also be asked to provide information about your child when completing the **Transfer Form**. This is very important because:

- If one of your chosen schools has more applicants than places available it will have to choose which children to admit.
- A school will do this by applying its admissions criteria to its applicants.
- **The information about your child that you provide when completing the Transfer Form will be what a school will use to see how your child meets its admissions criteria.**

The sort of information that will be important for you to provide will vary from school to school. It will often be information like:

- Whether your child has any brothers or sisters already attending the school to which you are applying. The **Transfer Form** contains a specific place for this information. You should also provide the names of any such siblings on the form.
- Whether the child is the eldest child, only child or the eldest boy/girl in the family.
- Entrance test information should be recorded in the manner requested by the post-primary school where applicable.
- Whether your child is registered, with the ELB, as being entitled to Free School Meals.

The above items are only examples, it is therefore vital that you read very carefully this Transfer Booklet to ensure that you understand what information is needed by all the schools you list and provide this information when completing the **Transfer Form**.

Special Circumstances

Some schools which use academic performance as their first criterion **may** consider medical or other problems which may have affected performance in any test and which are supported by independent documentary evidence of a medical or other appropriate nature. These medical or other problems are commonly referred to as Special Circumstances.

A parent/guardian who wishes to claim Special Circumstances should read very carefully the requirements set out in the admissions criteria. This can differ from school to school so it is important to read the admissions criteria for all schools to which application is to be made.

For further advice on Special Circumstances the parent/guardian needs to contact those schools using unregulated entrance tests directly.

Special Provisions

Special Provisions refer primarily to:

- a) pupils whose parents wish them to transfer from schools outside Northern Ireland; or
- b) pupils who have received more than half their primary education outside Northern Ireland.

However schools may use other definitions in their admissions criteria.

As in the case of Special Circumstances parents/guardians of pupils who may come under Special Provision need to contact those schools using unregulated entrance tests directly. The ELB Psychology service will not be involved in the assessment of these pupils.

Free School Meal Entitlement

The Department has recommended that schools use their admissions criteria to make sure that they admit a fair number of children registered as entitled to Free School Meals.

- To make this possible, the **Transfer Form** asks if your child is currently listed on the ELB register of children entitled to Free School Meals.
- If this applies to your child you should record this in the appropriate part of Section C on the **Transfer Form**.
- Your claim of Free School Meals Entitlement registration will be checked if admission is secured on the basis of Free School Meals Entitlement.

What happens if:

- **My child only becomes registered as entitled to Free School Meals after I have completed their Transfer Form?** In this case, you will have the opportunity to update this information by contacting your ELB Transfer Office in writing up to and including Wednesday 13 May 2015 at 4.00pm.

For information on school meals and clothing, please see the **Other Information** section.

Checking and Signing the Transfer Form

Before signing the **Transfer Form**, please note:

- That you should check all the information carefully before signing the form. You should ensure that all relevant information is provided when completing the **Transfer Form** to enable all the schools you have listed as preferences to consider your child's application. **You and you alone are responsible for ensuring that all relevant information is provided.**
- **That if you do not provide relevant information you may reduce the chance of your child being admitted to a school of your preference.**
- **That it is also your responsibility to ensure that the information you provide is correct.** Post-primary schools may be required to verify information provided as part of your child's application and information found to be false can lead to non-admission.
- The information that you provide on the form is covered by the provisions of the Data Protection Act 1998. Your signature on the form is deemed to be an authorisation by you to allow the ELB to use the information on the form for the purpose of processing your application.

The completed and signed Transfer Form should be passed by your child's primary school to the ELB by Friday 13 February 2015.

Change of Preference after Completion of the Transfer Form

Apart from those necessitated by exceptional circumstances, no changes of preference will be processed between Thursday 5 March and Friday 22 May 2015 (inclusive). If you wish to change your preference because of exceptional circumstances (e.g. a change of address which necessitates a change of preference), you must submit a request for a change of preference along with verification of the exceptional circumstances by 4.00pm on Wednesday 13 May 2015, for approval by the Board. If approved, the Board will amend the original Transfer Form and send it to the new preference school.

If your circumstances do change in a way that may be important for the transfer process, you should contact the ELB Transfer Officer in writing to provide this new information. Contact details are included in this booklet. Wednesday 13 May 2015 at 4.00pm is also the final date by which the Board will process any additional information or new applications. After this date changes of preferences in exceptional circumstances/additional information/new applications will not be processed until after Friday 22 May 2015.

You should be aware that after Friday 22 May 2015 a number of schools will have allocated all their places and can only give consideration to a change of preference in the event that a place becomes available. It is important that you give very careful consideration to the stated order of preferences and **indicate any changes to the ELB by 4.00pm on Wednesday 4 March 2015.**

10. ADMISSIONS TO SCHOOLS

The ELB will forward to each post-primary school all the Transfer Forms of pupils whose parent/guardian have nominated that school as a first preference. The Transfer Forms of those not

selected by the Board of Governors of a school at first preference stage are returned and then forwarded by ELBs to the school of their second preference and so on until a child has been selected by the Board of Governors of a school or all preferences have been exhausted.

Admissions are a matter for a school's Board of Governors. Under the Open Enrolment Policy, post-primary schools must admit all pupils who apply, subject to not exceeding an admissions number that will be determined by the Department of Education.

When a school is over-subscribed, the pupils will be admitted on the basis of the school's admissions criteria, drawn up by the Board of Governors and published in this booklet.

Admissions criteria shall provide that all children resident in Northern Ireland at the time of their proposed admission must be selected for admission before any child not so resident may be selected.

11. PLACEMENT LETTERS

A letter will be posted to you by the ELB on Friday 22 May 2015 to tell you the outcome of your application. This **Placement Letter** will tell you the post-primary school in which your child has been placed. Schools are not permitted to tell you the outcome before this date.

What happens if my letter does not arrive on time? If you have not received your letter by 3.00pm on Saturday 23 May 2015 you may contact the ELB on the following number 028 25662306 between 3.00pm and 5.00pm. You should **only** contact the ELB on Saturday 23 May 2015 in the event that you have not received a placement letter. ELB staff will be available to answer other Transfer related queries on Tuesday 26 May 2015.

What happens if my child does not get a place? If you receive a letter informing you that your child has not been placed you will be asked to nominate further schools. A list of schools which still have places available will be enclosed with the letter.

Waiting Lists – please refer to each individual schools policy if you wish your child's name to be placed on a waiting list should a vacancy arise in an over-subscribed school after 22 May 2015.

12. APPEALS AGAINST SCHOOL PLACEMENT

Can I appeal if my child does not get a place in a school of my choice? If your child has not been accepted by a school of your preference you may appeal the decision of the Board of Governors.

Independent tribunals will be established in each ELB area to consider appeals. These tribunals will decide on whether or not a school has **correctly applied its admissions criteria** but **will not be able to question the validity of the admissions criteria themselves.**

You will be advised of your right to appeal against Boards of Governors' decisions at the time of notification of school placement.

If you wish to appeal the decision of a Board of Governors in not accepting your child, you should notify in writing the ELB in whose area the school you wish to appeal against is situated, **by 4.00pm Monday, 8 June 2015**. If your letter indicating your intention to appeal is not received by this date and time it will **not** be processed. Recorded delivery is recommended.

An Appeal Form and details of the Appeals Procedure will be issued to you on receipt of your written intention to appeal. The address of the Clerk is:-

**The Clerk to the Tribunal
C/o North Eastern Education and Library Board
182 Galgorm Road
Ballymena BT42 1HN
Telephone: (028) 2566 2306
Fax: (028) 2566 2431
E-mail: maxine.harris@neelb.org.uk**

An Appeal Tribunal considers the evidence that was available to the Board of Governors of a school at the time it was making its decision on admissions to the school.

An Appeal **can only be upheld if a Tribunal finds that the admissions criteria were not applied or not correctly applied and that if the admissions criteria had been correctly applied by the school, the child would have been admitted to the school** within the admissions number for the school.

If an Appeal Tribunal should find that a Board of Governors did not apply its admissions criteria

correctly, and that the child would have been admitted if it had, the Tribunal will award that child a place at the school concerned.

13. EXCEPTIONAL CIRCUMSTANCES BODY

It may be that you believe your child needs to attend a particular post-primary school for reasons other than simply because you prefer that post-primary school. There may be compelling and exceptional reasons why your child should attend a specific post-primary school.

If you feel that this applies in your child's case, you should note that:

- The **Placement Letter** issued to you on Friday 22 May 2015 will tell you which post-primary school has selected your child for admission.
- If this post-primary school is **not** the post-primary school that your child needs to attend for compelling and exceptional reasons; then,
- You will have the opportunity to apply to have your child's case considered as part of the Exceptional Circumstances Body's process.
- **A claim of Exceptional Circumstances can only be considered after you have applied to the post-primary school through the normal admissions process and been refused a place.**
- Claims for Exceptional Circumstances can be considered at the same time, though separately, from admissions appeals.
- Advice on the Exceptional Circumstances process, including how to apply to have your case considered by that body, will be included in your **Placement Letter**.

Further information is available at <http://www.nidirect.gov.uk/index/parents/schools-learning-and-development/choosing-a-school/appealing-a-school-place-decision.htm>

OTHER INFORMATION

In accordance with the Education Reform Order (NI) 1997 the North Eastern Education and Library Board is required to provide information relating to schools in the Board area as set out under the requirements of Department of Education regulations. The purpose of the regulations, which came into effect on 1 October 1997, is to improve the access by parents and others to information about the education service in their area.

I Contact Addresses and Telephone Numbers

Enquiries relating to the education service can be made:-

(a) Miss F McKinney, Schools Branch, N.E.E.L.B., County Hall, 182 Galgorm Road, Ballymena, BT42 1HN, Telephone:- 028 25662391

(b) Mrs B Dorrity, Special Education Branch, N.E.E.L.B., County Hall, 182 Galgorm Road, Ballymena, BT42 1HN, Telephone:- 028 25662458/25662459/25662562

II Obtaining information in relation to Special Educational Provision

Detailed information in respect of the:-

- identification and assessment of children with special educational needs;
- involvement of parents in the statutory assessment process;
- provision made in relevant schools (including special schools) for pupils with special educational needs;
- use made by the Board of special schools in other Board areas or elsewhere;

may be obtained, on request, from the Headquarters of the North Eastern Education and Library Board. (Reference copies may be examined at local libraries). General information on Special Needs is available from the Board's website at [www.neelb.org.uk/special education](http://www.neelb.org.uk/special%20education) or at www.education-support.org.uk

III School Meals and School Clothing

Education Catering — Post-Primary

A multi-choice menu in line with Government Nutritional Standards for school meals is available in the post primary sector. These meals now contain less processed and fried food, salt, sugar and

fat. More fresh fruit, vegetables, milk, meat, fish, chicken and alternatives and increased bread, cereals, rice, pasta and potatoes. The customer can choose from a range of dishes but they are encouraged to choose wisely. The catering staff are there to guide them. Pupils who are entitled to a free meal can choose food to the value of £2.55, this may be reviewed from time to time. Pupils who have a medical condition which requires a special diet will be accommodated as far as possible.

Free School Meals: A pupil shall be entitled to free school meals where:

- (i) the parent is in receipt of Income Support or Income Based Jobseeker's Allowance; or
- (ii) the parent is in receipt of Income Related Employment and Support Allowance; or
- (iii) the parent receives Child Tax Credit and has an annual taxable income not exceeding an amount as determined by the Department (currently £16,190); or
- (iv) the parent receives Working Tax Credit and has an annual taxable income not exceeding an amount as determined by the Department (currently £16,190); or
- (v) the parent receives the Guarantee Element of State Pension Credit; or
- (vi) he/she has a statement of special educational needs and is designated to require a special diet; or
- (vii) he/she is a boarder at a special school; or
- (viii) he/she is a child of an asylum seeker supported by the Home Office National Asylum Support Service (NASS)¹; or
- (ix) If none of the above apply and a school believes that a child may be a child in need ², that is presenting at school hungry, then the school should provide free school meals to the child. This initial decision, taken by the school at the point of need, must be followed immediately with a referral to the Gateway Team of the local Health and Social Care Trust. The school should continue to provide free school meals upon confirmation of the child's situation by a social worker from the Trust. If, following initial assessment by the Trust the child is deemed not to be a child in need, provision should cease.

¹ In the interim period, until such time as the result of the application for NASS support is known, education and library boards should arrange to provide free school meals to children of asylum seekers enrolled in schools.

² Under Article 17 of the Children (NI) Order 1995 (the Children Order) a child is in need if *inter alia* he is unlikely to achieve or maintain a reasonable standard of health or development without the provision of personal social services by the Health and Social Care Trust, Article 18 of the Children Order places a general duty on each Trust to safeguard and promote the welfare of children within its area who are in need and to provide a range and level of personal services appropriate to those children's needs.

The above criteria apply to the 2014/15 academic year and are subject to change by the Department of Education for 2015/16 academic year.

Application forms may be obtained from any school or from the Board's offices.

School Uniform

Uniform Grant: A pupil shall be entitled to a uniform allowance where:

- (i) the parent is in receipt of Income Support or Income Based Jobseeker's Allowance; or
- (ii) the parent is in receipt of Income Related Employment and Support Allowance; or
- (iii) the parent receives the Child Tax Credit and has an annual taxable income not exceeding an amount as determined by the Department (currently £16,190); or
- (iv) the parent receives Working Tax Credit and has an annual taxable income not exceeding an amount as determined by the Department (currently £16,190); or
- (v) the parent receives the Guarantee Element of State Pension Credit; or
- (vi) he/she is a child of an asylum seeker supported by the Home Office National Asylum Support Service (NASS).

The criteria above apply to 2014/15 academic year and are subject to change by the Department of Education for 2015/16 academic year.

Application forms may be obtained from the Board's Headquarters. Schools within the Board's area will have a small supply. Parents are advised to ensure that application forms, fully completed, arrive at the Board's offices as early as possible to ensure support is in place for the start of the new school year.

IV Transport Assistance to Post-Primary Schools

Please note that the rules governing eligibility for transport assistance may alter during your child's time at any particular school and this should be taken into consideration when choosing schools to list as preferences on the Transfer Form.

The Board has a statutory responsibility for the provision of a transport service to assist the attendance of pupils, resident in Northern Ireland who attend a grant-aided school. The Board's present policy on the provision of transport assistance is set out below.

A pupil whose permanent home address is located over three miles from the nearest suitable post-primary school, (measured by the nearest available route) is entitled to transport assistance. A **'suitable school'** is defined as:-

Secondary Maintained, Controlled, Integrated, Irish Medium.

Grammar denominational and non-denominational.

Slemish College, Ballymena, St Killian's College, Carnlough and St Patrick's College, Maghera:-

Parents of all pupils seeking admission to Slemish College, Ballymena, St. Killian's College, Carnlough and St Patrick's College, Maghera should note that special arrangements exist in relation to these schools as they have a Grammar stream approved by the Department of Education. Parents whose children obtain admission to the Grammar stream **MUST** provide written evidence from the school that their child has been accepted into the Grammar stream. This essential information **MUST** be submitted with a pupil's transport application form; otherwise it will be treated as an application for transport assistance to the non-grammar stream.

Parents should note that categories of schools listed above do **not** extend to take account of other factors such as single sex or co-educational schools. Preferences expressed on grounds of single sex or co-educational schools will **not** qualify for transport assistance if an otherwise suitable school exists within the qualifying distance (3 miles) and the chosen school is located outside the limit.

The provision of transport assistance for children commencing post-primary education will be restricted to pupils who have been unable to find places in a suitable school, if any, within the qualifying distance (3 miles) of their permanent home address.

Parents with any queries should contact the Transport Branch: (028) 25662274, 25662275, 25662276, 25662277.

Unregulated Entrance Test Schools

Regardless of the fact that some schools have chosen to set unregulated entrance exams as part of their admissions criteria, the procedure for determining eligibility for transport assistance remains unchanged. Pupils must attempt to seek admission to their nearest suitable category of school (within 3 miles) at the transfer application stage, prior to making application to more distant schools.

An unsuccessful application to an 'Entrance Test' school will be considered sufficient even when the applicant did not take the particular 'Unregulated Entrance Test'.

Parents are reminded that a formal application must be made to all/any nearer suitable schools within the qualifying distance (3 miles) before a preference is expressed for a more distant school. Moreover applicants are required to show that they were unsuccessful in gaining admission in all the nearest school(s) in the same category within the qualifying distance (3 miles) in order to qualify for assistance – this means written application and evidence of refusal.

Parents should also note that transport policy makes no exceptions for those parents who disregard the requirement to apply to all suitable school(s) within the qualifying distance of pupil's home on the basis of possible rejection by those school(s). This may mean that parents will need to apply to some schools even where, on the evidence of past patterns, there would be little prospect of obtaining a place. A parent would then be fully eligible for transport assistance for their child to a suitable school outside qualifying distance.

Where there is no 'suitable school' within the qualifying distance (3 miles) of the child's home, transport will be provided to the school enrolled providing that a suitable Board or public transport service to or in the vicinity of the school is already available. The Board is not obliged to introduce a service where none currently exists, to extend a service, nor to provide transport where either the service is deemed unsuitable or the cost of doing so could result in unreasonable public expenditure.

Where a pupil applies for Transport Assistance to a more distant school in order to complete a course of study leading to a GCE 'AS' and 'A' Level qualifications, assistance will be granted only when evidence is provided that no suitable school within the transport qualifying distance (3 miles) of the pupil's home can offer suitable GCE 'AS' and 'A' Level provision.

It is the parents' responsibility, when seeking admission to a school, to satisfy themselves that a suitable transport service is available. A pupil gaining admission to a school does not automatically commit the Board to provide transport.

The Board may also offer a travel allowance to the parents of a pupil where the Board has approved transport on medical or other grounds and is itself unable to provide a suitable service.

A pupil who is enrolled at an approved special unit attached to a secondary school will be provided with transport assistance from the home or the nearest collection point to the home. The rule relating to the qualifying distance will not be applied in these circumstances.

Additional information on Transport Assistance can be found on the Board's website - www.neelb.org.uk

V Student Finance

The Board does not award any grants to, or in respect of, pupils of secondary schools with the exception of board and lodging expenses for Rathlin Island children attending school on the mainland. Further details may be obtained from Student Finance Section.

USEFUL ADDRESSES AND TELEPHONE NUMBERS

Contact details for the Transfer Officers located within each ELB and for the Department of Education's School Access Team are provided below:

Belfast Education and Library Board 40 Academy Street BELFAST, BT1 2NQ Tel: 028 9056 4080 E-mail: patricia.hughes@belb.co.uk Website: www.belb.org.uk	North-Eastern Education and Library Board County Hall 182 Galgorm Road BALLYMENA, BT42 1HN Tel: 028 2566 2306 E-mail: maxine.harris@neelb.org.uk Website: www.neelb.org.uk
South-Eastern Education and Library Board Grahamsbridge Road Dundonald BELFAST, BT16 2HS Tel: 028 9056 6200 E-mail: florence.mccaw@seelb.org.uk Website: www.seelb.org.uk	Southern Education and Library Board 3 Charlemont Place ARMAGH BT61 9AZ Tel: 028 3751 2200 E-mail: mairead.maguire@selb.org Website: www.selb.org
Western Education and Library Board Campsie House 1 Hospital Road OMAGH, BT79 0AW Tel: 028 8241 1571 E-mail: liane.armstrong@welbni.org Website: www.welbni.org	Department of Education School Access Team Rathgael House Balloo Road BANGOR, BT19 7PR Tel: 028 9127 9326 E-Mail: schoolaccessteam@deni.gov.uk Website: www.deni.gov.uk

The information contained in this booklet is correct at the time of going to print.

ABBEY COMMUNITY COLLEGE

Bridge Road,
Monkstown, Newtownabbey BT37 0EA

Telephone: (028) 90867431

Fax: (028) 90854945

E-Mail: maria.quinn@neelb.org.uk

Website: www.abbeycommunitycollege.co.uk

Principal (Designate): Mrs Maria Quinn BA (Hons.), PGCE, MEd, PQH(NI)

Chairperson of the Interim Board of Governors: Mr T. O'Neill

**Controlled Secondary School**

All – Ability, Mixed

Age Range of pupils 11-19 years

Admissions Number: 140

Enrolment Number: 820

Current Enrolment: N/A

Office Hours: 8.30 am – 4.30 pm

Open Day

Abbey Community College will be open for visits by parents and prospective students on

Thursday 22nd January from 6.30pm to 9.00pm

Parents wishing to visit at any other time are most welcome to do so by contacting us directly.

Abbey Community College will open for the first time on 1st September 2015. This will bring an exciting all-ability 11-19 educational opportunity to the young people of the Borough of Newtownabbey and the surrounding area. The College motto *'Believe, Achieve, Succeed'* will be central to everything that we do. By adopting a child centred approach and a culture of respect for self and others, all students will be challenged and supported to achieve their full potential. The opportunity to have a seven year educational journey from Year 8 will enable all students to have a personalised learning experience which will make them ready for Higher Education, Further Education or Employment.

A School in the Community

As 'a school at the heart of the community with the community at the heart of the school' Abbey Community College will work in partnerships with parents, local business and community based groups to build upon existing opportunities for community education, sports participation, child care and family support.

As an active member of Newtownabbey Learning Community, collaboration with other local schools and Northern Regional College will enhance the curriculum by providing students with access to a wide range of academic and vocational courses at GCSE and Post 16.

New Building Programme

We are delighted that on 24th June 2014 the Education Minister, John O'Dowd announced a new build for the amalgamation of Newtownabbey Community High School and Monkstown Community College. This exciting development will provide students and staff at Abbey Community College with state of the art facilities to enhance learning, teaching and curriculum development for the 21st Century. Initial work on an Economic Appraisal for the project has already begun and we look forward to this developing.

Curriculum

The College will provide a curriculum which will enthuse and motivate students towards success. By developing a wide range of skills, knowledge and understanding they will be able to make informed decisions about their future. The curriculum will offer each student a broad and balanced experience which will challenge and support all individuals to achieve their full potential and progress towards a wide variety of educational and career opportunities. Students will be encouraged to work both independently and with others, to think for themselves, make decisions and develop high levels of skills in Literacy, Numeracy and ICT across a wide variety of subject areas.

At Key Stage 3 all students will have equal opportunity to follow a challenging and exciting curriculum which meets the requirements of the Northern Ireland Curriculum.

By complying with the Entitlement Framework at Key Stage 4 a wide range of academic and vocational subjects will be offered to meet the aspirations of all students. Collaboration with local educational partners through Newtownabbey Learning Community will enable us to do that.

Post 16 students will have the opportunity to study a variety of academic and vocational courses linked to their future aspirations and in response to an ever changing society and economy. An Enrichment Programme will enable students to develop their skills and interests beyond the classroom and into the community.

Pastoral Care

As an inclusive, caring and child centred school Abbey Community College will enhance and support the personal, social and academic development of each individual student in all aspects of College life. All staff will play an important role, both within and beyond the classroom, in ensuring that all students are given the opportunity to reach their full potential regardless of ability or background. An Induction Programme for Year 8 students in the summer term before they enrol at Abbey Community College will ease the transition from primary school and help them to begin making friends. This will be continued in September to help students familiarise themselves with facilities on site and build relationships with staff and their peers. Post 16 Mentors attached to each class will provide valuable support and guidance for student in the first weeks and months.

Each student will have a Form Tutor who meets them daily and is the first point of contact for parents. A Year Co-Ordinator will monitor and support all aspects of student progress and development. We value the relationship with Parents and Guardians and encourage both formal and informal contact should the need arise.

Discipline

A secure ordered environment, with clear expectations and respect for self and others will enable all students to learn and develop. A Positive Behaviour Policy will contribute to high standards in the classroom and beyond.

Uniform

As ambassadors for Abbey Community College all students will be expected to take pride in their personal appearance by wearing the correct school uniform at all times and comply with all aspects of the College Uniform Policy. Further details and the addresses of suppliers are available in the College Prospectus.

Extra-Curricular Activities

At Abbey Community College the educational experience of our young people will not just be confined to the classroom or the normal school day. Students will have the opportunity to become involved in a variety of sporting and other activities which will give valuable academic, personal and social development experiences. Bridge Youth Club will operate on site in the evenings over the course of the week for young people of all ages.

A copy of the Abbey Community College Prospectus is available on request from Monkstown Community School and Newtownabbey Community High School

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to Abbey Community College

The Admissions Criteria for Abbey Community College have been agreed by the Board of Governors. The application of the criteria has been delegated to the Admissions Sub Committee which includes the Principal Designate. When considering students for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form.

Criteria for Admission of Students

1. Applicants resident in Northern Ireland, at the time of their proposed admission, will be selected for admission before any applicant not so resident may be selected.
2. Applicants who have siblings (brother, sister, half/step brother, half/step sister) currently attending Monkstown Community School or Newtownabbey Community High School.
3. Applicants who are the first or only child in their family to apply to a mainstream post primary school.
4. Applicants who will be resident in the following postal areas at the time of proposed admission – BT14, BT15, BT36, BT37, BT38, BT39, BT41.
5. Applicants who live nearest to the school as decided by digital measurement of a straight line from the front door of their home to the front door of the school using the map on www.spatialni.gov.uk and an Ordnance Survey Spreadsheet to calculate distance in metres. All addresses must be verified by proof of address e.g. Utility Bill.
6. In the event of oversubscription students will be admitted by a criterion that prioritises applicants where the letters of their surname (as entered on a Birth Certificate) places them on a rank established by the random selection of letters in the order set out below:

Y I M Q Z E V B M c A D T C B L H S M a c R K F O P J X G W U

In the event of surnames beginning with the same initial letter, the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the initials of the forenames will be used.

Applicants should note that they may be required to produce documents to verify information pertinent to the school's admission criteria. Original documents will be required – fax or photocopies will not be accepted. The provision of false or incorrect information or the failure to provide verifying documents by the required deadline may result in the withdrawal of a place.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents wishing to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy the above criteria will be applied to these applications.

ANTRIM GRAMMAR SCHOOL**Steeple Road****Antrim BT41 1AF****Telephone:** Antrim (028) 94464091**Fax:** Antrim (028) 94428345**E-Mail:** info@antrimgrammar.org**Website:** www.antrimgrammar.org**Principal:** Mrs H Woods, BSc, Bed, PQH**Chairman of the Board of Governors:** Mrs Susan Bell**Controlled Grammar School****(Non-denominational)****Boys and Girls****Age Range of pupils:** 11-18**Admissions No:** 105**Enrolment No:** 740**Current Enrolment:** 745**Office Hours:** 8.30am-4.30pm**Open Day:**

The School will be open for visits by pupils and prospective parents on Saturday, 10th January 2015,
9.00 a.m. to 12.15 p.m.

Principal's address: 9.30 a.m. and 11.00 a.m.

To parents/guardians naming Antrim Grammar School as a preference on your child's transfer form.**Entrance Test Results**

Antrim Grammar School will consider the outcome of a pupil's performance in either the AQE assessment or the GL assessment. On the Transfer Form parents should provide details of the candidate number issued to their child by AQE and/or GLA when he/she registered for the assessment.

Parents should attach the original AQE results form or a copy of the GLA results form (or both where an applicant has sat both assessments) to the Transfer Form.

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions please note that you are required to provide documentation, as described in the Admissions Criteria below, and attach it to the Transfer Form.

It is the responsibility of parents and guardians to ensure that any information relevant to an application for Special Circumstances or Special Provision is included in the appropriate claim form for AQE or GL Assessment and attached to the Transfer Form.

International Schools' Award (2013)

BECTA ICT Mark (2010)

The Sunday Times NI Post Primary School of the Year (2007)

School Ethos: Antrim Grammar School is an interdenominational and co-educational grammar school committed to its aim of "Educating for Life" and to equipping our young people to meet the needs of a changing society. In addition to our strong academic ethos the school has a deserved reputation as one with a major emphasis on pastoral care and social responsibility. The school provides a safe, caring and secure environment in which education can be enjoyed and young people can achieve their potential. We value relationships; the establishment of successful partnerships between pupils, staff, parents and the wider community are central to our work.

Curriculum: All pupils follow a broad, balanced and relevant course of education to develop individual strengths and interests. On entry pupils are divided into unstreamed classes and, in Year 8, the following subjects are currently studied by all pupils - English and Drama, Mathematics, Physics, Chemistry, Biology, French, History, Geography, Religious Education, Home Economics, Art, Music, Technology, Physical Education and Learning for Life and Work. Homework is an essential part of the curriculum.

At GCSE pupils follow courses in 9 or 10 subjects, on average, chosen from 26 offered.

The vast majority of our pupils return to Sixth Form and will normally study 4 subjects at GCE AS Level and 3 subjects at GCE A Level, together with a complementary enrichment programme. 26 courses are currently offered at Advanced Level. A full list of all subjects offered at GCSE and GCE can be viewed on our website, www.antrimgrammar.org. Results attained in external examinations provide evidence of the quality of learning and teaching with such results allowing pupils to access preferred university courses in a variety of disciplines.

Accommodation: Antrim Grammar School pupils benefit from a modern, stimulating teaching and learning environment. The main teaching block is comprised of Mathematics and English classrooms; a Careers suite; Sixth Form Common Room and Study Area, Learning Resource Centre, Lecture Theatre and Home Economics classrooms. Every department has access to interactive white boards and ICT suites including a Digital Creativity Suite which was completed in 2010. The facilities also include a fully equipped Sports Hall and gym which complements a 70-acre campus.

Sporting & Extra-Curricular Activities: In order to develop fully, a young person requires time for recreational and other interests. Compulsory physical education introduces pupils to a wide range of both individual and team activities for enjoyment and at a more competitive level. In addition to compulsory P.E., skills and talents are developed through a rich provision of extra-curricular sports and games options, such provision includes, for

example, rugby, hockey, netball, the Duke of Edinburgh Award Scheme, outdoor pursuits activities, school orchestra and choirs, dance club, drama, Scripture Union, War Hammer and curriculum clubs.

Pastoral Care: The highest priority and commitment is made to provide appropriate pastoral care at all levels. Pupils in Year 8 have Sixth Form mentors to support them as they make the transition from primary to secondary school. In every year group, there are year tutors who are responsible for counselling, guidance, discipline and home-school links.

A detailed prospectus and information on school policies may be obtained from the school office.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

Antrim Grammar School (the School) is a co-educational, interdenominational school with an Enrolment Number of 740 and an Admissions Number of 105.

In the event of the School being oversubscribed the Board of Governors has approved the criteria described below and has delegated the task of applying these criteria to the Admissions Sub Committee. Decisions in respect of "Special Circumstances" and "Special Provisions" are taken by the Admissions Sub Committee to whom decision-making powers have been delegated by the full Board of Governors of the School. Further reference, therefore, to the Board of Governors may imply the Admissions Sub Committee.

Admissions Criteria to be Applied to all Applications

For the academic year 2015 - 2016 Antrim Grammar School will continue to use academic criteria in the first instance to select pupils. The School will consider applications from children who have taken the entrance assessments anywhere in Northern Ireland provided by the Association for Quality Education (AQE) or GL Assessment (GLA), subject only to the consideration of those children claiming "Special Provisions", as defined below.

Consideration will also be given to those children claiming "Special Circumstances", as defined below, in respect of medical or other problems which may have affected performance in the AQE or GLA entrance assessments.

Antrim Grammar School will not use as a criterion the position of preference given to the school on the Transfer Form; for example, a child who has chosen the School as a second preference school will be considered in the same way as all first preference applications.

1. Applicants will be allocated to a Band in the order stated below: all applicants allocated to Band I will be admitted before those allocated to Band II, Band II before Band III and so forth.

There is no requirement that an applicant should sit both the AQE and GL entrance assessments. However, in the case of an applicant who sits both assessments, the School will consider whichever outcome places the applicant in the higher Band.

AQE will provide parents with an age adjusted Standardised Score for each applicant who has taken that assessment in Northern Ireland in 2014. The School will use this Standardised Score as set out in the Table below, and allocate pupils to a Band accordingly.

	AQE Standardised Score
Band I	106 or above
Band II	103 – 105
Band III	99 – 102
Band IV	94 – 98
Band V	88 – 93
Band VI	87 or below

GLA will provide the results of the entrance assessment to parents as a Standardised Age Score, a Grade and a Cohort Percentile. The School will use the Cohort Percentile to allocate pupils to a Band as outlined above.

	GL Cohort Percentile
Band I	60 or above
Band II	50 - 59
Band III	40 - 49
Band IV	30 - 39
Band V	20 - 29
Band VI	19 or below

2. In the event of there being more applicants within any of the above bands than places available, or should any further places remain to be filled, the criteria outlined below will apply in the order stated:-

- (i) Children who have a sibling¹ currently attending the school;
 - (ii) Children who are the eldest/only² child of the family;
 - (iii) Applicant attends a Primary School which is a recognised feeder school to Antrim Grammar School (see note 1)
 - (iv) Children whose home address, as indicated at the commencement of the Transfer Application Form, is within the Antrim Borough Council area; (see note 1)
 - (v) Applicant is entitled to Free School Meals (see note 1). The definition of Free School Meals (FSM) is a child who is listed on the ELB/ESA register as entitled to FSM at the date on which their parent/guardian signs the Transfer Form or at any date prior to and including 13th May 2015.
 - (vi) The age of the child established by date-of-birth as entered on a Birth Certificate or Adopted Children's Register, preference being given to the eldest child;
 - (vii) In the unlikely event, in criterion (vi) above, of two or more children having the same date of birth, children will be selected by establishing a rank order determined on the basis of the alphabetical order of surnames, first forenames and subsequent forenames in the order A to Z as used in the BT Telephone Directory "BT Order", using the surname (and forenames if appropriate) as entered on the Birth Certificate or Adopted Children's Register. If after all the criteria above have been exhausted it becomes necessary to make a final selection random selection will be used. Each application at this stage will be allocated a random number electronically generated with Microsoft Excel. The applications will then be ranked in order, with the higher numbers having preference.
- ¹ Where applicable "sibling" is defined as another child of the family [Article 2(2) of the Domestic proceedings (NI) Order 1980] to include, for example, half-brothers and sisters, together with children who are adopted or fostered.
- ² Twins and other multiples who are eldest in the family are treated as joint eldest children. Eldest child to apply to a mainstream school.

Special Circumstances and Special Provisions - General Information (see note 1)

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE or GL assessments under normal conditions.

Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provisions, or both; if a child is permitted to be considered as having Special Circumstances or as attracting Special Provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the School so that a score equivalent to that which the child would have obtained in the AQE or GL assessments under normal conditions can be awarded.

It is for parents/guardians to present all such material as they consider will assist the school in performing both parts of the consideration described above. All such material should be attached to the Transfer Form. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions

In reaching the educational judgement needed to award the mark that the child would have obtained in the AQE or GL assessments under normal circumstances, the Admissions Sub Committee will consider any material presented by parents/guardians (and attached to the Transfer Form) in support of the application. This material may include any or all of the following:

- (i) The score achieved in the AQE or GL assessments;
- (ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests, conducted in Years 5 and 6, in English and Mathematics;
- (iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests, conducted in Years 5 and 6, in English and Mathematics and where available, the respective AQE or GLA score awarded;
- (iv) Any other relevant material.

Parents/Guardians are free to provide any other educational evidence for consideration by the Admissions Sub Committee by attaching it to the Transfer Form and Form SC14. The Admissions Sub Committee will consider

all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parents/guardians to provide such evidence and have it, when necessary, appropriately verified.

It should be noted that in all cases independent evidence will carry greater weight.

Special Circumstances (see note 1)

The School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE or GL assessments and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'special circumstances'.

Please note:

- if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/Guardians who wish to apply to the School under Special Circumstances should complete the relevant forms, stating the precise reason why they believe the child should be considered for Special Circumstances and attach it with appropriate evidence to the Transfer Form.

Details of Medical or Other Problems

Where it is claimed that a child's performance in the AQE or GL assessments has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the relevant form precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the assessments, parents/guardians should be aware that the school will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents/guardians should set out in the relevant form precise details of the problem and append appropriate evidence.

It should be noted that in all cases independent evidence will carry greater weight.

The Admissions Sub Committee will consider the application for Special Circumstances. Where Special Circumstances are accepted, the Admissions Sub Committee will determine, on the basis of the information available, an appropriate AQE or GL score for the child. Such children will then be considered with all other children who have received an AQE or GL score and the Admissions Criteria applied.

Special Provisions (see note 1)

Special Provisions will apply for:

- (a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland; or
- (b) children who have received more than half their primary education outside Northern Ireland; or
- (c) children, entered for assessment, who because of unforeseen and serious medical or other problems which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments.

Parents/Guardians who wish to apply to the School under Special Provisions should contact the school as soon as possible. In addition they should complete the necessary AQE or GL form, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and attach it with appropriate independent documentary evidence to the Transfer Form.

The Admissions Sub Committee of the Board of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the Admissions Sub Committee will determine, on the basis of the information available, the appropriate band for the child and the Admissions criteria applied.

Admissions to Year 8 following completion of the Transfer Procedure

Should the Board of Governors determine that a child who has arrived in Northern Ireland after the Transfer Process has been concluded is suitable for admission, and the Schools Admissions Number has been reached, it will seek approval from the Department of Education to admit the child through the allocation of an additional place.

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after the Transfer Procedure concludes at the end of May should write to the Principal stating this. An acknowledgement will be issued. If any place(s) subsequently become available and there are more applicants than places

available, then decisions will be made on application of the Year 8 Admissions Criteria to those children seeking admission at the time the place(s) become available.

Note 1: Verification of Information

As the School has a duty to verify information please note that applicants may be required to produce evidence confirming the accuracy of the information contained within the application. This includes information related to the Criteria for Admissions and for any claim in relation to Special Circumstances or Special Provision. Where such information is required it is indicated thus: (see note 1).

The provision of false or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the School being unable to offer a place.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents/Guardians should therefore ensure that all information pertaining to their child and relevant to the school's Admissions Criteria is stated on the Transfer Form or attached to it.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	105	144	105
2013/14	105	113	105
2014/15	105	116	105

This table does not include children who were admitted to the school with a statement of special educational needs.

Details in relation to scores/grades accepted are available in the School prospectus.

BALLYCASTLE HIGH SCHOOL**33 Rathlin Road****Ballycastle BT54 6LD****Telephone:** (028) 20762254**Fax:** (028) 20763688**E-Mail:** info@ballycastlehigh.ballycastle.ni.sch.uk**Website:** www.ballycastlehigh.org.uk**Principal:** Mr I R J Williamson B.Ed, DASE, PQH**Chairperson of the Board of Governors:** Rev Patrick Barton BA, BTh**Controlled Secondary School****Co-Educational****Age Range of pupils:**

11-18

Admissions Number:

92

Enrolment No:

460

Current Enrolment:

412

Office Hours:

8.30am-5.00pm Mon-Thu

8.30am-4.00pm Friday

Arrangements to Visit

The School will be open for visits by prospective parents and pupils on **Tuesday 6th January, 2015 at 7.00 p.m.** Arrangements can also be made to visit the school at a mutually convenient time by telephoning the school office.

Organisation and Curriculum: Ballycastle High School caters for both boys and girls between the ages of 11 and 18. In years 8 to 12, subjects comprising the Northern Ireland Curriculum and the Entitlement Framework will be followed by all pupils and in the Sixth Form a wide range of Advanced Level and vocational courses are offered. **A particular feature of the school is that the intake comes from the entire local community and that mutual respect and tolerance for others has been a central strand in the education provided over many years.**

Year 8 pupils are placed in one of two bands according to reports from contributory primary schools and internal assessment. The placing of pupils is subject to review and progress is continually monitored. Any pupils who need to fully develop their basic skills in literacy and numeracy are given special help to do this. For pupils in Years 8, 9 and 10 (Key Stage 3), the Northern Ireland Curriculum provides access to areas of learning, which ensure a foundation for GCSE study. While Religious Studies courses are nondenominational in character, parents who on the grounds of religious conscience, wish to leave their children excused, may do so having made prior application to the Headmaster.

After three years following a common curriculum, all pupils will enter courses which are taken for two years and lead to the General Certificate of Secondary Education examinations or an optional equivalent Btec First Certificate qualification. Some pupils will also take the Graded Objective examination in Modern Languages. Pupils in Years 11 and 12 study English, Mathematics, Science, (Additional Science), Learning for Life and Work, Drama, History, Geography, Religious Studies, Physical Education, French, Music, Art, English Literature, Home Economics, ICT, Technology, Construction, Business Studies, Child Development, Moving Image, Hospitality, Countryside and Environment, Sport and Creative Media Production.

Some optional subjects are delivered in partnership with Cross and Passion College at Key Stage 4 and in Sixth Form where pupils may study the following subjects to Advanced Level or equivalent. These include: Engineering, Digital Media Production, Psychology, Drama, English Literature, Mathematics, Geography, French, Physics, Chemistry, Biology, Applied Science, P.E., Business Studies, Art, Music, Leisure Studies, Construction, Health and Social Care, History, R.E. and ICT. It is thus possible for pupils in Ballycastle High School to follow courses which suit their own needs and abilities.

School Hours and Holidays: School begins punctually at 9.00 am each morning, and continues until 3.30 pm. Lunch is taken between 12.55 pm and 1.40 pm. Details of holidays are published in the school prospectus.

Homework: A reasonable amount of homework which is designed to complement and reinforce the work done in class is set each week. Each pupil will be provided with a diary to note the homework to be done each day. Parents are requested to check the diary and help the staff to see that homework is carefully and honestly done.

Pastoral Care: A senior member of staff is responsible for the individual and collective needs of pupils in each year group and the experience and expertise of these teachers is a central feature of the carefully planned counselling and advice service which is available to all pupils. Pupils should consult the most relevant member of staff, i.e. Subject Teacher, Registration Teacher or Year Tutor. The Headmaster and Vice-Principal are readily available for consultation.

From Year 10, a comprehensive programme of Careers Education Information and Guidance is delivered.

Discipline: Good discipline in Ballycastle High School is not based on a system of punishment, rather it is viewed in a positive light and discipline problems are avoided by adopting a range of strategies. The good discipline which exists in Ballycastle High School can be attributed to this policy, the nature of the children in the school and because it is a small school in which it is easy for a child to gain a sense of personal worth.

Extra-Curricular Activities: There are many clubs and societies which meet at lunch time and after school. A full list is included in the School Prospectus.

Uniform: Each pupil must wear school uniform, details of which are available in the School Prospectus.

Parents are requested to co-operate in seeing that their children maintain the current high standard of uniform.

The information above is accurate at the time of going to publication but may be subject to changes.

A detailed prospectus and information on school policies may be obtained from the school office.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

Where the number of applications falls below the permitted number of places they will be accepted by the Principal without reference to the Board of Governors. Where applications exceed available places the allocation may be referred to the Board of Governors for decisions.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Children resident in N. Ireland at the time of their proposed admission will be selected before any child not so resident. Applicants should note that they may be required to produce documents verifying their address.

The school will follow the procedure below in processing the Year 8 Intake. Places will be allocated in the following order:

1. To pupils who have one or more brothers/and or sisters attending Ballycastle High School in the school year 2014/2015.
2. To pupils from *contributory primary schools, irrespective of academic attainment.
3. To pupils from any other primary schools in the historic catchment area (historic area of Moyle Council district).
4. To pupils from other primary schools beyond the catchment area.
5. To those who have family relationships with the school; siblings, mother, father, (in that order).
6. To those whose home address is in closest proximity to the pedestrian entrance to the school on the Moyle Road as measured in a straight line on a 1:50,000 Ordnance Survey map.

***Contributory Primary Schools:** Armoy Controlled Primary School, Ballycastle Controlled Integrated Primary School, Dunseverick Controlled Primary School, Bushvalley Controlled Primary School, Straidbilly Controlled Primary School, Knockahollet Controlled Primary School, Kilmoye Controlled Primary School, Ballytober Controlled Primary School, Wm. Pinkerton Mem. Controlled Primary School.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating this. If over sub-scribed, the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	92	62	62
2013/14	92	55	55
2014/15	92	57	57

This table does not include children who were admitted to the school with a statement of special educational needs.

BALLYCLARE HIGH SCHOOL**31 Rashee Road,
Ballyclare****Co Antrim BT39 9HJ****Telephone:** (02893) 322244**Fax:** (02893) 324118**E-Mail:** info@ballyclarehigh.co.uk**Website:** www.ballyclarehigh.co.uk**Headmaster:** D A Knox, BA(Hons), MA, DipASEd, Grad Cert Ed.**Chairman of the Board of Governors:** Dr R McMillen, MPhil, MB, FRCOG**Controlled Grammar School****(Non-denominational)****Age Range of pupils:**

11-18

Admissions Number:

186

Enrolment Number:

1210

Current Enrolment:

1228

Office Hours:

8.30 am - 5.00 pm

Open Night

**The School will be open to parents and prospective new pupils on Tuesday 6th January 2015.
The Headmaster will speak at 6.30 p.m. and 8.30 p.m.**

Parents are advised to record the Age Standardised Score awarded by AQE in the Common Entrance Assessments (CEA), together with the AQE Candidate Number, in Section C of the Transfer Form and attach the statement of result.

- Parents should note that they will be required to produce documents verifying information pertinent to the School's Admissions Criteria after they have been notified of the offer of a place at the school.
- Parents/Carers who wish to apply to the School under Special Circumstances or Special Provisions should complete Form SC14 obtainable from the School or from AQE and attach it with appropriate documentation described in section 3.

**International School 2014-17 Health and Well Being Good Practice Award Investors in People 2014-17
2014/17
Best Kept School Award 2014 Eco-Schools Green Flag Award 2013 International School Award 2012**

1. INTRODUCTION

Ballyclare High School is a co-educational grammar school of approximately 1210 pupils. The School's admissions number for Year 8 is 186 and the overall enrolment number approved by the Department of Education is 1210.

A broad curriculum is followed by pupils from Year 8 through to GCSE level. On entering the School pupils are grouped, where possible, with others whom they know to ensure a smooth transition from Primary to Post Primary schooling. For most subjects in years 8 to 10 the Year Group is divided into 6 classes, normally of mixed ability. For practical subjects the Year Group is divided into 8 or 9 smaller classes. All courses are open equally to girls and boys.

At Key Stage 3 (i.e. during Years 8 to 10) all pupils will study the following subjects. English, mathematics, history, geography, home economics, French, German or Spanish, science, learning for life and work, technology, information technology, art, music, drama, physical education and religious studies.

At Key Stage 4 (i.e. during Years 11 and 12) contributory subjects are taken within the specified Areas of Study. Twenty five subjects are offered and taught at GCSE level. At the end of Key Stage 4 most pupils will take GCSE examinations at the highest level in 8 to 10 subjects.

Throughout Key Stages 3 and 4 (Years 8 to 12) there are classes for religious education, physical education, games and learning for life and work, which includes careers education, drugs education and sex education.

Those pupils entering the sixth form (Years 13 and 14) will normally study 4 subjects at GCE Advanced Subsidiary level in Year 13 and 3 subjects at GCE Advanced level in Year 14 complemented by more general enrichment subjects and leadership opportunities, many of which are externally validated. Additional recreational opportunities are now provided for sixth formers as well as the normal range of games and sports. Twenty-seven courses are offered and taught at GCE Advanced level. Further information on school policies, academic successes and extra-curricular activities are obtainable from the school.

A detailed prospectus and information on school policies may be obtained from the school office.

2. ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8**Respective functions of the Board of Governors and Principal in relation to Admissions to the school:**

In the event of the School being oversubscribed the Board of Governors has approved the criteria for admission described below and the task of applying these criteria, in order, has been delegated to the Headmaster by the Board of Governors. A sub-committee of the Board of Governors will consider Special Circumstances and Special Provisions. Decision-making powers have been delegated to this sub-committee by the Board of Governors.

Applications for those pupils who have sat the Common Entrance Assessment, administered by the Association for Quality Education, will be considered irrespective of the order of preference of schools they have expressed. The first criterion for selection for a place in Year 8 at Ballyclare High School will be the pupil's performance in the Association for Quality Education (AQE) Common Entrance Assessments (CEA). Consideration will also be given to those pupils claiming Special Circumstances and Special Provisions as defined below.

All children resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any child not so resident.

Parents are advised to record the Age Standardised Score awarded by AQE in the CEA, together with the AQE Candidate Number, in Section C of the Transfer Form and attach the statement of result. Parents should note that they may be required to produce documents verifying information pertinent to the School's Admissions Criteria, after they have been notified of the offer of a place at the School.

- 2.1 Children who have taken the AQE CEA and been awarded a score by AQE (or had a score awarded as a result of Special Circumstances or Special Provisions) will be considered before other children.
- 2.2 The first 177 places from a total admissions number of 186 (i.e. 95% of the admissions number) will be allocated to pupils on the basis of the rank order of their scores in the AQE Common Entrance Assessments. Pupils achieving higher scores will be allocated places before those attaining lower scores. Where a number of pupils seeking the 177th place have attained the same score then all such pupils will be admitted up to the School's admissions number using the tie-breaker criteria listed in paragraph 2.5 below. No pupils will be admitted to pool 2 with a score of less than 94.
- 2.3 Following the allocation of the places as described in criterion 2.2 above, a pool of pupils will again be identified by rank order of their AQE CEA scores. Again, those attaining higher scores will be allocated to the pool before those attaining lower scores. This pool will be drawn from pupils who have not yet been selected, but who are placed in rank order up to the 195th place (105% of the admissions number). If several pupils are eligible for the 195th place in this pool, having attained the same score, then all such pupils will be allocated to the pool. Children from this pool will be allocated places up to the School's admissions number of 186 by the application of the School's tie-breaker criteria listed in paragraph 2.5 below.
- 2.4 If, following the application of criteria 2.2 and 2.3 above all available places have not been filled the School will then consider for admission any pupils who have not taken the Common Entrance Assessment. The tie-breaker criteria listed in paragraph 2.5 below will be used to determine the allocation of the remaining places.

2.5 Tie breaker criteria

- I. Children who have a sibling enrolled in the School or been accepted for enrolment in 2015;#
- II. Children who are the oldest child or the only child in the family;*
- III. Children who have a sibling who is a past pupil of the School (name and date of attendance to be supplied);#
- IV. The next child in the rank order of the AQE score. Where more than one child attained the same score then the oldest child will be accepted.
- V. In the unlikely event of two or more children having the same birthday, rank order will be determined on the basis outlined below:
 - (a) Children will be selected for admission on the basis of the initial letter of the surname as it appears on the birth certificate in the order used in the BT Telephone Directory for domestic users, 'BT order'.
 - (b) Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using BT order.
 - (c) Where children have the same surname, the initial letter of the first forename, as it appears on the birth certificate, will be used for admission.
 - (d) Where the first forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using BT order.
 - (e) Where no priority can be established by means of this direct alphabetical comparison (e.g. 'Alan' 'Alanna') the child with the shorter first forename will be prioritised for admission.
 - (f) Where children have the same first forename the child without any subsequent forename will be prioritised for admission.
 - (g) Where the application of (a) to (f) has not permitted priority to be established then (c) and (d) will be repeated with the substitution of 'second forename' for 'first forename'.

i and iii Sibling being defined to include, for example, half brothers and sisters and children who are adopted or fostered.

*** ii** Twins and other multiples who are eldest in the family are treated as joint eldest children.

3. Special Circumstances/Special Provisions

Where there are medical or other problems, which may have affected the child's performance in the AQE CEAs and which are supported by documentary evidence then this evidence will be given consideration by a sub-committee of the Board of Governors. These problems are referred to as Special Circumstances.

However, where a child has already received special consideration through Special Access Arrangements from AQE for a medical or other problem the sub-committee of the Board of Governors will take into account the fact that the applicant was granted Special Access Arrangements for those matters.

If a claim for the consideration of Special Circumstances is made in respect of a child's score in one assessment, the sub-committee of the Board of Governors will take into account where the child took all three assessments and that the child's score is based on the best two results.

The purpose of a claim for Special Circumstances and/or Special Provision is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provision consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provision, or both; if a child is permitted to be considered as having special circumstances or as attracting special provision or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the school, so that a score equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents to present all such material as they consider will assist the school in performing both parts of the consideration described above. It should be noted by parents that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Parents/Carers who wish to apply to the School under Special Circumstances should complete Form SC14 obtainable from the School or from AQE and attach it with appropriate documentary evidence to the Transfer Form.

3 i Details of medical or other evidence

Where it is claimed that a pupil's performance in the AQE CEA has been affected by a medical or other problem it is the responsibility of the parents/carers to set out in the Form SC14 precise details of the problem and append evidence to corroborate the existence of the problem.

Where the problem is a medical one of short term duration which affected the pupil only at the time of the AQE CEA the School will require evidence that the child was examined by a medical practitioner in relation to the illness at the time of the assessments. Where the problem is of a non-medical nature the parents/carers should append appropriate independent evidence. It should be noted that independent evidence will carry greater weight.

3 ii Educational Evidence

- a) The score achieved in the Common Entrance Assessment.
- b) Objective documentary evidence should be provided by the parents/carers. This should include, where they exist, the results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and mathematics.
- c) It would be useful for the School to have additional comparative information from the Primary School. This should include the results for other (unnamed) pupils in the applicant's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and mathematics.
- d) Any other relevant material. A sub-committee of the Board of Governors will consider the application for Special Circumstances. Where this is accepted, the sub-committee will determine a score for the child on the basis of the evidence available. Such children will then be considered, with all other applicants who have received an AQE CEA score, and the admissions criteria will be applied.

3 iii Special Provisions

Special provisions will apply for:

- a) children whose parents wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children, entered for the AQE Common Entrance Assessments, who, because of unforeseen and **serious** medical or other problems, which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of those children who take up residence in Northern Ireland after the 17th September 2014.

Parents/carers who wish to apply to the School under Special Provisions should complete Form SC14 obtainable from the School or AQE stating the precise reason why they believe the applicant is eligible for consideration under Special Provisions. This should be attached to the Transfer Form with appropriate evidence. A sub-committee of the Board of Governors will consider the application for Special Provisions. Where this is accepted, the following procedure will apply:

- a) A sub-committee of the Board of Governors will also consider any accredited assessments, and any assessment information supplied by the child's Primary School (see 3ii above);
- b) A sub-committee of the Board of Governors will determine a score for the applicant. Such children will then be considered, along with all other children who have received an AQE CEA score and the admissions criteria will be applied.

4. Admission to Year 8 (First Year) after 1st September 2015

Should a place become available between 29th May 2015 and 31st August 2015 then all applicants will be considered including those who applied after 29th May and the applicant with the highest AQE score will be selected. Those applicants who did not sit the AQE test will be considered only if a place remains after applicants with an AQE score have been considered.

Parents/carers who wish to have their child considered for admission in the event of a place becoming available after 1st September 2015 should refer to the policy for Admissions Outside the Transfer Procedure.

Should the Board of Governors, or a sub-committee, determine that a child, who has arrived in Northern Ireland after the Common Entrance Assessment has concluded, is suitable for a place and the School's admissions number has been reached then an additional place will be requested from the Department of Education.

5. It is the responsibility of the parents/carers to provide all the information relevant to the application of these criteria.

The Board of Governors reserves the right to reject an application for a place in Year 8 at the School if it becomes aware of:

- (a) any material irregularity in the application made by the applicant to the Association for Quality Education Limited in connection with the prescribed test or
- (b) any falsification of any documents submitted to the Association for Quality Education Limited in connection with the prescribed test or
- (c) any material breach of the conditions on the part of the applicant or his parents or guardians relating to the prescribed test.

6. VERIFICATION OF INFORMATION PROVIDED BY APPLICANTS

Applicants should note that the information contained within an application that qualifies the applicant for admission may be verified.

The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form. This information will be requested from successful applicants on or shortly after 23 May 2015 when they have been notified of their allocation of a place at Ballyclare High School.

Applicants should also note the provision of false information or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the school to offer a place.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	186	220	186
2013/14	186	213	188
2014/15	186	197	186

This table does not include children who were admitted to the school with a statement of special educational needs.

BALLYCLARE SECONDARY SCHOOL**Doagh Road****Ballyclare BT39 9BG****Telephone:** (028) 93322610**Fax:** (028) 93349604**Email:** info@ballyclaresec.ballyclare.ni.sch.uk**Website:** www.ballyclaresecondary.co.uk**Principal:** Mrs K O Bell BA(Hons) Adv Cert Ed PQH**Chairman of the Board of Governors:** Rev Dr J H MacConnell, MA, BD D.Min**Controlled Secondary School****Co-educational (Day)****Age Range of Pupils:** 11-18 years**Admission Number:** 180**Enrolment Number:** 960**Current Enrolment:** 1031**Office Hours:** 8.15 am-4.30 pm**Open Night: Monday 5th January 2015 (7.00 pm - 9.00 pm)**

Ballyclare Secondary School is a controlled, co-educational school for 11-18 year olds which was established in 1961. It seeks to provide:-

- A caring and stimulating learning environment where each child is valued as a unique individual.
- A rewarding educational experience with high expectations for the intellectual, emotional, social, moral and creative development of all pupils.
- An orderly atmosphere in which to work.
- A positive ethos.
- Opportunities to appreciate human achievement in Art, Music, Science, Sport, Technology and Literature.
- Opportunities for pupils to develop a sense of self-respect, the capacity to live as independent, self-motivated adults and the ability to make a valuable contribution to the society in which they live.

The present facilities, which were enlarged and modernised in 2005/6 and again in 2012/13 are of a very high standard and offer an excellent learning environment for all pupils.

Curriculum: The N.I. Curriculum is being implemented and provides pupils with a coherent, enjoyable, motivating and relevant curriculum. Pupils study subjects from the following general learning areas: The Arts, English, Environment and Society, Mathematics, Modern Languages, Physical Education, Science and Technology and Religious Education. In addition pupils study Learning for Life and Work which includes Citizenship, Home Economics, Employability and Personal Development.

At Key Stage 4 all pupils follow courses leading to GCSE. Courses on offer include English, Mathematics, Further Mathematics, Science, Additional Science, French, Home Economics, Child Development, Technology and Design, Art, Music, Religious Education, Drama, Media Studies, Leisure and Tourism, Physical Education, Geography, History, ICT, Business Studies, English Literature, Business Communication Systems, Learning for Life and Work, Motor Vehicle and Road User Studies and Occupational Studies (Office Practice, Carpentry and Joinery, Food Preparation and Horticulture). A qualification in Equine Studies is offered as a link course with Greenmount Agricultural College.

Sixth Form: At Post 16 pupils have access to a comprehensive range of GCE Advanced Level courses - English Literature, Mathematics, Health and Social Care, Art and Design, Accounts, Chemistry, Home Economics, Engineering, Music, Performing Arts, ICT, Business Studies, Biology, Applied Science, Geography, History, Physical Education, Level 3 BTECH Subsidiary Diploma in Sport, Media Studies, Religious Studies, Design and Technology, Travel and Tourism and French. A number of Advanced Level courses are offered in collaboration with Ballyclare High School, including Moving Image Arts. A new Level 3 course in Professional Football Coaching was introduced in September 2012.

Pastoral Care: The success of our Pastoral Care system is built on strong levels of communication and co-operation between everyone concerned. All staff have a role to play but the Class Teacher holds the central place and is supported by the Year Teachers, Boys' and Girls' Tutors and the Pastoral Vice Principal, who has a particular responsibility for the welfare of all pupils. All Pastoral Policies including Attendance, Child Protection, Drugs Education and Relationships and Sexuality Education (RSE) are on the school website or can be obtained from the school office.

Discipline: We are fortunate that in this school the standard of pupil discipline is high and behavioural problems are few. The school aims to maintain a calm and orderly environment, both in and out of the classroom, in this way pupils may achieve their full potential. Parents should understand that sanctions for misbehaviour will be imposed, and it is expected that full parental support will be given.

Uniform: School uniform is compulsory and the school is proud of the pupils' high standard of dress. We encourage pupils to take pride in their appearance at all times.

School Day: The pupils' school day begins at 8.40 am and ends at 3.00 pm. The school offers a wide range of extra curricular activities in which pupils are encouraged to participate. These include a range of sporting clubs, choir, instrumental groups, Cookery Club, Technology Club and Drama Club. Homework Club runs on a Monday, Wednesday and Thursday afternoon. A Youth Club runs Monday to Thursday from 6.30 pm – 9.30 pm.

Special Educational Needs In order that all pupils may achieve their full potential, the school has adopted the procedures for the identification and management of Special Educational Needs as recommended in the DENI Code of Practice. The school SEN Coordinator identifies pupils with particular learning difficulties and organises support, such as one to one assistance or team teaching, for those pupils with special curricular needs.

A detailed prospectus and information on school policies may be obtained from the school office.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school.

The Board of Governors formulate and review the Admission Criteria whilst the Principal administers the Criteria.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

In the event of over-subscription, the following criteria will be applied in the order set down in determining those children to be admitted to Year 8:-

1. Children whose parent/guardian has indicated a first or second preference for Ballyclare Secondary School.
2. Children for whom Ballyclare Secondary School is the nearest controlled secondary school to their parental home. (Note: A straight line on an Ordnance Survey Map will measure the distance from the child's parental home to the front entrance gate of the school i.e. distance will be measured 'as the crow flies').
3. Children who have a brother or sister enrolled at the school as at 1st January 2015.
4. Children who are the eldest child in the family or only child in the family.
5. Children whose parental home address is the closest to the front entrance gate of Ballyclare Secondary School. Distance will be measured as in criterion 2 above.

The Board of Governors will monitor the proportion of successful applications that are on FSME to ensure it fairly reflects its community make-up.

Applicants should be aware that Article 16 of the 1997 Education Order requires that the Board of Governors will provide for children resident in Northern Ireland at the time of their proposed admission to Ballyclare Secondary School to be selected for admission to the school before any child not so resident may be selected for admission.

Applicants should note that they may be required to produce documents verifying their address or information pertinent to the school's admission criteria. When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

The school's policy on the consideration of applications after the Transfer Procedure concludes towards the end of May 2015 is available directly from the school, or can be accessed on our school website www.ballyclaresecondary.co.uk and parents should note that should a vacancy arise, the above criteria will be applied to select pupils from our waiting list.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	180	170	170
2013/14	180	211	180
2014/15	180	190	180

This table does not include children who were admitted to the school with a statement of special educational needs.

BALLYMENA ACADEMY

89 Galgorm Road

Ballymena

BT42 1AJ

Telephone: Ballymena 028 25652782/3

Fax No: Ballymena 028 25630855

Website: www.ballymenaacademy.org.ukE-mail: info@balacademy.ballymena.ni.sch.uk

Principal: Mr S W BLACK, M.Sc., PGCE, PQH (NI)

Chairman of the Board of Governors: Mr J T McKERVILL, LL.B

**Voluntary Grammar School****(Non-Denominational)****Boys and Girls****Age Range of pupils:**

11-18 years

Admissions Number:

176*

(subject to review)

Enrolment Number:

1200*

(subject to review)

Current Enrolment:

1239

Office Hours:

8.30 am - 5.00 pm

*A Development Proposal has been published in respect of the Admissions Number and Enrolment Number, as below:-

“It is proposed to make a significant increase to the size of Ballymena Academy by way of a phased increase to its approved enrolment number, from 1200 to 1375 by the year 2021.

This will be managed by an increase in the Year 8 Admissions Number from 176 pupils to 201 pupils with effect from 1 September 2015 or as soon as possible thereafter.”

In the event that the Development Proposal is granted by the Education Minister, effective from 1 September 2015, then the Admissions Number (to Year 8) would increase to 201.

School Open Nights:

Ballymena Academy will be open for visits by P7 pupils and their parents on:-

Wednesday 14th January 2015 - 7.30 p.m. to 9.30 p.m.

[Those attending Primary Schools situated within approximately 3 miles of Ballymena Academy]

Thursday 15th January 2015 - 7.30 p.m. to 9.30 p.m.

[Those attending Primary Schools situated more than approximately 3 miles of Ballymena Academy]

To Parents/Guardians naming Ballymena Academy as a preference on their child's Transfer Form. Please ensure that you provide the following information on or with the Transfer Form:

Entrance Assessment Results

Ballymena Academy, as a member of the Post-Primary Transfer Consortium, uses the Combined Standardised Age Score awarded to children sitting the Entrance Assessment provided by GL Assessment, as specified by the school. Parents should record their child's candidate number and Combined Standardised Age Score in Section C of the Transfer Form and attach a copy of the Entrance Assessment results sheet to the Transfer Form.

Special Circumstances

Parents/Guardians wishing to claim Special Circumstances must complete Form SC1 contained in the Special Circumstances pack, available from Ballymena Academy or from the website: www.ballymenaacademy.org.uk

The completed Form SC1, together with appropriate documentary evidence corroborating the claim for Special Circumstances, must be attached to the Transfer Form.

(Parents/Guardians may wish to provide a copy of Form SC1 and accompanying evidence directly to the school.

This should be in a sealed envelope, addressed to the Principal. Such material does not confer advantage on any claim; parent/guardians must ensure the SC1 form and documents are also attached to the Transfer Form).

Special Provision

Parents/Guardians wishing to claim Special Provision must complete Form SP1, available from Ballymena Academy or from the website: www.ballymenaacademy.org.uk

The completed Form SP1, together with appropriate documentary evidence corroborating the claim for Special Provision, must be attached to the Transfer Form. Special Provision will not be considered in advance of the school's receipt of the Transfer Forms from the NEELB.

Upon receipt of a request in writing by a pupil's parent/guardian, a Primary School must disclose the relevant pupil's record of progress and achievement. The onus is on the parent/guardian to obtain from the Primary School full information on the pupil's academic performance and test results and to provide this to Ballymena Academy. No information will be sought by Ballymena Academy directly from the Primary School.

General Information

“Ballymena Academy Cares for the Individual and Inspires Learning and Achievement”

Ballymena Academy is a successful learning community in which young people are well cared for, where they enjoy their education in and out of the classroom and where they secure high quality outcomes in public examinations.

This brief summary cannot hope to capture the range and quality of day-to-day life in this busy and energetic school. Parents and children are encouraged to attend on “Open Nights” and to consult important sources of

information, such as the Prospectus, Information Booklets and the website (www.ballymenaacademy.org.uk).

Enabling pupils to achieve high standards of learning and attainment is Ballymena Academy's core purpose. Our caring ethos and extensive co-curricular programme are integral to realising that vision and upholding a well-deserved reputation for excellence. A non-denominational Voluntary Grammar School, Ballymena Academy is proud of its long tradition of drawing pupils from all sections of the geographically and socially diverse community which it serves. That service has been a feature of Ballymena Academy since its establishment in 1828, through its evolution into today's progressive and forward-looking school on its spacious and well-equipped site. Commended in the recent excellent Inspection Report for its planning and self-evaluation, as well as for standards of pupil attainment, the school is committed to continuous improvement and to working with parents and pupils.

Year 8 pupils are helped to adjust to life in their new school with an Induction Programme. Experience shows they settle in quickly and well. Specific support is provided by a team of senior pupils who have been trained as mentors and by staff such as the class tutors, as well as the Head of Year and Pastoral Assistant.

Results in public examinations give one important measure of success. In 2014, 84% of Year 14 pupils achieved 3 or more 'A' Level passes with A* - C grades; at GCSE 99% achieved 5 or more passes at A* - C, the figure for 7 or more such passes, including English and Mathematics was 98%. Independent analysis by the A-Level Information Service (ALIS) shows Ballymena Academy pupils achieve better overall results than those obtained elsewhere by pupils of similar ability.

In addition to that outstanding results profile, this school has a long tradition of pupils achieving "top three" places at GCSE and 'A' Level. This means that the pupils are awarded first, second or third highest marks in Northern Ireland.

In co-curricular terms, the school's reputation as a centre of sporting excellence is well-deserved and internationally recognised. Sport is enjoyed alongside such other activities as the musical brilliance of the Spring Concert – held in The Braid Arts Centre. The width and quality of the co-curricular programme is an essential feature of school life. It includes music, drama and an extensive range of other sporting, cultural and recreational pursuits. A wide co-curricular programme enables pupils to develop themselves through participation in a range of sporting, cultural, environmental and community based activities. The school has a unique Physical Recreation Strategy – aimed at promoting exercise and healthy lifestyle choices.

The school provides a broad, balanced and coherent learning programme for all year groups. Provision goes well beyond the statutory requirements of the N.I. Curriculum or the Entitlement Framework; assessment and reporting are in line with best practice; curriculum content, and approaches to teaching and learning, are subject to on-going review, development and alteration as the needs of young people and society change. Choice and flexibility increase in Key Stage 4 and post-16 for Advanced Level studies, prior to entry as an undergraduate to a university or college of the individual's preference.

Some other features of life and work in Ballymena Academy:-

Careers Education Information and Guidance - An integrated programme of careers lessons and guidance interviews enables pupils to develop knowledge and skills and to manage their career development effectively.

Instrumental Tuition - Available to all pupils. A number of scholarships are awarded each year.

Religious Education - Meets curricular requirements and is offered as an optional subject at GCSE and GCE 'A' level. Parents may withdraw their child(ren) from Religious Education and/or collective worship on grounds of conscience, by writing to the Principal.

Homework - Forms an essential part of the curriculum; parents are encouraged to see that this is completed with care.

Ballymena Learning Together - Ten post-primary schools work collaboratively in Ballymena Learning Together.

School Meals: The school operates a healthy eating policy and pupils choose from a wide range of nutritious food which not only meets the highest standards of hygiene but also passes the taste test. An exceptionally high proportion of pupils take school lunches. The school meals service and vending machines operate through a Swipe Card system; pupils do not have to carry large amounts of cash and parents may monitor their children's food purchases.

Further Information:

Pupils are required to wear school uniform.

There is a capital fee of £140 per annum (set by the Department of Education), which is payable by parents of pupils enrolled in the school.

A detailed prospectus and information on school policies and organisation may be obtained at the school, free of charge. Detailed information is also available on the school website.

Respective function of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors is the relevant admissions authority for Ballymena Academy. The Board of Governors draws up and approves the Admissions Criteria and delegates to an Admissions Panel - nominated and approved by the Board of Governors, to include the Principal - the responsibility for considering all applications for admission to Year 8.

Any reference to the term 'the Board of Governors' within these Admissions Criteria includes the Admissions Panel, nominated and approved by the Board of Governors, for the purposes of applying the Admissions Criteria set out in this document.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

In producing these criteria, the Board of Governors of Ballymena Academy has had regard to relevant material on the Transfer Procedure, issued at various times by the Department of Education. These materials have been given active and receptive consideration; the decisions taken reflect the Board of Governors' focus on communicating clearly, complying with legal guidance and providing an efficient and effective service for children and parents.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on, or attached to, the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.

Parents of all children transferring from Primary to Post-Primary school are eligible to apply for a place in Ballymena Academy.

The School operates an Entrance Assessment provided by GL Assessment and if there are more applications than places available, the outcomes of the Entrance Assessment will be used as part of the admission procedure. Precedence will be given to those applications which include a Combined Standardised Age Score in respect of the Entrance Assessment provided by GL Assessment and administered by Ballymena Academy.

1. Eligibility, Priority, Considering Applications and Verification of Information

ELIGIBILITY:

- 1.1 For a child to be considered eligible for admission to Year 8 in Ballymena Academy ("the School") in September 2015, an application in his/her name on a completed Transfer Form, must be submitted according to the requirements of the Transfer Procedure conducted through NEELB or any successor body.

PRIORITY to be given to applications:

- 1.2 In determining those children to be admitted, the Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the School before those children who are not so resident.
- 1.3 The Board of Governors of the School will not use as a criterion the position of preference given to the School on the Transfer Form, i.e. a child who has chosen the School in any position on the Transfer Form will be considered equally with those who have put the School first.
- 1.4 Priority shall be given, on equal terms, to two categories of application:
 - Applications for children who have taken the Entrance Assessment or the Supplementary Assessment (provided by GL Assessment, as specified by the School) in an approved Assessment Centre, whether or not an application includes a claim for Special Circumstances (Special Circumstances: see Sections 4 and 5 below).
 - Applications for children for whom a valid claim for Special Provision has been made (Special Provision: see Sections 4 and 6 below).

Then, if places remain after all applications in these categories have been accepted, all remaining applications shall be considered.

CONSIDERING APPLICATIONS

- 1.5 The Supplementary Assessment is provided for children registered to take the Entrance Assessment but unable to do so at the normal time. Produced to an identical specification, standard, and format and processed in exactly the same way, the outcomes are dealt with on the same terms as those from the Entrance Assessment.
- 1.6 If, after consideration of 1.4, there are still places available, all remaining applications - i.e. those which do not include a Combined Standardised Age Score or are not based on a valid claim for Special Provision - shall be considered.
 - If the number of applications remaining does not exceed the number of places available, all shall be accepted.
 - If the number of such applications exceeds the number of places available, the procedure identified in section 2 shall be applied until all places are allocated.

VERIFICATION OF INFORMATION

- 1.7 Duty to Verify: Parents should be aware that the Board of Governors of the School reserves the right to require such supplementary evidence as it may determine to support or verify the information written on or submitted with any Transfer Form. The obligation rests with parents to provide this evidence for verification purposes on request.
- 1.8 The provision of false or incorrect information, or the failure to provide information within the deadlines set by the School, can result in the withdrawal of a place or the inability to offer a place.

2. Admissions Procedure

Applications for children who have taken the Entrance Assessment specified by the School (or for whom a valid Special Provision claim has been made)

- 2.1 Where the number of applications for children who have taken the Entrance Assessment specified by the School along with those for whom a valid claim for Special Provision has been made, exceeds the admissions number, the School shall apply the Combined Standardised Age Score obtained in the Assessment or determined by the process applied to Special Provision claims, published in the “**Guide to Claiming Special Provision**”. This material is available from the School on request or it can be downloaded from the website www.ballymenaacademy.org.uk.
- 2.2 On the basis of the Combined Standardised Age Score achieved in the Entrance Assessment or a Score allocated as a result of a claim for Special Circumstances and/or Special Provision, applications shall be placed in rank order; higher scores will be accepted before lower scores.
- 2.3 Where the Combined Standardised Age Score obtained by two or more children is identical, and insufficient places remain to admit both or all of them, the following sub-criteria shall be applied in the stated order.

Precedence shall be given, in the following order to an application for a child who:

- 2.3.1 has sibling(s)* currently enrolled in the School, or has sibling(s) already approved for acceptance by the School in the current admissions process.
(**N.B.** Preference shall be given on the basis of the greatest or greater number of siblings).

- 2.3.2 is the eldest** or only child of the family.

* Where applicable “sibling” is defined as another child of the family (Article 2(2) of the Domestic Proceedings (NI) Order 1980) to include, for example, half-brothers and sisters, together with children who are adopted or fostered.

** Twins and other multiples who are eldest in the family are treated as joint eldest children.

- 2.4 If, after the implementation of each of 2.3.1 and 2.3.2, there remain more applications with identical Combined Standardised Age Scores than there are places available, then the following random selection process as determined by the Board of Governors and overseen by the Admissions Panel shall be applied to determine the remaining applications to be accepted:
 - each application to be considered at this stage is allocated a random number electronically generated within ‘Microsoft Excel’;
 - the applications are then ranked in order of the random number, with higher numbers having precedence.

Applications for children who have not taken the Entrance Assessment specified by the School (and for whom a valid Special Provision claim has not been made)

- 2.5 Should any place(s) remain after all applications which include a Combined Standardised Age Score or are made on the basis of a valid claim for Special Provision have been accepted, then other applications shall be considered for the remaining place(s).
- 2.6 If the number of such applications does not exceed the number of places available, all the applications shall be accepted up to the School's admissions number.
- 2.7 Where the number of such applications exceeds the number of places available, sub-criteria 2.3.1, 2.3.2 and 2.4 shall be applied in the stated order until all places have been allocated up to the School's admissions number.

3. Admissions following conclusion of Transfer Procedure

- 3.1 Should a vacancy arise after the Transfer Procedure concludes, towards the end of May 2015, further admission to Year 8 shall be considered if fewer pupils are enrolled in the year group than the admissions number allows. At that point all applications (including those received after the final date for changes of preference) will be considered, and the published admissions criteria applied (see 2.1 – 2.7 above).

3.2 If the School's admissions number has been reached, an application for a child moving into the area can be considered, subject to the Department of Education granting a temporary extension to the admissions number.

4. **Special Circumstances and Special Provision: Context & Summary**

4.1 'Special Circumstances' refers to the claim that medical or other problems, constituting a temporary illness, injury or indisposition experienced by a child at or about the time the Entrance Assessment was conducted, have detrimentally affected her or his performance.

4.2 'Special Provision' refers to applications which claim that children were unable to sit the Entrance Assessment or the Supplementary Assessment on the basis that: they are transferring from Primary Schools outside Northern Ireland or they have received more than half of their primary school education outside Northern Ireland or that they have been affected by medical or other serious problems which have prevented them from taking either the Entrance Assessment or the Supplementary Assessment.

4.3 In the event that an application to the School is unsuccessful, information regarding any claim for Special Circumstances or Special Provision shall be returned with the Transfer Form and made available to other post-primary schools to which application has been made through the Transfer Procedure.

5. **Claiming Special Circumstances**

5.1 The process is in keeping with the Post-Primary Transfer Consortium's arrangements for Access and for Special Circumstances. **Parents should register their intention to claim Special Circumstances before 2.00 p.m. on Friday, 12th December, 2014 on the form provided by the School.**

5.2 The **"Guide to Claiming Special Circumstances"** gives further details and guidance on registering and supporting a claim for Special Circumstances. This material is available on request or can be downloaded from the website www.ballymenaacademy.org.uk.

It is the sole responsibility of parents to obtain and present all such material as they consider will enable the School to make a judgement in respect of the Score to be used in the application of 2.3 and 2.4 above. **Parents are reminded that when considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on, or attached to, the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria - including Special Circumstances claims - is stated on the Transfer Form or attached to it.**

The School requires:	Examples of material which Parents are required to provide:
Information about the Special Circumstance which is claimed to have affected child's performance.	Details of medical or other problems which occurred just before or during the Entrance Assessment.
Evidence that the Special Circumstance existed.	Evidence to corroborate the existence of the problem. Parents should note that greater weight will be applied to independent evidence.
If claimed problem is medical: Evidence that child was examined by a medical practitioner in relation to the illness, that the problem was as described, and that child's health and well-being were impaired at or about the time of the Entrance Assessment.	Written statement from a Doctor or appropriate medical practitioner specifying illness or condition, its impact on child and dates of examination(s).
If claimed problem is non-medical: Details of the problem and independent professionally-sourced evidence to corroborate its existence and impact on child.	Written statement from an appropriately qualified individual who knows and/or works with the child in a formal and professional context and is able to give independent confirmation of the nature of the problem, when it occurred and its impact on the child.
Robust educational evidence to show Entrance Assessment Score does not correspond to child's ability.	'Robust educational evidence.' e.g. scores obtained in all standardised tests in English and Mathematics, taken by the child since start of Key Stage 2.

Please note that these examples are neither compulsory, nor exhaustive. The School will consider all such material presented to it and parents should include appropriate educational evidence.

5.3 Accurate information about the child's attainment is essential. To that end, parents should ensure that information, which they are entitled to receive from the primary school, such as scores obtained in standardised tests and dates on which taken and other relevant assessment outcomes, are obtained and used as supportive evidence for a Special Circumstances claim.

- 5.4 Parents are free to provide any other educational evidence for consideration by the Admissions Panel by attaching it to the Transfer Form and Form SC1. The Admissions Panel will consider all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parents/guardians to provide such evidence and have it, when necessary, appropriately verified. It should be noted that in all cases independent evidence will carry greater weight.

6. Special Provision

- 6.1 Applications for Special Provision must be attached to the Transfer Form and be made in line with the detailed procedures set out in the “**Guide to Claiming Special Provision**” which is available from the School on request or which can be downloaded from the website www.ballymenacademy.org.uk. This includes the appropriate Form (SP1), a copy of which should be attached to the Transfer Form and requires parents to submit appropriate, independent, documentary evidence in support of the claim.
- 6.2 Special Provision claims may be considered for children who have not taken the Entrance Assessment:
- 6.2.1 who are transferring from primary schools outside Northern Ireland;
 - 6.2.2 who have received more than half of their primary education outside Northern Ireland;
 - 6.2.3 whose educational provision to date has been negatively affected by serious medical or other problems, and who may, as a consequence, have been unable to take either the Entrance Assessment or Supplementary Assessment.
- 6.3 It is the parents’ sole responsibility to ensure that information is provided for the School to be able to determine if the child is eligible for Special Provision.
- 6.4 Decisions on admitting a child for whom a Special Provision claim has been made, require the Admissions Panel to form an educational judgement based on evidence of that child’s ability and determine an appropriate Combined Standardised Age Score for that child, following which, that child shall then be considered with all other applicants by application of 2.3 and 2.4 above.
- 6.5 The basis of that judgement may be a suitable form of standardised Assessment provided by GL Assessment and administered by the School under the same conditions as the Entrance Assessment. Alternatively, where there is evidence to show that a child, because of serious illness or other condition was unable to take the Entrance or Supplementary Assessment, or to be assessed in line with this process, the Panel will arrange for that child to be assessed through the use of protocols similar to those used by Educational Psychologists, or through reports of such assessments carried out in Key Stage 1 and Key Stage 2.
- 6.6 Parents are free to provide any other educational evidence for consideration by the Admissions Panel by attaching it to the Transfer Form and Form SP1. The Admissions Panel will consider all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parents/guardians to provide such evidence and have it, when necessary, appropriately verified. It should be noted that in all cases independent evidence will carry greater weight.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	176	247	177
2013/14	176	207	177
2014/15	176	184	176

This table does not include children who were admitted to the school with a statement of special educational needs.

- N.B. The Department of Education has determined that the Transfer Booklet will not provide parents with detailed information on the pattern of applications and admissions to this school. Additional information may be obtained on request from the school or on the school website.



BALLYMONEY HIGH SCHOOL

17 Garryduff Road

Ballymoney BT53 7AN

Telephone: (028) 27662361

Fax No: (028) 27666792

Website: www.ballymoneyhigh.org.ukE-mail: rscott@ballymoneyhigh.org.uk

Principal: Mr R Scott BA Hons, MEd, PGCE, PQH NI

Chairman of the Board of Governors: Mr D Fulton

**Controlled Secondary School**

Co-Educational

Age Range of pupils: 11-16 years

Admissions Number: 130

Enrolment Number: 670

Current Enrolment: 650

Office Hours: 8.45 am - 5.00 pm

Open Evening for prospective pupils and parents will be on Monday 12th January 2015 at 7.30 p.m.

Our CURRICULUM is carefully designed to be broad and balanced, relevant and rewarding for pupils of all abilities and needs. We fully and effectively deliver the Revised NI Curriculum and Entitlement Framework in our school. In Years 8, 9 and 10 (Key Stage 3) all pupils study a range of subjects which include: English, Mathematics, Science, Technology & Design, French, History, Geography, Home Economics, Art & Design, Music, Drama, RE, PE, Learning for Life and Work and ICT (where tasks are completed leading to the CEA Certificate of Competence). Skills and values are developed and assessed alongside knowledge, especially Communication, Number and ICT.

In Years 11 and 12 (Key Stage 4) the school's policy is that pupils should study and enter for public examinations appropriate to their ability and needs and thereby achieve the best range of qualifications of which they are capable. For most pupils this means studying for GCSE at Single and Double Award. Other qualifications on offer are Short Course GCSE, B.Tec, Essential Skills, Occupational Studies and Prince's Trust XL Award. These qualifications carry GCSE equivalence value. The full Entitlement Framework is offered at Key Stage 4, giving pupils a broad and rewarding range of subjects and courses.

Core subjects studied by all pupils are: English, Mathematics, Science and Personal Development, along with RE and PE/Games. A wide range of academic, practical and vocational subjects are available as **study options** including: Art & Design, Agriculture, Business Studies, Business & Communication Systems (including Word Processing), Child Development, Construction, Double Award Science, Drama, English Literature, Engineering, French, Geography, History, Home Economics, Information & Communication Studies, Leisure & Tourism, Learning for Life and Work, Moving Image Art, Road Traffic Studies, Physical Education, Religious Studies and Technology & Design. All pupils undertake one week of Work Experience. **This means broad and relevant choice for all pupils, of all abilities.**

Post-16 provision, in collaboration with other local schools, remains under future consideration with a focus on vocational A level courses. We have good links with NRC and local grammar schools, where pupils continue the excellent achievement from our own school.

Pupils with **Special Educational Needs** enjoy a full curriculum experience and are catered for in a small mainstream class. There is also a Learning Support centre attached to the school.

Our PASTORAL CARE system is highly regarded and specially structured with the pupil at its heart, because children learn best in a caring and well ordered environment. High standards are promoted and expected. The key purposes of pastoral care include: easy and successful transfer from primary schools to High School life – ready and sympathetic response by experienced staff to the concerns and difficulties of pupils - close monitoring and prompt remedial action in matters of academic progress, behaviour and attendance - positive and purposeful links with parents and other agencies to bring support and guidance to pupils throughout their school career.

In each year, two Heads of Year and a team of Class Tutors are responsible for ensuring pupils' progress and general well-being. High standards of behaviour are expected from each pupil, along with regular and punctual attendance and consistent work to the best of his/her ability. The wearing of school uniform is compulsory.

The many EXTRA-CURRICULAR ACTIVITIES on offer make our school a most lively community catering for all sorts of talents and interests. These include: Drama and Theatre Visits, Public Speaking and Debating, Music and Choir, Scripture Union and Charity Events and a wide range of sporting opportunities and team games such as football, rugby, hockey, netball, athletics and swimming. The Duke of Edinburgh Award Scheme operates at Bronze and Silver level. Many educational visits are organised locally alongside residential visits to France and an annual ski-trip.

Our present **school building** is well maintained and resourced. We eagerly await the enhanced facilities of our planned new school extension to be erected on our current site, by September 2016.

A more detailed **Prospectus** will be issued in early January to parents of P7 pupils in contributory primary schools. Our school **DVD** is also made freely available to primary schools and to parents on request. Visit and view our **Website** at www.ballymoneyhigh.org.uk Visit and view for yourself on our Open Evening, Monday 12th January 2015, or on appointment by arrangement with the principal.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The criteria below have been determined by the Board of Governors. In the event of the criteria having to be applied, the headmaster will consider all applications in the first instance and final decisions regarding admission will be taken by the Board of Governors or a sub-committee thereof, established for the purpose.

ADMISSION CRITERIA FOR ENTRY INTO YEAR 8

If the number of applications for places in year 8 in September 2015, exceeds the number of places available, pupils will be admitted according to the following criteria, applied in the order set down.

1. Preference will be given to pupils resident in N. Ireland at the time of their proposed admission.
2. If the school's admission number is exceeded at this stage, pupils who have satisfied criterion 1 will be allocated to the sub-groups listed below and given priority in the order shown.
 - (a) Pupils who have one or more brothers and/or sisters attending Ballymoney High School in the school year 2014/2015.
 - (b) Pupils who attend one of the contributory primary schools listed below:

Armoy	Cloughmills	Gorran	Lislagan
Ballymoney Christian Independent	Culcrow	Kilmoyle	Macosquin
Ballymoney Model	Damhead	Kilrea	Rasharkin
Balnamore	Eden	Knockahollet	Straidbilly
Bushvalley	Garryduff	Landhead	Wm. Pinkerton Mem
Carrowreagh	Garvagh	Leaney	
 - (c) Pupils who are the first or only child in their family or the first child in their family not admitted to a grammar school.
3. If the school's admission number is exceeded after the application of criteria 1 and 2, preference will be given to pupils for whom Ballymoney High School is the nearest suitable secondary school, as measured in a straight line on a 1:50,000 Ordnance Survey Map from the pupil's place of residence to the pedestrian entrance to the school on Garryduff Road.
4. If the school's admission number is exceeded at this stage, preference will be given to pupils whose residence is closest to Ballymoney High School as measured in a straight line on a 1:50,000 Ordnance Survey Map from their place of residence to the pedestrian entrance to the school on Garryduff Road.

It is the responsibility of parents to ensure that all information relevant to the above criteria is included on the transfer report form and in particular information relating to criteria 2a and 2c.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on, or attached to, the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.

Applicants should note that they may be required to produce documentary evidence verifying information pertinent to the school's Admission Criteria. The provision of false or incorrect information, or failure to provide the verifying documentary evidence by the required deadline, may result in either the withdrawal of a place or the inability of the school to offer a place.

The above criteria do not apply to admission to the school's Learning Support Centre for children with moderate learning difficulties. Copies of the admission criteria for these units are available from the school on request.

The above criteria will also apply for applications received during year 8.

The waiting list policy is available directly from the school.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	130	131	128
2013/14	130	110	110
2014/15	130	111	111

This table does not include children who were admitted to the school with a statement of special educational needs.

BELFAST HIGH SCHOOL

740 Shore Road,

Newtownabbey

Co Antrim BT37 0PX

Telephone: 028 90864431

Fax No: 028 90861527

Website: www.belfasthigh.co.uk

E-mail: info@belfasthigh.newtownabbey.ni.sch.uk

Principal: Mrs L F Gormley BA, MA, PGCE, PQH

Chairman of the Board of Governors: Mr B Roden BSc, FCA

**Voluntary Grammar School****(Non-Denominational)****Co Educational****Age Range of pupils:** 11-18 years**Admissions Number:** 136**Enrolment Number:** 930**Current Enrolment:** 930**Office Hours:** 8.30 am - 4.45 pm**Open Nights 2015**

The School will be holding Open Nights for pupils who may wish to enter Year 8 and their parents on **Tuesday 27 January and Wednesday 28 January 2015**. The Principal will address parents and prospective pupils at 7.15 pm on both evenings in the Assembly Hall. Parents of pupils who are unable to attend these evenings are invited to contact the School and make an appointment to see the Principal.

To parents/guardians naming Belfast High School as a preference on your child's transfer form.**Entrance Test Results**

Please ensure that you enter the score awarded by AQE in section C of your child's transfer form and attach the statement of result.

Special Circumstances and/or Special Provision

If you are making a claim for your child to be considered under Special Circumstances or Special Provision please note that you are required to provide documentation as detailed below.



Introduction - Belfast High School was founded in 1854 and moved to the present 32 acre site at Jordanstown in 1963. The School has a delightful setting in wooded gardens and the playing fields and tennis courts are in the School grounds. The modern buildings are well equipped and include excellent specialist accommodation. In addition, an extension for practical subjects and careers was opened in 1992 and the School has a large Sixth Form Centre. This well-furnished building was opened in September 1997. A further recent development is the superb new Music Department containing teaching rooms, practice rooms, dedicated computer suite and a fully equipped recording studio. Our proximity to the University of Ulster allows us to augment our on-site facilities with the outstanding sports facilities which they have on campus and which we use on a daily basis. The School was awarded Specialist Status for Language in May 2007 and the International School Award in 2008, 2011 and 2014. The School was successful in gaining funding for a Science, Technology and Mathematics project in 2010. In September 2011 the school was awarded the prestigious European Language Label by the European Commission.

Curriculum - The School curriculum is designed to provide the broadest possible choice of subjects and experiences for pupils. At GCSE pupils can choose from 24 subjects. They can study up to 11 subjects. In Sixth Form our pupils study 3 or 4 A Levels chosen from a list of 27. In addition, there is a wide choice of enrichment activities for Sixth Formers. All Sixth Form pupils receive guidance in interview and communication skills, careers advice and university preparation including a full programme of visits and work experience schemes designed to help pupils to make informed career choices.

Pastoral Care - Pastoral Care is an essential part of the School curriculum and is devoted primarily to the personal and social development of each pupil. A Year Teacher has oversight of a whole year group and of the Form Teachers, who see to the welfare of the particular classes in that year group. Other teachers with special skills, such as Careers Department, or outside agencies provide additional help. Close links with parents are strongly encouraged: parents are welcome to contact the School at any time concerning a pupil's welfare.

Extra-Curricular Activities - The vast majority of our pupils are involved in after-school activities. There are at least 32 clubs and societies providing for artistic, cultural, sporting and other interests. The School has a proud record of success and representative honours in sport and music.

Discipline - The School believes that learning can best take place in a friendly atmosphere and in a well-ordered, disciplined environment where a pupil can feel secure and content. Consequently good behaviour, inside and outside the classroom, is seen as essential. Pupils are expected to conform to School rules and always show respect for themselves, other people and property.

Charging and Remissions - Every pupil in the School pays an annual Capital Fee which is currently £80. A variety of methods of payment are available. Parents are invited to contribute to a voluntary Amenities Fund which is used for the benefit of all pupils. The Amenities Fund contribution is currently £120 per annum.

Transport - Translink provide an extensive service of buses to and from the School. Some 12 different routes are covered each day and late buses are provided for those involved in after-school activities.

The information presented is accurate at the time of going to publication. Any changes will be notified to parents as and when necessary. The School has detailed policy statements on a wide range of topics including Curriculum, Pastoral Care, Child Protection, Bullying, Health Education, Health & Safety, Discipline, Uniform, Charging and Remissions. These are available for inspection by current and prospective parents.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

In the event of the school being oversubscribed the Board of Governors has approved the criteria described below and has delegated the task of applying these criteria to the Principal. Decisions in respect of "Special Circumstances" and "Special Provisions" are taken in consultation with the admissions Sub-Committee to whom decision-making powers have been delegated by the full Board of Governors of the school. Further reference, therefore, to the Board of Governors may imply the Admission Sub-Committee or the Principal.

The Board of Governors will first consider for admission to Year 8, children who have taken the Association of Quality Education (AQE) Common Entrance Assessment (CEA) and been awarded a standardised score by AQE, subject only to the consideration of those children claiming "Special Provisions", as defined below.

Consideration will also be given to those children claiming "Special Circumstances", as defined below, in respect of medical or other problems which may have affected performance in the Common Entrance Assessment.

Belfast High School will not use as a criterion the position of preference given to the School on the Transfer Form; for example, a child who has chosen Belfast High school as a second preference school will be considered in the same way as all first preference applicants.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors has determined that all children resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any child not so resident.

Parent/Guardians are advised to record the age standardised score awarded by AQE, together with AQE Candidate Number, in section C of the Transfer Form and attach the statement of result. Parents/Guardians should note that they may be required to produce documents verifying information pertinent to the School's Admission Criteria.

If the number of applications is greater than the Admissions Number, the following criteria shall be applied in the order set down below:

1. Children who have taken the AQE Common Entrance Assessment and been awarded a score by AQE, or awarded a score as a result of Special Circumstances or Special Provisions, as defined below, will be considered before other children. If the number of applications is greater than the number of places available, children will be placed in **strict rank order** of scores, highest to lowest.
2. Places, up to the School's Admissions Number (136), will be allocated to children on the basis of the rank order of their respective scores; those achieving higher scores being allocated places before those who have achieved a lower score. If a number of children are eligible for the 136th place because they have equal scores, then these children will be allocated to the remaining places up to the School's Admissions Number, using the criteria listed in paragraph 4 below if required.
3. If there are still places available after consideration of all the children who have taken the AQE Common Entrance Assessment and been awarded a score by AQE, or awarded a score as a result of Special Circumstances or Special Provisions, the school will consider for admission any children who have not taken the AQE Common Entrance Assessment. Children from this pool will be allocated to the remaining places up to the School's Admission Number using the criteria listed in paragraph 4 below.
4. If as specified above, the number of applications exceeds the number of available places, children will be allocated a place by applying the following criteria progressively in the order set down. *If the Admissions Number is exceeded by the application of a particular criterion, then the remaining criteria will be used, in turn, as necessary to reduce the number of children still being considered for places until the correct Admissions Number is reached:-*
 - (i) Children who have a sibling¹ currently attending the School;
 - (ii) Children who are the eldest/only² child in the family (details to be supplied);
 - (iii) Children who have older brothers or sisters who have since left the School (details to be supplied).
 - (iv) Children who have a parent who is a former pupil of the School (details to be supplied).

¹ Child of the family as defined by the Department of Education to include, for example, half-brothers and sisters, together with children who are adopted or fostered.

² Twins and other multiples who are eldest in the family are treated as joint eldest children.

If there are more applicants with the last criterion in (i) to (iv) above which can be applied than there are places remaining then the Board of Governors will apply a tie-breaker. Priority will be given to the child whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the pupil's home to the Reception entrance of the School. Home will be taken to mean the pupil's address appearing at the commencement of the Transfer Application Form.

It is the responsibility of parents to ensure that the Transfer Form is completed in full, including, for

example, details of any family relationship with Belfast High School (including, for verification purposes, dates and maiden name if appropriate) and other relevant information. When considering which children should be selected for admission, the Board of Governors will **ONLY** take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.

Special Circumstances and Special Provisions

General

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for special circumstances and/or special provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provisions, or both; if a child is permitted to be considered as having special circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the school so that a score equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents to present all such material as they consider will assist the School in performing both parts of the consideration described above. All such material should be attached to the Transfer Form. It should be noted by parents that both parts of the consideration referred to involve an exercise in educational judgement and not precise calculation.

Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions

In reaching the educational judgement needed to award the mark that the child would have obtained in the AQE CEA under normal circumstances, the Admissions Sub-Committee will consider any material presented by parents/guardians (and attached to the Transfer Form) in support of the application. This material may include any or all of the following:

- (i) The score achieved in the AQE Common Entrance Assessment (CEA);
- (ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests, conducted in Years 5 and 6, in English and Mathematics;
- (iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests, conducted in Years 5 and 6, in English and Mathematics and where available, the respective AQE CEA score awarded;
- (iv) Any other relevant material.

Special Circumstances

Belfast High School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE Common Entrance Assessment and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note - if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/Guardians who wish to apply to the School under Special Circumstances should complete Form **SC14**, obtainable from the School or AQE, stating the precise reason why they believe the child should be considered for Special Circumstances and attach it with appropriate evidence to the Transfer Form.

Details of Medical or Other Problems

Where it is claimed that a child's performance in the AQE CEA has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in the Form **SC14** precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the AQE CEA, parents/guardians should be aware that the School will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents/guardians should set out in the Form **SC14** precise details of the problem and append appropriate documentary evidence.

It should be noted that in all cases independent evidence will carry greater weight.

The Admissions Sub-Committee will consider the application for Special Circumstances. Where Special Circumstances are accepted the Admissions Sub Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the Admissions criteria applied.

Special Provisions

Special provisions will apply for:

- (a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- (b) children who have received more than half their primary education outside Northern Ireland;
- (c) children entered for the AQE Common Entrance Assessment, who because of unforeseen and serious medical or other problems which are supported by appropriate documentary evidence, were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of those children who take up residence in Northern Ireland after the **13 September 2014**.

Parents/Guardians who wish to apply to the School under Special Provisions should contact the school as soon as possible. In addition they should complete Form **SC14**, obtainable from the School or AQE, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and attach it with appropriate independent documentary evidence to the Transfer Form.

The Admissions Sub-Committee will consider the application for Special Provisions. Where Special Provisions are accepted, the Admissions Sub-Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the Admissions Criteria applied.

Special Educational Needs

The procedures for children in receipt of a Statement of Special Educational Needs will operate outside the normal enrolment procedures in order to ensure that such children are provided with the most appropriate school placement. Further advice may be obtained from NEELB or the Education and Skills Authority, as appropriate.

Admissions to Year 8 following completion of the Transfer Procedure

Should the Board of Governors determine that a child who has arrived in Northern Ireland after the Transfer Procedure has been concluded is suitable for admission, and our Admissions Number has been reached, it will seek approval from the Department of Education to admit the child through the allocation of an additional place.

The School's policy on the consideration of all other applications made after the Transfer Procedure concludes towards the end of May 2015 is available upon request from the Principal's Secretary.

It is the responsibility of parents to ensure that the Transfer Form is completed in full, including, for example, details of any family relationship with Belfast High School (including, for verification purposes, dates and maiden name if appropriate) and other relevant information.

If the Board of Governors becomes aware of

- (a) any material irregularity in application made to the Association for Quality Education Limited in connection with the prescribed test, or
- (b) any falsification of any documents submitted to the Association for Quality Education Limited in connection with the prescribed test, or
- (c) any material breach of the conditions on the part of the child or his/her parents or guardians relating to the prescribed test

it reserves the right to reject the application to the School of such a child.

THE VERIFICATION OF INFORMATION PROVIDED BY APPLICANTS

Those making application should note that the information contained within an application that qualifies the child for admission may be verified. The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form/Transfer Form. This information will be requested from those whose applications have been successful on or shortly after 30 May 2014 when they have been notified of their allocation of a place at Belfast High School. Those making applications should also note the provision of false information or incorrect information, or the failure to provide verifying documents according to the required deadline, may result in either the withdrawal of a place or the inability of the school to offer a place.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	136	167	136
2013/14	136	197	136
2014/15	136	174	136

This table does not include children who were admitted to the school with a statement of special educational needs.

CAMBRIDGE HOUSE GRAMMAR SCHOOL**Cambridge Avenue****Ballymena BT42 2EL****Telephone:** (028) 25643151**Fax No:** (028) 25651239**Website:** www.cambridgehouse.org.uk**E-mail:** info@cambridgehousegrammar.ballymena.ni.sch.uk**Principal:** Mrs E Lutton, BEd; MSc; PQH(NI)**Chairperson of the Board of Governors:** Mrs M Thompson**Controlled Grammar School****(Non-denominational)****Age Range of pupils:** 11-18 years**Admissions Number:** 140**Enrolment Number:** 1030**Current Enrolment:** 922**Office Hours:** 8.30 am - 4.30 pm**OPEN MORNING INFORMATION**

The School will be open for visits by parents/guardians and prospective pupils on

Saturday 24 January 2015, 9.30 a.m. - 1.00 p.m.

The Principal will address parents/guardians at 9.30 a.m. and 11.00 a.m. in the Assembly Hall.

To parents/guardians naming Cambridge House Grammar School as a preference on your child's Transfer Form:**Entrance Test Results**

Please ensure that you provide the following information on Section C of your child's Transfer Form.

- AQE Common Entrance Assessment age standardised score.
- Please attach the AQE Statement of Result as verification.

Special Circumstances and/or Special Provision

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions please note that you are required to provide the documentation outlined in the relevant paragraphs as detailed in the Admissions Criteria following. It is emphasised that the onus is on the parents/guardians to ensure that as wide as possible a range of relevant academic evidence is provided and is attached to the Transfer Form.

*EFQM Gold Award 2011**International School Award 2010**Comenius 2011-2013***GENERAL INFORMATION**

Location and transport links: Cambridge House Grammar is centrally located on the Galgorm Road area of Ballymena with ease of access from many Co Antrim Primary Schools. Extensive and reliable train links, bus links and road networks enable students to travel to us from a wide catchment area including Belfast, Carnmoney, Glengormley, Templepatrick, Crumlin, Nutt's Corner, Ballyclare, Larne, Antrim, Randalstown, Maghera, Magherafelt, Portglenone, Garvagh, Coleraine, Ballymoney, Ballycastle, the Glens and Ballymena.

History and development: Cambridge House Grammar School was opened in 2001 following the amalgamation of Cambridge House Grammar School for Girls and Cambridge House Boys Grammar school. We are immensely proud of our flagship facilities in Science and Technology with a total upgrading of our Home Economics Suite in 2008. Other areas of the school have been remodelled and the School Development Plan provides the framework for future developments.

Results and successes: Our school has continually strengthened with students achieving excellent academic results at GCSE and GCE Levels specifically at A* to B grades in 2014, as well as provincial and national recognition in many curricular and extra curricular areas. We have an extensive extra curricular programme and encourage competition and participation with the aim of raising self-esteem and promoting teamwork and a sense of achievement. Our current focus is on building student leadership capacity at all levels in the school. Past and current successes include Young Musician of the Year, Form and Fusion Art Competitions, Ulster in Bloom, Young Enterprise, Duke of Edinburgh's Awards at Bronze, Silver and Gold levels, Readathon, Young Writers, gymnastics and dance competitions, Comenius Project, Medieval Ireland, Dairy Council Young Cook of the Year, UK Mathematics Challenge, Cinemagic Events, Music Festivals, Public Speaking Competitions, Dance/Drama Events, Ulster Youth Choir and Ulster Youth Orchestra, Great Science Race, Rugby and Hockey tours, Show jumping and Equestrian Teams, Sentinus Young Innovator Competition and Formula 1 in Schools event (UK Winners).

Ethos: Implicit in the school's values is the belief that education is pupil-centred and must meet the academic, physical, moral, social and spiritual needs of our young people. We constantly reaffirm this through assemblies, presentations and in our classrooms. It is important that parents/guardians see themselves as equal partners in the joint responsibility of developing our young people and that the young people themselves recognise their roles and responsibilities in the school context.

Curriculum: The school offers a flexible curriculum which is based on Learning Areas in line with the Northern Ireland Curriculum. We review our curriculum continually to ensure that our pupils are provided with the widest possible choices and opportunities. The school is one of the partners in the Ballymena Learning Together post primary school collaboration, established uniquely to reflect a collaborative approach for the benefit of all young people in the area and has established links in the curricular, extra curricular and cross community aspects with other post primary schools and the Northern Regional College.

Families and friendships: We promote a very strong family ethos which is based on care and concern for fellow pupils through our Year system. Pupils are placed in one of our school houses supported by Form

Teachers and Senior Staff. We promote very high standards in uniform, studies, attendance and behaviour. The pastoral care system has been strengthened by onsite School Counsellors who support our Form Teachers, Heads of Year, Heads of Key Stages. We also encourage pupils to participate in a wide range of extra curricular activities which raise self esteem, promote confidence and provide the opportunity to make new friendships and develop leadership skills.

Parental choice: Before parents/guardians make that important choice, it is vital that they familiarise themselves with our policies and procedures. The partnership of school, student and parent/guardian is a crucial one and for a student to benefit fully from a grammar school education, all three must work together positively and sustain their commitment to ensure that *'together we create futures'*. We are confident that the choice of Cambridge House Grammar School will be an excellent choice and we look forward to welcoming our new Year 8 students into a happy family, which focuses on academic success and personal excellence. We are a forward thinking school with traditional values.

Extra curricular activities: The school has a well developed programme for enjoyment and enrichment with extra curricular activities taking place every afternoon of the week and at weekends. There are also extensive opportunities for educational study visits, residentials and expeditions. These activities promote a strong sense of identity and often contribute significantly to heightened academic performance. Students who are prepared to contribute to the wider life of the school and community gain a great deal personally, academically, and socially and build valuable leadership skills. We regard the transition from Key Stage 2 to Key Stage 3 as a vital milestone in the life of each pupil and we work to ensure this is smooth and secure. It is expected that parents will take every opportunity to support the school throughout a pupil's time in Cambridge House Grammar School.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The day to day work associated with entry into Cambridge House Grammar School is delegated to the Admissions Sub-Committee which includes the Principal and members of the Board of Governors, who have experience in various standardised tests and assessing a child's academic ability from educational information. Decisions at any stage will be taken on the basis of relevant information available at that time. Admissions decisions taken by the Admissions Sub-Committee will be ratified by the Board of Governors.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8 2015/2016

The Board of Governors of Cambridge House Grammar School will admit children strictly in rank order on application of the Admissions Criteria up to the limit of the admissions number. In the event of the school being oversubscribed, the Board of Governors has approved the criteria described below.

As required by Department of Education regulations children resident in Northern Ireland at the time of their proposed admission will be selected before children not so resident.

With regard to those making application, Cambridge House Grammar School will not use as a criterion the position of preference given to the school on the Transfer Form. With regard to applications, consideration will be given to those claiming 'Special Circumstances' and 'Special Provisions' in accordance with the arrangements for 'Special Circumstances' and 'Special Provisions' set out below. Decisions in respect of 'Special Circumstances' and 'Special Provisions' are taken in consultation with the Admissions Sub Committee, to whom decision making powers have been delegated by the Full Board of Governors. Following consideration of 'Special Circumstances' and 'Special Provisions', the rank order will be drawn up and the criteria applied. Decisions about how the criteria should be applied to each child will be taken solely on the basis of information provided on or attached to the Transfer Form. Parents must annex to their application the original notification received from AQE. Parents should ensure that they record the 'age standardised' score awarded by AQE/score awarded as a result of 'Special Circumstances' or 'Special Provisions' in Section C of the Transfer Form and attach the original notification received from AQE as verification. Parents should note that they may be required to produce documents verifying information pertinent to the school's Admissions Criteria.

Admissions Criteria:

If the number of applications is greater than the admissions number, the following criteria will be applied in the order set down until the final place has been allocated:

1. Children who have taken the AQE Common Entrance Assessment administered by AQE will be admitted first in rank order, from the highest to the lowest, based on the age standardised score awarded to them by AQE or the score awarded as a result of 'Special Circumstances' or 'Special Provisions' in accordance with the arrangements for 'Special Circumstances' and 'Special Provisions' as set out below.

If following the application of the above criterion, there are children with the same score being tied for the final place(s) then the following sub criteria will be applied in the stated order as set out below to distinguish between such children:

- I. Children who have a sibling currently enrolled at the school
- II. Children who are the eldest child

- III. The age of the child, preference being given to the eldest established by date of birth as entered on a Birth Certificate or the Adopted Children's Register
- IV. Children who are entitled to receive Free School Meals (which will mean children who are listed on the Education and Library Board/ESA register as entitled to Free School Meals).
- V. In the event of there still being more applications than places:
 - a) children will be selected for admission on the basis of the initial letter of the surname as it appears on the Birth Certificate or the Adopted Children's Register in the order used in the BT Telephone Directory for domestic users, 'BT order'.
 - b) Where surnames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using BT order.
 - c) Where children have the same surname, the initial of the first forename as it appears on the Birth Certificate or the Adopted Children's Register will be used for admission.
 - d) Where the first forenames begin with the same letter, the second and, if necessary, subsequent letters will be used to establish relative priority for admission using BT order.
 - e) Where no priority can be established by means of this direct alphabetical comparison (e.g. 'Alan' 'Alana') the child with the shorter first forename will be prioritised for admission.
 - f) Where children have the same first forename the child without any subsequent forename will be prioritised for admission.
 - g) Where the application of a) to f) has not permitted priority to be established then c) and d) will be repeated with the substitution of 'second forename' for 'first forename'.

2. If the number of children for whom an age standardised score relating to the AQE Common Entrance Assessment has been produced (by AQE Ltd) or score awarded (by the Board of Governors) in accordance with the arrangements for 'Special Circumstances' and 'Special Provisions' set out below is less than the admissions number, then the sub criteria will be applied, as recorded at **1. (I-V)** above.

Special Circumstances and Special Provisions

The Board of Governors will consider applications on behalf of children whose performance in the test was affected by medical or other problems in accordance with 'Special Circumstances' set out below. Parents who wish to apply to the school under 'Special Circumstances' should complete Form SC14 obtainable from AQE/website or the school and attach it with appropriate documentation to the Transfer Form. Consideration of a claim for 'Special Circumstances' and/or 'Special Provision' consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having 'Special Circumstances' or as attracting 'Special Provision' or both, the second part of the consideration requires an educational judgement to be made on the material presented to the Admissions Sub Committee so that an appropriate score for the child can be awarded. It is for parents/guardians to present all such material as they consider will assist the Admissions Sub Committee in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation. Circumstances may arise where claims may be made under both 'Special Circumstances' and 'Special Provisions'. All circumstances will be considered by the Admissions Sub Committee, an informed judgement will be made and an AQE equivalent score assigned.

SPECIAL CIRCUMSTANCES

Cambridge House Grammar School has academic performance as its first criterion subject only to the consideration of medical or other problems which may have affected performance in the Common Entrance Assessments and which are supported by evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'. Cambridge House Grammar School respects the critical importance of a 'Special Circumstances' procedure for the application of academic criteria. The Board of Governors considers it to be reasonable to be able to factor into a test based admissions decision, circumstances beyond the control of the candidate (e.g. bereavement, accident or illness) that on the day of the Common Entrance Assessment may have led to the candidate's performance being adversely affected. If a claim for the consideration of 'Special Circumstances' is made in respect of matters for which Special Access arrangements were granted for a child, the school may take into account the fact that the child was granted Special Access arrangements for those matters.

'Special Circumstances' Procedure (please refer to the relevant AQE documentation SC14 form)

Where it is claimed that a child's performance in the Common Entrance Assessment has been affected by medical or other problems, evidence of its existence must be provided to the school and it is the responsibility of the parents/guardians to set out in the form SC14 precise details of the problem and attach the appropriate evidence. Where the problem is a medical one of short term duration which affected the child only at the time of the Common Entrance Assessment, the school will require the production of evidence in relation to the illness. Where the problem is of a non-medical nature the parents should, on the relevant Transfer Form/AQE form as appropriate, set out precise details of the problem and append any appropriate evidence to corroborate its existence.

Educational Evidence

It is emphasised that **the onus is on the Parents/Guardians** to ensure that relevant evidence is provided and is attached to the Transfer Form. The School has a duty to verify the educational evidence submitted to them by

a parent/guardian as part of the special circumstance claim. In reaching the educational judgement, the Admissions Sub Committee will consider any material provided (and attached to the Transfer Form at the time of 1st preference) in support of the application. This material may include any or all of the following:

- 1) the age standardised score awarded in the AQE Common Entrance Assessment
- 2) the result of the child of any standardised test conducted in Year 5, Year 6 and Year 7 and the result in any end of year test in English and Mathematics
- 3) any additional data from the Primary School
- 4) any other relevant material

The Admissions Sub Committee will determine, on the basis of all available information, an appropriate score for the child. Such children will then be considered with all other children who have received a CEA age standardised score and the above Admissions Criteria applied.

SPECIAL PROVISIONS

‘Special Provisions’ Procedure

Parents who wish to apply to the school under ‘Special Provisions’ should complete Form SC14 obtainable from AQE/website or the school and attach it with appropriate documentation to the Transfer Form.

Special Provision will apply for:

- (a) Children whose parents wish them to transfer from schools outside Northern Ireland
- (b) Children who have received more than half their primary education outside Northern Ireland
- (c) Children, entered for the AQE Common Entrance Assessments, who because of unforeseen and serious medical and other problems which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments

Special Provisions Procedure (please refer to the relevant AQE documentation SC14/forms)

The School will consider any relevant material submitted by parents. The Admissions Sub Committee will determine, on the basis of all available information, an appropriate score for the child. Such children will then be considered with all other children who have received a CEA age standardised score and the above Admissions Criteria applied. Parents/Guardians who wish to apply to the school under special provisions should complete form SC14, obtainable from AQE stating the precise reason why they believe the child is eligible for consideration under ‘Special Provisions’. This should be attached to the Transfer Form with appropriate, relevant evidence.

Duty to Verify

Parents/Guardians should note that they may be required to produce verification documentation pertinent to the School’s Admissions Criteria. Please refer to DE Circular 2009/7 and DE Circular 2011/20. The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form/Transfer Form. This information will be requested from those whose applications have been successful on or shortly after the 24 May 2015 when they have been notified of their allocation of a place at Cambridge House Grammar School. The provision of false or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of a school to offer a place. If the school becomes aware at any stage prior to enrolment that an applicant has gained a place for their child/children by using false information anywhere within their application, then the school has an obligation to withdraw the place and reallocate it correctly in line with the Admissions Criteria. If you state within your application that your child is currently registered as Free School Meal Entitled, and that claim is decisive in qualifying him/her for admission, then that information will be verified. If it is found to be incorrect, then any place offered because of it will be withdrawn.

Admission to Year 8 after 1st September 2015

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this in a letter. Written acknowledgement will be issued. The above criteria will be applied to these applications only in the event of such a vacancy arising during Year 8.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	140	155	142
2013/14	140	148	140
2014/15	140	197	140

This table does not include children who were admitted to the school with a statement of special educational needs.

CARRICKFERGUS COLLEGE**110 North Road****Carrickfergus BT38 7QX****Telephone:** (028) 93362347**Fax:** (028) 93367136**E-Mail:** info@carrickcollege.carrickfergus.ni.sch.uk**Website:** www.carrickferguscollege.co.uk**Principal:** Mr H Webb, BEd, PGCE, PQH(NI)**Chairman of Governors:** Mrs R Shaw**Controlled Secondary School****Boys and Girls****Age Range of pupils:** 11-18 years**Admission Number:** 160**Enrolment Number:** 900**Current Enrolment:** 677**Office Hours:** 8.30 am - 4.30 pm**Open Night:**

Parents and P7 pupils are invited to visit the school on **Thursday, 8th January 2015 from 6.30 pm to 9.00 pm.** The Principal's address will be at 7.15 pm. Parents unable to attend may contact the Principal to arrange an alternative appointment.

'Developing and Empowering Young People For Life'

Introduction	The Governors, Principal and Staff of Carrickfergus College are committed to providing a quality education for all pupils in the 11 to 18 age range. Accommodation at the College is excellent. Investment in the buildings ensures good facilities and a pleasant environment.
Ethos	A good atmosphere prevails and excellent relationships exist between pupils and staff. Pupils are encouraged to be considerate, pleasant and helpful. We endeavour to create a secure, enjoyable and supportive environment where all can thrive emotionally, academically, physically and spiritually to achieve their full potential as well qualified, caring and contributing members of the community. Our high expectations facilitate the pursuit of excellence in all areas of learning and pastoral care. Underpinning all that we do is the belief that education should be an experience which empowers the learner. We regard ourselves as a family school and each child is valued.
Pastoral Care	Pastoral support is of a high standard for all pupils at the College. Each morning pupils meet with their Form Teacher who takes a personal interest in each member of the Form Class. It is this teacher who is your first point of contact for routine matters, and the Head of Year can be contacted should you have any queries or concerns. The Form Teacher normally stays with the same Form Class from Year 8-12, thereby helping to achieve consistency in approach.
Reporting	Parents are kept well informed of academic progress by school reports and planned meetings with teaching staff. The relationship between home and school is an essential partnership and contacts are encouraged. Parents may also access information on their child's progress via the school website "Parent Portal".
Assessment	The College makes extensive use of assessment to determine pupils' potential. This information is also used to put into place intervention where pupils at GCSE and 'A' level are deemed to need such support.
Curriculum	At Key Stage 3, pupils study subjects which meet the requirements of the Northern Ireland curriculum. Pupils are placed in classes with others of similar ability. This allows them to progress at an appropriate pace with maximum opportunity for effective learning. At Key Stage 4 all pupils follow courses leading to GCSE. Courses on offer include: English Language, English Literature, Mathematics, Single and Double Award Science, Business Studies, Business Communication Systems, Religious Education, Physical Education, Geography, History, Art & Design, Music, Technology, Hospitality, Media Studies, ICT, Child Development, Learning for Life and Work, and Occupational Studies (Hair and Beauty, Plumbing, Sports Studies, Joinery). GCSE results - The results in August 2014 were again extremely high with 68% of pupils gaining 5+ GCSE grades at A* - C. The four year average for GCSE results is 68.5% - a remarkable average for a non-selective school.
Sixth Form	Advanced level results were excellent in August 2014 confirming the high quality of 6th form provision. A pass rate of 100% of Year 14 pupils gaining 2+ A Levels at Grade A* - E. This excellent record has now been maintained for more than 16 years. We currently have over 110 students in sixth form. Currently, A Level subjects taught include English Literature, History, Government & Politics, Travel & Tourism, Art & Design, Religious Education, Business, Health & Social Care, ICT and Technology and Design.—Various curriculum enrichment courses enhance the 6th form timetable, including Young Enterprise and Welcome Host, First Aid, Student cooking, managing Student finances, and the Certificate of Personal Effectiveness, worth 70 UCAS points. Courses on offer in Sixth Form are reviewed annually in an attempt to meet the academic interests of students. Carrickfergus College is a member of the Carrickfergus Learning Community which enables pupils to access an additional 14 subjects at A Level. Details are available from the College.
Extended Curriculum	An extensive range of activities/clubs is offered by staff outside of normal classes. Currently these include: Soccer, Rugby, Basketball, Fitness Club, Netball, Hockey, Athletics, Tennis, Dance, Golf, Badminton, Christian Union, Chess, Rambling, Drama Club, Science Club, Learner Driver Scheme, Comenius (links with Germany and Holland). Environmental Club, Duke of Edinburgh Award Scheme, European Studies JUNIOR Programme (links with Denmark, Croatia, Republic of Ireland, England and Wales), Instrumental Tuition, the School

Band, the Choir and Chamber Choir. There is an annual Ski Trip and recently pupils have travelled to Amsterdam and Crete.

Homework	Homework is an important means of consolidating work taught and learned in the classroom. It is set regularly and monitored by class teachers and the Senior Leadership Team. A Homework Club operates to support pupils who need extra help and access to resources on the Internet.
Conduct & Discipline	Self discipline is encouraged so that pupils can exercise their gifts and talents in the context of their responsibilities to themselves and others. We welcome the opportunity to praise hard work and good behaviour, which is acknowledged through a House system. Unacceptable behaviour is discouraged and parents are contacted when significant concerns arise. The school operates a detention system.
School Uniform Attendance	Uniform is compulsory and high standards are expected in matters of dress and appearance. Good attendance is essential and is always encouraged. In 2013/14 the average whole school attendance was 92.2% - our highest ever! Certificates will be awarded for good attendance and those whose attendance is 100% have the opportunity of a residential at an Outdoor Centre.
Child Protection	The College has Designated and Deputy Child Protection teachers. It operates Child Protection measures within the framework laid down by the Department of Education.
Special Needs	The College offers excellent Special Needs provision. The SENCo, Mr Gannon, is available for parents to speak to on a one-to-one basis about their child's particular needs. A well equipped "Focus Centre" in the College offers pupils with Literacy/Numeracy problems some additional support. These pupils are identified through a rigorous process of pupil screening carried out in all year groups. Parents are involved in all stages of this process.

A detailed prospectus and information on school policies may be obtained from the school office.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors will determine the admissions criteria. The criteria will be applied by the Principal who may, if necessary, refer to an admissions sub-committee.

When considering which children should be selected for admission, the Board of Governors will **only** take into account information which is detailed on or attached to the application form. Parents/Carers should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application or attached to it.

In the event of the school being over-subscribed the following criteria will be applied, in the order indicated below, to pupils seeking admission to the College. Applicants should note that they may be required to produce documents verifying their address or the age of the child concerned.

1. Pupils resident in Northern Ireland at the time of their proposed admission will be given preference over those not so resident.
2. Pupils who attended schools in the historic catchment area of the school. These schools include Acorn Integrated, Ballycarry, Ballynure, Carrickfergus Central, Carrickfergus Model, Eden, Greenisland, Kilcoan, Mullaghduh, Oakfield, Silverstream, St Nicholas', Straid, Sunnylands, Victoria, Whiteabbey, Whitehead, Woodburn, Woodlawn.
3. Pupils who have brothers/sisters who are currently enrolled, or who have been previously enrolled, at the College.
4. Those pupils who live closer to the College than others seeking admission. Measurements will be based on the shortest transport route to the front gates of the College from the child's home.
5. Selection for any places remaining will be on the basis of the initial letter of the surname, with pupils being selected in order as set out below. The order was determined by a randomised selection of letters

R, B, G, Mc, Mac, Y, C, J, H, N, M, I, A, S, D, P, X, E, U, Z, W, K, Q, V, L, F, O, T

Parents should note that in applying for a place for your child in Carrickfergus College you are indicating support of the ethos, policies and high standards expected in all aspects of school life. It is the parent's responsibility to make sure that all relevant information necessary in the application of the above criteria is submitted to the school on the Transfer Report Form.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Headmaster clearly stating this. The above criteria will be applied to these applications only in the event of such a vacancy arising. This will also be the case for pupils on our waiting list.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	160	124	118
2013/14	160	106	106
2014/15	160	127	127

This table does not include children who were admitted to the school with a statement of special educational needs.



CARRICKFERGUS GRAMMAR SCHOOL
120 North Road
Carrickfergus BT38 7RA
Telephone: (028) 93363615
Fax: (028) 93364270
E-Mail: info@carrickfergusgrammar.com
Website: www.carrickfergusgrammar.com
Headmaster: Mr K W Mulvenna MEd BA PGCE PQH
Chairperson of the Board of Governors: Mr M Smith BSc MBA CEng MIET



Est 1962

Controlled Grammar School
Non-denominational
Boys and Girls
Age Range of pupils: 11-18
Admissions Number: 116
Enrolment Number: 800
Current Enrolment: 800
Office Hours: 8.00 am – 5.00 pm

To parents/guardians naming Carrickfergus Grammar School as a preference on your child's Transfer Form

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Entrance Test Results

Please ensure that you enter the score awarded by the Association for Quality Education in Section C of the Transfer Form in the following format:

'AQE CEA score', followed by the score

The original statement of result should also be attached to the Transfer Form.

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions please note that you are required to provide documentation as detailed in the Admissions Criteria below, and attach it to the Transfer Form.

OPEN EVENING: Thursday 29 January 2015: 6.30 pm - 9.00 pm

By invitation through Primary Schools and local press

Carrickfergus Grammar School is a member of *Carrickfergus Learning Community*

Ethos: The Board of Governors is committed to offering a high quality education in an environment which keeps teaching and learning at the heart of a supportive, caring school. The school motto *Praestantia* (Excellence) is a commitment to and an expectation of pupils. The school holds the **Investors in People Silver Award**, the **Goldmark Award** for excellence in PE provision, the **Gold Standard International Schools Award**, is an **Eco School** with **European Green Flag status** and holds the **Elos Award** in recognition of its links with Europe. A detailed prospectus and further information may be obtained from School Reception.

Pastoral Care: The school has an active **Peer Mentoring** system which is specifically designed to support Year 8 pupils during their first year so that they can settle quickly, happily and productively into life at their new school. A harmonious and purposeful atmosphere prevails daily and high standards of behaviour, effort and uniform are expected at all times. Each school day begins with contact with each child's **Class Tutor** who along with the **Head of Year** has key responsibility for the personal, social and academic development of each individual pupil in their care. An agreed charter of **Rights and Responsibilities** operates within the school community. A specially designated member of staff has specific responsibility for **Primary School Liaison** in order to ease the transition from Primary to Grammar School. The strength of the school's Pastoral Care system was acknowledged in its most recent full Inspection Report. There is also an active **Student Council** and **Parents' Association**.

Curriculum: Pupils are placed in unstreamed classes through Years 8 - 10 and follow a timetable that leads to the school's **Key Stage Three Certificate**. The Junior School course covers English, Mathematics, Science, History, Geography, Religious Education, Home Economics, Art, Music, Technology, Information Technology, Physical Education and Learning for Life and Work. All Year 8 pupils in 2015-16 will study Spanish and French is also studied through Years 9 and 10.

In Years 11 & 12 English Language, English Literature, Mathematics, and Religious Studies are compulsory subjects at GCSE, along with one or two modern languages from French and Spanish and at least one of Physics, Chemistry and Biology, although all three sciences may be studied by those considering a career in Medicine or Science. A further three subjects are also taken from a wide choice including Additional Mathematics, Child Development, ICT, Media Studies and Performing Arts. The majority of pupils return to school to sit A-level examinations for University entrance: well over 95% of pupils are successfully placed in the Degree Course of their choice.

Extra-curricular Activities: A wide range of sports, activities, and clubs is provided, including Rugby, Football, Hockey, Cricket and Athletics. The Duke of Edinburgh's Award Scheme and the school's Scripture Union are both strongly supported. Science Club, Foreign Exchange travel, House Competitions and Army Cadet Force are also available. Pupils are encouraged to involve themselves in their chosen pursuit to become a valued, developing member of the school and on entry are assigned to one of four Houses which compete annually for the House Shield. The Music Society offers a wide range of performance activities both instrumentally and chorally and we are especially proud of the standards achieved by our choirs, which have featured in a special showcase programme on BBC Radio Ulster having won a number of prestigious competitions at national level.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

Carrickfergus Grammar School is a coeducational, interdenominational Controlled school with an Enrolment

Number of 800 and an Admissions Number of 116. In the event of the School being oversubscribed the Board of Governors has approved the criteria set out below and has delegated the task of applying these criteria to the Admissions sub-Committee. All admissions decisions, including those in respect of applications for "Special Circumstances" and "Special Provisions" are taken by the Admissions sub-Committee. Any subsequent reference to the Board of Governors, therefore, may imply the Admissions sub-Committee.

The Board of Governors will first consider for admission to Year 8 children who have taken the *Association of Quality Education (AQE) Common Entrance Assessment (CEA)* and been awarded an age-standardised score as issued by AQE, subject only to the consideration of those applications claiming "Special Circumstances" and/or "Special Provision" as defined below. Any subsequent reference to score refers to this age-standardised score as issued by AQE.

Carrickfergus Grammar School will not use as a criterion the position of preference given to the School by the Parent/Guardian on the Transfer Form; in other words those who have chosen Carrickfergus Grammar School as a second preference school will be considered on the same grounds as those who have chosen the School as their first preference.

ADMISSIONS CRITERIA TO BE APPLIED TO ALL APPLICATIONS FOR ENTRY INTO YEAR 8

The Board of Governors has determined that all children resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any child not so resident.

Parents/Guardians should ensure that they record the Score awarded by AQE, together with the AQE candidate number, in Section C of the Transfer Form. Parents must also attach to their application the original notification of results received from AQE.

Parents/Guardians should note that they may be required to produce documents verifying information pertinent to the School's Admissions Criteria.

If the number of applications is greater than the Admissions Number, the following criteria shall be applied progressively in the order set out below.

1. Children who have taken the AQE Common Entrance Assessment and been awarded a score by AQE, or awarded a score by the Admissions sub-Committee in accordance with the arrangements for Special Circumstances or Special Provisions as set out below, will be considered before other children. If the number of applications is greater than the number of places available, children will be placed in strict rank order of AQE CEA scores, highest to lowest.
2. Places up to the School's Admission Number of 116 will be allocated to children on the basis of the rank order of their respective scores in the AQE CEA, those achieving higher scores being allocated places before those who have achieved a lower score. If the point is reached whereby more children are tied on equal AQE CEA scores than there are places remaining, then these children will be allocated places up to the School's Admissions Number of 116 by application of the criteria listed in paragraph 4 below.
3. If there are places which remain to be allocated after consideration of all the children who have taken the AQE CEA and been awarded a score by AQE, or awarded a score in accordance with the arrangements for Special Circumstances or Special Provisions, then the Board of Governors will consider for admission any children who have not taken the AQE CEA. These children will be allocated places up to the School's Admissions Number of 116 by the application, if required, of the School's admissions criteria as set out in Paragraph 4 below.
4. If as specified above the number of applications exceeds the number of available places, children will be allocated a place by applying the following criteria progressively in the order set down below. If the Admissions Number is exceeded by the application of a particular criterion, then the remaining criteria will be used in turn as necessary to reduce the number of children still being considered for places until the correct Admissions Number is reached:
 - i. Children who, at the date of their application, have another child of the family¹ currently enrolled at the school;
 - ii. Children of whom another child of the family¹ (e.g. a sibling or twin) qualified under Criteria 1-4 above for admission into Carrickfergus Grammar School in the current admissions year;
 - iii. Children¹ who are the eldest² child or only child of the family¹ to be eligible to be accepted for enrolment in the School in September 2015;
 - iv. Children attending one of the School's contributory Primary Schools³ as listed below;
 - v. Children ranked by date of birth as entered on the Birth Certificate or Adopted Children's Register, with the eldest being admitted first;
 - vi. In the unlikely event, in the application of criterion (v) above, of two or more children having the same birthday, children will be selected for admission on the basis of a random selection process determined by the Board of Governors and overseen by the Principal. Each application to be considered at this stage will be allocated a random number electronically generated within "Microsoft Excel"; the applications will then be ranked in numerical order, with higher numbers having preference over lower numbers.

¹ "child of the family" will be interpreted in accordance with Annex 2 of Department of Education

Guidance to Primary School Principals, post-Primary School Boards of Governors and Principals, and Education and Library Boards/Education and Skills Authority on post-Primary School Admissions for 2013/14 School Year and will include, for example, half-brothers and half-sisters, together with children who are adopted or fostered.

² Twins and other multiples who are the eldest in the family are treated as joint eldest.

³ The School's contributory Primary Schools are:

Abbots Cross	Acorn	Ashgrove	Ballycarry
Carrickfergus Central	Carrickfergus Model	Earlview	Eden
Glengormley Int	Greenisland	Kilcoan	King's Park
Mossley	Mullaghduh	Oakfield	Silverstream
St. Nicholas'	Straid	Sunnylands	Victoria
Whiteabbey	Whitehead	Whitehouse	Woodburn
Woodlawn			

SPECIAL CIRCUMSTANCES/SPECIAL PROVISIONS: GENERAL INFORMATION

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the *AQE CEA* under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the school so that a mark equivalent to that which the child would have obtained in the *AQE CEA* under normal conditions may be awarded.

It is for parents to present all such material as they consider will assist the school in performing both parts of the consideration described above. All such material should be attached to the Transfer Form. It should be noted by parents that both parts of the consideration referred to above involve an exercise of judgement and are not matters for precise calculation.

GENERAL INFORMATION ON EDUCATIONAL EVIDENCE TO BE PROVIDED IN SUPPORT OF A CLAIM FOR SPECIAL CIRCUMSTANCES AND/OR SPECIAL PROVISIONS

In reaching the educational judgement needed to award the mark that the child would have obtained in the *AQE CEA* under normal circumstances the Admissions sub-Committee will consider any material presented by parents/guardians and attached to the Transfer Form. This material may include any or all of the following:

- The score awarded in the *AQE CEA*;
- The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;
- Comparative information from the child's Primary School. This may include the results for other children in the child's Year 7 class of any standardised tests conducted in Years 5, 6 and 7, the results in any end of year tests in English and Mathematics in Years 5 and 6, and where available the respective *AQE CEA* scores. Only the child for whom Special Circumstances is being claimed need be identified: all other pupils in the comparative picture should remain anonymous.
- Any other material which parents consider to be relevant.

SPECIAL CIRCUMSTANCES

Carrickfergus Grammar School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected a child's performance in the *AQE* Common Entrance Assessments and which are supported by documentary evidence of a medical or other appropriate nature. These medical or other problems are commonly referred to as "Special Circumstances".

Please note:

- If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted by *AQE*, the school will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/Guardians who wish to apply to the School under Special Circumstances should complete **Form SC14**, obtainable from the School or *AQE*, stating the precise reason why they believe the child qualifies for Special Circumstances, and attach it with appropriate documentary evidence to the Transfer Form.

The Admissions sub-Committee will consider the application for Special Circumstances. Where this is granted the sub-Committee will determine, on the basis of the information available, an appropriate score for the child. Such children will then be considered with all other children who have received an *AQE CEA* score and the admissions criteria applied.

Evidence of medical or other problems

Where it is claimed that a child's performance in the *AQE CEA* has been affected by a medical or other problem it is the responsibility of the parents/guardians to provide, on **Form SC14**, precise details of the problem and to append evidence of its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the *AQE CEA* parents/guardians should be aware that the school will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature parents/guardians should set out on **Form SC14** details of the problem and append any appropriate documentary evidence to the Transfer Form. It should be noted that independent evidence may carry greater weight.

SPECIAL PROVISIONS

Special Provisions will apply for:

- a. children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- b. children who have received more than half of their primary education outside Northern Ireland;
- c. children entered for the *AQE CEA* who, because of unforeseen and serious medical or other problems which are supported by appropriate documentary evidence, were unable to participate in the *AQE CEA* assessments.

Please note: it is expected that all those seeking admission to the School should sit the *AQE CEA*, with the exception of those children who take up residence in Northern Ireland after 12 September 2014 or those children who have a Statement of Special Educational Need.

Parents/Guardians who wish to apply to the School under Special Provisions should contact the school immediately and also complete **Form SC14**, obtainable from the School or *AQE*, stating the precise reason why they believe their child is eligible for consideration under Special Provisions. This should be attached to the Transfer Form with appropriate documentary evidence.

The Admissions sub-Committee will consider the application for Special Provisions. Where this is granted, the sub-Committee will determine, on the basis of the information available, an appropriate score for the child. Such children will then be considered with all other children who have received an *AQE CEA* score and the admissions criteria applied.

ADMISSIONS TO YEAR 8 FOLLOWING COMPLETION OF THE TRANSFER PROCEDURE

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after the beginning of the school year should write to the Principal stating this. An acknowledgement will be issued. If any place(s) become available after 1st September 2015 and there are more applicants than places available then decisions will be made on application of the Year 8 Admissions Criteria to those children seeking admission at the time the place(s) become available. The school's policy on the consideration of applications after the Transfer Procedure has concluded towards the end of May 2015 is also available directly from the school.

Should the Board of Governors determine that a child who has arrived in Northern Ireland after the Transfer Process has been concluded is suitable for admission to the School and the Admissions Number has been reached, it will seek approval from the Department of Education to admit the child through the allocation of an additional place.

IT IS THE RESPONSIBILITY OF PARENTS/GUARDIANS TO ENSURE THAT THE TRANSFER FORM AND OTHER RELEVANT FORMS ARE COMPLETED IN FULL AND INCLUDE ALL RELEVANT INFORMATION.

If the Board of Governors becomes aware of:

- a) Any material irregularity in the application made to the Association of Quality Education Ltd. in connection with the prescribed test; or
- b) Any falsification of any documents submitted to the Association of Quality Education Ltd. in connection with the prescribed test; or
- c) Any material breach of the conditions on the part of the child or his/her parents or guardians with regard to the test;

it reserves the right to reject such applications.

THE VERIFICATION OF INFORMATION PROVIDED BY APPLICANTS

Applicants should note that the information contained within an application that qualifies the child for admission may be verified. The Board of Governors therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form/Transfer Form.

This information will be requested from successful applicants shortly after they have been notified of their child being allocated a place at Carrickfergus Grammar School.

Note that the provision of false information or incorrect information or the failure to provide information or verifying documents within required deadlines may result in either the withdrawal of a place or the inability of the school to offer a place.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	116	156	116
2013/14	116	138	116
2014/15	116	143	117^

This table does not include children who were admitted to the school with a statement of special educational needs.

*Details in relation to CCEA Transfer Grades and *AQE CEA* scores accepted are available in the School's prospectus.

COLERAINE COLLEGE**Carthall Road****Coleraine BT51 3LR****Telephone:** (028) 70357000**Fax No:** (028) 70351184**E-Mail:** sskobel930@c2kni.net**Website:** www.colerainecollege.co.uk**Principal:** Madame S J Skobel BA Adv Cert Ed, PGCE, LTCL**Chairperson of the Board of Governors:** Mr J A Humphrey MBE**Controlled Secondary School****Co Educational****Age Range of Pupils:**

11-18

Admissions Number:

140

Enrolment number:

600

Current Enrolment:

233

Office Hours:

8.30 am - 4.30 pm

Arrangements to Visit

The school will be open for visits by parents and prospective pupils on Saturday 10th January 2015 at 10.00 am.
The Principal will address parents at 10.00 am in the College Assembly Hall.

Mission Statement

To achieve success for each pupil, the college provides a supportive environment delivering innovative, challenging learning experiences. As part of the local learning community, we promote partnerships, positive relationships, tolerance and understanding. We focus on the physical, intellectual, emotional and social development of each pupil in our care.

Curriculum

All pupils follow broad and balanced courses which cater for the Areas of Study and the Cross Curricular Themes integral to The Northern Ireland Curriculum. A wide range of options are offered at the end of Year 10 to allow pupils to choose combinations of subjects which best suit their abilities and career aspirations.

All pupils sit public examinations and are able to select from an extensive range of academic and vocational courses including GCSE, BTEC National Qualifications, Princes Trust, and a full range of Occupational Studies. At key Stage 4, in addition to the core curriculum, the school seeks to provide varied opportunities and experiences for its pupils by offering a wide range of subjects some of which may be studied through collaboration with other schools as [part of the Coleraine Learning Community. The school also provides a structured careers programme which includes a period of work experience.

The school continues to develop a range of vocational courses in Sixth Form. At present four courses are offered in the College - Level 3 National Diploma in Sports Studies, AS/A2 Art and Design, Level 3 BTEC Travel and Tourism and Level 3 National Diploma in Health and Social Care. We continue to foster collaborative partnerships with other schools and the Northern Regional College to enhance our own curriculum. At Key Stage 5 our pupils share learning with St Joseph's College, North Coast Integrated College and Dominican College.

Pastoral Care

A pupil centred approach is at the heart of the school's pastoral care system. The school has a highly skilled and committed staff who work with each individual pupil as well as deliver a Personal Development Programme throughout the school. The school regards the well-being of each individual pupil as of the utmost importance. Each pupil has a Form Teacher who deals with day to day matters, and each year group has a Year Head responsible for general welfare and guidance. Parents can discuss their child's progress and receive information through regular evening meetings with Subject Teachers, Form Teachers and Year Heads. Individual interviews with the Vice-Principal or Principal can also be arranged.

Code of Conduct

Learning can only take place in an environment which encourages the best possible behaviour. Our Code of Conduct is focused on showing respect for ourselves, others and the College. We encourage pupils to be responsible, be equipped, stay safe, take pride in self and our school, treat everyone equally, communicate politely and try their very best. This helps guide our young people through school and helps develop these values for life beyond the school gates. A strong pastoral team ensures the Code of Conduct is adhered to and pupils are rewarded regularly for helping to develop the College's sense of community.

Special Needs

A support service involving a group of experienced and specially trained members of staff is available to give additional help to pupils who are experiencing difficulty. The school seeks to offer equality of opportunity and the best possible curriculum for all ability ranges and has a fully functional Learning Support Centre. Pupils and teachers are supported by a team of highly qualified and caring assistants.

Extra Curricular Activities

Pupils throughout the school have the opportunity to participate in activities to enrich their educational experiences. The school will provide experiences through sporting activities, music, drama, steel band, Citizenship programmes involving work in partnership with other schools. The school works closely with many outside organisations to develop a wide programme of activities. The school is part of the Extended Schools Programme.

School Uniform

A high standard of personal appearance is expected. It is College Policy that full uniform, including blazer, is worn at all times. Pupils are required to conform to the clearly defined rules regarding other aspects of personal appearance, including hairstyles, piercings and the wearing of jewellery.

A detailed prospectus and information on school policies may be obtained from the school office.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors will determine the criteria to be used for entry and in consultation with the Principal the criteria will be applied in appropriate or extenuating circumstances.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

ADMISSION CRITERIA FOR ENTRY INTO YEAR 8

If the school is oversubscribed the following criteria will be applied progressively until the last available place has been allocated:-

1. Pupils living in Northern Ireland at the time of their proposed enrolment.
2. Pupils who have a brother/sister attending the college at the time application is made (See Note 1).
3. Pupils who have a parent/guardian permanently employed in a full-time capacity at the college (teacher/ ancillary/auxiliary staff).
4. Pupils for whom this is their nearest secondary school (See Note 2).
5. Pupils who are the oldest or only child in the family.
6. Pupils who have/had a:-
 - (i) brother/sister
 - (ii) parent/guardian
 - (iii) first cousin
 - (iv) uncle/aunt enrolled at the college

Reference under this criterion will apply in the order set out i.e. (i) to (iv) (See Note 1).

7. Pupils who live closest to the college (See Note 2).

Note 1: Reference to brother/sister includes half/step/long-term foster brother/sister.

Note 2: Reference to distance will be measured as the crow flies on an ordnance survey map from the home to the main front gate of the school.

It is the parents' responsibility to ensure that all information relevant to the criteria is provided on or with the transfer report form.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating that it is their wish to send their child to Coleraine College. The above criteria will be applied to these applications.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	103	33	33
2013/14	103	26	26
2014/15	103	24	24

This table does not include children who were admitted to the school with a statement of special educational needs.

The New Co-ed Voluntary Grammar School Coleraine (combined schools of Coleraine Academical Institution & Coleraine High School)

Telephone: 028 70344331/70343178

Fax No: 028 70351499/70352632

Principal: To be appointed

Chairperson of the Interim Board of Governors: Mrs N McCollum BSc, DipEd

Co-ed Voluntary Grammar School (Non-Denominational)

Age Range of pupils: 11-18 years

Admissions No: 156

Enrolment Number: 1525

Current Enrolment: N/A

Office Hours: 8.30 a.m. - 5.00 p.m.

School Open Night

Details of an information evening for parents and pupils will be made available at a later date.

The Minister has approved the Development Proposal which will result in the discontinuation of Coleraine Academical Institution and Coleraine High School with effect from 1 September 2015 to facilitate the establishment of a new co-educational, non-denominational voluntary grammar school in Coleraine.

TO PARENTS/GUARDIANS naming the New Co-ed Voluntary Grammar School Coleraine as a preference on your child's Transfer Form

Entrance Test Results

Please ensure that you provide the following information on section C of your child's Transfer Form

- Your child's score in the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE). The CEA is the only assessment which will be used for the admissions process for Year 8 in September 2015.
- Your child's score in the above assessment should be recorded as the two or three digit CEA score awarded to your child by AQE. (Pupils who achieve higher scores will be admitted before those who achieve lower scores in the admissions process).
- Your child's AQE Candidate Number.

Non-Academic Criteria

Please ensure that you indicate on the Transfer Form which of the non-academic criteria your child meets. These criteria will be used in the event of a tie.

Special Circumstances and/or Special Provision

Special Circumstances

Special Circumstances are medical or other problems which may have affected a child's performance in the CEA. The existence of Special Circumstances must be supported by independent documentary evidence of a medical or other appropriate nature. If a claim for the consideration of Special Circumstance is made in respect of matters for which Special Access arrangements were granted by AQE, the School will take into account the fact that the applicant was granted Special Access arrangements for those matters.

If you are making a claim for your child to be considered under Special Circumstances please note that you are required to:

Complete Form SC14 obtainable from the AQE web site or office, and attach it to the Transfer Form when it is being submitted, with the following specific documentary evidence also attached.

- Should the problem be of a medical nature and of short term duration which affected the child only at the time of the CEA, the school will require the production of evidence that the child was examined by a medical practitioner in relation to the illness at the time of the assessment.
- Where the problem is of a non-medical nature the parents should set out in the Form SC14 precise details of the problem and append any appropriate independent evidence to corroborate its existence.
- Educational evidence such as the results obtained by the pupil in any standardised or other appropriate tests conducted in Key Stage 2 and an indication of where these results place him/her in his/her primary school class or year. An Admissions Sub-Committee of the Interim Board of Governors will consider the application for Special Circumstances and where this is granted, the sub-committee will determine, on the basis of the information provided, an appropriate score for the child. He/she will then be considered with all other children who have received a CEA score.

Special Provision

Special Provision applies to:

- A child whose parent/guardian wishes him/her to be admitted to Year 8 from a primary school outside Northern Ireland.
- A child who has received more than half of his/her primary education outside Northern Ireland.
- A child entered for the CEA who because of unforeseen and serious medical or other problems, which are supported by appropriate independent documentary evidence, was unable to participate in the CEA.

If you are making a claim for your child to be considered under Special Provision please note that you are required to:

- Complete Form SC14 obtainable from AQE and attach it to the Transfer Form when it is being submitted.

You should state specifically which one or more of the above reasons make the applicant eligible for consideration under Special Provision. The parent may wish to include educational evidence such as the results obtained by the pupil in any standardised or other appropriate tests conducted in Key Stage 2 and an indication of where these results placed him/her in his/her primary school class or year.

The Admissions Sub-Committee will consider the application for Special Provision using the available evidence on or attached to the Transfer Form. It is the responsibility of the applicants to provide all of the above information, and to furnish relevant details.

The Interim Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form. This information may be requested from those whose applications have been successful on or shortly after 22 May 2015 when they have been notified of their allocation of a place at. The provision of false or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability to offer a place.

School Information:

The New Co-ed Voluntary Grammar School Coleraine will open for the first time on 1st September 2015. This will bring an exciting grammar school 11-18 educational opportunity to the young people of the Coleraine area. By adopting a child-centred approach and a culture of respect for self and others, all pupils will be challenged and supported to achieve their full potential. The opportunity for a seven-year academic pathway from Year 8 will enable all pupils to have a personalised learning experience which will enable them to access Higher and Further Education or employment.

Curriculum

Key Stage 3

Years 8, 9 and 10 will follow the NI Curriculum studying English, Mathematics, Science, Technology, History, Geography, French and Spanish, Art, Music, ICT, RE, PE, HE and LLW. Spanish and German are included as options in Years 9 and 10.

Key Stage 4

In Years 11 and 12 pupils study English, Mathematics, a Modern Language, PE, RE and choose subjects from History, Geography, Business Studies, Applied Business Studies, Biology, Chemistry, Physics, Further Mathematics, Art, ICT, GCSE PE, RE, Journalism, LLW, Manufacturing, Music, Motor Vehicle Road User Studies, Home Economics, Technology and Design and Digital Technology in order to study for 9, 10 or 11 GCSEs.

Sixth Form

Pupils may study for the GCE AS and A2 level examinations in those of the above subjects which are available at this level. Added to this choice are Government and Politics, Psychology, Health and Social Care, Performing Arts, Media Studies and Engineering. Some subjects may be offered in collaboration with other schools.

Religious Education

RE is provided in accordance with statutory requirements and parents may ask for their son/daughter to be withdrawn from RE and the daily act of collective worship in school assembly.

Careers

Careers education, information, advice and guidance are offered to all pupils from Year 10 onwards. External recognised bodies and individual professionals give regular presentations and all pupils are encouraged to gain first-hand experience in at least one area by a week of work experience in Year 13.

Pastoral Care

Tutors each have responsibility for their Tutor Class with Year Heads having overall responsibility. Our goal is a caring environment in which learning and teaching can take place effectively. High standards are required from pupils in work, attitude to work and behaviour in and out of school. Pupils are required to wear school uniform in accordance with our regulations. Pupils who are placed on the Special Educational Needs register will receive appropriate support.

Extra-Curricular Activities

Angling	Chess	Golf	Orchestra*	Swimming
Athletics	Cricket	Harriers	Rowing	Table Tennis
Archery	Debating	Hockey	Rugby	Tennis
Badminton	Drama	Football	Scripture Union	Volleyball
Bridge	Duke of Ed. Award	Netball	Squash	Young Enterprise

*Tuition is available for musical instruments, either privately arranged or through the NEELB scheme.

Fees

All parent/guardians will pay a regulation Annual Capital Fee of £140 and a voluntary termly contribution of £20 is also asked for to assist with the high level of provision and to subsidise pupils' travel within NI to school activities.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Functions of the Interim Board of Governors in relation to Admissions to the school

In approving the admissions criteria the Interim Board of Governors has delegated responsibility for admissions to a sub-committee of the Interim Board.

ADMISSIONS PROCESS and ADMISSIONS CRITERIA FOR YEAR 8 - SCHOOL YEAR 2015/2016

After consideration of claims for Special Circumstances and Special Provision, 150 places in Year 8 will be allocated to pupils on the basis of rank order of their respective scores in the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE); those achieving higher scores being allocated places before those who have scored less. Parents are advised to record the score awarded by AQE, together with the AQE Candidate Number, in Section C of the Transfer Form, and attach the statement of result. If several pupils are eligible for the final place because they have equal scores, the place will be allocated by applying progressively the Tie-Breaking criteria which will be applied to each child solely on the basis of the information provided on, or attached to, the Transfer Form.

Tie Breaker Criteria:

- i. the pupil has/had a brother or sister enrolled in CAI or CHS. (this can include step-brother or sister and adopted child).
- ii. the pupil is the eldest or only child of the family.
- iii. the pupil's mother attended CHS or father attended CAI, (name and date of attendance to be supplied).
- iv. random selection; with numbered discs representing pupils' names, an independent person will draw the required number of discs from a 'hat', under the observation of a second independent person and a school representative.

When considering which children should be selected for admission, the Interim Board of Governors will only take into account information which is detailed on or attached to the transfer form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the transfer form or attached to it.

In accordance with statutory requirements, when applying the admissions criteria the Interim Board of Governors sub-committee will select a pupil resident in Northern Ireland on 1 September 2015 before a pupil not resident at that date.

CROSS AND PASSION COLLEGE**10 Moyle Road****Ballycastle, BT54 6LA****Telephone:** (028) 20762473**Fax:** (028) 20761759**E-Mail:** info@crossandpassion.ballycastle.ni.sch.uk**Website:** www.cpcballycastle.org.uk**Principal:** Mrs B Ward, BA Hons, MSc, PGCE**Chairperson of the Board of Governors:** Mrs Una McCaughan**Maintained Secondary School****Boys and Girls****Age Range of Pupils:** 11-18**Admissions Number:** 130**Enrolment Number:** 720**Current Enrolment:** 760**Office Hours:** 8.30 am - 4.30 pm**OPEN NIGHT**

The school will be open for visits by pupils and parents on

Day Thursday**Date** 8th January 2015**Time** 18.30 and 19.15

Cross and Passion College is a co-educational (11-18) fully comprehensive school.

Mission Statement

Cross and Passion College is a Catholic, all ability school committed to providing opportunities to develop the unique talents of all pupils in a positive, challenging and caring learning environment.

Cross and Passion is a high performing school with a proven track record of providing high quality learning experiences for pupils of all academic abilities. We aim to create a learning environment where excellence is highly valued, where pupils strive to achieve their personal best and where qualities such as commitment, perseverance and dedication are strongly encouraged. Promoting health and personal well-being is high on our agenda and is reflected in the wide range of activities we provide to enhance the physical, social and emotional well-being of our young people.

The trustees, governors and staff work in partnership to provide a school where pupils will learn in a stimulating, well ordered, and caring learning environment. There is strong emphasis on promoting positive relationships based on the value and dignity of each individual member of the school community. The Pastoral Care system is well developed and permeates every aspect of school life. A Year Head is assigned to each year group and all pupils are allocated to a Form Teacher whose primary role is to get to know each individual child and look after their general well-being. We set high standards for our pupils in all aspects of school life and strongly encourage parents to be actively involved in supporting the learning of their children.

Curriculum

All pupils study a common curriculum in Key Stage 3 and are prepared for Key Stage 3 assessments in Communication, Using Mathematics and ICT. At Key Stage 4 (GCSE) pupils have a choice of two pathways to Post 16 education or training. These pathways provide access to a range of traditional general or academic courses including English, Religious Education, Mathematics, Science and Learning for Life and Work. In addition to this, depending on the pathway they choose, pupils have opportunities to study Irish, French, ICT, Technology and Design, Sport, Music, Art and Design, Home Economics, History, Geography, Business Studies, Construction Studies, Health and Social Care, Leisure and Tourism.

At Post 16, the college offers a full range of AS and A2 courses in both general and applied A levels in Art and Design, Business Studies, Chemistry, Biology, Physics, Mathematics, Irish, French, Music, PE, RE, English Literature, Geography, History, ICT, Health and Social Care, Leisure Studies, Applied Science and Construction Studies, Child Care and Agriculture. Outside the examinations structure, pupils have the opportunity to choose from a range of enrichment programmes including Young Enterprise, PE, Drama and Performing Arts, Community Sports Leader Award, Voluntary Work and Art. Sixth year pupils are prepared for and supported in participation in Spirit of Enniskillen and Duke of Edinburgh Award programmes.

To prepare pupils for leaving school there is on-going contact with Colleges, Universities, Institutes of Further Education through visits, Open Days, Careers Conventions and talks from Admissions Officers. Senior pupils play an important role in college life and are helped to grow in leadership and maturity by the exercise of responsibility. They have their own study area which is supervised during the school day. Members of staff are available together with a Careers Officer to provide careers guidance and every encouragement is given to pupils to proceed to appropriate courses in Further and Higher Education.

Extra-Curricular Activities

The college offers an extensive range of sporting activities which include Hurling, Camogie, Gaelic Football, Basketball, Netball, Soccer, Golf, Tennis and Athletics. Large numbers of pupils participate in a range of musical activities; Choir, Music Ensembles, Guitar Club, Keyboard Club, Traditional Music Club. Pupils also avail of individual lessons from the NEELB Music Service in a range of instruments. Other activities include Drama and Musical productions, preparation for Public Speaking Competitions, Arts and Crafts activities, Computer and Technology Clubs. A comprehensive programme of activities is available for pupils of all ages at lunch-time and after-school.

School uniform is compulsory and can be obtained conveniently in the local area.

A more detailed prospectus is available on request from the school.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school.

It is the responsibility of the Principal to consider all applications for admissions. The approval for all admissions is the responsibility of the Governors.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Cross and Passion College is a co-educational (11-18) fully comprehensive school.

If the college is oversubscribed pupils will be admitted according to the criteria 1 and 2 in the order set out below. In the event of being oversubscribed on either of these criteria, the sub criteria (a) to (e) will be applied in the order set out below.

- 1 Pupils who normally reside in the following contributory parishes; Culfeightrin, Ballycastle, Armoy, Ballintoy and Loughgiel.
- 2 Pupils from other parishes normally attend Cross and Passion College and will continue to be accepted. When deciding to accept a pupil the following criteria will, in the order given, be used.

Sub Criteria

- (a) Pupils who have siblings enrolled at the school or who are the eldest child in the family.
- (b) Pupils who have had a sibling previously enrolled at the school.
- (a) Pupils whose parent/guardian is a permanent employee of the school.
- (d) Pupils for whom special circumstances apply, e.g. social services report, health, security reasons. The Board of Governors will determine the merits of individual cases.
- (e) Preference will be given to older children before younger children. (This will be determined by the date of birth which must be recorded accurately on the child's Transfer Form).

The school does not operate a waiting list

Admission to Year 8 after 1st September

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after the 1st September should write to the Principal clearly stating this. In the event of such a vacancy arising the above criteria will be applied to these applications only.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify the information on any application/Transfer Form. Please note that the provision of false or incorrect information or the failure to provide information within the deadlines set by post-primary schools can result in either the withdrawal of a place or the inability of the college to offer a place.

It is the responsibility of the Principal to consider all applications for admissions. The approval for all admissions is the responsibility of the Governors.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	130	115	111
2013/14	130	96	96
2014/15	130	90	90

This table does not include children who were admitted to the school with a statement of special educational needs.

CRUMLIN INTEGRATED COLLEGE
10 Glenavy Road
Crumlin
Co Antrim, BT29 4LA
Telephone: (028) 94452497
Fax No: (028) 94423107
Website: www.crumlinintegratedcollege.org
Headmistress: Dr A Scott PQH(NI)
Chairman of the Board of Governors: Mr S Smith



Controlled Integrated School
Co-educational
Age Range of Pupils: 11-16
Admissions Number: 75
Enrolment Number: 400
Current Enrolment: 107
Office Hours: 8.45 a.m. - 4.30 p.m.
School Day: 9.10 a.m. - 3.30 p.m.

VISITS TO THE SCHOOL

The school will be open for visits by parents and prospective pupils on Tuesday 20 January 2015 at 7.30 pm.
There will be an address to parents at 7.30 pm in the College Hall.

"In all the areas inspected, the quality of education provided by Crumlin Integrated College is now Good" - Education and Training Inspectorate (ETI), March 2014.

ETHOS

The school's aim is to provide a safe and caring environment set within a framework of healthy relationships - one in which ALL pupils may experience effective learning, and in which they may grow happily together towards educational, personal, social, and vocational fulfilment. As an integrated college we provide the opportunity for children of all backgrounds to develop an understanding of our ethos, core values and aims as embedded in our mission statement, 'celebrating difference; learning and achieving together'. In March 2014 the Education and Training Inspectorate (ETI) stated that the school possessed "a purposeful, positive and pupil centred ethos which is described by the pupils as a significant strength of the school"

Looking to the future we have a splendid opportunity to develop our ethos given the proposals in place to establish either an 11-18 Shared Managed school or Grant Maintained Integrated school from September 2016.

A BROAD AND BALANCED CURRICULUM

All pupils follow a broad and balanced curriculum. A wide range of options are offered at the end of Key Stage 3 to allow pupils to choose combinations of subjects which best suit their abilities and career aspirations and fully meets the requirements of the entitlement framework.

EXTERNAL QUALIFICATIONS

Pupils have opportunities to sit an extensive range of public examinations and are able to select from a range of academic and vocational courses. All GCSE courses are delivered by specialist teachers. In March 2014 the ETI commented that "the quality of the majority of lessons observed was very good". The school has improved its GCSE A*-C performance from 52% in 2012 to 67% in 2014. In 2014 50% of pupils gained 5 or more GCSE passes at grade A*-C including English and Maths which is significantly higher than the NI average for secondary schools.

PASTORAL CARE

Each pupil is known, respected and cared for as an individual. Our highly qualified staff see Learning for Life and Work as part of every lesson in school, while in addition, Form Tutors, together with Junior and Senior School Year Tutors, are constantly on hand, not only to encourage positive attitudes, but to counsel pupils who may need guidance and support. Pupils are encouraged to follow the school's Learning Behaviours and our Positive Behaviour Policy is designed to recognise and reward pupils who choose appropriate behaviour. An updated Anti-bullying policy has also been implemented following consultation with the whole school community.

EXTRA CURRICULAR ACTIVITIES

Pupils throughout the school have the opportunity to participate in worthwhile activities to enrich their educational experiences. The school provides an extended curriculum through sporting activities, club/societies, music and drama and residential trips such as our annual ski trip, visits to Alton Towers and Year 8 induction trip to Bushmills outdoor activity centre.

SPECIAL NEEDS

A support service, involving experienced members of staff, is available to give additional support within the classroom to pupils who are experiencing difficulty. The school seeks to offer equality of opportunity and the most suitable curriculum for all ability ranges. Support from external agencies, for example LTSS (Literacy, Teaching and Support Service) is also available, if needed.

ACCOMMODATION

The school is situated on an attractive elevated site and is suitably equipped to offer a quality education to all its pupils. Apart from general and specialist classrooms there is a gymnasium and a Main Hall, technology suite, three science laboratories, two ICT suites, a well stocked library and a modern Home Economics Suite.

A more detailed prospectus is available on request from the school

ADMISSIONS CRITERIA FOR YEAR 8 PUPILS

In the event of over-subscription, the Principal, with the approval of the Board of Governors (to whom a later report must be given), will select pupils for admission by applying the school's stated intake criteria of sequential preference being given:

1. Those applicants who are resident in N. Ireland at the time of their proposed admission to the school to be selected for admission to the school before any child not so resident.
2. Applicants who are entitled to Free School Meals* (FSME): Priority to be given so that the proportion of such children admitted is not less than the proportion of first preference FSME applications received within the total number of first preference applications received.**
3. Those pupils for whom the school is the nearest Integrated Post Primary School. This will be determined as a straight line measurement using a GPS method as determined by the school.
4. Those pupils, who at the date of their application, have, or have had, another child of the family at the school.
5. Those pupils who, at the date of their application, are the "eldest" child of the family to be eligible to apply for admission to the school. Note that "eldest" does not include an older sibling enrolled at a specialist school for educational needs.
6. Children will be selected on the basis of initial letter of the surname in the order set out below:

U B R Y Q H X W V P I G K F N J A Z T S O C E D M L

The order was determined by a randomised selection of letters of the alphabet. In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the first forename will be used.

* "entitled to Free School Meals" will mean applicants who are listed on the Education and Library Board/ESA register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary transfer form, or at any date up to and including 13 May 2015.

** The calculation of this proportion will be on the basis of first preference applications received by Crumlin Integrated College on or before 20 March 2015.

Please Note:

- (a) It is the responsibility of parents to ensure that ALL information relevant to the above criteria is included on pupils' Transfer Forms. Special attention is drawn to points 3, 4, and 5.
- (b) The above criteria will apply throughout the School Year 2015/2016.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating this. The above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	75	19	19
2013/14	75	9	9
2014/15	75	17	17

This table does not include children who were admitted to the school with a statement of special educational needs.

CULLYBACKEY COLLEGE
44 Pottinger Street, Cullybackey
Ballymena, BT42 1BP

Telephone: (028) 25880771

Fax No: (028) 25881440

Email: info@cullybackeycollege.ballymena.ni.sch.uk

Website: www.cullybackeycollege.org.uk

Principal: Mr D Donaldson B Ed, M Ed PQH

Chairperson of the Board of Governors: Mrs G E Scott, MA, BSc, PGDE



Controlled Secondary School

Age Range of Pupils: 11-18 years

Admissions Number: 130

Enrolment Number: 700

Current Enrolment: 655

Office Hours: 8.45 a.m. - 5.00 p.m.

The school will be open for visits by parents and pupils:-		
Day	Date	Time
Monday	12 January 2015	7.30 pm
Tuesday	13 January 2015	7.30 pm

Location and Catchment Area

This college is situated in the picturesque village of Cullybackey, some three miles from Ballymena. Pupils are drawn from Portglenone in the west, Cloughmills to the north, the greater Ballymena area to the east and from the Randalstown district south of Cullybackey. The college is unique in this area in that it is serving both the rural and urban communities outlined above. This is reflected in the atmosphere and ethos of the college.

Induction

Year 8 pupils settle very quickly at Cullybackey College because of a carefully managed induction which bridges the gap from primary to secondary education. Transferring pupils will enjoy a day of curriculum activities with parents and pupils invited to the college for an information and induction opportunity in the month of June. In September the new pupils are affectively integrated into their secondary education with prefects assisting staff in seeing that their worries and concerns are handled in a caring way. The large majority of Year 8 pupils take part in a residential visit during September when they enjoy learning whilst living together in excellent secure accommodation at Cultra. This experience has commanded universal support from both pupils and parents as a most valuable part of the induction programme.

Organisation and Curriculum

Pupil groupings, according to wide ability bands, are created in Year 8 and, where possible, friendships established in primary schools are taken into consideration when assigning pupils to classes. Movement between bands is reviewed periodically with teacher evaluation of pupil performance being guided by continuous assessment, testing and set examinations. Pupils will experience the benefits of the more relevant, enjoyable skills based Northern Ireland Curriculum at both Key Stages 3 and 4. Opportunities will exist for both academic and vocational success with clear progression routes post-16.

The college currently has a well established sixth form where A Levels are offered in an expanding portfolio of subjects. Additional supporting courses, within the college or in collaboration with other schools in the Ballymena Learning Community, may be offered.

The Education and Training Inspectorate published the most recent report on Cullybackey College in January 2012. It states, "The pupils, some of whom have complex needs, develop personal capabilities, good social skills, self-confidence and effective thinking skills through the effective teaching and the caring support for their learning shown by the teachers. The pupils engage appropriately with the adults in the college and with visitors, display a positive attitude to learning, good levels of self-management and the ability to work well with others."

The quality of pastoral care was considered outstanding with the report stating, "The pupils respond positively to the inclusive and caring ethos, with exemplary support for those pupils experiencing emotional or social difficulties."

The quality of provision for learning was reported as very good as was the provision for SEN, ICT and Careers with the provision for English and Mathematics good.

Careers Guidance and Work Experience

A structured careers guidance programme is provided in a modern Careers Suite. Individual careers advice is available and close contact is maintained with employers, further education centres and training agencies. Work experience is available to every Key Stage 4 pupil.

Pastoral Care and Social Education

Close personal attention is paid to each class grouping by a Form Teacher. The Year Head and the Head of Junior School provide further pastoral support. The Personal Development Programme, an integral part of the 11-16 Northern Ireland Curriculum, exists to promote and develop self awareness, self respect and self confidence. The college works closely with outside agencies in developing best practice in preventing and dealing with bullying and in the training of college mentors.

Discipline

Order and control in the college are founded on the principle of fairness exercised within a caring environment. An established code of conduct exists and through this self discipline and responsible attitudes are encouraged. The active support of parents will be sought if a pupil's behaviour does not conform to the expected standards.

Extra Curricular Activities

The college provides a wide range of extra-curricular activities drawing on staff interests and expertise to develop pupils' talents and abilities. Such activities are available at lunch time and after timetabled lessons.

Uniform

All pupils are required to wear the prescribed school uniform and adhere to guidance regarding general appearance.

Cullybackey College is a member school of Ballymena Learning Together, a collaboration of all nine post primary schools in the Ballymena Area. Collectively the schools promote curricular and cross community cooperation in a coherent and sustainable way designed to create a climate amongst young people characterised by mutual understanding and respect.

A detailed prospectus and information on college policies may be obtained from the college office.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors formulate, apply and review the Admission Criteria while the Principal administers the criteria.

In accordance with the Department of Education Regulations, should the college be oversubscribed, the Board of Governors will consider the acceptance of pupils in keeping with the following:-

- 1 Pupils who attend the following primary schools:- Ballykeel, Ballymena, Braidside Integrated, Broughshane, Buick Memorial, Camphill, Carnaghts, Carniny, Clough, Cloughmills, Drumard, Dunclug, Duneane, Fourtowns, Gracehill, Groggan, Harryville, Hazelbank, Kilrea, Kirkinriola, Longstone, Maine Integrated, Portglenone, Randalstown Central, Rasharkin, The Diamond.

Should the college be oversubscribed at this point then preference will be given in order to pupils:

- i) who have a brother or sister, stepbrother/step sister currently enrolled at Cullybackey College.
 - ii) who are the eldest/only child in their family.
 - iii) who have had a brother or sister, step brother or step sister previously enrolled at Cullybackey College in the past 10 years.
 - iv) for whom Cullybackey College is the nearest non-grammar school.
- 2 Criteria (i)-(iv) will next be applied in order to pupils who attend other primary schools.

In the event of a tie, places will be allocated by date of birth, starting with the youngest until all places have been allocated.

It is the responsibility of parents to ensure that all the relevant information is submitted to the college, particularly in relation to criteria (i), (ii) and (iii).

Applicants should note that they may be required to produce documents to verify information pertinent to the college's admission criteria. Original documents will be required - fax or photocopies will not be accepted.

The provision of false or incorrect information or the failure to provide verifying documents by the required deadline may result in either the withdrawal of a place or the inability of the college to offer a place.

Admissions after 1 September 2015

Should a place become available the above criteria will be applied to written applications.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	130	111	98
2013/14	130	84	84
2014/15	130	104	104

This table does not include children who were admitted to the college with a statement of special educational need

DALRIADA SCHOOL**St James Road****Ballymoney BT53 6BL****Telephone:** 028 27663066**Fax:** 028 27665727**Email:** secretary@dalriada.ballymoney.ni.sch.uk**Website:** www.dalriadaschool.com**Headmaster:** Mr T J Skelton, BEd (Hons), MA (Ed Man)**Chairman of Board of Governors:** Mr B J Dillon, BA, MEd, DMS, Cert Ed, DASE**Voluntary Grammar School****(Non-denominational)****Age Range of Pupils:**

11-18 years

Admissions Number:

125

Enrolment Number:

815

Current Enrolment:

880

Office Hours: 8.30 a.m. - 4.45 p.m. weekdays**OPEN DAY**

The School will be open for visits by Year 6, Year 7 pupils and their parents on Saturday 10 January 2015 at 10.00 am. Copies of the full prospectus for 2015/2016 will be available at the Open Day, from the School Office, and also from the school website.

TO PARENTS/GUARDIANS naming DALRIADA SCHOOL as a preference on your child's Transfer Form.**Entrance Test Results**

Please ensure that you provide the following information on Section C of your child's Transfer Form.

- * All those seeking admission to Dalriada School should sit the Common Entrance Assessment for admissions in 2015-2016, conducted by the Association for Quality Education.
- * The score in the AQE CEA should be entered in the following format: AQE CEA score, followed by the raw score received.

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances or Special Provision please read carefully the relevant sections of Dalriada School's Criteria for Admission to Year 8 in 2015-2016.

Dalriada School is committed to academic excellence and all round personal development in a caring environment.

INTRODUCTION: Dalriada School was founded in 1878 and moved to its present site in 1937. The buildings are set in 24 acres of playing fields, all-weather, Astroturf and 3G pitches, lawns and woodland and include eight Science laboratories, (all fully refurbished in the past few years), gymnasium/Assembly Hall, Careers Centre, Sports Hall, Library, open-plan Art and Design Centre, Technology Suite and Sixth Form Study Centre. A new classroom block was opened in September 2002, comprising purpose-built ICT and Music suites and nine other classrooms. A new Link Building, opened in 2006, further enhances comfort and access. A purpose built Home Economics suite was opened in September 2013.

SCHOOL ETHOS: The school provides secondary education for girls and boys in the upper range of academic ability from a wide geographical area. The School has a liberal and interdenominational tradition. Its friendly atmosphere places the emphasis on good personal relationships and a genuine partnership between pupils, staff, parents and governors geared to the achievement of the highest standards in academic, cultural and sporting activities.

Pastoral Care: The pastoral care of pupils in Dalriada is of paramount importance. Pupils are cared for by a Form Tutor who supports them in their learning and development throughout their school career. In a recent ETI inspection the quality of pastoral care was rated as outstanding.

Careers Education: Careers education is delivered through subject and Learning for Life courses and by specialist Careers teachers supported by Careers Officers. There is a regularly updated Careers Library.

Behaviour: Emphasis is placed on self-discipline and pupils are treated as individuals. Behaviour management is based on the principles of common sense and courtesy and is designed to maintain a safe, efficient and congenial environment for pupils and staff. In the case of any serious breach of discipline parents are quickly and fully informed.

Parents: The school fosters close co-operation with parents, by providing regular information through reports and meetings, and by involving parents in dealing with any problems which may arise.

CURRICULUM

Years 8-10: Pupils follow a common course in English, Mathematics, Science and Technology, Environment and Society, Creative and Expressive Studies, Language Studies, Religious Education and Learning for Life Work. Teaching groups rarely exceed 26 pupils and are unstreamed. French is studied from Year 8, with an opportunity to begin the study of Spanish or German in Year 9.

Years 11-12: Core subjects: English, Mathematics, Physical Education, a Modern Language (French, German or Spanish), a scientific subject (Biology, Chemistry, Physics or Technology), ICT, Religious Education, and Learning for Life Work. 5 additional subjects will be chosen from: Additional Mathematics, Art and Design, Biology, Chemistry, Physics, Double Award Science, Technology, Spanish, French, German, Business Studies, English Literature, Geography, History, Home Economics, ICT, LLW, Music, Physical Education, Religious Education, Moving Image Arts, Engineering and Agriculture.

Sixth Form: Students normally take four GCE AS Level courses in Lower Sixth Form (Year 13) from a broad range of subjects on offer. Up to four subjects are taken on to GCE A Level in Upper Sixth Form (Year 14). A range of enrichment courses are offered, including European Computer Driving Licence, OCR Word and Text Processing, and Heartstart training.

Home Study: All pupils are expected to study at home, in order to reinforce what has been learned in class, and to develop the skills which will enable them to work independently.

OUT OF CLASS ACTIVITIES: A wide range of sporting opportunities is offered to pupils, including rugby, hockey, cross-country, badminton, athletics, golf, archery, soccer, netball, cricket, volleyball, swimming, tennis and outdoor pursuits including Duke of Edinburgh Award. The School has a strong tradition in music and drama and many other clubs and societies meet regularly. School educational visits abroad take place every year.

FEES AND CHARGES: A capital Fee (currently £12 per annum) and a Consolidated Charge (Currently £163) are charged in relation to all pupils.

A more detailed prospectus is available on request from the school.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The School's Board of Governors determines Criteria for Admission. The Education Committee of the Board of Governors considers applications to Year 8 and selects pupils for admission in the light of the criteria set out below.

When considering which children should be selected for admission, the Education Committee of the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admission criteria is stated on the application form or attached to it.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Dalriada School, as a co-educational grammar school, provides secondary education for girls and boys in the upper band of the range of academic ability. The School draws its pupils from a wide geographical area and from the full range of social, religious and cultural backgrounds.

Please note that it is expected that all those seeking admission to Dalriada School should sit the Common Entrance Assessment for admissions in 2015-2016, conducted by the Association for Quality Education Limited (hereinafter referred to as AQE CEA).

Children resident in Northern Ireland, at the time of their proposed admission, will be selected for admission before any other child.

If the number of applications for Year 8 in September 2015 exceeds the number of places available, pupils will be selected for admission according to the following criteria. They are set out in order of priority.

1. Academic ability as indicated only by the result awarded in the AQE CEA. Children will be admitted in rank order according to their result with higher scores preceding lower scores. The score in the AQE CEA should be entered in Section C of the Transfer form in the following format: AQE CEA score, followed by the score.

Application for Special Circumstances/Special Provision will be considered by the Education Committee of the Board of Governors. Where it is accepted the Education Committee will determine, on the basis of the information available, a score for the pupil. The pupil will then be considered with all other pupils who have received an AQE CEA score and the Admissions Criteria applied. In both Special Circumstances and Special Provisions the School will be looking at other relevant factors, as explained below, in assessing those qualifying candidates. It is important that those seeking such qualification make sure that the relevant material and evidence is submitted, setting out clearly why the criteria for this consideration should be applicable.

(a) Special Circumstances

An exception may be made where there is documentary evidence that a child's overall AQE CEA result may have been adversely affected by medical or other problems.

Parents who wish to claim Special Circumstances should:-

- (i) read carefully Dalriada School's Admissions Criteria. The Education Committee of the Board of Governors will consider claims and decide on the validity of each case.
- (ii) obtain Form SC14 from either AQE or Dalriada School.
- (iii) provide the appropriate documentary evidence to validate the claim.
 - Where the problem is a medical one, the school will require the production of evidence that the pupil was examined by a medical practitioner in relation to the illness at the time of the assessment.
 - Where the problem is of a non-medical nature, appropriate evidence should be provided.
 - Objective documentary educational evidence must be provided. This should include where they exist, the results for the pupil of any standardised test conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Maths.

- (iv) complete form SC14 and then attach it, along with the supporting evidence to the Transfer Form. It is essential that all evidence is provided at the time of application.

(b) Special Provisions

If the child has not taken the AQE CEA for one of the reasons below, other evidence of academic ability and aptitude will be considered in deciding whether the applicant should be admitted:

- (i) transfer from a school outside Northern Ireland after the closing date to register to sit AQE CEA tests.
- (ii) more than half of primary education received outside Northern Ireland.
- (iii) children were entered for the AQE CEA, and because of unforeseen and serious medical or other problems were unable to participate in all of the three AQE CEA tests.

Parents who wish to apply to the school under Special Provisions should contact the School as soon as possible. Parents who wish to claim special provisions must:-

- read carefully the requirements set out in Dalriada School's admissions criteria. The Education Committee of the Board of Governors will consider claims and decide on the validity of each case. Obtain Form SC14 from either AQE or Dalriada School.
- obtain Form SC14 from either AQE or Dalriada School.
- provide the appropriate independent documentary evidence required to validate the claim. It is essential that all the evidence is provided at the time of application.
- complete Form SC14 and then send it to Dalriada as your first choice school along with the appropriate independent documentary evidence in support of the claim.
- attach a copy of the SC14 Form along with the appropriate independent documentary evidence to the Transfer Form.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer Form.

Where it is necessary to distinguish between children who have been awarded the same score in the AQE CEA, criteria 2-6 will be used.

2. Children who, at the date of their application, are members of a family with a child currently enrolled at Dalriada School.
3. Children whose family previously had a child enrolled in the Secondary Department of Dalriada School.
4. Children who, at the date of their application are the eldest child (including twins and other multiples) of the family eligible to apply for admission to Dalriada School.
5. Children who are entitled to free school meals.*
6. The age of the child, preference being given to an older child.

* "entitled to Free School Meals" will mean applicants who are listed on the Education and Library Board/ESA register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Form, or at any date up to and including 13 May 2015.

If the Schools Admission's number has not been reached consideration will be given to the pupils according to criteria 2-6 and applied in order of priority.

NOTE: The criteria above will be applied to applications for admission to Year 8 throughout the 2015-2016 school year.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. Should a vacancy arise, the above criteria will be applied to select pupils from our waiting list.

Applicants may be required to provide original documentation verifying their home address.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	125	177	125
2013/14	125	172	126*
2014/15	125	214	^126

This table does not include children who were admitted to the school with a statement of special educational needs.

* Admitted under ECB ^ 1 on appeal

Details in relation to score/grades accepted are available in the school prospectus.

DOMINICAN COLLEGE

Strand Road,

Portstewart BT55 7PF

Telephone: 028 70832715

Fax: 028 70834807

Website: www.dominican-portstewart.org.ukE-mail: info@dominican.portstewart.ni.sch.uk

Principal: Ms R Ronan BSc, MSc

Chairperson of the Board of Governors: Mr Michael Fleming BA

**Voluntary Grammar School**

(Denominational)

Boys and Girls

Age Range of Pupils:

11-18

Admissions Number:

69

Enrolment Number:

480

Current Enrolment:

503

Office Hours:

8.45 am - 4.45 pm

OPEN NIGHT

The school will be open for visits by Year 7 pupils and parents on **Wednesday 14th January 2015 and Thursday 15th January 2015 from 7.00 pm - 9.00 pm**. Following an introductory talk by the Principal, everyone will have an opportunity to tour the school, meet with students and teachers and see something of pupils' work. A full school prospectus will be available at the open evening. Parents who are unable to attend are invited to contact the school to arrange an alternative appointment.

To parent(s)/guardian(s) naming Dominican College, Portstewart as a preference on your child's Transfer Form**ENTRANCE ASSESSMENT RESULTS**

1. Please ensure that you provide the following information on **Section C of your child's Transfer Form**:
 - Your child's GRADE in the GL Assessment and his/her Candidate Number. Please write the words "GL Assessment Grade" followed by the Grade and then write the Candidate Number in brackets.
2. Please ensure that you attach a copy of the GL Assessment Results slip to the Transfer Form.

SPECIAL CIRCUMSTANCES and/or SPECIAL PROVISIONS

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions, please note that you are required to:

- present all such material as you consider will assist the Board of Governors in its determinations
- attach all such material to the Transfer Form

Further details can be found in the 'Special Circumstances and/or Special Provision sections'.

**Introduction**

Dominican College ("the College") was founded in 1917 on one of the most spectacular sites of any school in Ireland. It is a co-educational voluntary grammar school and is unique amongst Catholic Grammar Schools in N. Ireland in that a very significant proportion of its students come from other Christian traditions. The College seeks to develop the whole person - academically, physically, socially, morally and spiritually and to promote in its students self-esteem, respect and care for others, responsibility, endeavour and a real sense of high achievement. We seek to educate in an atmosphere enlivened by Gospel spirit of freedom and charity, supporting each individual in his or her 'Search for Truth'. The College is one of a small number in N.Ireland to have been awarded the prestigious ICT mark. Two of our teachers have recently been named "N.Ireland Teacher of the Year in a Post-Primary school" (Teaching Awards - 2010 & 2012).

Teaching Arrangements

Key Stage 3: Each year from year 8 to year 10 is divided into three mixed ability teaching groups. The groups are balanced in terms of ability and gender. A wide range of teaching and learning strategies is encouraged with the focus, as it is throughout the College, on helping and encouraging each individual to achieve his or her best. Year 8 pupils currently study Art, Drama, English, French, Geography, Irish/Heritage Studies, History, Home Economics, ICT, Maths, Music, Physical Education, Religious Studies, Science, Spanish and Technology. In years 9 and 10 Irish or Spanish is studied along with French. Using ICT is an important cross-curricular theme. Pupils have access to state of the art software, hardware and the internet for educational purposes. A Learning for Life and Work Programme, including Citizenship, Employability and Personal Development is taught throughout Key Stage 3. A key emphasis is on developing literacy & numeracy skills.

Key Stage 4: GCSE subject choices are made in year 10. Selection of subjects involves pupils and parents in full consultation with the Careers department and subject teachers. English Language, English Literature, Mathematics, Physical Education, Religious Studies form the core, with options being chosen from a range which include French, Irish, Spanish, Science: Double Award, (incorporating Biology, Chemistry & Physics) Science: Single Award, History, Geography, Home Economics, Art & Design, Drama, Music, ICT, Design & Technology, Learning for Life and Work, Business and Communications Systems, Additional Mathematics, Media Studies and Sports Studies. As the College moves towards meeting the Entitlement Framework more subjects are being made available to students. Careers Education is taken by all.

Sixth Form: Most students take four post-16 courses in Lower Sixth drawn from subjects taken at GCSE but with Construction, Engineering, Further Mathematics, Health & Social Care, Applied Business, Media Studies, Performing Arts and Sports Science and the Leisure Industry also available. Three or four subjects are taken to A level (or BTEC National Award) along with Careers Education, Religious Studies and Physical Education (non examination) and enrichment opportunities available for all. Some subjects are offered in collaboration with other institutions as part of the Entitlement Framework. The range of options available has been steadily growing as the College moves towards meeting the Entitlement Framework.

Careers

The Careers Education Programme is delivered by specialist teachers through classes, parents' meetings and individual interviews. Guidance is offered with BTEC, GCSE, AS and A level subject choices, applying for courses and/or employment and interview preparation. All sixth form students undertake an appropriate Work Placement and extensive help is given in selecting and securing a place in higher or further education.

Pastoral Care

We aim to enhance, support and secure pastoral and social development of each of our pupils in every aspect of school life. Every teacher has a key role to play both in and out of class and Form teachers have a particular responsibility for a group of pupils. We seek to provide a caring, yet disciplined, learning environment. There is an extensive induction programme for year 8 pupils. Further induction time is set aside, annually, for other year groups. We value our partnership with parents, encourage both formal and informal contact and operate a well developed reporting system.

Extra Curricular Activities

The College has a rich cultural heritage which is particularly evident in extra-curricular music and drama. Concerts involving music groups, choirs, individual and group performances, sit alongside School Shows and the Drama Festival in encouraging and developing individual interest and talent. School trips and exchanges add an important dimension to the College. All pupils are encouraged to take part in after school activities with sports practices and matches, coupled with a variety of "societies", being available. The provision of a new Sports Hall in 2009 has proved to be of tremendous benefit.

Fees & Charges

The school has no Capital Fee. Parents are invited to make a Voluntary Contribution of £50 per pupil.

This information is accurate at the time of going to publication.

A more detailed prospectus is available on request from the College.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors is the relevant admissions authority for Dominican College, Portstewart ("the College"). The Board of Governors draws up and approves the Admissions Criteria and delegates to a Selection Subcommittee responsibility for considering all applications for admission to Year 8 including applications for Special Circumstances and/or Special Provision.

Any reference to the term 'the Board of Governors' within these Admissions Criteria includes the Selection Subcommittee nominated and approved by the Board of Governors, for the purposes of applying the Admissions Criteria set out in this document.

The Board of Governors has agreed that in the event that the number of applications for places at the College exceeds the College Admissions Number of 69, the criteria set out below will be used. The Board of Governors will not use as a criterion the position of preference given to the College on the Transfer Form, i.e. a child who has chosen the College in any position on the Transfer Form will be considered equally with those who have put the College first.

Pupils resident in N. Ireland at the time of their proposed admission will be considered before any pupil not so resident.

It is the responsibility of parent(s)/guardian(s) to ensure that all the information required by the College, accompanies the Transfer Form. Failure to provide the required information may result in the College being unable to consider the application.

Parent(s)/Guardian(s) should note that they may be required to produce documents verifying information pertinent to the College's Admission Criteria. Original documents are required; facsimiles or photocopies will not be accepted. Where the Board of Governors has a general knowledge or belief of a problem relating to false or incorrect information the College will take action to ensure that no pupil gains a place through use of such information.

The College will initially consider only those pupils who have taken the GL Assessment provided by the Post Primary Transfer Consortium and those for whom Special Provision applies.

Subject thereto pupils shall be admitted in the following order:-

- 1 Preference will be given in the strict order of the GL Assessment Grade (A, B1, B2, C1 and C2) i.e. pupils obtaining a Grade A will be admitted before those with Grade B1, who will in turn be admitted before those with Grade B2 and so on. Reference to Grades includes those deemed to be equivalent after consideration of "Special Circumstances" and "Special Provision".
- 2 Where selection has to be made between pupils who have the same Grade, as defined in criterion 1, the following sub-criteria will be applied in the order set down until all places are filled:-
 - *^ (a) Pupils who have a child of the family currently enrolled in the College or who will be enrolled in the 2015 - 2016 school year.
 - *^ (b) Pupils who do not fulfil criterion (a) but had a child of the family enrolled in the College for 2 or more years.
 - ^ (c) Pupils who are the first or only child in a family.
 - * (d) Pupils who have a parent who was enrolled at the College for 2 or more years.
 - ** (e) Pupils who are from a Traditional Feeder Primary School.
 - (f) The age of the pupil as entered on the birth certificate - preference being given to the older pupil(s).
 - * Full name(s) and dates must be given.
 - ^ "Child of the family" was defined in Transfer 2010 Guidance from the Department of Education in Northern Ireland.
 - ** Traditional Feeder Primary School is defined as one from which one or more pupils have transferred to Dominican College within the last 7 school years (i.e. after 30th June 2008); a list of these schools is available, on request from the school office.

Should places remain after those with GL Assessment Grades A-C2 have been admitted, the College will consider applications equally from those whose GL Assessment Grade is D, those deemed to be equivalent to Grade D after consideration of "Special Circumstances" and "Special Provision" and all other pupils, including those who have not taken the GL Assessment. These remaining places will be allocated on the basis of non-academic selection, using the criteria set in criterion 2 above, in the same order as set out above, until all the remaining places have been allocated.

SPECIAL CIRCUMSTANCES AND/OR SPECIAL PROVISION

Consideration of a claim for Special Circumstances and/or Special Provision consists of two parts. The first requires the consideration of whether there is sufficient evidence to permit a child to be considered as having Special Circumstances or attracting Special Provision, or both; if a child is permitted to be considered as having Special Circumstances or as attracting Special Provision, or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the College so that a Grade equivalent to that which the child would have obtained in the GL Assessment under normal conditions can be awarded.

It is for **parent(s)/guardian(s)** to present all such material as they consider will assist the College in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement.

Special Circumstances

Claims for Special Circumstances should be attached to the Transfer Form.

The Selection Sub-committee of the Board of Governors will consider applications on behalf of pupils for whom it is claimed that their performance in the GL Assessment was affected by medical or other problems, in accordance with the "Special Circumstances" Section set out in the "Access Arrangements and Special Circumstances Policy" and with the "Guide to Claiming Special Circumstances for children taking the GLA Entrance Assessment" available either from the College or from the College website (www.dominican-portstewart.org.uk) and using the procedures set out in the "Post Primary Transfer Consortium Guidance Notes" contained in the "Registration Pack" available from the College or from the College website.

Full details of the Special Circumstance and independent supporting evidence must be provided. Where the problem was a medical one which affected the child at the time of the assessment, the College will require evidence that the child was examined by a medical practitioner in relation to the medical problem, around the time of the assessments.

There are two important forms to be submitted by parent(s)/guardian(s) in order to make a Special Circumstances claim:

1. Notification of a claim for Special Circumstances must be registered at the Assessment Centre by **2.00 p.m. on Friday 12th December 2014** using **"Form SCR"**. The SCR Form is in the "Claiming Special Circumstances Pack" which is available from the College or from the College website. Claims not registered by the 12th December 2014 may not be considered by the Selection Sub-Committee.
2. Full details about the Special Circumstances claim must be provided at the time that the Transfer Form is completed in February 2015 using **"Form SC1"**. The SC1 Form is also available from the College or from

the College website. It must be attached to the Transfer Form, together with supporting independent, verifiable documentary evidence before the Form is sent to the NEELB Transfer Department. Please note that it is the responsibility of parent(s)/guardian(s) to obtain supporting documentation and to ensure that the Form SC1 is completed properly and that all information and forms are submitted to the NEELB Transfer Department at the correct time.

The Claiming Special Circumstances Pack includes a "Claiming Special Circumstances" Guide for Parents and Guardians in addition to the SCR Form and the SC1 Form.

Please note that if a claim for Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the Selection Sub-committee will take into account the fact that the child was granted Special Access arrangements for those matters.

▪ **Evidence required with a claim for Special Circumstances**

Every claim for Special Circumstances must have supporting evidence which includes **both**:

- a. details of the medical or other problems which occurred just before or during the GL Assessment with verification by an appropriate professional; Please note that where the problem was a medical one which affected the pupil at the time of the Entrance Assessment the College will require the production of evidence that the pupil was examined by a medical practitioner in relation to the medical problem around the time of the Entrance Assessment.
- b. educational evidence to show that the Grade achieved in the GL Assessment does not correspond to the academic ability of the child because he/she experienced medical or other problems just before or around the time of the GL Assessment.

The SC1 Form provides spaces for the pupil's standardised scores in English/Literacy and Mathematics /Numeracy throughout Key Stage 2 to be included. It is for parent(s)/guardian(s) to present all such material as they consider will assist the Selection Sub-committee in its considerations. The Selection Sub-Committee will consider all evidence provided in exercising its judgement in order to award a Grade to an applicant. In all cases independent evidence will carry greater weight. It should be noted by parent(s)/guardian(s) that considerations of a claim for Special Circumstances involve an exercise in judgement and not precise calculation. Applications considered under Claims for Special Circumstances will be judged on the evidence made available to the College.

Where a Claim is accepted and the educational and other evidence justifies an upgrade the higher Grade will be used. Where a Claim is accepted and the educational and other evidence does not justify an upgrade OR when the Claim is not accepted, the original Grade will stand.

Special Provision

The Selection Sub-committee of the Board of Governors will consider applications on behalf of pupils for whom a Claim for Special Provision is made in the following cases:

- (i) Pupils whose parent(s)/guardian(s) wish them to transfer to the College from schools outside Northern Ireland;
- (ii) Pupils who have received more than half of their primary education outside Northern Ireland;
- (iii) Pupils whose educational provision to date has been negatively affected by serious medical or other problems which are supported by independent verifiable documentary evidence and who have not taken the GL Entrance Assessment.

To apply for Special Provision, parent(s)/guardian(s) must complete Form SP1, which is available from the College or on its website. This Form must **be attached to the Transfer Form**, together with supporting documentary evidence before it is sent to the NEELB Transfer Department by the Primary School Principal in February 2015. Please note that it is the responsibility of parent(s)/guardian(s) to obtain supporting documentation, to ensure that the SP1 is completed properly and that all information and forms are submitted to the NEELB Transfer Department at the correct time.

A copy of the completed SP1 Form should also be sent directly to the College by 4th March 2015. In cases where the Transfer Form is sent to NEELB later than 4th March the completed SP1 Form should also be sent directly to the College. Further guidance on applying for Special Provision is provided with the SP1 Form available from the College or its website.

It is for parent(s)/guardian(s) to present all such material as they consider will assist the Selection Sub-committee in its considerations. It should be noted by parent(s)/guardian(s) that such considerations involve an exercise in judgement and not precise calculation.

Where the grounds for a Claim for Special Provision are met, the Selection Sub-committee of the Board of Governors will determine an appropriate GL Assessment equivalent Grade for the pupil. The Selection Sub-committee may require an assessment of a pupil's abilities to be carried out by a suitably qualified person or body, appointed by the College. Other useful evidence would include:

1. the report(s) of any assessments carried out by ELB educational psychologist(s) or suitable expert
2. standardised assessment scores obtained by the pupil in Key Stage 2 or
3. other appropriate educational information if (1) or (2) is not available.

Parent(s)/guardian(s) are free to provide any other educational evidence for consideration by the Selection Sub-committee by attaching it to the Transfer Form and Form SP1. The Selection Sub-Committee will consider all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parent(s)/guardian(s) to provide such evidence and have it when necessary appropriately verified. It should be noted that in all cases independent evidence will carry greater weight.

Following determination of a GL Assessment equivalent Grade such pupils will then be considered, with all other pupils, by application of the Admissions Criteria.

Those pupils to whom this Special Provision applies may have sat the GL Entrance Assessment, in which case the Grade obtained will also be considered.

Verification of all Information

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on the Transfer Form or appended to the Transfer Form by parent(s)/guardian(s). For verification purposes original documents are required and not facsimiles or photocopies.

The provision of false or incorrect information or the failure to provide any requested verifying documents within the deadline set by the College will result in either the withdrawal of a place or the inability of the school to offer a place.

The responsibility to ensure that:

- the Transfer Form and other necessary documentation is correctly completed;
- any Special Circumstances and/or Special Provision being claimed are properly documented as described in detail above and in the guidance documentation available from the College;
- and
- any required verification documents are provided within specified deadlines,

lies with the parent(s)/guardian(s) of the child. Failure to ensure that this occurs will lead to any request for special circumstances not being considered and/or the application not being considered by the Board of Governors and/or the withdrawal of a place in the College.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising, the above criteria will be applied to these applications.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	69	91	69
2013/14	69	90	70 [^]
2014/15	69	103	72 [*]

This table does not include children who were admitted to the school with a statement of special educational needs.

[^] includes 1 child admitted under admissions appeal

^{*} includes 3 children admitted under admission appeals

DOWNSHIRE SCHOOL

Downshire Road

Carrickfergus BT38 7DA

Telephone: 028 93364334

Fax: 028 93364501

Website: www.downshireschool.co.uk

Principal: Mrs J E Stewart, BA(Hons), PGCE

Chairperson of the Board of Governors: Mr T Creighton MBE



Controlled Secondary School

Boys and Girls

Age Range of Pupils: 11-18 years

Admissions Number: 160

Enrolment Number: 800

Current Enrolment: 630

Office Hours: 8:30am - 4:30pm

Open Night

Parents and P6/7 pupils are invited to visit the school on Monday 26th January 2015 from 6.30 – 8.30 pm. The Principal's address will be at 7.30pm. Parents unable to attend are welcome to contact the Principal to arrange an alternative visit.



"Promotion of personal excellence and mutual respect for all"

Introduction - Downshire School is a controlled, co-educational school catering for the academic and social needs of 11-18 year old pupils in a bright, welcoming and caring environment. All staff are committed to providing a quality education and encouraging pupils of all abilities to aim for personal excellence. We believe that developing the "whole child" is important and so we value each child as an individual and an integral part of our school community.

Pastoral Care – The school places high emphasis on the pastoral care system which has the academic, social, moral and spiritual interests of the pupils at its core. Monitoring and support provided by Class Teachers, Year Heads, Special Educational Needs Co-ordinator, Head of School and Senior Management are consistent, caring and based on a genuine interest in the well-being of the pupils. The home-school link is invaluable and strong levels of communication and co-operation exist enabling everyone to work together in the best interests of all pupils. A system of mentoring is in place where Sixth Form students support Year 8 pupils throughout their first year to enable them to adapt quickly and positively to life in Downshire.

Discipline – Discipline is firm, fair and based on respect. Pupils are encouraged to behave in a positive manner and develop self-discipline as they mature. Co-operation between home and school is essential in order that school rules and procedures are followed. A range of sanctions, including after-school detention, will be imposed on pupils who disrupt the learning and well-being of others. Respect is the core ethos of the school and we aim to create a calm and orderly environment in which pupils enjoy the educational experience and reach their full potential. It is expected that all pupils will attend school regularly and punctually. Rewards and incentives are often given for high standards of work, behaviour, attendance and punctuality.

Curriculum – For which the school has received the Schools' Curriculum, Enterprising School and Sportsmark Awards. At KS3 pupils follow the NI Revised Curriculum which provides them with a wide range of subjects which develop skills and abilities. Pupils are placed in classes within academic bands most suited to their ability level and work at a pace which allows them to achieve success. Pupils with special needs follow the same curriculum in a separate class throughout KS3. Subject choices for GCSE are made in Year 10 following meetings between pupils, parents and Careers staff. At KS4 all pupils follow courses leading to GCSE, BTEC and ELQ. Courses on offer are broad and varied, incorporating **academic and vocational** choices which will equip them for the world of work. Courses followed include: English Language and Literature, Mathematics, Single and Double Award Science, Art, Business Communication Systems, Business Studies, Child Development, Contemporary Crafts, Engineering, French, Geography, History, Home Economics, Horticulture, ICT, Learning for Life and Work, Media Studies, Motor Vehicle and Road User Studies, Music, Occupational Studies (Sport, Leisure and Travel), Performing Arts, Physical Education, Religious Education, Statistics and Technology and Design. Additional and alternative qualifications will be offered as appropriate.

Sixth Form – At post-16 students have access to a wide range of GCE AS/Advanced Level courses both within Downshire and the Carrickfergus Learning Community. These include Art and Design, History, Geography, Business Studies, Media Studies, Travel and Tourism, Double and Single Award Health and Social Care and Sports Studies. The Certificate of Personal Effectiveness is also delivered allowing all students to gain valuable UCAS points. Students may take part in Young Enterprise, First Aid, Mentoring, Spanish and Primary Programme initiatives. They may also study Mandarin through the Confucius Classroom Project for which we are the lead school in the Carrickfergus Hub. Courses are reviewed depending on student demand and need. Our Sixth Form is constantly expanding and recent results have been outstanding with 100% of our students achieving 3 "A" levels.

Assessment and Reporting – Pupil performance is continuously tracked throughout their school career via subject tests, Midyis, Yellis, internal examinations, ELQ, GCSE and "A" level. Reports are issued twice a year and include assessment of Using Maths, Communication and ICT. Parent meetings are held regularly to discuss issues and pupils' progress. Emphasis is placed on high quality work, academic and personal success.

Homework – A homework and study programme helps develop the study skills necessary for success in internal and external examinations. All pupils will be set a reasonable amount of homework each evening according to a Homework Timetable. Parents are asked to ensure that this is completed to the highest possible standard and to encourage revision. A Homework Club operates after school to enable pupils to avail of the facilities in our fully equipped library and computer suite.

School Uniform – School uniform is compulsory and a high standard of appearance is expected of all pupils. Families experiencing difficulty in purchasing school uniform may be eligible for assistance from the NEELB.

Extra-Curricular activities – Downshire has an extensive programme of after-school and lunchtime clubs including hockey, netball, cross-country, soccer, rugby, badminton, homework club, FOCIS, Young and Mini Enterprise, games club, trampolining, free-running, cookery, art, choir, band, drama, gardening and pets' corner. As a **Community School** we offer opportunities for pupils, parents and members of the local community to attend evening classes, events and Youth Club which operates Monday to Thursday from 6.30 – 9.30 pm. We also offer an extensive range of educational and recreational visits including a Paris Trip, ski trip and sports tours.

Careers Education and Guidance – A Careers Programme is an integral part of the school curriculum for all pupils. Year 12 and 13 pupils have the opportunity to go on Work Experience and have personal career plans which support their interests and skills. Guidance is given on employment prospects, university and FE opportunities and preparation for the world of work. Students also participate in a variety of careers events held throughout the year.

Child Protection – Downshire School operates child protection measures as laid down by the Department of Education. Designated and Deputy Designated Child Protection teachers are available to respond to any issues which may arise.

Special Educational Needs – The school has adopted the staged procedure for identification and management of SEN as recommended by the DENI Code of Practice. The SEN Co-ordinator identifies pupils with particular learning difficulties and organises appropriate support within school or from external sources.

Disclaimer: The information contained in this booklet was correct at the time of publication.

More detailed information is available on our website: www.downshireschool.co.uk and in our School Prospectus which may be obtained from our School Office.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Principal works for and with the Board of Governors in applying the Admissions Criteria set by them.

It is expected that pupils seeking entry to the school and their parents would agree with and fully support the school's aims, procedures, policies and code of conduct.

In the event of over-subscription, the following criteria will be applied in the order set down in determining those children to be admitted to Year 8:

1. Those pupils who have a brother or sister currently or previously attending the school.
2. Those pupils who are the eldest or only child.
3. Selection for any places remaining will be on the basis of the initial letter of the surname, with pupils being selected in the order set out below. The order was determined by a random selection of letters. These letters will also be used in the event of a tie occurring at any of the above stages

I Y D E G O A P J K L Z Q V C N U H B R T F S X M W

In the event of the surname beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename appearing on the Transfer Form will be used. All information must be clearly stated by the parents according to the requirements of the Transfer Procedure.

Children resident in N Ireland at the time of their proposed admission will be given preference over those not so resident.

When considering which children should be considered for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer Form.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. Should a vacancy arise, the above criteria will be applied to select pupils from our waiting list.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	160	102	102
2013/14	160	72	72
2014/15	160	90	83

This table does not include children who were admitted to the school with a statement of special educational needs.

DUNCLUG COLLEGE**91 Doury Road****Ballymena, BT43 6SU****Telephone No:** 028 25653665**Fax No:** 028 25651153**E-Mail:** info@dunclugcollege.c2kni.net**Website:** www.dunclugcollege.org.uk**Principal:** Mrs R Wilson, BA(Hons), MEd**Chair of Governors:** Mr B Alexander*Preparing for Life***Controlled Secondary****Age Range of Pupils:**

11-19

Admissions Number:

140

Enrolment Number:

810

Current Enrolment:

840

Office Hours:

8.30 a.m. - 5.00 p.m.

Transfer Evenings: Wednesday 7th & Thursday 8th January 2015. Principal's Talk - 7.00 pm.

The School Prospectus will be provided on the Open Evening.

School Policies and the School Development Plan can be obtained on request at the school office.

Introduction

The college motto, 'Preparing for Life', reflects its ethos of work and service – our aim is to develop young people academically, personally, socially and spiritually, in an atmosphere where we respect and value one another, and to challenge and support them to achieve their best, ready to serve as valued members of society. Close links are built between home and school which contributes to young people's success within and beyond the classroom. Accommodation has undergone refurbishment in recent years and is both attractive and practical, providing a suitable learning environment.

Curriculum

We aim that young people will find learning rewarding and fulfilling and be equipped with the skills, knowledge and understanding necessary to make informed choices about their pathways in life. The classroom environment is supportive, providing a broad variety of teaching methods to suit various styles and needs. Pupils are encouraged to work independently and interactively, to think for themselves and to develop high levels of literacy, numeracy and ICT. The curriculum on offer exceeds the statutory requirements at all key stages. There is a balanced range of subjects on offer at Key Stage 3 internally assessed against standardised levels, while at Key Stage 4, pupils choose from a variety of academic and applied options, which are externally assessed through GCSE and other external examinations. In the 6th Form, students work towards University placement through a wide range of AS and A2 levels, with a good balance of General and Applied Courses and an Enrichment programme. Approximately 70% of Year 12 pupils return to do A Level while the remainder is drawn from pupils transferring from other schools in the Ballymena area. Careers Education, Information, Advice and Guidance, (CEIAG), is a priority area at all stages of the curriculum. The school participates fully in the Ballymena area learning partnership.

Intake

On entry, pupils are streamed separately for Maths and English and, by the time they reach Year 10, this streaming has broadened to four different groupings: English & Communication, Mathematics, Numerate subjects such as Science, Technology & ICT and Creative subjects, such as Art, Performing Arts & Home Economics. This acknowledges the variety of strengths and needs within our pupils and enables each one to receive challenge, encouragement and/or support where they need it most. Pupils are encouraged, through management of the Daily Planner, as well as the Learning Journal, to take responsibility for their learning and to complete all homework to a high standard. There is an ongoing process of individual target setting and mentoring and pupils are encouraged through a system of rewards for attainment, progress and improvement. The aim is that everyone achieves beyond their identified potential.

Special Educational Needs

Learning needs that arise are identified early and an Education Plan is initiated. A range of methods is used to enable pupils facing particular challenges to make progress and includes: small group teaching, provision of Learning Support Assistance in the classroom and small group or individual support for literacy, numeracy and emotional or behavioural difficulties, including Art Therapy and Counselling. Support extends to all pupils in all classes who face challenges in aspects of their learning, and those who lack confidence or motivation. A number of pupils in each year group hold statements of Educational Need and are taught in smaller groups by subject specialists. They receive additional NEELB support. The college is physically equipped for disability access.

Pastoral Arrangements

A Form Tutor is responsible for each class and conducts Class Conference Time on one morning per week. Each year group is the responsibility of a Head and Assistant Head of Year who ensure each child is working to the highest possible standard, setting targets for improvement and achieving the best of which he/she is capable. The Induction Programme for all new pupils includes in-school enrichment, planned visits, and Peer Mentoring. The Personal Development programme is delivered at all key stages. All pupils can contribute to school organisation through the School Council. Teamwork and positive competition is encouraged through the House System, while pupils are rewarded for progress through the Merit System, and for excellence through the Rewards and Honours System.

Discipline

Good discipline is promoted with the focus on self-control, common sense and self-discipline leading to increasing independence in learning and living. It contributes to good behaviour when we provide a high quality learning experience with adequate support for our pupils and where difficulties arise, positive behaviour management

strategies are used to bring about lasting improvement. Good conduct, punctuality and attendance are expected and the wearing of college uniform to a high standard is compulsory. The Guidance programme provides additional support as necessary, including the Pathways Programme – for individuals or small groups, the School Nurse, the Counselling Service and NEELB support where necessary. The college builds links with primary schools to ensure smooth transfer from primary to secondary school, and with local post-primary schools.

Extra-Curricular Programme

A wide-ranging programme of Extra-Curricular Activities, during lunchtime and after school, is provided as an enhancement to the curriculum and the pastoral work of the school and includes sport, music, drama, scripture union, Duke of Edinburgh Award, outdoor pursuits, educational & team building trips, homework club, extra tuition, cross-community programmes, citizenship and charitable events.

ADMISSION CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school.

The Board of Governors has drawn up the following Admissions Criteria and the application of the criteria has been delegated to the Principal. Applications are welcome from pupils of all abilities.

When considering which children should be selected for admission, the Board of Governors will take into account information which is detailed on or attached to the application form only. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is provided.

The Board of Governors reserves the right to require such supplementary evidence as it may determine necessary to support or verify any information on the Application Form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the inability of the school to offer a place/the withdrawal of a place.

Criteria will be applied in the order set down below. At each criterion, applications will be processed and selected in order of expressed preference for a place at Dunclug College.

1. Applicants who attend the following primary schools: Ballykeel, Ballymena, Braidside, Broughshane, Buick Memorial, Camphill, Carnaghts, Carniny, Carnalbanagh, Carnlough, Clough, Cloughmills, Creavery, Dunclug, Fourtowns, Gracehill, Groggan, Harryville, Hazelbank, Kells & Connor, Kirkinriola, Longstone, Moorfields, Portglenone, Randalstown Central, The Diamond, Tildarg.
2. Applicants with a sibling currently enrolled at the college.
3. Applicants who are the eldest child of the family or the first child seeking a place in a school which does not select by means of an entrance test, whether or not they sit such tests.
4. Applicants who have a Father, Mother or older sibling who previously attended the school.
5. Applicants for whom Dunclug College is the nearest suitable Controlled Secondary school as measured by the nearest suitable route by road.
6. Older Applicants, established by Date of Birth as entered on a Birth Certificate

If applicants are tied at Criterion 6, then priority shall be determined amongst these tied applicants according to the placement of their surname in a rank order determined according to the following randomly developed order of letters:

D Z B C A Mac X Mc S T U O I G R F W Q M L N P V Y K E H J

Where applicants have the same surname, then the first forename shall be used.

Where applicants are still tied, then priority will be determined amongst them by a method of random selection.

Statements of Special Educational Need

Pupils who hold a Statement of Special Educational Need (SEN) are admitted in addition to the Admissions Number. Parents should make their choice of school known to the Special Educational Needs Department, NEELB. The number applying varies from year to year and the school will assess its ability to meet the needs of each individual as identified on the statement before admitting a pupil and ensuring an appropriate programme is implemented.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/2013	110	155	111
2013/2014	110	136	110
2014/2015	140	160	140

This table does not include children who were admitted with a statement of Special Educational Needs



Leadership
Development
Partner School



DUNLUCE SCHOOL
16 Dunluce Road, Bushmills
Co Antrim BT57 8QQ
Telephone No: 028 20731448
Fax No: 028 20732414

E-mail:
info@dunluce.bushmills.ni.sch.uk
Website: www.dunluceschool.com
Principal: Mr P Smyth, MSc, BEd.

Chairman of the Board of Governors: Mrs F McCollum



"excellence in all"

Controlled Secondary School

Age Range of Pupils: 11-16
Admissions No: 110
Enrolment No: 550
Current Enrolment: 411
Office Hours: Mon-Thurs: 8.30am - 4.30pm
Fri: 8.30am - 3.30pm

Prospective pupils and their parents are welcome on **Open Night - Tuesday 13 January, 2015. There will be a talk by the Principal at 7.30 pm.** A prospectus containing details of school policies and structures will be available. Parents who are unable to attend are welcome to contact the Principal's secretary to arrange a visit to the school and/or an appointment with the Principal.

Dunluce School is set in attractive grounds on the edge of the town with a splendid view of the rolling landscape of the River Bush. Established in 1974 from the old Bushmills Grammar School, it is a school that caters for both boys and girls of all levels of ability aged between 11-16 years of age.

ETHOS STATEMENT

We believe that learning is a lifelong process which promotes and develops:

Acceptance, tolerance, communication, co-operation, enjoyment, respect, responsibility, hard work, perseverance, self-motivation and encouragement.

Pupils at Dunluce School are stimulated and challenged in a safe, caring and orderly environment. We believe that each pupil, regardless of ability, is of equal value and deserving of equal opportunity. We therefore strive to attain *excellence in all* of our pupils and *excellence in all* that we do.

Aims:

to provide the best possible and most appropriate education for all of our pupils, at every level of ability

to enable optimum development in all of our pupils

to develop in all of our pupils respect for themselves and for others

to instil in all of our pupils a sense of responsibility and care for school, local community and environment

to build the self-confidence and self-esteem of all of our pupils

Academic Excellence: We strive to provide quality teaching and learning and to encourage the pursuit of academic excellence. On entry, the pupils are streamed according to academic ability with movement between classes considered at the end of each term. Parents are kept regularly informed of their child's progress which is monitored and reviewed by continuous assessment.

Pastoral Care: We regard the well-being of each pupil as of central importance. Each pupil has a Form Teacher who deals with day to day matters and a Year Head who is in charge of general welfare and guidance. Parents can discuss their child's progress and receive information through evening meetings and regular reports. In addition, individual interviews with Year Heads, Vice-Principal and Principal can be arranged at the parents' request.

Discipline: We believe that pupils progress more successfully in a safe, secure, orderly and calm environment. All pupils are expected to conform to the agreed learning behaviours, copies of which are given to each pupil every year in addition to being displayed both in the main foyer of the school and in each classroom.

Special Educational Needs: Pupils with special educational needs are taught during the school day, in a class with reduced numbers. Where necessary they are withdrawn for additional support or individual direct teaching.

Transport: Translink provides an extensive service of buses. The School's Code of Conduct extends to bus travel. Travel Prefects are appointed to supervise on the buses and to help maintain high standards of behaviour and good order. Sanctions for misbehaviour may include suspension from the bus.

Uniform and Appearance: Particular emphasis is placed in the school on high standards of uniform and appearance. All pupils must wear the complete and correct school uniform including that specified for Physical Education. Further details and addresses of school suppliers are available in the school prospectus.

Homework: Homework is an important part of the learning experience and the assessment process and is set on a regular basis. Each pupil is provided with a diary to assist with the planning, organisation and monitoring of homework and private study.

Careers Education: A comprehensive Careers Education and guidance programme in Years 10 - 12 allows pupils to assess their personal strengths, interests and skills. They have an opportunity to obtain detailed information on further education, training schemes and employment.

Religious Education: The RE curriculum is based solely on the agreed inter-church curriculum and the school ethos reflects this faith. Morning assemblies take place on a Tuesday (years 8-10) Wednesday (years 11-12) and Friday (whole school).

Extra-Curricular Activities: The school offers a wide range of extra-curricular activities including rugby, soccer, hockey, badminton, golf, cricket, athletics, tennis and netball. The Duke of Edinburgh Award Scheme is also available to pupils in Year 11 and above while many pupils participate in the Causeway Ramble Scheme and other outdoor pursuit activities. The school choir and music ensemble are very active and instrumental tuition is available in a wide range of stringed and wind instruments. The school has introduced a comprehensive out-of-school hours activity programme covering a wide range of physical and non-physical interests. The annual school visits to France or Spain in the summer term of each year are most popular with pupils.

Charity Work: As part of its whole school personal development programme the school encourages pupils to become involved in community charity work and has developed strong links with local and provincial charities. One of the main events each year is school's end of year Charity Event which has raised thousands of pounds over the years for Cancer Focus NI making Dunluce the top school in the province for raising money for this charity.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors formulate and review the Admissions Criteria while the Principal administers the criteria.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

In the event of over subscription the following criteria will be applied in the order set out until the final available place has been allocated. Preference will be given to those pupils:

1. who are resident in Northern Ireland at the time of their proposed admission to the school.
2. who have brothers or sisters currently enrolled in the school.
3. who are the first/only child in the family.
4. who have a parent/guardian currently employed in a permanent position in the school.
5. who have a parent who previously attended the school.
6. whose surname begins with the same initial letter in the same order as those listed below:

N H Y B P E S I O U M F T A V J M c Q X G K C R L W M a c D Z

(The order was determined by a randomised selection of letters)

In the event of surnames beginning with the same initial letter the subsequent letter of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename will be used.

The responsibility for the provision of relevant information lies with the parents who must ensure that all information relevant to the criteria is included in, or attached to, the Transfer Form.

The Board of Governors reserves the right to require such supplementary evidence as it may determine necessary to support or verify any information on the application form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the inability of the school to offer a place/the withdrawal of a place.

Admission to First Year after 1 September

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. The above criteria will be applied to these applications only in the event of such a vacancy arising.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	110	62	62
2013/14	110	57	57
2014/15	110	59	54

This table does not include children who were admitted to the school with a statement of special educational needs.

EDMUND RICE COLLEGE
96 - 100 Hightown Road, Glengormley,
Newtownabbey BT36 7AU
Telephone: 028 9084 8433
Fax: 028 9084 4924



E-Mail: info@edmundricecollege.glengormley.ni.sch.uk
Website: www.edmundricecollege.co.uk
Principal: Mr Peter Friel, BSc (Hons), PGCE, PQH
Chairperson of the Board of Governors: Mrs C Bell

Maintained Secondary School

Age Range of Pupils: 11-18
Admissions Number: 120
Enrolment Number: 600
Current Enrolment: 603
Office Hours: Mon - Fri 8.30 am - 5.00 pm

Open Night - Thursday 8th January 2015, 7.00 - 9.30 pm. Principal's Address 7.00 pm sharp.

Enrich the educational experience of each of our pupils
Reward the endeavour of every pupil
Care for every pupil's individuality

Edmund Rice College is a caring, vibrant and high achieving school serving boys from the Newtownabbey and Greater Belfast areas. Our characteristics include a high level of academic achievement, a real commitment to Catholic Education in the tradition of Edmund Rice, a positive pastoral ethos where each pupil is encouraged to reach his full potential and a tradition of participation and success in sports.

Our strengths include:	Catholic Ethos	Effective Leadership	Sporting Inclusion and Success
	Academic Achievement	Care for Weaker Pupils	Positive Relationships
	Excellent Discipline	Holistic Development	Links to the Community

The principal, supported by a committed, innovative and professional staff, provides the very best education for every boy, whatever his ability. Each pupil will be helped and encouraged to reach his full potential in a happy, well disciplined and stimulating learning environment. We strive to develop strong links with parents and build effective partnerships to ensure high standards of academic achievement, attendance and behaviour. The religious, moral and spiritual development of each boy, foremost in the minds of trustees and staff, is reflected in the diversity of Religious Education and collective worship throughout the college. Parents who wish to send their son to Edmund Rice College are expected to fully support its ethos and rules and regulations. Edmund Rice College is a modern, spacious and clean school with state of the art facilities. These include IT suites, manufacturing and systems rooms, excellent sporting and fitness facilities, modern science laboratories, Moving Image Arts suites and bright classrooms. We are constantly improving and extending our facilities and resources to ensure the highest standards for all our pupils.

General Inspection Report - November 2010

Edmund Rice College received an endorsement of its practice with an excellent report. The Inspectorate judged the quality of education provided by the College to be **"Very Good"** and Pastoral Care within the college to be **"Outstanding"**. The full report is available on the College website.

The Curriculum

We have high expectations for all our pupils and are committed to quality teaching and learning strategies that encourage each pupil to strive toward and achieve their full potential. The curriculum at Edmund Rice College, whilst primarily shaped by the Revised Curriculum for Northern Ireland, is designed to reflect the key principles of the school's mission statement. The college is committed to ensuring that the curriculum is challenging, interesting and rewarding.

All Key Stage Three pupils study a broad curriculum including: English, Mathematics, Science, Religion, Learning for Life and Work, IT, Art, Technology, History, Irish, French, Drama, Geography, PE, Music and Home Economics.

At Key Stage Four all pupils follow GCSE courses in English, Maths, Learning for Life and Work and Religious Studies and have a choice of optional courses in: Design Technology, ICT, Business Studies, Sports Studies, English Literature, Drama, History, Geography, Science (Single or Double Award), French, Irish, Business Communication Systems, Hospitality, Construction, Motor Vehicle Studies and Occupational Studies.

Edmund Rice College offers a wide range of Post-16 courses to a high achieving and growing sixth form. As part of the North Belfast Area Learning Community, pupils can also avail of courses in other local schools to extend their A level choices. A levels include: Sports Studies, Art and Design (Double Award), History, Mathematics, Geography, Health and Social Care, Photography, English Literature, Business Studies, Moving Image Arts, ICT, Music, Technology, Drama, Philosophy and Ethics (RE), Irish, Applied Science, Physics, Biology, Hospitality, Sports Coaching and Politics. Alternatively some pupils follow one year BTEC First Diploma courses in Engineering.

Pastoral Care

Edmund Rice College regards the development of sound teacher/pupil relationships as a main priority in its Pastoral care provision. To this end, all our staff are committed to relating to our pupils in a positive, friendly and helpful manner. The form teacher, through dealing with the day-to-day welfare of each form class and through their counselling role, ensures the development of excellent teacher/pupil relationships. The fact that each form teacher retains the same form class throughout the school further enhances the relationship building process.

Through this development of sound teacher-pupil relationships we create a secure and caring setting, in which teaching and learning can flourish.

An internal counselling system offers the opportunity for pupils to confront and resolve issues that may arise through talking to their form teacher and a second tier of counsellors within the college. This internal counselling system is supported by external youth counselling agencies such as New Life, who are available in the college each week.

Homework

We believe that homework plays a very important role in every pupil's progress. Each subject sets at least one homework per week that is collected and marked by the teacher. Positive feedback is given to each pupil so that homework becomes an integral part of the learning process.

Edmund Rice College has well-established after school support provision, which help pupils with homework, literacy and numeracy. Pupils have access to a networked IT suite supervised by teaching staff. It operates after school on Mondays, Wednesdays and Thursdays. The homework club is an excellent way for students to complete their homework in a safe environment where they are given support from teachers.

Extra-Curricular Activities

The school opens each morning at 7.45 am and boys are supervised in the Library, Assembly and Sports Halls where they can play Table Tennis, 5-a-side football and Badminton. Outside they can play football or get a healthy breakfast at the tuck shop. A wide range of clubs exist at Edmund Rice and there should be something of interest for every pupil:

- Gaelic Football
- Hurling
- Soccer
- Table Tennis
- Badminton
- Handball
- Cross Country
- Basketball
- Judo
- Archery
- Drama
- Board Games
- Canoeing
- Rugby
- St Vincent de Paul
- Homework Club
- Computer Club
- Science Club
- Student Council
- Debating

The college has a strong tradition of success at the highest level in all sport, but particularly in Gaelic Games and soccer.

Each year the school organises a number of enjoyable and educational trips:

- Disneyland Paris
- Water Sports in France
- Art Trip to Paris/Barcelona
- Ski Trip to Austria
- Premier and Scottish League

In addition, as part of our Immersion Project, Year 13 and 14 pupils have the opportunity to visit Zambia and work in schools and community projects in the Livingstone area.

Additional Needs Provision

We are very fortunate to have a very experienced, committed and well resourced Additional Needs department that identifies any pupil who would benefit from extra support. Individual teaching programmes, tuition groups and support from classroom assistants are organised to meet the needs of these pupils. A modern 'Learning Support Unit' uses ICT to enhance learning opportunities and develop independent learning skills, as well as improve levels of literacy and numeracy. A well organised paired reading programme which is well supported by parents helps to quickly and effectively improve pupils' reading skills. There is individual and whole school support for pupils who have English as a second language.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The religious and educational philosophy of the school is that of a Catholic school. The Board of Governors has drawn up the criteria for admission to the school and delegated their application to the Principal, assisted by the Board of Governors. These criteria will be applied in the order set out below.

Applicants:

1. who are pupils of the traditional feeder primary schools – St Patrick's PS, Harberton, Hazelwood, Holy Cross, Holy Family, Our Lady of Lourdes Park Lodge, Sacred Heart, St. Bernard's, St. James', St. Joseph's, St. McNissi's, St. Mary's on the Hill, St. Mary's Star of the Sea, St. Therese of Lisieux, St. Vincent de Paul, Tir-na-nog.
2. who are pupils of other primary schools.
3. who have a brother presently attending the college or a brother who is a past pupil of the college.
4. who is the eldest boy in the family. This fact should be written on the green transfer form.
5. In the event of the above criteria not being sufficient to complete the admission, other applicants will be selected on the basis of age, with the oldest being selected first.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	120	80	80
2013/14	120	76	76
2014/15	120	97	97

This table does not include children who were admitted to the school with a statement of special educational needs.

GLENGORMLEY HIGH SCHOOL (SPECIALIST ICT ACADEMY)
134 Ballyclare Road, Glengormley,
Newtownabbey BT36 5HP
Telephone: 028 90837223
Fax: 028 90836037
E-Mail: info@glengormleyhigh.com
Website: www.glengormleyhigh.com
Principal: A Hayes BEd, DASE, MA, PQH(NI)
Chairman of the Board of Governors: A Kell



Controlled Secondary School
Co-educational
Age Range of pupils: 11-18 years
Admissions No: 210
Enrolment No: 1250
Current Enrolment: 849
Office Hours: 8.15 am - 4.30 pm

Open Night

Parents and prospective pupils are welcome to visit the school on **Thursday 29th January 2015 from 7.00 - 9.00 pm**. The Principal will speak to pupils and parents at 7.00 pm. Work in all areas of the curriculum will be on display.



Aim

The overall aim of the school is to be the focal point in the community for the teaching and learning of young people irrespective of abilities, background or gender. Our specialism in Information & Communication Technology (ICT) gives us the opportunity to enhance learning within our own school and to share our skills and expertise with other schools, parents, local businesses and the community.

Curriculum

In **Key Stage 3**, pupils study all subjects on the Northern Ireland Curriculum.

A system of setting in some subjects operates as early as possible. This allows each child to be placed in a class suited to his or her ability.

In **Year 11**, in addition to the core curriculum, pupils choose a further three option subjects from a very extensive range offered by the school. Subject choice is made by each pupil after consultation with teachers, careers staff and parents during Year 10.

Sixth form courses include a wide range of GCE 'A' levels, academic and vocational, for pupils aiming for Higher Education, Further Education or the workplace. In addition we offer several one year diploma courses.

Reports are issued at regular intervals and pupils will receive a Progress File.

Homeworks are set according to a regular schedule as we consider this to be a vital aspect of a young person's development in extending and practising class work and in learning the important discipline of private study. Parental guidance is offered by the school.

Special Educational Needs

Pupils with special educational needs are offered support by specialist teachers who will assess the nature of the help required and provide this to the pupil as needed.

Careers

All pupils have an Employability programme during Key Stages 3 and 4, with individual counselling in sixth form. This structured programme includes a work experience placement and access to careers officers from the Department of Employment and Learning.

Pastoral Care

The staff are committed to looking after the overall welfare and development of every pupil. A designated Form Tutor meets the class at the beginning of each school day, encouraging positive peer relationships across the year groups in a vertical tutor group. Their work is co-ordinated by Pastoral Learning Leaders. There are clear procedures for dealing with concerns and ensuring that immediate help is available. Pupils who try hard, work well and show positive attitudes are encouraged and given praise both at home and in school. A number of achievement awards are made each year.

Enhancement and Enrichment Activities

Pupils are encouraged to be involved in at least one of the wide range of clubs and societies. Many pupils can find success in these activities as well as in school work.

School Uniform and Personal Appearance

It is expected that parents will help the school and the pupil in the provision of full school uniform and in ensuring that it is worn each school day. Neither hair style nor any other aspect of appearance should be so extreme as to draw attention to it. Jewellery (including rings and ear-rings or studs) should not be worn in school.

Further Information

Copies of the school's prospectus are available for consultation from the general office of the school or on the school website. Parents should note that a statement of preference for Glengormley High School will be taken to indicate that parents will accept and support the ethos and policies of the school (copies are available from the school on request).

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

Applications criteria have been formulated by the Board of Governors and the application of the criteria has been delegated to the Principal.

The Board of Governors consider that it is the responsibility of parents to ensure that all relevant information is submitted to the school on the Transfer Report Form. When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it. In the absence of information Governors may assume that the relevant criterion is not satisfied. The Governors reserve the right to seek verification of any information and to withdraw a place awarded on the basis of inaccurate information.

In the event of over-subscription, preference will be given to pupils according to the following criteria applied in order:

1. those who will be resident in Northern Ireland at the time of proposed admission
2. those who are resident in any of the postal districts BT14, BT15, BT29, BT36, BT37, BT38, BT39 or BT41 at the date of application
3. those who, at the date of their application,
 - a. have a sibling currently or previously enrolled at the school, or,
 - b. are the eldest of the family.
4. those for whom this is the nearest controlled secondary school at the time of proposed admission
5. those who are entitled to Free School Meals (FSME): Priority to be given so that the proportion of such children admitted is not less than the proportion of first preference FSME applications received within the total number of first preference applications received.
6. Applicants will be selected for admission on the basis of initial letter of surname (as entered on Birth Certificate) in the order set out below. In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order, followed by the initials of the forenames.

E M Y K T S L Mac Mc Z Q O G N A I H F V P R W D B C U J X

Applicants should note that they may be required to produce documents verifying their address and the information in Criterion 3 above.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	210	94	94
2013/14	210	147	146
2014/15	210	146	142

This table does not include children who were admitted to the school with a statement of special educational needs.

LARNE GRAMMAR SCHOOL**4-6 Lower Cairncastle Road****Larne BT40 1PQ****Telephone: (028) 28 272791****Fax No: (028) 28 275022****Email: info@larnegrammar.larne.ni.sch.uk****Website: www.larnegrammar.org.uk****Principal: Mr J Wylie BA PGCE MSc PQH (NI)****Chairperson of the Board of Governors: Mr R Logan BA MA DipEd DASE****Voluntary Grammar School****(Non-Denominational)****Age Range of Pupils: 11-18****Admissions Number: 110****Enrolment Number: 735****Current Enrolment: 739****Office Hours: 8.30 am - 4.45 pm****Arrangements to visit.** Open Nights: Tuesday 27 January 2015 & Wednesday 28 January 2015 (6.30pm - 9.00pm).**To Parents/Guardians naming Larne Grammar School as a preference on your child's Transfer Form****Entrance Test Results**

Please ensure that you provide the following information on Section C of your child's Transfer Form:

- your child's score in the Association for Quality Education ("AQE") Common Entrance Assessment ("CEA") which should be entered, along with the AQE Candidate Number, in the following format: 'AQE CEA score', followed by the score with the AQE Candidate Number in brackets. **It is the responsibility of parents/guardians to make sure that the original notification received from AQE indicating their child's AQE CEA score is attached to the Transfer Form.**

Special Circumstances and/or Special Provisions

If you are making a claim for your child to be considered under Special Circumstances and/or Special Provisions, please note that you are required to:

- present all such material as you consider will assist the Board of Governors in determining if Special Circumstances and/or Special Provisions apply;
- attach all such material to the Transfer Form.

Further details can be found in the Section 'Special Circumstances and Special Provisions – General Information' below.

Founded in 1886, Larne Grammar School ("the School") is a multi-cultural, non-denominational and co-educational voluntary Grammar School with an Enrolment Number of 735 and an Admissions Number of 110. The School provides a high quality education to all pupils, enabling them to participate in a range of activities, to enjoy their school days and to obtain the best examination results of which they are capable. The vast majority of pupils pass on to universities throughout the United Kingdom and Ireland, including Oxford and Cambridge Universities.

A caring ethos is at the heart of the School. The size of the school and the strong pastoral system give rise to a very obvious "family atmosphere" in which pupils are valued as individuals. Pastoral care is provided through Class Tutors, Year Heads, SENCOs and an experienced Vice Principal (Pastoral). The School also works closely with external support and welfare services. The School Nurse and a Counsellor provide additional support.

This care for the individual is combined with very high standards of teaching and learning and results in the pupils achieving considerable academic success. Acceptance of a place in the School is taken as acceptance of the School's Promoting Positive Behaviour Policy and as a statement of agreement to abide by the School Rules.

Its prime position and extensive grounds have made the School attractive to pupils from many primary schools from Larne, Carrickfergus, Ballyclare, Ballynure, Newtownabbey, Ballymena, Whitehead, Islandmagee and surrounding rural communities. Pupils are taught in modern accommodation with access to up-to-date equipment across the teaching spaces including interactive whiteboards, data projectors, extensive ICT equipment and video conferencing facilities. There are three rugby pitches, one synthetic hockey pitch, one shale hockey pitch, a Fitness and Dance Suite, Sports Hall, Lecture Theatre, eight Science labs, Art and Home Economics Suites, Music Suite, Library, Technology and Design Suite and Sixth Form Centre. In addition the excellent location of the school allows easy access to additional facilities such as the local leisure centre.

There are 49 specialist teachers, 2 foreign language assistants and numerous peripatetic instrumental tutors.

On entering the School, pupils are placed in one of four classes, following common courses in English, French, Mathematics, Science, Home Economics, Art, Technology and Design, History, Geography, Music, Religious Education, Physical Education, Games, Information Technology and Learning for Life and Work (incorporating Citizenship, Personal Development and Employability).

In Year 9 all pupils study Spanish in addition to French

In Years 11 and 12 the curriculum is divided into two parts: the compulsory elements of English, ICT, LLW, Mathematics and Science along with PE, RE and Games; four optional subjects are also chosen from a wide range. Year 13 students normally take 4 AS Levels with most reducing to 3 A2 Levels in Year 14.

Careers Education (CEIAG) is provided through formal instruction, support services and as a cross-curricular theme. Pupils have access to the careers suite and computer suites. All senior pupils have the opportunity of a period of work experience.

Homework plays an important part in the teaching and learning process and all pupils are expected to complete work at home according to a homework timetable.

In addition, pupils are offered a wide range of extra and co-curricular activities and the opportunity to travel and experience the world outside east Antrim. (In recent years pupils have visited Canada, Portugal, United States, France, Belgium, Poland, Spain and Italy as well as mainland UK and Republic of Ireland). The result is that the children who join the School at age eleven leave seven years later as confident, tolerant and well-rounded adults, ready to move on in

the next stage of their education or career and take their place as responsible members of society.

The School is easily accessible by public transport (bus and train) from Carrickfergus, Newtownabbey, Ballyclare and surrounding areas.

The School holds high expectations for its pupils and encourages them to aspire to rewarding careers and to participate in the wide range of extra-curricular activities on offer in the School. Parental aspirations are of paramount importance and the School complements these by constant and regular communication.

The School charges an annual Capital Fee of £120 per pupil (pupils in receipt of free school meals are exempt from the Capital Fee and a sibling discount of £40 per child applies) and requests a Voluntary School Fund Contribution of £60 per pupil per year (subject to annual review).

More detailed information is available on request from the school.

A. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 (FORM 1) IN SEPTEMBER 2015

1 General

- 1.1 The Board of Governors delegates the selection of pupils for admission to the School Admissions Committee, consisting of at least three members of the Board of Governors, the Principal (or his appointed Deputy) and one other member of the School's Senior Leadership Team.
- 1.2 **The Board of Governors of the School will not use as a criterion the position of preference given to the School on the Transfer Form, i.e. a child who has chosen Larne Grammar School in any position on the Transfer Form will be considered equally with those who have put the School first.**
- 1.3 It is the responsibility of parents/guardians to make sure that all relevant information is made available to the School either on or attached to the Transfer Form. **When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.** Parents should note that the information contained within an application that qualifies the child for admission will require to be verified. The provision of false or incorrect information or the failure to provide information within the deadlines as set by the School can result in the withdrawal of a place.
- 1.4 Where applicable, 'sibling' is defined as another child of the family [Article 2(2) of the Domestic Proceedings (NI) Order 1980], to include: adopted/fostered children, half-brothers and sisters and orphaned cousins being brought up with a family.
- 1.5 In relation to Eldest Child, twins (or other multiples) will be treated as joint eldest.

2 If the School is over-subscribed, the following criteria for entry will apply, in the order stated:

- 2.1 The Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the School before those who are not.
- 2.2 The Board of Governors will then consider children who have taken the Common Entrance Assessment ("CEA") administered by the Association for Quality Education ("AQE"). The Board of Governors will use the 'score' as awarded by AQE to a pupil in the CEA, subject only to the consideration of parent/guardian(s) claiming 'Special Circumstances' and/or 'Special Provisions' as defined below. **Places will be allocated in strict rank order of the scores, starting with the highest score and working in descending rank order, up to the Admissions Number (110). The score in the AQE CEA should be entered, along with the AQE Candidate Number, in Section C of the Transfer Form in the following format: 'AQE CEA score', followed by the score with the AQE Candidate Number in brackets. It is the responsibility of parents/guardians to make sure that the original notification received from AQE indicating their child's AQE CEA score is attached to the Transfer Form.**
- 2.3 If more than one child is eligible for the last remaining place(s) because they have equal scores, then the final place(s) will be allocated using the following criteria, in the order stated:
 - (i) children who have a sibling currently enrolled in the School [state name(s) and Tutor Group(s)]
 - (ii) children who are the eldest child in the family to transfer to a Post-Primary School.
 - (iii) applicants will be ranked for acceptance on the basis of a computer-based process which will make use of the names of applicants as shown on their Transfer Forms.

The process is carried out by means of a computer program which, for each applicant, generates a ranking number using the details from the Transfer Form as the seed for a random number generator. The outcome, for any given applicant, is dependent only on the applicant's name (as written on the Transfer Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the program, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

3. **If there are still places available after consideration of all the children who have taken the AQE CEA and been awarded a score by AQE, or awarded a score as a result of Special Circumstances and/or Special Provisions, the School Admissions Committee will consider for admission any children who have not taken the AQE CEA. These children will be allocated to the remaining places up to the School's Admission Number using the criteria outlined**

above in 2.3 in the order set out.

Special Circumstances and Special Provisions – General Information

The purpose of a claim for Special Circumstances and/or Special Provisions is so that a child can be assigned a score equivalent to that which he or she would have obtained in the AQE CEA under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provisions consists of two parts: the first requires the consideration of whether there is sufficient material to permit a child to be considered as having special circumstances or attracting special provisions, or both; if a child is permitted to be considered as having special circumstances or as attracting special provisions or both, the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the School so that a mark equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded.

It is for parents/guardians to present all such material as they consider will assist the School in performing both parts of the consideration described above. All such material should be attached to the Transfer Form. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement and not precise calculation.

Educational Evidence to be provided in support of a claim for Special Circumstances and/or Special Provisions

In reaching the education judgement needed to award the mark that the child would have obtained in the AQE CEA under normal circumstances, the School Admissions Committee will consider any material presented (and attached to the Transfer Form) by the parents/guardians. This material may include any or all of the following:

- i) The score awarded by AQE in the CEA;
- ii) The results for the child of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6 and where available the respective CEA scores;
- iv) Any other relevant material.

SPECIAL CIRCUMSTANCES

The School has academic performance as its main criterion, subject only to the consideration of medical or other problems which may have affected performance in the AQE CEA and which are supported by documentary evidence of a medical or other appropriate nature. Such 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note: If a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a child, the School Admissions Committee will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents/guardians who wish to apply to the School under Special Circumstances should complete Form SC14, obtainable from the School, stating the precise reason why they believe the child should be considered for Special Circumstances and attach it with appropriate evidence, to the Transfer Form.

Details of Medical or other problems

Where it is claimed that a child's performance in the AQE CEA has been affected by a medical or other problem, it is the responsibility of the parents/guardians to set out in Form SC14 the precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the child only at the time of the AQE CEA, parents/guardians should be aware that the School Admissions Committee will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature, the parents/guardians should set out in the Form SC14 precise details of the problem and append any appropriate evidence.

The School Admissions Committee will consider the application for Special Circumstances. Where this is granted, the School Admissions Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all the other children who have received an AQE CEA score and the admissions criteria applied.

SPECIAL PROVISIONS

Special Provisions will apply for:

- a) children whose parents/guardians wish them to transfer from schools outside Northern Ireland;
- b) children who have received more than half their primary education outside Northern Ireland;
- c) children entered for the AQE CEA, who because of unforeseen and **serious** medical or other problems which are supported by appropriate independent documentary evidence, were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of children who took up residence in Northern Ireland after 12 September 2014.

Parents/guardians who wish to apply to the School under Special Provisions should complete Form SC14, obtainable from the School, stating the precise reason why they believe the child is eligible for consideration under Special Provisions and attach it with appropriate evidence to the Transfer Form. Parents/Guardians who are applying for Special Provisions under category a) must do so by 13 May 2015.

The School Admissions Committee will consider the application for Special Provisions. Where this is granted, the School Admissions Committee will determine, on the basis of the information available, an appropriate AQE CEA score for the child. Such children will then be considered with all other children who have received an AQE CEA score and the admissions criteria applied.

THE VERIFICATION OF INFORMATION PROVIDED

Parents/Guardians should note that the information contained within an application that qualifies the child for admission will be verified.

The Board of Governors, therefore, reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Form.

This information will be requested from successful children on or shortly after 25 May 2015 when they have been notified of their allocation of a place at the School. Parents should also note the provision of false information or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the school to offer a place.

B. ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 (FORM 1) FOLLOWING COMPLETION OF THE TRANSFER PROCEDURE

The school's policy on the consideration of applications after the Transfer Procedure concludes towards the end of May 2015 is available directly from the school or can be accessed on the school website at www.larnegrammar.org.uk

Should a vacancy arise after the completion of the Transfer Procedure at the end of May 2015 all applications for admission to Year 8 that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June of the year following application.

The School will contact you in writing if your child gains a place in the School by this method.

Your child's name will be automatically added to the list. Please contact the School if you wish for your child's name to be removed from the list.

If the application is made by a child who arrived in Northern Ireland after the transfer process has been concluded and the School Admissions Committee determines that the child is suitable to be admitted, the School will then seek Department of Education approval to admit the child as an additional place. If such approval is given, the child will be admitted.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	110	127	110
2013/14	110	131	110
2014/15	110	135	110

This table does not include children who were admitted to the school with a statement of special educational needs.

LARNE HIGH SCHOOL
20 Sallagh Park
Larne BT40 1NT
Telephone: (028 28) 272159
Fax: (028 28) 278230
E-Mail: info@larnehs.larne.ni.sch.uk
Website: www.larnehigh.org.uk
Principal: Mr W J W Armstrong
Chairperson of the Board of Governors: To be determined at re-constitution



Controlled Secondary School
Age Range of Pupils: 11-18 yrs
Admissions Number: 135
Enrolment Number: 750
Current Enrolment: 484
Office Hours: 9.00 am - 4.45 pm

The school will be open for visits by parents and prospective pupils on:

Day	Date	Time
Thursday	8th January 2015	7.00 - 9.00 p.m.

Curriculum

Larne High School is a controlled secondary school catering for pupils of all levels of ability.

At Key Stage 3 the school provides a curriculum which encompasses the full range of subjects required by the Education Reform Order 2006, while at KS4 the compulsory elements of the curriculum are supplemented by optional subjects to provide a range of broadly balanced courses leading to qualifications in a wide variety of recognised external qualifications including GCSE, BTec Level 2 and a variety of Level 1 & 2 vocational qualifications, as well as essential skills. Pupils may continue their education at post-16 level through our successful BTec level 3, AS level or A2 (A level) courses. The school also utilises enrichment courses such as the Prince's Trust Programme to enhance pupil development and experience.

Homework is regarded as an integral part of every pupil's education and parents are encouraged to support school policy by signing written assignments and coursework.

For pupils with special needs a carefully devised programme, based on classroom support, allows pupils with learning difficulties to develop their creative and cognitive skills. The school has a 'Learning Support Centre' for MLD pupils. The Principal or his named deputy is available, if not immediately, then by appointment, to see parents, guardians and other interested parties with a legitimate concern about curriculum matters.

The school also provides a wide programme of extra-curricular activities in which all pupils are encouraged to participate.

Pastoral

Larne High School is a family school with a caring atmosphere best summed up by the school's Mission Statement:-

"Larne High School provides a secure, caring, happy learning environment where everyone is valued, respected and committed to working together to achieve success in preparation for a changing world".

The ethos of the school reflects this aim and is supported by a School Charter. The Charter emphasises the partnership that should exist between parents, pupils and teaching staff. The relationship between home and school is encouraged through regular parent-teacher consultation meetings while parents are welcome at all other times, though preferably by appointment.

To address the pastoral dimension of the curriculum, pupils are organised in a year structure with, where possible, continuity of form teacher from years 8 to year 14, thus each pupil becomes personally known and cared for throughout his/her school career. The school operates a well established induction programme for year 8 pupils and a mentoring programme for senior pupils.

Discipline

Larne High School operates a Code of Conduct to which every pupil is expected to adhere. The code is based on the concept of respect for every individual who is a member of the school community and fosters the idea of self discipline which is also reinforced through the school's personal and social development programme. The school actively seeks the support of parents in maintaining high standards of discipline and behaviour. We believe that every pupil deserves to be taught in a classroom where respect and good order are always present.

School Uniform

A high standard of personal appearance, conduct and language is required of all pupils. A regulation school uniform is compulsory. The school values the support of parents regarding dress. Makeup, jewellery, any body piercings, scarves and badges - other than those of school approved organisations - are not permitted in school. Hair styles should conform to reasonably accepted norms.

Charges and Remissions

The School operates a charges and remissions policy as required by the Education Reform (NI) Order 1989 Article 131 Paragraph (1). Copies of the policy are available from the school on request.

A more detailed prospectus is available on request from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The following admissions criteria have been formulated by the Board of Governors of Larne High School. In the event of the school being oversubscribed the criteria will be applied by the Principal.

For Year 8 Pupils i.e. those transferring from Primary to Secondary School

The criteria will be applied in the order set out below:

1. Pupils who, at the date of completion of the Transfer Form, are living within the Larne Borough area for whom this is the nearest school.
2. Preference will be given to those children:
 - who have any sibling relationship with any present or former pupil of the school.
 - or who are the oldest* or only child in a family (* unless in circumstances where the eldest child attends a special school).
3. Preference will be given to those outside the Larne Borough area which have traditionally transferred pupils to Larne High School (See Note 1).
- 4 Applicants entitled to receive Free School Meals.
5. Those pupils whose homes are closest to the school front entrance as measured by direct distance on an Ordnance Survey map

Note 1: The following Primary schools outside the town have traditionally transferred pupils to Larne High School:

Ballycarry Primary School, Ballynure Primary School, Cairncastle Primary School, Carnalbanagh Primary School, Carnlough Integrated Primary School, Glynn Primary School, Kilcoan Primary School, Toreagh Primary School, Upper Ballyboley Primary School and Whitehead Primary School.

Please note:

The school places much importance on the relationship between home and school as a means of maintaining high standards of work and behaviour. A school charter is in operation to support this relationship. Copies of the charter are available during the Transfer Evening and on request by contacting the school.

Applicants should note that they may be required to produce documents verifying their address or the age of the child concerned.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating this. If over sub-scribed the above criteria will be applied. If a waiting list should arise and a subsequent place be available then the above criteria will again be invoked.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	135	75	75
2013/14	135	80	80
2014/15	135	88	88

This table does not include children who were admitted to the school with a statement of special educational needs.

Additional information may be obtained from the school website at www.larnehigh.org.uk

LORETO COLLEGE
Castlerock Road, Coleraine
Co Derry BT51 3JZ

Email: info@loretocollege.coleraine.ni.sch.uk

Website: www.loretocollege.org.uk

Telephone: (028 703) 43611/57149

Fax: (028 703) 53037

Principal: Mr Michael James, BEng, MSc

Chairperson of the Board of Governors: Mr Gerry McCabe



Voluntary Grammar School
(Denominational)

Age Range of Pupils: 11-18

Admissions Number: 120

Enrolment Number: 800

Current Enrolment: 818

Office Hours: 8.30 am - 4.45 pm

Open Day

The college will open for visits by parents and transferring pupils on

Day	Date	Time
Saturday	10th January 2015	9.30 am - 1.00 pm.

The Principal will address parents and pupils at 9.30 am and 11.00 am and tours of the school will follow.

The aim of Loreto College, Coleraine is to develop the individual talents of each student through a wide and varied curriculum, and through a prevailing atmosphere of encouragement and recognition. The school encourages a love of learning and a striving for excellence, with recognition of the value of self-discipline and personal effort. Religious Education is at the heart of the curriculum, and an important aim of the school is to bring students to an awareness of God's love, care and compassion, so that they will find meaning in their lives, hope for the future and give service to others.

Class Structure and Curriculum

Each year group from Year 8 to Year 10 is divided into five mixed ability classes. Classes are balanced according to gender and academic ability. There are normally twenty-four pupils to a class.

In Year 8, classes are constructed so that, where possible, each child has a friend from the same primary school. Pupils study English, French, Geography, Irish Studies, History, Mathematics, Religious Education, Science and Spanish. For the practical subjects, Art, Drama, Home Economics, Music, PE and Technology, pupils are divided into classes of 20. They also have one period per week of Use of Library, ICT and Swimming and three periods of Pastoral Care including Learning for Life and Work. ICT is also incorporated across the curriculum.

In Year 9 pupils choose between French, Spanish and Irish and continue to study all their other subjects/courses as in Year 8. Similarly all the subjects/courses taken in Year 9 are continued into Year 10.

In Year 10 pupils select their GCSE subjects in keeping with the requirements of the Curriculum for Key Stage 4. The Loreto Junior Certificate is awarded to pupils at the end of KS3.

For GCSE all pupils study a core curriculum of English, Mathematics and Religious Education. The College also offers Additional Maths, Art and Design, Biology, Chemistry, Computing, Drama, Double Award Science, Economics, Spanish, History, Home Economics, Irish, Music, English Literature, French, Geography, Physics and Technology. They also have non-examination courses in Pastoral Care, Learning for Life and Work, PE and Careers. All pupils take at least nine GCSEs. Additional Maths may be taken as a tenth. Additional subjects may be offered after school. All GCSE subjects follow the CCEA syllabi with the following exceptions: Technology (OCR), Computing and Religious Education (AQA). The Cross Curricular Themes of EMU, Health Education, IT, Careers, Cultural Heritage and Economic Awareness are delivered through the Curriculum Programmes of Study and integrated in Departments' Schemes of Work.

At A level the College offers the following subjects: Art and Design, Biology, Chemistry, Computing, Economics, English Language, English Literature, French, Geography, Spanish, Government and Politics, History, Home Economics, Irish, Mathematics, Music, Physics, Religious Education and Theatre Studies, Sports Studies, Design and Technology. Advanced Subsidiary (AS) Levels are offered in all these subjects including Further Mathematics (year 14). Students also attend enrichment classes in Careers, PE and Religious Education. Health and Social Care, Moving Images and Sports Science are offered as part of the Coleraine Area Learning Partnership. The Sixth Form receive Study Skills and Leadership training and have the opportunity of Retreats. 'A' Level students are encouraged to take four subjects to AS Level and three to full A Level subjects. All 'A' Level subjects follow the CCEA syllabi with the following exceptions: English, Mathematics, Further Maths and Theatre Studies (EDEXCEL), Design & Technology (OCR), Computing (AQA).

Extra Curricular Activities are a vitally important part of the curriculum. Details can be found on the College's website and in the prospectus.

A Capital Fee of £75 per pupil is charged. Copies of the school prospectus are available on request from the school office.



INVESTOR IN PEOPLE

A more detailed prospectus is available on request from the school.



Science

ADMISSIONS

Loreto College Coleraine is a Catholic, co-educational, Voluntary Grammar Day School and will accept applicants who are suitable for the type of education being offered by the College, being applicants who and whose parent(s) or person(s) with parental responsibility are, in the opinion of the Board of Governors, in agreement with the philosophy and aims of the College. The Board assumes that applicants and their parent(s) or person(s) with parental responsibility are in full agreement with the aims and philosophy of the College.

Verification

Applicants should note that they may be required to produce documents verifying their address or other information pertinent to the school's admission criteria. The provision of false or incorrect information or failure to produce this within the deadline set by the College can result in the withdrawal of the offer of a place by the College. Original documents are required; facsimiles or photocopies will not be accepted. It is emphasised that the onus is on parents/guardians to ensure that all of the information required is provided. Parents are advised to retain a copy of all documentation.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Pupils resident in Northern Ireland at the time of their application will be considered before any pupil not so resident.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admission criteria is stated on the application form or attached to it.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Admissions Number of the College is 120. The Board of Governors delegates to an admissions sub-committee the responsibility of selecting pupils for admission to the College. Where the number of applicants exceeds the number of places available, applicants will be selected by the admissions sub-committee of the Board of Governors according to the Admissions Criteria.

In the event of the number of children applying exceeding the places available the following criteria will be applied in the order set down. If the Admissions Number is exceeded by application of a particular criterion, then the remaining criteria will be used, in turn, to reduce the number of children still being considered for places until the admissions number is reached:-

1. Preference will be given to all children who give Loreto College as their first preference school on the Application Form.
2. *Children with a sibling¹ who is currently a pupil of the College or children who have a parent who is currently on the permanent staff of the College.
3. *Children with a sibling¹ who is a past pupil of the College.
4. Children who are the eldest² or only child in a family.
5. *Children who have a parent who is a past pupil of the College.
6. Children who are from traditional feeder primary schools listed in the table below:

Ballyhackett	Gaelscoil Neachtain	St Brigid's Ballymoney	St John's Swatragh
Ballykelly	Harpur's Hill	St Brigid's Cloughmills	St Joseph's Dunloy
Barnish	Hezlett	St Brigid's Tirkane	St Malachy's Coleraine
Braidside	Honourable Irish Society	St Canice's Dungiven	St Mary's, Gortnaghey
Bunscoil an Chaistil	Killowen	St Canice's Feeney	St Matthew's Drumsum
Carnalridge	Leaney	St Colmcille's Claudy	St Olcan's Armoy
Craigbrack	Macosquin	St Colum's Portstewart	St Patrick's & St Brigid's B'castle
Crossroads	Mill Strand	St Columba's Ballerin	St Patrick's & St Joseph's Garvagh
Damhead	Millburn	St Columba's Kilrea	St Patrick's Loughgiel
DH Christie Memorial	Portstewart	St Finlough's, Ballykelly	St Patrick's Portrush
Dunseverick	St Aidan's Magilligan	St John's Coleraine	St Patrick's Rasharkin
Faughanvale	St Anthony's Limavady	St John's Dernaflaw	Termoncanice

7. Children will be admitted on the basis of the initial letter of their surname (as entered on Birth Certificate) in the order set out below:

Q	F	B	U	N	P	T	C	R	V	L	G	K	M	E	I	S	Z	Y	O	W	J	H	D	X	A
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(This order was determined by a randomised selection of letters)

In the event of surnames beginning with the same initial letter, the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the initials of the forenames will be used. In the event of two identical initials of forenames the eldest child as established by date of birth as entered on the birth certificate will be chosen.

* Full name(s) and dates must be given.

- 1 Where applicable "sibling" is defined as another child of the family [Article 2 (2) of the Domestic Proceedings (NI) Order 1980] to include, for example, half-brothers and sisters, together with children who are adopted or fostered.
- 2 Twins and other multiples who are eldest in the family are treated as joint eldest children. This criterion intends to prioritise the child of a family that have not had the opportunity to have an elder child already and currently enrolled. The most common reason for this is in respect of the first or only child. However in the opinion of the Governors the following three cases also constitute circumstances where a family have not had the opportunity to have an elder child already and currently enrolled;
 - (i) where a child is more than seven years younger than their next eldest sibling.
 - (ii) where a family has moved residence so that a child who is not the eldest child of the family is the first child of that family to have the practical opportunity to apply to a school.
 - (iii) where the eldest child of a family attends a special school and the child applying is the next eldest sibling.

Verification of Information

It should be noted that the information contained within an application that qualifies a child for admission may be verified. The Board of Governors therefore reserves the right to require such supplementary evidence as it may require to support or verify information on any application/transfer form. This information will be requested from those whose applications have been successful on or shortly after 23 May 2015 when they have been notified of their allocation of a place at the School.

Those making applications should also note the provision of false information or incorrect information, or the failure to provide verifying documents according to the required deadline, may result in either a withdrawal of a place or the inability of the school to offer a place.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after 1 September should write to the Principal clearly stating this. Written acknowledgement will be issued. In the event of such a vacancy arising, the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	120	151	120
2013/14	120	176	124
2014/15	120	156	*121

* 1 on appeal

This table does not include children who were admitted to the school with a statement of special educational needs.

More detailed data on application and admission numbers is contained in the school prospectus.

MAGHERAFELT HIGH SCHOOL**30 Moneymore Road****Magherafelt BT45 6AF****Telephone:** (028 796) 32385**Fax No:** (028 796) 33713**E-mail:** info@magherafelthigh.magherafelt.ni.sch.uk**Website:** www.magherafelthigh.org**Principal:** Mr S Elder, MEd, B.Sc.(Hons), PGCE**Chairperson of the Board of Governors:** Mrs I Glassey**Controlled Secondary School****Age Range of Pupils:** 11-18**Admissions Number:** 100**Enrolment Number:** 600**Current Enrolment:** 580**Office Hours:** Mon – Thur 8.45 am - 4.30 pm
Friday 8.45 am - 3.45 pm**OPEN NIGHT**

School will be open for visits by parents on Tuesday 13th January 2015 at 7.00 pm or at other times subject to appointment with the Principal.

Magherafelt High School is a non-selective post primary school which encourages all of its pupils to fulfil their full potential wherever that may lie. We would welcome all P6 and P7 pupils and parents to our open evening to view our excellent school facilities and learn more about the ethos and achievements of our school.

Curriculum: Years 8 - 10 are devoted to a general education where the pupils study a wide range of subjects including: English, Mathematics, History, Geography, French, General Science, Art, Music, Drama, Physical Education (Games and Swimming), Information Technology, Home Economics, Technology, Religious Studies, Personal and Social Education, Citizenship and Employability.

At the end of Year 10 pupils will progress from Key Stage 3 to Key Stage 4. All pupils will have the opportunity of following a range of subjects to GCSE and Occupational Studies level. Subjects will be available within option groupings.

Consultation of pupils and parents with teachers is vital at this transition stage and normally takes the form of a Parents' Evening or, if requested, a personal interview. While the choice of subjects based on the Northern Ireland Curriculum is more or less left up to the parents and pupils, the level they will study them at, will depend on the pupils' performance in the final year of Key Stage 3.

At post 16 students are offered a comprehensive range of AS and A2 level subjects supplemented by additional subjects provided in collaboration with other local schools working in an educational partnership. Currently, there are 86 pupils in our sixth form.

Magherafelt Learning Partnership: Pupils returning to Years 13 and 14 have the opportunity to study one of their A Levels at one of the other post primary schools (and the NRC) in Magherafelt. This has resulted in a greatly enhanced choice of available A Levels.

Special Education Needs: Pupils are streamed according to age and ability and those deemed to have learning difficulties are placed in classes with small pupil numbers. In Years 8 - 10 pupils are banded for English and Mathematics where possible in order to facilitate pupils with literacy and numeracy development.

Learning Support Centre: Pupils who have been assessed as requiring specialist help receive a place in our Learning Support Centre. Here the pupil will be taught in a small class environment. However it will be our aim to integrate the child into mainstream classes as far as possible.

Homework: Homework is regarded as an important training in self-discipline. A reasonable amount of homework, graduated according to a pupil's age and ability, is set for each evening. Each pupil is provided with a student planner as an aid to organising his/her private study.

Pastoral Care: Magherafelt High School places great emphasis on the provision of appropriate Pastoral Care for all pupils. A system has been designed to build up the pupils' confidence which enables them to understand themselves as individuals and develop sound relationships with other pupils and staff at the school.

In order to overcome the anxiety which can be caused by the transition from primary to secondary school, P7 pupils from the surrounding feeder schools are invited to attend a special induction day which familiarises them with the school and its facilities. In addition an Information Evening for parents and pupils will be held for the new intake in June. Year 8 pupils are encouraged to attend a residential induction activity which is held early in the new term.

All pupils are expected to conform to the Code of Conduct. In so doing self-discipline develops and pupils can make a contribution to the school organisation. Each pupil receives a copy of the Code of Conduct which is also displayed in each classroom. The Student Council is an elected group of representatives from each Year Group which provides a voice for all pupils in school.

Extra-Curricular Activities: A wide range of Extra-Curricular Activities are available such as Drama Club, Art Club, ICT Club, Cookery, Dancing, School Choir and Orchestra and Scripture Union. Pupils also stay after school to play Soccer, Hockey, Rugby, Netball, Basketball or to practise swimming or Athletics. Other sports on offer include golf, cricket, gymnastics, squash, weight training, volleyball and canoeing. As well as this pupils are encouraged to consider those less fortunate than themselves by supporting local and International charities. Pupils have the opportunity to take part in the Duke of Edinburgh Award Scheme, sports tours and European trips.

School Uniform: It is compulsory to wear school uniform - black blazer, school pullover, with white shirt, tie and dark-grey trousers for boys and white blouse, tie and dark-grey skirt for girls.

A more detailed prospectus is available on request from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Article 16 of the 1997 Education Order as amended requires Boards of Governors to provide for all children resident in Northern Ireland at the time of their proposed admission to the school to be selected for admission to the school before any child not so resident may be selected for admission.

When considering which children should be selected for admission, the Board of Governors will **only** take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors formulate and review the Admission Criteria while the Principal administers the criteria. The Governors also approve admissions.

Criteria

In the event of oversubscription preference will be given in the order 1 to 5 set out below:-

1. Pupils who wish to transfer from traditional feeder primary schools, namely Ampertaine, Bellaghy, Castledawson, Coagh, Culnady, Desertmarti, Duneane, Kilrea, Kilross, Knockloughrim, Maghera, Magherafelt, Moneymore, Portglenone, Randalstown, Tobermore, Spires and Woods.
2. Pupils who already have, or have had, brothers or sisters in attendance at the school.
3. Pupils who are the first or only child in the family.
4. Pupils who have a parent in employment at the school.
5. Date of birth will be used as a tie break with preference being given to the eldest. If two or more children have the same date of birth then distance from home to school with the closest children having preference will be applied. The distance travelled by car using the most direct route from the school to the child's address will be used to determine this. The mileage will be measured to the entrance of the house (front door or gateway) at the nearest point from the public road. If the issue is not resolved by such means then reference will be made to Google Maps to clarify the distance from the school.

Applicants should note that they may be required to produce documents verifying information pertinent to the school's admission criteria.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	100	90	90
2013/14	100	93	93
2014/15	100	96	96

This table does not include children who were admitted to the school with a statement of special educational needs.

NORTH COAST INTEGRATED COLLEGE

21 Cloyfin Road,
Coleraine BT52 2NU
Telephone: (028) 70329026
Fax: (028) 70329020
E-mail: info@ncic.coleraine.ni.sch.uk
Website: www.ncic.org.uk
Principal: Mr Paul J Mullan

**Grant-Maintained Integrated School**

All-Ability
Co-Educational
Age Range of Pupils: 11-18 years
Admissions No: 80
Enrolment No: 500
Current Enrolment: 446
School Hours: 8.30 am – 4.30 pm Mon – Thur
8.30 am – 4.15 pm Fri

Chairperson of the Board of Governors: Ms Karen Hunter

Open Day Arrangements

The college will open for visits by prospective parents and pupils on Thursday 22nd January 2015 from 7.00pm to 9.30pm. The Principal will address parents and pupils at 7.15pm in the assembly hall.

The College

North Coast Integrated College is an all ability school, established by parents in September 1996, with grant-maintained status from the Department of Education for Northern Ireland. The College is committed to the maintenance of a balanced enrolment of the two major traditions and others. The College is situated on a sixteen acre site on the outskirts of Coleraine.

Curriculum

The College adopts a child-centred approach reflecting our strong belief in the self-esteem of the individual. Class sizes reflect the desire to provide for each child an education according to his or her educational needs. Resources and teaching strategies are organised to accommodate the all-ability nature of the College.

The College follows a policy of continuous assessment and examination, with parents kept informed of their child's progress in all subjects through a comprehensive reporting system provided for each student. The Northern Ireland Curriculum is taught and first form (Year 8) pupils will study English, Drama, Mathematics, French, Spanish, History, Geography, The Sciences, Art, Home Economics, Technology and Design, Information Technology, Music, RE, PE and Swimming. The College follows the Religious Education core curriculum as set out by the Department of Education. Parents who wish specific religious provision be made for their children may discuss it with the Principal.

Students will have the option to sit GCSEs in their nominated subjects at the end of Year 12. In some cases pupils will be able to opt for a BTEC level 2 or other OS qualifications as an alternative to GCSE during Years 11 and 12. Post-16 students are offered the traditional academic GCE 'A' Level qualification, AS Levels and Vocational Qualifications in a range of areas which provide a broad-based education.

Ethos: The College governors, parents and staff are committed to a school which will in particular:

1. Pursue the highest academic standards in a challenging and stimulating environment.
2. Provide an opportunity for children from different religions, cultural and social backgrounds to develop a knowledge, understanding, respect and appreciation of their common culture, as well as the two main traditions in Northern Ireland.
3. Aim to encourage all pupils to explore and value their own particular tradition so as to encourage the education together of children of various beliefs, cultures and traditions.
4. Promote and protect the rights of parents to be involved in the decision making and community life of the College while respecting the role of staff as professional teachers.
5. Ensure that all pupils are equally cherished, nurtured and respected, without discrimination based on gender, religion, class or ability.

Pastoral Care

Pupils' personal and social development is specifically catered for through a pastoral structure within the College. Pupils have Form Tutors who support them in their learning and development.

Student Responsibilities/Discipline

Discipline, in particular self-discipline, is crucial to the social and personal development of all young people, helping them evolve as responsible, independent young adults with self-esteem and capable of playing a full part in the community. The College operates, as far as possible, a non-punitive discipline policy. Where problems arise, parents are consulted at an early stage. College students are expected to display a level of behaviour outside the College in keeping with the College standards.

Parental Involvement

Parents are encouraged to be involved in the education of their children and the life of the College. The Parents' Forum is open to all parents, with teachers and parents having elected representatives on the Board of Governors. The Parents' Forum organises parental support and participation and advises the Board of Governors on matters of concern to parents.

Uniform

The College colours are aqua green and blue. Students are expected to wear the official school uniform at all times during College hours, on journeys to and from College, and for official College functions (Uniform list available).

Extra-Curricular Activities

A healthy programme is available to encourage life skills and social awareness and of course to provide enjoyment. Among other activities, students will have the opportunity to participate in a wide range of team and individual sports within the College. Inter-school events are also an integral part of the extra-curricular programme. Students of all abilities are encouraged to participate in a sporting activity at a level to suit the individual. Other activities including Music (Traditional Irish to Pop) are in place to answer the needs and interests of pupils.

A more detailed prospectus is available on request from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors has set the criteria for admission and has delegated, to the Principal, the responsibility of applying the following criteria.

The Board of Governors will seek to reflect in the total number admitted to the College a balance between the two main traditions in Northern Ireland. In order to achieve this, places will be allocated as follows: Protestant tradition 40%, Catholic tradition 40%, Others 20%. The religious affiliation of a pupil will be decided by:

1. Information supplied to the College by the applicant's parent/guardian directly on the College's own pre-enrolment form or;
2. The religious affiliation noted on the Transfer Form; or
3. The category of primary school that the pupil attended (see below).

The criteria will be applied first to applicants in the 'other' category until a maximum of 20% of the places available have been allocated. In the event that less than 20% of the places have been awarded, the balance will be equally divided between Protestant and Catholic applicants. Should an odd number of places remain, the additional place will be offered to the tradition having the greatest number of applicants. The criteria will then be applied separately to Protestant and Catholic applicants. Should there be fewer applications from either tradition than there are places available for that tradition, then the balance of places will be allocated to the other tradition.

Religious affiliation will be determined by information supplied on or with the Transfer Form or on information supplied on the student information sheet. In the event that the category is not clearly stated or more than one category may be applicable the Board of Governors will regard applicants from CCMS schools as Catholic, applicants from controlled schools excluding Controlled Integrated as Protestant and all other applicants including those from Integrated schools (including Controlled Integrated Schools) and schools from outside Northern Ireland as 'other'.

In order to facilitate the proper application of criteria applicants should complete the College's own Data Information Sheet in addition to the official Transfer Form. Pre-enrolment forms which are available directly from the College Secretary, will be dated on receipt. Parents/Guardians are also invited to arrange an interview with the Principal for themselves and potential students. The provision of inaccurate, ambiguous or misleading information provided on or attached to any such application, may prejudice the offer of a place and may subsequently lead to the withdrawal of a place awarded to any applicant who shall be deemed to have gained unfair and improper advantage by submitting such information. The Board of Governors reserves the right to authenticate and seek verification of the content of any application. **The failure to provide verifying documents according to the required deadline may result in the inability of the school to offer a place.**

In the event where there are more applications than places available, the Board of Governors has determined that priority will be given to applicants in the order set down.

- a) Applicants transferring from an Integrated Primary School as defined in the Education Reform Order (NI) 1989.
- b) Applicants whose parent/guardian is an employee of the Board of Governors of North Coast Integrated College or who is due to take up such an appointment in the incoming academic year.
- c) Applicants who have a brother or sister enrolled at the college.
- d) If applicants are still ranked the same after application of the above criteria then selection for places will be made on the basis of the initial letter of the surname, with the application being selected in the order set out below. The order was selected by the randomised selection of letters:

W Z X M c G C J R Q A D F M H I T N V B P E U L O K S Y

These letters will also be used in the event of a tie occurring at any of the above admission stages. In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letters of the first forenames appearing on the Transfer Report Form will be used.

Responsibility for the provision of information lies with the Parents/Guardians who must ensure that all information relevant to the criteria is included in or attached to the Transfer Form (the green form). Absence of the relevant information could result in the application being rejected.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	80	52	52
2013/14	80	45	45
2014/15	80	61	61

This table does not include children who were admitted to the school with a statement of special educational needs.

OUR LADY OF LOURDES HIGH SCHOOL**Castle Street****Ballymoney BT53 6JX****Telephone:** (028) 27662050/65079**Fax:** (028) 27666523**E-mail:** info@lourdeshigh.ballymoney.ni.sch.uk**Principal:** Miss E Gillan**Chairman of the Board of Governors:** Mr J Donaghy**Maintained Secondary School****Co-educational****Age Range:** 11-16 years**Admissions No:** 80**Enrolment No:** 400**Current Enrolment:** 227**Office Hours:** Mon - Thurs 8.30 am - 4.45 pm**Open Night – Thursday 15th January 2015 from 7.00 pm.**

Parent/Guardians of prospective pupils may contact the school at any time and may arrange to meet the Principal and/or visit the school.

Our Lady of Lourdes High School, Ballymoney is a maintained, co-educational 11-16 school providing a Catholic education for pupils of all abilities and backgrounds. The school was established to serve the four parishes of Ballymoney, Dunloy - Cloughmills, Loughgiel and Rasharkin. The school has a Learning Support Centre with three Units for pupils with Moderate and other Learning Difficulties, in which over forty pupils are currently enrolled in addition to those pupils admitted through the transfer process, and it is a designated maintained school for children with physical disabilities.

The school is committed to providing: a high quality Catholic education, with a firm emphasis on Gospel values and Pastoral Care; good individual and team discipline; effective leadership at all levels; high academic achievement; and an Irish cultural identity through language, sport and music. Our Lady of Lourdes School achieved recognition as an Investor in People in June 2004, December 2007 and received the Bronze Award in November 2011. The GCSE results are excellent; the attainments of the pupils at GCSE grades A* - G, A* - E and A* - C place this school in the top 5% of its kind in Northern Ireland. The KS3 results in the school are excellent also, as is the attendance of the pupils.

The Education and Training Inspectorate conducted a Standard Inspection in the school in October 2009 and concluded that "the quality of education provided by Our Lady of Lourdes High School is very good; the school is meeting very effectively the educational and pastoral needs of the pupils; and the school has demonstrated its capacity for sustained self-improvement."

Curriculum

All pupils follow a broad and balanced curriculum, covering the requirements of the Revised Northern Ireland Curriculum. The school has established successful vocational programmes at KS4 and it provides pupils with a wide range of GCSE choices suitable to their abilities, interests and needs in conjunction with the Ballymoney Learning Community.

Annual Information Booklet, School documents and Policies

This information booklet is available on request for prospective parents and pupils and provides details of the school's rules and regulations. It is subject to annual review and is provided to all pupils and parents before the start of each school year.

Extra-Curricular Activities

Our extra-curricular activities are life enhancing experiences as our pupils try out new sports, instruments, clubs and activities and the seed of a lifetimes pleasure can be planted – examples of this last year were:

Year 8 Residential to the Ulster American Folk Park

Our Ski Trip to San Valentino Italy with Ballymoney High School in March

Year 12 School Retreat carried out by the Clonard Youth Ministry

In Dec 2013 the U16 team were runners up in the Ulster Vocational schools Finals

In April 2014 three of our pupils attained an Ulster Vocational Schools Hurling All Stars Award

Our boys take part at U13, U14 and U15 level in the Coleraine and District Football League

We participate in the Coleraine and District League at Minor, Junior and Intermediate level

Our pupils have been selected for the U15 Regional Development Netball Academy

Our Year 8 and 9 Girls participate in local Soccer Tournaments

Our U 16 girls compete in the Ulster Colleges Camogie Competition

In Music, Drama and Dance pupils experienced Street Dancing workshops, Irish Dancing Club, the introduction of a new double award GCSE in Performing Arts, singing in the Glee Choir.

Pastoral Care

The work of the school is underpinned by care, courtesy, respect and responsibility at all levels; a firm emphasis is placed on accentuating the positive. The school has in place a thorough approach to ensure that the pupils reach their full potential in a pleasant, safe and challenging environment. The Pastoral Care Team in the school comprises Form Teachers and Learning Support Assistants, Heads of Year and Head of Pastoral Care/Child Protection, and they are assisted by professional counsellors and a youth worker. The school maintains close links with parents and support agencies.

Special Needs Provision

The streaming arrangements in the school and an emphasis on differentiated learning and teaching ensure that the pupils progress effectively in line with their needs and abilities. For pupils with Moderate and other Learning Difficulties, there are 4 specialist teachers and 3 specialist rooms in the Learning Resource Centre. Pupils with identified challenges in their learning are taught in smaller classes with appropriate support structures. Specific provision is made for pupils who have experienced an Irish-Medium Primary Education and in English for Newcomer pupils.

Attendance/Conduct/Homework/Uniform

The school has clear expectations and requirements in these areas and it monitors and evaluates each area carefully.

Supervision/Transport

Pupils enter the school directly in the morning and leave directly for home in the afternoon under the close supervision of staff. Pupils do not leave the premises during the school day. The school provides transport home to all rural parishes for pupils involved in extra-curricular activities. The school canteen provides mid-morning break and dinner for pupils.

A more detailed prospectus is available from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8**Respective functions of the Board of Governors and Principal in relation to Admissions to the school**

Our Lady of Lourdes High School is a Co-Educational Catholic Maintained Non-Selective School. The criteria below have been determined by the Board of Governors and the Principal will implement the criteria on behalf of the Board of Governors, consulting with them when necessary. Our Lady of Lourdes High School, Ballymoney will admit pupils to Year 8 in the following order of priority:-

Pupils as defined in Criterion 1

Pupils as defined in Criterion 2

Pupils as defined in Criterion 3

Pupils as defined in Criterion 4

Pupils as defined in Criterion 5

Criterion 1: Parish and Feeder/Named primary school

Pupils from the Parishes of Ballymoney, Dunloy - Cloughmills, Loughgiel and Rasharkin and who attend St Brigid's PS Ballymoney, St Joseph's PS Dunloy, St Brigid's PS Cloughmills, St Patrick's PS Loughgiel, St Anne's PS Corkey and St Patrick's PS Rasharkin.

Criterion 2: Sibling

Children who have a sibling currently enrolled in the school.

Criterion 3: FSME

Applicants who are entitled to Free School Meals [FSME]: priority will be given so that the proportion of such children admitted will be not less than the proportion of first preference FSME applications received within the total number of first preference applications received.

Criterion 4: Eldest Child, and including children whose siblings no longer attend post-primary school

Children who are the eldest child to be eligible to be admitted to the school, and including children whose siblings no longer attend post-primary school or families where the eldest child attends a special school.

Criterion 5: Following Article 16 of the 1997 Education Order those children resident in Northern Ireland at the time of their proposed admission to the school to be selected for admission to the school before any child not so resident may be selected for admission.

Criterion 6: Random Selection

Selection for any places remaining will be on the basis of the initial letter of the surname, with pupils being selected in the following order:

B C Y R F W L K Z D P I V A N O Q E M J X G T S U H

This order was determined by a randomised selection of letters of the alphabet. In the event of surnames commencing with the same initial letter, the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the letters of the first forename appearing on the Transfer Form will be used.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have a Year 8 child considered for a place after 1st September must write directly to the Principal clearly stating such a request, to which an acknowledgement will be issued. In the event of a place arising, the above criteria will be applied to all such applications received. When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Learning Resource Centre

The above criteria will not apply to admission to the Learning Resource Centre for children with Moderate and other Learning Difficulties. Admission to the Learning Resource Centre will be decided through consultation between the Board of Governors and the relevant officers of the North-Eastern Education and Library Board.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	80	31	31
2013/14	80	28	28
2014/15	80	32	32

This table does not include children who were admitted to the school with a statement of special educational needs.

PARKHALL INTEGRATED COLLEGE
Junior School, Steeple Road, Antrim, BT41 1AF

Telephone: 028 94 462963

Fax: 028 94 465620

Senior School, Birch Hill Road, Antrim, BT41 2QH

Telephone: 028 94 464034

Fax: 028 94 428193

E-mail: info@parkhallintegratedcollege.antrim.ni.sch.uk

Website: www.parkhallintegratedcollege.org

Principal: Mr G Beattie, BEd, MEd, PQH

Chairperson of Board of Governors: Mr M Alexander



Controlled Integrated School

Boys and Girls

Age Range of Pupils: 11-16

Admissions No: 150

Enrolment Number: 735

Current Enrolment: 702

Office Hours: 8.30 am - 5.00 pm

Open/Transfer Evening: Thursday 8th January 2015 at 6.50 pm

Parents and P7 pupils are invited to visit the college on Thursday 8th January 2015

If unable to attend, parents and children are welcome to visit the college at an arranged time.

Introduction: Parkhall Integrated College is a thriving and progressive co-educational controlled integrated school which caters for pupils of varying abilities, talents and skills. We welcome pupils and parents who support the Aims, Ethos and Code of Conduct of the school, and who are keen to participate in the wider life of the college. The Board of Governors will endeavour to build further on the present integrated nature of our pupil enrolment by aiming to achieve a balance of all traditions being admitted on transfer as recommended by DENI. We would welcome young people from all sections of the community and will endeavour to offer all applicants a quality education at Parkhall Integrated College. We would particularly welcome applications from traditions that are currently under represented at the College. The college admitted children from 18 different primary schools in September 2014.

Ethos: The central aim of the College is to provide a caring, inclusive learning environment where each person feels valued and respected. This shared, supportive environment enables all pupils to achieve their best academic and vocational attainment, thus preparing them for adult and working life. Pupils are encouraged to respect themselves and others in order to build positive relationships and to work together to develop self confidence, self esteem and mutual understanding. Whilst the College currently operates on a split site arrangement on the Birch Hill Road and Steeple Road sites, plans for a full schedule of high class, modern teaching and learning facilities are complete and construction work is planned to begin in June 2015

Pastoral Care: The College believes that learning can best take place in a well ordered, caring atmosphere, where self-esteem and self-discipline are encouraged and valued. Our approach to discipline offers pupils opportunities to develop in a manner which illustrates respect for themselves, for others and for property. If a pupil's behaviour does not conform a range of sanctions will be invoked and the active support of parents will be sought. **The recent ETI inspection described the quality of pastoral care as "very good".**

Pupil Induction: A detailed programme commencing with a Pupil Induction Day and a Parent Information Evening in June is offered to all Year 8 pupils. The well developed Pastoral Care Programme takes account of the transition period, giving opportunities to develop a sense of belonging and involvement. Pupils participate in team building, workshops and Big School Day in September. Parent interviews are arranged in the Autumn term to establish positive home/school relationships from an early stage. Further details can be found on www.parkhallintegratedcollege.org.

The Curriculum: In Years 8 to 10 all pupils have equal opportunity to follow a broad and balanced programme which provides for the requirements of the NI curriculum including a comprehensive programme of personal development, citizenship and employability. In Years 11 and 12 there is opportunity for pupils to follow a broad range of courses both academic and vocational appropriate to their needs, abilities and interests. In addition to the Employability Programme, the college has a specific Key Stage 4 Careers and Guidance Programme. Details of the curriculum provision can be found on www.parkhallintegratedcollege.org.

Examinations: The College has consistently achieved outstanding success at GCSE Level with results well above the national average. Over the last three years the % of pupils gaining 5A*-C grades has increased by 27% to a record breaking figure of 72% in 2014. Pupils have also enjoyed success at CCEA Occupational Studies Courses. Parkhall is currently working with other local schools as part of the Antrim Learning Community in currently sharing resources and expertise with our neighbouring schools to ensure that we meet the needs of the Entitlement Framework.

Homework: Homework is seen as an integral part of the learning process. It is set and monitored regularly for all classes. Each subject department has a homework policy. Guidelines are issued to parents at both Key Stage 3 and Key Stage 4 with suggestions as to how they may support their children in both homework and coursework.

Individual Needs: The College caters for a large number of pupils with individual needs of a social, academic or medical nature. Small group teaching, learning support assistance and small group or individual support programmes are available for literacy, numeracy and emotional and behavioural issues.

Home/School Partnership: Much emphasis is placed on close links between school and home. Consultation takes place regularly through organised Parent/Teacher Interviews. Following the mid-year Report, parents are invited to discuss with staff their children's academic progress and pastoral well-being. A sound pastoral structure of Class Teachers, Year Heads and Senior Pastoral Staff cater for the individual needs of our pupils. Annually all parents are provided with a 'Guidelines for Parents and Pupils' Booklet.

Wider Community: The College has established good relationships in the local and wider communities, which in turn actively support us, thus enhancing the pupils' learning both in and out of the classroom. There is an extensive range of evening activities organised through the Extended Schools' Programme including salsa dancing, keep fit, cooking and first aid, in addition to the large number of sports clubs and community groups that avail of our facilities on a regular basis. The College enjoys close collaborative relationships that help develop mutual understanding, respect, trust and tolerance in addition to giving our pupils access to a wider range of high quality relevant qualifications. Collaborations currently exist with: Antrim Grammar School, Crumlin Integrated College, Northern Regional College and St Benedict's College,

Clubs and Societies: The quality of Parkhall's extra-curricular provision in the community has been recognised over a long period of time with sporting and extracurricular opportunities. A strong musical tradition is established in the college. Individual tuition in a variety of musical instruments is offered to interested pupils. Pupils are encouraged to join the school orchestra and choir which perform regularly. We have an excellent Youth Department with a Youth Club operating in the Junior campus to cater for young people in the community evenings per week.

A more detailed prospectus is available on request from the school and on the school website www.parkhallintegratedcollege.org

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors formulates and reviews the Admissions Criteria while the Principal and Senior Staff apply the criteria.

In determining those children to be admitted to the school, the Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the school before those children who are not so resident

If the school is over-subscribed, pupils will be admitted according to the following criteria and in the order set down as follows:-

- A. Applicants who have an older brother/half brother/step brother or sister/step sister/half sister enrolled at the college at the date of consideration of the transfer applicants (name/s of this child(ren) must be indicated on the Transfer Form).
- B. Pupils who are the first/only child in the family.
- C. Pupils who are the eldest child in the family to attend non-grammar school.
- D. If applicants are still ranked the same after application of the above criteria then selection will be made on the basis of the initial letter of the surname, with the application being selected in the order set out below. The order was selected by the randomised selection of letters.

Y A M H G R O U K T E W S B V P L F Z X C I J D N Q

In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename appearing on the transfer form will be used.

Responsibility for the provision of information lies with the parents/guardian who must ensure that all information relevant to the criteria is included in the Transfer Form (the Green Form). This must include the child's religion, or parental wish that the child be placed in the 'other' category.

NOTES: (To be read as part of the criteria)

1. Parents should ensure that all relevant information is included on or attached to the Transfer Form as additional information which is subsequently received (for example as a response to a request from the Education and Library Board for further preferences) will only be considered in the event of a place becoming available after the issue of the initial placement letters.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising, the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	150	130	130
2013/14	150	121	121
2014/15	150	114	114

This table does not include children who were admitted to the school with a statement of special educational needs. Each year a number of children with a wide range of additional needs are admitted to the College and supported appropriately.

RAINEY ENDOWED SCHOOL**79 Rainey Street, Magherafelt****Co Londonderry BT45 5DB****Telephone:** (028) 79632478**Fax:** (028) 79634545**Email:** head@rainey.magherafelt.ni.sch.uk**Website:** www.raineyendowed.com**Headmaster:** Mr D M McCullough, BA PGCE NPQH**Chairman of Governors:** Mr S Corry, BDS**Voluntary Grammar School****(Non-denominational)****Co-educational****Age Range of pupils:** 11-18**Admissions Number:** 100**Enrolment Number:** 700**Current Enrolment:** 714**Office Hours:** 8.30 am – 4.45 pm**Visits to the School**

Open Evenings will be held on **Wednesday 14 and Thursday 15 January 2015** from 7.00 - 9.30 pm. Parents, P6 and P7 pupils will be welcome to visit the School to meet staff and pupils. There will be a talk at 7.00 pm by the Headmaster, Mr McCullough. Parents unable to attend may visit the School by arrangement with the Headmaster. Prospective pupils for entry other than Year 8 should discuss visiting arrangements directly with the Headmaster.

To Parents/Guardians naming Rainey Endowed School as a Preference on your child's Transfer Form:**Entrance Assessment Results:**

Rainey Endowed School intends to use the **combined standardised age score** obtained by pupils completing the **GL Entrance Assessments in English and Mathematics** on 15 November 2014 or the **supplementary GL Entrance Assessments in English and Mathematics** on 6 December 2014.

Please ensure that you provide the following information in Section C of your child's Transfer Form:

1. The name of the **Assessment Centre** where your child sat the **GL Entrance Assessments**.
2. The **combined standardised age score** provided by **GL Assessment** for your child.

Please attach to your child's Transfer Form, the **original copy** of the **GL Assessment Results Slip**, provided by the Assessment Centre where your child sat the **GL Entrance Assessments**.

Claim for Special Circumstances or Special Provision:**Special Circumstances**

Registration of a claim for Special Circumstances should be submitted to the Assessment Centre where the pupil took his/her Entrance Assessments **by 2.00 pm on Friday 12 December 2014** using the **SCR Form** contained in the **Special Circumstances Pack** which is available from Rainey Endowed School or from its website.

It is the responsibility of parents/guardians claiming Special Circumstances to ensure that all appropriate independent, verifiable, supporting documentary evidence to corroborate the claim for Special Circumstances, along with the completed *Claim for Special Circumstances Form*, **SC1 Form**, are attached to the pupil's Transfer Form in February 2015 at the time when an application is being made to Rainey Endowed School.

Special Provision

For those pupils currently in P7 in Primary Schools in Northern Ireland, claims for Special Provision should be made on **Form SP1** and attached to your child's Transfer Form. **Form SP1** is available from Rainey Endowed School or from its website. Parents/Guardians wishing to claim Special Provision should also forward a copy of **Form SP1** directly to Rainey Endowed School by **4.00 pm on Wednesday 4 March 2015**.

After this date, claims for Special Provision should be made directly to Rainey Endowed School and the NEELB Transfer Department should be notified.

General Information

Rainey Endowed School is situated in the heart of Magherafelt where it has grown and flourished for over 300 years. The Rainey takes great pride in **serving the whole community of Mid-Ulster and is a caring school providing academic excellence**. In order to provide suitable accommodation and resources for the educational needs of 21st Century pupils, up to date ICT facilities, modern science laboratories and outdoor sporting facilities are available. The School has installed five computer suites and extensive mobile learning technology, coupled with an ICT based Music Classroom. We are currently improving our accommodation with the addition of a new drama, art and eight general classrooms block. We are in the process of completing a state of the art sports block, four new changing rooms, a PE classroom and a fitness suite.

The School is proud of the academic success it enjoys. Details of examination results can be found in the School Prospectus. Last year, 95% of all entries at A2 Level were passed at grades A*-C (45% at grade A*/A). At GCSE Level, 58% of grades were A*/A with over half of the pupils scoring 6A*/A or above. In accordance with our regulations, pupils are required to wear school uniform at all times during the school day, on journeys to and from school, and for official school events. Pupils are expected to take pride in their uniform and appearance and high standards of neatness are expected.

Every pupil in the School pays an annual school fee, currently £150, preferably by direct debit. Fees are reviewed each year. This is the basis of the School Fund which is used for the benefit of all pupils.

Curriculum Summary

In Year 8 all pupils follow a broad common curriculum consisting of English, Mathematics, Drama, French, Geography, History, Science, Art, Home Economics, Music, Religious Education, Technology, Information

Technology, Learning for Life and Work, Games and Physical Education. In Year 9 all pupils also study Spanish and in Year 10 pupils study Biology, Chemistry and Physics.

In Years 11 and 12 all pupils study at least 9 GCSEs. In addition to Mathematics and English, the School offers Further Mathematics, English Literature, Drama, French, Spanish, Physical Education, Physics, Chemistry, Biology, Double Award Science, History, Geography, Business Studies, Applied Business, Information Technology, Home Economics, Health & Social Care, Religious Studies (Full Course and Short Course), Music, Art & Design and Technology. All pupils also follow courses in Games and Learning for Life and Work which includes careers guidance.

All of the subjects available for GCSE are also offered at A Level. Applied A Levels in ICT, Environmental Technology, and Engineering are also available through a link with the Northern Regional College (NRC). Along with the NRC and other Post-Primary Schools in Magherafelt, Rainey Endowed School is part of the Magherafelt Learning Partnership (MLP) which seeks to broaden the curriculum provision for pupils in Sixth Form. The breadth of the curriculum offered through the MLP is extensive and is best accessed through the School website.

Religious Education

All pupils, irrespective of denomination, attend a short religious assembly each morning. Religious Education is provided for all pupils up to and including Year 12 as part of the weekly timetable. It is also available as a GCSE and A Level subject.

For further details on the School including Careers Guidance, Pastoral Care, Behaviour and Discipline, Extra-Curricular Activities, School Uniform, Charging Policy and other statutory policies, parents of prospective pupils are referred to the School Prospectus which is available from the School Office on request and is supplied to all parents at the Open Evenings. It is also on the School website www.raineyendowed.com

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

School Year 2015/2016

Respective functions of the Board of Governors and Headmaster in relation to Admissions to the School

1. General Information

Rainey Endowed School ("the School") is a Non-Denominational, Co-educational Voluntary Grammar School seeking to preserve the established character and academic ethos of the School.

The Board of Governors draws up the Admissions Criteria and delegates to an Admissions Sub-Committee, which includes the Headmaster and Deputy Headmaster, the responsibility for applying these Criteria. Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purposes of applying the Admissions Criteria set out herein.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information written on or submitted with any applicant's Transfer Form. Parents/Guardians should note that they will be asked to produce documents verifying information pertinent to the School's Admissions Criteria. Original documents are required; facsimiles or photocopies are not acceptable.

The provision of false or incorrect information or the failure to provide information within the deadlines set by the School may result in either the withdrawal of a place or the inability of the School to offer a place.

2. Eligibility and Priority

For a pupil to be eligible for admission to Year 8 in the School in September 2015, an application in his/her name must be submitted according to the requirements of the Transfer Procedure conducted through the appropriate ELB or successor body.

The agreed Admissions Number for entry to Year 8 in September 2015 at the School is 100 (subject to DE review to increase this Admissions Number).

In selecting pupils for admission, children resident in Northern Ireland at the time of their proposed admission to the School will be selected before any child not so resident and proof of residency will be required before completion of the admissions process in September 2015.

Please note that the Board of Governors will initially consider applications for a place at the School for entry to Year 8 in September 2015 from pupils who have completed the **GL Entrance Assessments in English and Mathematics** as provided by the Post Primary Transfer Consortium (PPTC), in an approved PPTC Assessment Centre. The list of approved PPTC Assessment Centres is included in the Parental Information Pack which is available on the School's website, www.raineyendowed.com or directly from the School.

The GL Entrance Assessments will incorporate a validated standardised paper in English and a validated standardised paper in Mathematics. Further information on the GL Entrance Assessments is available directly from the School or on the School's website www.raineyendowed.com.

3. Admissions Procedures

After the GL Entrance Assessments are completed, pupils will be placed in a single list based on their performance in terms of a combined standardised age score in the GL Entrance Assessments. Those with the highest combined standardised age score will be at the top of the list, which will therefore be in rank order of merit. On the basis of the

combined standardised age score, pupils will be admitted in rank order of combined standardised age score, up to the School's Admissions Number. (See **Section 6** below)

Where two or more children have an identical combined standardised age score and insufficient places remain to admit both or all of them, then the following Admissions Criteria will be applied in the order set down:

- 3.1 Children who have a child of the family currently enrolled at the School;
- 3.2 Children who have a child of the family previously enrolled at the School for 2 or more years;
- 3.3 Children who are the eldest child or only child of the family;
- 3.4 Children who are enrolled in one of the contributing Primary Schools listed at **Section 7** below.
- 3.5 Children who have a parent currently employed in a permanent capacity by the Board of Governors of the School.
- 3.6 If children are still tied after the application of Admissions Criteria 3.1 – 3.5 above, then priority will be determined amongst them by a method of computerised random selection. Each child to be considered at this stage will be allocated a random number electronically generated within 'Microsoft Excel'; the children will then be ranked in order of the random number, with higher numbers having preference.

In the event that places remain, after those who have taken the GL Entrance Assessments have been admitted, then remaining places will be allocated using the above admissions criteria (3.1 – 3.6) in the order set down, until the final place has been allocated. This includes children who have not taken the GL Entrance Assessments.

When considering which applicants should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. It is the sole responsibility of parents/guardians to ensure that all information relevant to the Admissions Criteria of the School is included in Section C on the Transfer Form and/or is attached to the Transfer Form at the time of submission to the School for admission.

4. Special Circumstances

Special Circumstances refer to the claim that, as a result of medical or other problems, a pupil's performance in the GL Entrance Assessments was affected. Special Circumstances must be supported by independent, verifiable, documentary evidence of a medical and/or other appropriate nature in keeping with the PPTC's 'Access Arrangements and Special Circumstances Policy' which is available on the School's website, www.raineyendowed.com or directly from the School.

Registration of a claim for Special Circumstances should be submitted to the PPTC Assessment Centre where the pupil took his/her Entrance Assessments by **2.00 pm on Friday 12 December 2014** using the **SCR Form** contained in the **Special Circumstances Pack** which is available on the School's website or directly from the School. **It is the responsibility of parents/guardians** to ensure that all appropriate independent, verifiable, supporting documentary evidence, to corroborate the claim for Special Circumstances, along with the completed *Claim for Special Circumstances Form*, **SC1 Form**, are attached to the pupil's Transfer Form in February 2015 at the time when an application is being made to the School.

Special Circumstances allow for a post-assessment adjustment to the combined standardised age score of a pupil who is eligible for consideration. Any adjustment to a standardised age score will be based on the nature of the Special Circumstances applicable at the time of the Entrance Assessments using the standardised age score attained on that day. Supporting documentary evidence such as medical or other professional reports concerning the Special Circumstances should show that medical or other problems directly influenced the outcome of the GL Entrance Assessments and that the pupil's ability is genuinely higher than that indicated by the combined standardised age score. Where a problem is a medical one of short term duration which affected the pupil only at the time of the GL Entrance Assessments, the School will require evidence that the pupil was examined by a medical practitioner in relation to the illness, that the medical problem was as described, and that the pupil's health and well-being were impaired at or about the time of the GL Entrance Assessments. Where the problem is of a non-medical nature, the parents/guardians must set out the precise details of the problem and provide appropriate independent evidence such as a written statement from an appropriately qualified individual who knows and/or works with the pupil in a formal and professional context and is able to give independent confirmation of the nature of the problem, when it occurred and its impact on the pupil.

Supporting documentary evidence should also include details of the pupil's educational attainment with special reference to English and Mathematics. This should include scores obtained in all standardised tests in English and Mathematics taken by the pupil since the start of Key Stage 2. Such information should be provided on the *Claim for Special Circumstances Form*, **SC1 Form**.

Parents/guardians should note that a pupil who applies for Access Arrangements for the Entrance Assessments cannot then apply for Special Circumstances for the same reason.

Please note that judgement of the importance of Special Circumstances will be at the absolute discretion of the Admissions Sub-Committee of the Board of Governors.

5. Special Provisions

Special Provision will be made by the Admissions Sub-Committee for:

- Children who have received more than half of their primary education outside Northern Ireland;
- Children whose parents/guardians wish them to transfer to the School from schools outside Northern Ireland;
- Children who because of an unforeseen and serious medical or other problem, which is supported by appropriate

independent, verifiable, documentary evidence, were unable to take the **GL Entrance Assessments**.

Parents/Guardians wishing to claim Special Provision should complete and return to the School by **4.00 pm on Wednesday 4 March 2015**, the *Application for Special Provision Form, SP1 Form*, stating the case for eligibility under this category. This **SP1 Form** is contained in the **Special Provision Pack** which is available on the School's website or directly from the School. **It is the responsibility of parents/guardians** to provide precise reasons why the applicant did not sit the GL Entrance Assessments and to submit, along with the completed **SP1 Form**, appropriate independent, verifiable, supporting documentary evidence to assist the Admissions Sub-Committee in its deliberations. The Admissions Sub-Committee of the Board of Governors will require an assessment of an applicant's abilities to be carried out in order to provide a combined standardised age score for the applicant using a suitable form of standardised Assessment provided by GL Assessment and administered by the School under the same conditions as the GL Entrance Assessments.

6. Use of Special Circumstances or Special Provision in the Admissions Process

Application Forms from applicants claiming that Special Circumstances or Special Provision exist will be considered first.

In the case of applicants claiming Special Circumstances and in the light of the independent documentary evidence submitted, the Admissions Sub-Committee of the Board of Governors will decide whether the applicants should be considered under the combined standardised age score actually achieved in the GL Entrance Assessments or allocated a higher combined standardised age score. Once a decision has been made the applicant will then be considered along with all other applicants with the same combined standardised age score, for the purpose of applying the School's Admissions Criteria.

In the case of applicants claiming Special Provision and in the light of the assessment of the applicant's ability as specified in **Section 5** above, the Admissions Sub-Committee will then consider this assessment in relation to the standard of pupils gaining admission to the School and a decision will be made as to whether or not to offer the applicant a place based on such comparative assessment.

7. Feeder Primary Schools

The following is a list of contributing Primary Schools to be used in the Admissions Criterion **3.4** above:-

Ampertaine	Derrychrin	Millquarter	St Mary's Bellaghy
Anahorish	Desertmartin	Moneymore	St Mary's Draperstown
Ballylifford	Donaghey	Moneynick	St Mary's Greenlough
Ballynease	Duneane	Mount St Michael's	St Mary's Portglenone
Ballytrea	Garvagh	New Row	St Oliver Plunkett's Toome
Bellaghy	Groggan	Orritor	St Patrick's Glen
Carhill	Holy Family	Phoenix Integrated	St Patrick's Loup
Carlane	Holy Trinity	Portglenone	St Patrick's Moneymore
Castledawson	Kilrea	Randalstown Central	St Patrick's Mullinahoe
Churchtown	Kilross	Rathenraw Integrated	St Peter's Moortown
Coagh	Knockloughrim	Roundtower Integrated	St Trea's
Cookstown	Knocknagin	St Brigid's Gulladuff	Spires Integrated
Creggan	Lissan	St Columb's Desertmartin	Stewartstown
Crievagh	Maghera	St Columba's Straw	Tobermore
Crossroads	Magherafelt	St Joseph's Killeenan	Windmill Integrated
Culnady	Maine Integrated	St Malachy's Drumullan	Woods

8. Procedures regarding the operation of a Waiting List for Admissions to Year 8

Rainey Endowed School retains a Waiting List for admission to the School where a place becomes available in Year 8. Parents who wish to have their child considered for admission to the School, in the event of a place becoming available in Year 8, should write to the Headmaster clearly stating this request. In the event of a vacancy arising, after 1 September 2015, the above Admissions Criteria will be applied, in the order set down, **to these applications only**. The School will contact parents in writing if their child gains a place in the School by this method. This Waiting List will be in place until 30 June 2016 at which time all names on the Waiting List will be removed.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	100	120	102
2013/14	100	140	103
2014/15	100	147	103

This table does not include children who were admitted to the School with a statement of special educational needs.

SLEMISH COLLEGE

Larne Road

Ballymena BT42 3HA

Telephone: (028) 25630156

Fax: (028) 25632944

E-Mail: info@slemish.ballymena.ni.sch.ukWeb: www.slemishcollege.org.uk

Principal: Dr P H McHugh, BSc (Hons), PHD, PGCE, PQH (NI)

Chairperson of Governors: Mrs K Duncan

**Maintained Integrated School**

All Ability

Boys and Girls

Age range of pupils: 11-19

Admission Number: 120

Enrolment Number: 720

Current Enrolment: 777

College Hours: 8.55 am – 3.20 pm

The College will be open for visits by parents and transferring pupils on:-1. Wednesday 28th January, 2015 at 7.30 pm2. Thursday 29th January, 2015 at 7.30 pm

Students wishing to transfer to the College Sixth Form in September 2014 are also welcome to attend.

To Parents naming Slemish College, (the College) as a Preference on your child's Transfer Form for Academic Based Entry:**Entrance Test Results**

Please ensure that you provide the following information on section C of your child's Transfer Form

- GL Assessment Test result with the grade achieved by your child in the GL Assessment test and their candidate number

Special Circumstances

If you are making a claim for your child to be considered under Special Circumstances, please note that you are required to:

- Register your claim for Special Circumstances with the College using the Special Circumstances Registration Form, available from the school at which your child sat the assessment, by Friday 12th December 2014 at 2.00 pm
- Present all such material as you consider will assist the Board of Governors in determining Special Circumstances when you complete the Transfer Form in February 2015. You should provide full details of the Special Circumstances and independent supporting evidence.

Further details can be found in the section 'Access Arrangements and Special Circumstances Policy' on the College website.**"The quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding." Education and Training Inspectorate, April 2009.**

The College welcomes a close partnership with parents and therefore encourages parental visits to the College. The Principal is available at most times during the day and at least one evening per week.

Mission Statement**The College welcomes students of all traditions and abilities, to learn together in a caring school community where self worth and mutual respect are highly valued. In partnership with parents, we seek to offer opportunities for individual success while promoting excellence in education for all.****Learning & Teaching**

The Inspectorate described learning and teaching approaches at the College, as "cutting-edge." Lessons involve active learning, as well as a focus on higher order thinking. Meaningful and planned homework is an integral part of the school curriculum and students will be expected to complete a set amount each week.

"Innovative and creative learning and teaching approaches... permeate throughout the school." Education and Training Inspectorate April 2009.**Further details are available from the College Website: www.slemishcollege.org.uk****ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8****SLEMISH COLLEGE – ADMISSIONS CRITERIA 2015/2016**

Slemish College has been directed to select for admission, children resident in Northern Ireland at the time of their proposed admission before any child not so resident may be selected for admission.

The criteria have been determined by the Board of Governors and will be applied by the College's Admissions Committee. The decisions of the Admissions Committee are subject to the final ratification of the Board of Governors. Through the application of the criteria the Board of Governors seeks to establish an overall balance between religious affiliations. This is the pre-eminent feature which distinguishes an integrated school from all other schools. Our aim is to effect an intake which is as close as possible to the ratio of 40% Catholic, 40% Protestant and 20% of pupils of other faiths or none (Other category) however the College cannot guarantee that the admissions intake for Year 8 will equate to these exact ratios.

Stage I - Academic Based Entry

Academic ability entry is up to a maximum of 35% of the intake, (42 students). Its purpose is to further the all ability aim of the College and to ensure that each year group caters for students of all abilities including the most academically able.

The percentage of denomination in respect of intake is not relevant to Stage I, nor will the denominations of successful candidates within Stage I count towards the overall ratio of children admitted under Stage II.

The Admissions Committee will consider those children who have taken the GL Assessment test as provided by the Post-Primary Transfer Consortium. Information on the assessment is available on the College Website, with a list of approved centres. Parental Information packs are available on request from the College.

Grade Order

At Stage 1, the Board of Governors will consider for admission to Year 8, applicants who have achieved grades in the GL Assessment, in the priority of A, B1, B2, C1, C2, D (or who having applied under the sections on Special Circumstances or Special Provision are deemed on the basis of documented evidence to have achieved equivalent

grades; grades awarded as a result of Special Circumstances or Special Provision will be placed in rank order and the Admissions Criteria then applied).

Special Circumstances

The Admission Committee will consider applications under Special Circumstances. The process for such considerations is set out in the 'Access Arrangements and Special Circumstances Policy'. This is available on the College website and/or directly from the College on request.

A guide to claiming Special Circumstances for Children taking the GL Entrance Assessment is available from the College on request and is also posted on the College website. The guide outlines what are Special Circumstances and what you should do if you have any concerns that medical or other problems affected your child just before or during the GL Entrance Assessment.

To register your claim for Special Circumstances, you should complete a 'Special Circumstances Registration Form - SCR', available from the school at which your child sat the assessment, outlining your reasons for claiming Special Circumstances. Make sure you include your child's full name, address and date of birth. This should be received by the College by Friday 12th December 2014 at 2.00pm. You should not provide supporting evidence at this stage. When you complete the Official Transfer Form in February 2015 you should provide full details of the Special Circumstances and independent supporting evidence. Where the problem was a medical one which affected the child at the time of the assessment, the College will require evidence that the child was examined by a medical practitioner in relation to the medical problem, around the time of the Entrance Assessment.

In support of your claim for Special Circumstances you will be asked to provide information relating to your child's attainment in standardised tests in English/Literacy, Maths/Numeracy from Primary 5 to Primary 7 i.e since the beginning of Key Stage 2. You are free to provide any other appropriately verified educational evidence e.g. results of standardised reading tests, spelling tests, verbal or non-verbal reasoning tests etc. for the consideration of the College's Admissions Committee by attaching other reports to the Official Transfer Form and space has been provided on the 'Claim for Special Circumstances – SC1' form to record such information. If possible you should ask the Principal of your child's primary school to sign the form as verification of the accuracy of the results you have recorded.

Please note, it is the responsibility of the parent to provide the relevant educational evidence

Failure by the parent to provide verified information in support of a claim for Special Circumstances may result in the College's Admissions Committee being unable to give weight to those aspects of the claim for Special Circumstances in making their adjudication. In all instances, decisions taken on claims for Special Circumstances will be judged by the College's Admission's Committee based on the evidence provided by the parent.

Special Provision

Special Provision will be made for pupils moving or recently moved to Northern Ireland, i.e. children whose parents/guardians wish them to transfer to post-primary schools from schools outside Northern Ireland or children who have received more than half of their primary education outside Northern Ireland. It will also be made for children who were unable to take the Entrance Assessment or the Supplementary Entrance Assessment due to serious medical problems or for another valid reason or has not attended primary school for a substantial period of time in Key Stage 2 due to serious medical problems or for another valid reason.

When you complete the Official Transfer Form in February 2015 you should provide full details of the Special Provision and independent supporting evidence.

In support of your claim for Special Provision you will be asked to provide information relating to your child's attainment in standardised tests in English/Literacy, Maths/Numeracy from Primary 5 to Primary 7 i.e since the beginning of Key Stage 2. You are free to provide any other appropriately verified educational evidence e.g. results of standardised reading tests, spelling tests, verbal or non-verbal reasoning tests etc. for the consideration of the College's Admissions Committee by attaching other reports to the Official Transfer Form. If possible you should ask the Principal of your child's primary school to sign the form as verification of the accuracy of the results you have recorded.

Selection within a Grade Group

If there are more pupils holding the appropriate grades than places available for academic based entry, (maximum of 35%) preference will be given at that grade/level, according to the following criteria, in the order listed until all available places have been allocated:

- 1. Children/Applicants who have a sibling* currently enrolled at the College, living at the same address.**
Criterion 1 will be applied and eligible applicants awarded a place, however if Criterion 1 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 2 will then be applied for the remaining places.
- 2. Applicants who are the eldest child currently in compulsory education, who have had a sibling previously attend Slemish College at least until the completion of Key Stage 4.**
Criterion 2 will be applied and eligible applicants awarded a place however if Criterion 2 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 3 will then be applied for the remaining places.
- 3. Children who are the eldest**, or only, child of the family, who are currently enrolled at a grant maintained, or controlled integrated primary school and have attended a grant maintained, or controlled integrated primary school for all of Key Stage 2.** Criterion 3 will be applied and eligible applicants awarded a place however if Criterion 3 is oversubscribed, the randomised letter selection will be used for these applicants to award

the places. If not all the places have been filled Criterion 4 will then be applied for the remaining places.

4. Applicants who are the eldest, or only, child of the family.**

Criterion 4 will be applied and eligible applicants awarded a place however if Criterion 4 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 5 will then be applied for the remaining places.

5. Selection for any places remaining will be on the basis of the initial letter of the surname, with pupils being selected in the order set out below. The order was determined by a randomised selection of letters.

Mac P Z Q K O T J F X M U G A I R L E W D Mc Y N V S H C B

These letters above will also be used to allocate places in the event of over-subscription occurring at any of the above criteria.

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letters of the first forename appearing on the Official Transfer Form will be used.

* Sibling is defined as another child of the family (Article 2(2) of The Domestic Proceedings (NI) Order 1980), to include adopted/fostered children, half brothers and sisters and orphaned cousins being brought up with a family and living at the same address.

** Twins and other multiples who are the eldest in the family are treated as joint eldest children.

NB. All information relevant to the above must be clearly stated by the parents according to the requirements of the Transfer Procedure conducted through NEELB or under the auspices of ESA.

In the event that applications considered at Stage 1 exceed the number of places available (35% of the intake), **all applications which are not admitted at Stage 1 will automatically be considered at Stage II.**

Stage II - All Ability Entry

A minimum of 65% of the intake (78 students) will be selected with no reference to academic selection.

In the application of the criteria set out below the places will initially be divided as follows:

20% Pupils of other faiths or none ('Other' Category)

40% Roman Catholic pupils ('Catholic' Category)

40% Protestant pupils ('Protestant' Category)

Religious affiliation will be determined by information supplied on or with the Official Transfer Form. It is the responsibility of parents to designate students using the wording 'Catholic', 'Protestant' or 'Other' to categorise their child's religion.

In the event that the category is not clearly stated by the inclusion of the wording of 'Catholic', 'Protestant' or 'Other', or where more than one category may be applicable, the Board of Governors will regard pupils from Catholic Maintained Schools as 'Catholic' pupils and pupils from Controlled schools as 'Protestant'. If the pupil has not attended a Controlled, or Catholic Maintained Primary school and the parent has not clearly and unambiguously stated the category, then the Board of Governors will regard the child as being in the 'Other' category. The criteria will be applied first to pupils in the 'Other' category until a maximum of 20% of the places, have been allocated. In the event that less than 20% of the places have been awarded, the balance will be equally divided between Catholic and Protestant pupils. Should an odd number of places remain, the additional place will be allocated to the main tradition having the greatest number of pupils. The criteria will then be applied separately to Catholic and Protestant pupils. Should there be fewer from either tradition than there are places available for that tradition then the balance of places will be allocated to the other tradition.

Parents should use the Official Transfer Form to provide information to assist the College in the application of its criteria.

NB: The provision of inaccurate, ambiguous or misleading information provided on or attached to any such application, may prejudice the offer of a place and may subsequently lead to the withdrawal of a place awarded to any child who shall be deemed to have gained unfair and improper advantage by submitting such information. **The Board of Governors reserve the right to authenticate and seek verification of the content of any application.** In the case of a surname, the final decision will be based on the surname shown on the birth certificate, or any subsequent court order. The failure to provide verifying documents according to the required deadline, may result in the inability of the College to offer a place. Applications for admission to the College from students residing within Northern Ireland at the time of proposed admission will take precedence over applications from those not so resident. In the event that there are more pupils for admission than there are places available, the Board of Governors has determined that the following criteria shall be applied.

1. Children who have a sibling* currently enrolled at the College, living at the same address, who have selected Slemish College as their First Preference Post Primary school.

Criterion 1 will be applied and eligible applicants awarded a place however if Criterion 1 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 2 will then be applied for the remaining places.

2. Children who have a sibling/twin/multiple accepted through Stage 1 Academic Based entry for the academic year 2015/2016, living at the same address, who have selected Slemish College as their First Preference Post Primary school.

Criterion 2 will be applied and eligible applicants awarded a place however if Criterion 2 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 3 will then be applied for the remaining places.

3. **Applicants who are the eldest child currently in compulsory education, who have had a sibling previously attend Slemish College at least until the completion of Key Stage 4, who have selected Slemish College as their First Preference Post Primary school.**

Criterion 3 will be applied and eligible applicants awarded a place however if Criterion 3 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 4 will then be applied for the remaining places.

4. **Children who are the eldest**, or only, child of the family, who are currently enrolled at a grant maintained, or controlled integrated primary school; have attended there for all of Key Stage 2 and who have selected Slemish College as their First Preference Post Primary school.**

Criterion 4 will be applied and eligible applicants awarded a place however if Criterion 4 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 5 will then be applied for the remaining places.

5. **Applicants who are the eldest**, or only, child of the family.**

Criterion 5 will be applied and eligible applicants awarded a place however if Criterion 5 is oversubscribed, the randomised letter selection will be used for these applicants to award the places. If not all the places have been filled Criterion 6 will then be applied for the remaining places.

6. **Selection for any places remaining will be on the basis of the initial letter of the surname, with pupils being selected in the order set out below.** The order was determined by a randomised selection of letters.

Mac P Z Q K O T J F X M U G A I R L E W D Mc Y N V S H C B

These letters above will also be used to allocate places in the event of over-subscription occurring at any of the above criteria.

* Sibling is defined as another child of the family (Article 2(2) of The Domestic Proceedings (NI) Order 1980), to include adopted/fostered children, half brothers and sisters and orphaned cousins being brought up with a family and living at the same address.

** Twins and other multiples who are the eldest in the family are treated as joint eldest children.

NB. All information relevant to the above must be clearly stated by the parents according to the requirements of the Transfer Procedure conducted through NEELB or under the auspices of ESA.

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letters of the first forename appearing on the Transfer Form will be used.

Parents should ensure that all relevant information is included on or attached to the Official Transfer Form, as additional information which is subsequently received will only be considered in the event of a place becoming available after the issue of the initial placement letters.

Verification of all Information

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on the Official Transfer Form or appended to the Official Transfer Form by parents. For verification purposes original documents are required and not facsimiles or photocopies.

The provision of false or incorrect information or the failure to provide any requested verifying documents within the deadline set by the College will result in either the withdrawal of a place or the inability of the College to offer a place.

It is the responsibility of the Parents to ensure that:

- The Transfer Form and other necessary documentation is correctly completed.
- Any Special Circumstances and/or Special Provision being claimed are properly documented as described in detail above and in the guidance documentation available from the College.
- Any required verification documents are provided within specified deadlines

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this.

In the event of such application, the Board of Governors will only make an offer if there is a place available. Should there be more applications than places available, the procedure outlined in the College policy 'Admissions to Slemish College Outside Normal Transfer Processes (Years 8 – 12)' will be applied.

If the application is made by a child who arrived in Northern Ireland after the transfer process has been concluded and the College's Admission Committee determines that the child is suitable to be admitted, the College will then seek Department of Education approval to admit the child as an additional place. If such approval is given, the child will be admitted.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	120	233	125
2013/14	120	193	130
2014/15	120	217	120

This table does not include children who were admitted to the school with a statement of special educational needs.

SPERRIN INTEGRATED COLLEGE**39 Pound Road****Magherafelt BT45 6NR****Telephone:** 028 7963 4177**Fax:** 028 7930 1711**Email:** info@sperrin.magherafelt.ni.sch.uk**Website:** www.sperrinintegrated.org**Principal:** Mr A P Rowan, BA, PGCE, DMS, MEd, PQH**Chairperson of the Board of Governors:** Mrs F Symington, BEd, MA, Dip TEFL**Grant Maintained Integrated****All Ability, Boys and Girls****Age Range of pupils:** 11-18**Admission Number:** 80**Enrolment No:** 500**Current Enrolment:** 500**Office Hours:** 8.30 am - 4.45 pm**Open Event Information****Thursday 22 January 2015 at 7pm – Principal's Address 7.15pm**

Pupils in Primary 6 who are planning ahead are welcome to attend, as are Year 12 students with their Parents/Guardians who are interested in the possibility of joining 6th Form in September 2015.

Pursuit of Excellence**School Vision**

To provide a quality educational environment in which all our pupils, by working both individually, and as part of a team, have the opportunity of achieving success. This success will take the form of:

- High academic achievement
- Participation in all aspects of school life
- Children who are well prepared for third level study and the world of life and work

Grammar and All Ability pathways

35% of places, are available for pupils wishing to apply for the Grammar Stream. Parents of academically able pupils wishing to be considered for grammar stream entry must clearly indicate this on the Green Transfer Form. Supporting evidence should also be attached. This may be one, or more of the following suggested indicators: Progress in English (PiE) / Progress in Mathematics (PiM) scores, or any other standardised test results available from the child's primary school; a school report which reflects high academic ability; or equivalent supporting evidence. *See Admissions Criteria*

Academic Structure Year 8

First Year pupils are divided into 2 broad bands, following the same curriculum. First Year pupils in the Grammar and all ability bands are taught the same NI Curriculum. After the offer of a place, pupils will be assessed for appropriate banding. The Banding structure accommodates movement across the bands at Key Stage 3, according to progress, development and the needs of pupils.

Curriculum at Key Stage 3 (Years 8, 9 and 10) *See School Prospectus for further details*

A broad balanced academic curriculum is delivered throughout Key Stage 3. In year 10, students will select and be recommended for GCSE, Applied GCSE and relevant Vocational Studies which will commence at the beginning of Year 11.

Curriculum at Key Stage 4 (Years 11 and 12) *See School Prospectus for further details*

Students will have access to a broad range of academic and vocational subjects focussed on high achievement and preparation for Sixth Form study.

Curriculum at 6th Form level *See 6th Form Prospectus for further details*

The school offers a wide range of traditional 'A' level and Vocational equivalent courses, some of which are delivered in collaboration with other Magherafelt schools. From point of entry we are focussed on the probability of entry to 6th Form, particularly for those who are placed in the grammar band. A separate 6th Form prospectus is available from the school upon request. **A Level pass rate in 2013 was 100% and in 2014 was 99%.**

Ethos and Pastoral Care

- At its last inspection the school received 'very good' outcomes in all areas (*see DENI website for further details*).
- The Inspectors made the following comment: "*The quality of arrangements for Pastoral Care and Child Protection in the school is very good. The governors, staff, parents and students are aware of the school's procedures and have had the opportunity to contribute to a range of effective policies which guide the work of the school*"
- In 2012 the school was awarded 'Go4It' status by the HTI (Head Teachers in Industry) organisation. This was in recognition of our commitment to creativity, innovation and appetite for learning with a positive attitude towards risk.
- The school was recognised in September 2013 by the Educational Training Inspectorate (ETI) as one of a number of schools with very high standards in support work for Literacy and Numeracy.

Parental Involvement/Student Responsibility

The College encourages parental involvement at all levels of school life including a Parent Teacher Association and representation on the Board of Governors.

Education in an Integrated setting

The school encourages and accepts applications from children in Controlled, Maintained, Grant Maintained and Controlled Integrated types of primary schools and traditions. This is reflected in the fact that the school currently contains students from 75 primary schools within its catchment area. **The current balance within the traditions is 40% Protestant, 42.2% Catholic and 17.8% Other.**

A more detailed prospectus is available on request from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The criteria set out below at points 1 - 7 will be applied separately to Protestant, Catholic and Other applicants.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school and Admissions Criteria Information

- a. The Board of Governors of Sperrin Integrated College seeks in as far as it is possible to have equal numbers of both Protestant and Catholic children at the school. This is a feature of Integrated Schools. This balance is reflected in the makeup of the Governors themselves and of the College's staff. The criteria set out below have been determined by the Board of Governors. They will be applied by the Head Teacher. Final approval of the Year 8 intake rests with the sub-committee of the Board of Governors with responsibility for Admissions. The aim is to have an intake which is as close as possible to 40% Protestant, 40% Catholic and 20% Other. Our criteria, as set out below, will first be applied to the Other category until a maximum of 20% of the places available have been allocated. In the event of less than 20% of places being awarded to applicants from the Other category the balance will be divided equally between Protestant and Catholic applicants. If an odd number of places remain in this division, an additional place will be allocated to the main tradition having the greater number of applicants. In the event of there being fewer applicants from either tradition than there are places available for that tradition, then the balance of places will be allocated to the other categories on a proportionate basis.
- b. Parents should use the Official Transfer Form (the green form) to provide information to assist the College in the application of its criteria under Section C 'Parents Remarks'. This must include the child's religion, or parental wish that the child be placed in the Other category.
- c. The provision of accurate information on the form is very important and the **Board of Governors reserve the right to authenticate and seek verification of the content of any application.** This can include the request to see an original birth certificate or Court Order to verify a surname. Applications for admission to the College from students residing within Northern Ireland at the time of proposed admission will take precedence over applications from those not so resident.

Admissions Criteria

1. The Board of Governors, in seeking to affirm the all ability nature of the College, will ensure that each year group caters for pupils of all abilities, including the most academically able. Grammar Stream Entry is available for a maximum of 35% of the intake. Parents of academically able children may opt for Grammar Entry and should indicate this on the green transfer form, including appropriate supporting evidence. The College will strive for Religious balance both within the Grammar Entry and the overall admissions number. If the number of applicants for Grammar Entry exceeds the number of places available the criteria listed below will be used to determine a rank order of applicants for criterion 1. Academic evidence is simply an indicator of the student's suitability for the grammar pathway and is not used for differentiating between, or rank ordering applicants for Grammar Stream entry. Those applying for grammar entry and who are not admitted under criterion 1, will automatically be considered for admission, with all other applicants, using the remaining criteria, 2 – 7.
2. Children who have a brother/sister or foster child placed within their family who is currently enrolled in the College or who attended the school.*
3. Children whose parent/guardian has indicated a first or second preference for Sperrin Integrated College.
4. Children who are transferring from any Integrated Primary School either Grant Maintained Integrated or Controlled Integrated.
5. Children who are the eldest in the family, eligible to enter second level education, since the college opened in September 2002 or in the case of a family recently arrived in the catchment area the first to reach transfer age since arrival.
6. As a final decider pupils will be admitted according to date of birth with preference to the eldest child.

7. In the event of two children with the same date of birth the alphabetic sort printed below will be applied.

M I D F Y M c V H K O A S C R X J B U L Z Q W T G P E N M a c

The order was determined by a randomised selection of letters.

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the forenames will be used.

The religious affiliation of a student will be decided by the religious affiliation noted on or attached to the Transfer Form. If the religious affiliation of a student has not been provided the Governors reserve the right to seek verification before allocating the child to a category as follows:

- The Governors will seek to determine the affiliation firstly by consultation with the student's primary school.
- In the event that this does not determine the affiliation the student will be classified according to the type of primary school attended, if it is controlled or maintained.
- Where no religious affiliation can be determined the student will be placed in the 'Other' category.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

In the event that Sperrin Integrated College is oversubscribed, we write to parents who wish their child(ren) to be considered for a place in Sperrin Integrated College, should a place become available for any reason. In the event that a place does become available the above Admissions Criteria will be applied to those applicants who are placed on our Waiting List.

*Sibling is defined as a brother/sister or foster child within their family who is currently enrolled in the College or who attended the College through years 8 to 12 or at Sixth Form level. The term brother/sister includes Step or half brother or sister. Brothers or sisters **may** only be admitted under this criterion if they reside at the same address.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	80	88	80
2013/14	80	95	79
2014/15	80	97	*87

* Temporary increase in admission number for the 2014/15 school year

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. BENEDICT'S COLLEGE**5 Craigstown Road****Randalstown BT41 2AF****Telephone:** (028) 94472411**Fax:** (028) 94473372**E-Mail:** info@stbenedicts.randalstown.ni.sch.uk**Web:** www.stbenedictscollege.co.uk**Headmaster:** Sean McAuley**Chairman of the Board of Governors:** Very Rev Con Boyle, PP**Maintained Secondary School****Co-Educational****Age Range of pupils:** 11-16**Admissions No:** 100**Enrolment No:** 500**Current Enrolment:** 386**Office Hours:** 8 am - 4.45 pm**Transfer Open Night**

The School will have its Open Night from 7.00 pm to 9.00 pm on **Wednesday 21st January 2015**. All Primary 7 pupils from contributory primary schools and any other P7 pupils are invited to attend.

The philosophy of St. Benedict's College is to offer each pupil the fullest educational opportunity within the Catholic School System. Our shared aim as Governors and staff of this school is to serve the communities of Randalstown, Duneane, Antrim and beyond.

Curriculum Outline 2014/2015**Years 8, 9, 10 (Key Stage 3)**

In Years 8, 9 and 10 all pupils follow a common curriculum as follows: English, Mathematics, Science, History, Geography, Music, Religious Education, Home Economics, Technology and Design, Irish, French, Music, Information Technology, Art, Library Studies, Physical Education, Personal and Social Education, Drama, Employability and Citizenship.

Years 11 and 12 (Key Stage 4)

In Years 11 and 12 all pupils study Religious Education, English, Mathematics, Science, Physical Education and Careers. Pupils have the opportunity to select further options leading to GCSE and other external examinations. Please refer to our prospectus for further details.

Careers Education

Careers Education is provided at KS3 and KS4 by means of timetabled classes, as a cross curricular subject and as specific guidance in subject options (KS3) and career choice (KS4). All year 11 Students have the opportunity to participate in a one week work placement offering a meaningful insight into the world of work in different work situations. We have significant links with employers through career visits, professional speakers and through a close relationship with the Antrim Business Education Partnership. All Year 12 students are interviewed by a Careers Officer from the Training and Employment Agency and have opportunities to visit careers conventions.

Religious Education

The aim of Religious Education at St. Benedict's is to lead our pupils to a deeper, living, active and personal faith. The transmission of these values takes place primarily through the classroom teaching of Religious Education supported by close contact with the School Chaplains. All pupils have opportunities to participate in our Penitential Services, our Passion Service, our Carol Service, our School Masses, our Year Group and Whole School assemblies and our Year 12 Retreat.

Special Educational Needs

Pupils with learning difficulties as assessed by the school or by external agencies are assigned to smaller sized ability groupings designed to facilitate appropriate teaching and learning. These pupils are additionally provided for by a Special Educational Needs Co-ordinator and by a significant contribution from eight learning support assistants, one of whom is a state registered nurse. Literacy Support staff withdraw pupils on a weekly basis for specialist help.

Newcomer Pupil Provision

Pupils whose English language skills require upgrading will be given additional help on a withdrawal basis with a qualified teacher. Individual Learning Programmes are set up and parents are involved in the learning process. The college works closely with the Inclusion and Diversion Service.

I.C.T. Facilities

Our provision for I.C.T. is of the highest quality with 5 I.T. suites and computers all with Internet links. Check our 'home' website www.stbenedictscollege.co.uk. We also offer easylink access for all pupil electronic folders.

Extra-Curricular Activities

St. Benedict's has a strong commitment to providing high quality extra-curricular activities. Our wide-range of activities includes Music, Drama, Homework Club, ICT Club, Gaelic Football, Camogie, Ladies Football, Hurling, Basketball, Netball, Soccer and Library Club.

Rewards

All pupils have equal access to a wide range of rewards and certificates linked to a Progress File.

Library

Pupils enjoy facilities for reading, research and study under the supervision of a full time librarian. Our recently refurbished Library has been involved in an NEELB Pilot Scheme to enhance the information handling skills of all our pupils. The Library has a suite of internet-linked computers to enhance study support.

Positive Discipline

The School has a clearly defined Positive Discipline Policy and Code of Behaviour. It seeks to encourage self-discipline and self-motivation. Pupil behaviour, motivation, standards of uniform, attendance and punctuality are all closely monitored.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors draws up the admissions criteria and delegates to an Admissions Sub-Committee, which includes the Principal, the responsibility for applying these criteria. Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purposes of applying the Admission criteria set out herein.

Admissions criteria

The Board of Governors of St. Benedict's College has determined that the following criteria shall be applied, in the event of the number of children applying for places in Year 8 in September being greater than the admission number, in the order set below. Within each criterion priority will firstly be given to children normally resident in Northern Ireland and then to those children regarded by the Board of Governors on the basis of supporting evidence provided by parents and/or statutory agencies, as having special circumstances e.g. medical, social or security factors.

In the event of over-subscription children will be selected on the basis of application of the following criteria which will be applied in the order set out until the final place has been allocated.

1. Children attending:
Creggan, Millquarter, Moneynick, Mount St. Michaels's, St. Comgall's, St. Joseph's, St. MacNissius' and St. Oliver Plunkett's Primary Schools not listed in any order of preference.
2. Children living in the parishes of St. Joseph's, St. Comgall's, Duneane and Randalstown, not listed in any order of preference.
3. Children who are first children or who have brothers/sisters, half-brothers/half-sisters, presently enrolled in the school. **This information must be stated on the green Transfer Form.**
4. Children whose parent/guardian is presently a permanent member of the school teaching/ancillary/auxiliary staff (or who have been appointed to take up imminent employment in the school). This information must be stated on the green Transfer Form.
5. Children whose parent/guardian, brother/sister, half-brother/half-sister are past pupils and are residing listed in (2). Dates of attendance and other names (if appropriate) should be stated on the green Transfer Form.
6. Children whose parent/guardian, brother/sister, half-brother/half-sister are past pupils. **Dates of attendance and other names (if appropriate) should be stated on the green Transfer Form.**

In the event of places being available after the application of the above criteria, final selection will be made on the basis of preference being given to the older pupil.

Admissions to Year 8 throughout the school year

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Headmaster clearly stating this. The above criteria will be applied to these applications only in the event of such a vacancy arising.

Applicants should note that they may be required to produce documents verifying information pertinent to the schools admission criteria.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	100	66	66
2013/14	100	55	55
2014/15	100	88	88

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. COLM'S HIGH SCHOOL**2 Magherafelt Road****Draperstown****Telephone:** (028) 79628377**Fax:** (028) 79628973**Email:** info@stcolmshigh.draperstown.ni.sch.uk**Website:** www.stcolmshigh.org.uk**Principal:** Mrs R McKenna BEd, PQH**Chairman of the Board of Governors:** Mr P McShane**Maintained Secondary School****Age Range of Pupils:** 11-18**Admissions Number:** 68**Enrolment Number:** 340**Current Enrolment:** 446**Office Hours:** 9.00 - 4.30 pm**Open Evening**

Our open evening this year will be **Thursday, 29th January 2015** from **7.00 pm**. Parents who are unable to attend may contact the Principal to arrange an alternative appointment.

Introduction	St. Colm's opened in 1961, and serves the parishes of Ballinascreen, Desertmartin, Plumbridge and Greencastle. Applications are, however, accepted from pupils outside these parishes and there are suitable bus services to all regions. Its medium size, over the years, has created a family atmosphere which allows pupils to develop in a friendly, personal environment where the highest standards of discipline and behaviour are expected and excellent results achieved. St. Colm's is an Eco-School.
Ethos	The Catholic ethos in St. Colm's is central to the life of the school. Pupils are encouraged and challenged to deepen an understanding of their faith to develop values which may be carried through life. The school chaplain enriches pupil experiences by providing spiritual direction to the whole school community.
Pastoral Care	The pastoral care of the pupil is of vital importance. Each year group is the responsibility of a Head of Year and a team of tutors. The tutor meets their tutor group (approx. 18 pupils) daily and is responsible for all aspects of the pupil's personal, social and educational welfare. They follow a pastoral programme, monitor pupil attendance and academic progress. Each pupil in year 8 has a mentor in year 12. A school counsellor is available. St. Colm's staff work in partnership with parents enabling children to reach their full potential.
Curriculum	<p>Key Stage 3 - Pupils study a broad and balanced curriculum in line with the Northern Ireland programme of study. The following subjects are studied by all pupils: Religious Education, English, Irish, French, Maths, Science, Technology & Design, Home Economics, Geography, History, P.E., Art & Design, Drama, ICT, Music and Learning for Life and Work. All pupils in Year 10 take part in the CCEA IT Accreditation Scheme.</p> <p>Key Stage 4 - In Year 11 and 12 all pupils study a common core, Religious Education, Maths, Science (Double or Single Award), English and Learning for Life and Work. After consultation with parents and staff pupils have the opportunity to select from a range of options including: Geography, History, ICT, Child Development, Business Studies, Art & Design, Technology & Design, Home Economics - Food, Health & Social Care, French, Irish, Hospitality, Construction, Music, Motor Vehicle and Road User Studies, P.E., Leisure and Tourism and Performing Arts to G.C.S.E. level. Additionally there are short non-exam courses to give balance and width to the curriculum - Careers Education and Physical Education.</p> <p>Key Stage 5 - offers Double/Single Award Business Studies, Double/Single Award Health and Social Care, Applied ICT, Biology, Geography, Religion and Sport. Through collaboration a range of subjects are offered at Post 16.</p>
Career Guidance	A structured programme of Careers guidance is available to all pupils. Employability is taught as a module of LLW to years 8-10. A full Careers programme is given at Key Stage 4. One week of Work Experience is completed in Year 11. At Post 16 pupils are given opportunities to enrich their experiences in preparation for entry to University.
Extra Curricular	St. Colm's offers a wide range of sporting activities: Athletics, Basketball, Camogie, Cross-Country, Football, Gymnastics, Hurling, Netball and Swimming. The school has a special commitment to Gaelic Games. Other after school activities include the school choir and orchestra, eco-club, public competitions and Homework Club. Our sport and recreation facilities have been greatly enhanced by our new state-of-the-art 3rd generation synthetic pitch.
Prospectus	Further details are in the School's Prospectus. These are distributed to the parents of all primary school leavers in the traditional catchment area and to any other parent on request.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors of **ST. COLM'S HIGH SCHOOL** has determined that the following criteria shall be applied, in the event of the number of pupils applying for places in Year 8 in September being greater than the admissions number. Priority will be given to pupils normally resident in Northern Ireland and then within each criterion priority will be given to those pupils regarded by the Board of Governors, on the basis of supporting evidence provided by parents and/or statutory agencies, as having special circumstances e.g. medical, social.

1. Applicants who have brothers/sisters, half brothers/half sisters, presently enrolled or were previously enrolled in the school.
2. Applicants who are first children or the only child in the family and reside in Ballinascreen and Desertmartin parishes.
3. Applicants who normally reside in Ballinascreen and Desertmartin parishes.
4. Applicants who are first children or the only child in the family and reside in Plumbridge and Greencastle parishes.
5. Applicants who normally reside in Plumbridge and Greencastle parishes.
6. Applicants whose parent/guardian is presently a permanent member of the school's teaching/ancillary/auxiliary staff (or who have been appointed to take up imminent employment in the school).
7. Applicants whose parent/guardian, brother/sister, half-brother/half-sister are past pupils.
8. Other applicants.

In the event of oversubscription under any of the above criterion applicants will be admitted in rank order by the letter of their surname (as entered on their birth certificate) and in the event of a tie by the subsequent letters of their surname in the order set out below.

G Y Mac K F S Q Z H D E B N V P I R Mc O M A U C W X J L T

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Duty to Verify:

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form. The provision of false or incorrect information or the failure to provide information within deadlines set by the school may result in the withdrawal of a place or the inability of the school to offer a place.

Year 8 Admissions after the beginning of the School Year

The admissions criteria to Year 8 will be used.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	68	69	67
2013/14	68	72	72
2014/15	68	69	69*

*1 admitted under ECB

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. JOSEPH'S COLLEGE**Beresford Avenue****Coleraine BT52 1HJ****Telephone:** 028 703 43009/53469**Fax:** 028 703 55960**Email:** info@stjosephshigh.coleraine.ni.sch.uk**Website:** www.stjosephscollegecoleraine.com**Headmaster:** Mr R Kelly BA, MEd, PQH**Chairperson of the Board of Governors:** Very Rev G Cormican**Maintained Secondary School****Boys and Girls****Age Range of pupils:** 11-18**Admissions Number:** 98**Enrolment Number:** 490**Current Enrolment:** 320**Office Hours:** 8.30 am to 4.30 pm

**Open night will commence at 7.00 pm with the Principal's opening address on
Tuesday 13th January 2015.**

St Joseph's College is an all ability, 11 to 18 maintained school administered by the Trustees from the four contributory parishes. It is maintained by the North-Eastern Education and Library Board and managed by a Board of Governors.

This is a Catholic school, catering for 11 to 18 year olds, which is administered by four Trustees, maintained by the North-Eastern Education and Library Board and managed by a Board of Governors.

The school building is a large single unit structure comprising four Science Laboratories; two Home Economics Rooms; large ultra modern Design Centre for Technical and a newly refurbished Art Centre; KS3 and KS4 Resource Suite with large library book stock, CD and multi-media information retrieval systems and Reprographic equipment; Business Studies Department; Mathematics Laboratory; eight Computer Centres; Assembly Hall/Gymnasium; large Sports Hall; seventeen General Classrooms; large Dining Hall with special food bar area for seniors. St Joseph's has a fully equipped "Learning for Life Centre". This high tech facility comprises a suite of rooms with 50 work stations dedicated to sixth form use by day and community use in the evening. The school takes great pride in its Music and Performing Arts Centre with music and practice rooms linked to a fully equipped recording studio.

Games facilities include one grass football pitch, one all-weather hockey pitch, two tennis courts, additional pitches and games areas, Gymnasium and Sports Hall.

The school does not operate a tight streaming system in the junior school but relies on a number of different strategies involving banding, setting, mixed ability teaching and remedial withdrawal and support. All pupils are given the opportunity to follow GCSE and other award bearing courses.

Curriculum subjects taken to GCSE level include Religious Education, English Language, Mathematics, History, Geography, French, Science, Information Technology, Computer Studies, Home Economics (Child Development), Art, Technology and Design, Keyboarding Applications, Business Studies and Music. Vocational GCSE courses in Business, ICT, Travel and Tourism and Construction are offered to all pupils. The opportunity exists to develop life skills through a range of Occupational Study Options which include Beauty and Hairdressing, Motor Vehicle Maintenance, Building Construction, Digital Imagery and Contemporary Cuisine in our specially-designed workshops.

Sixth Form studies are wide ranging, with full 'A' level GCE and 'A' level VCE courses being offered in a range of subject areas including: Business Studies; Information and Communications Technology; Art; Travel & Tourism; Engineering; Religious Studies; English; Physical Education; Health and Social Care, Music and Moving Image Arts. Partnership arrangements now exist with other Education establishments within the Coleraine Area Learning Partnership increasing the provision of courses offered to the 6th Form in compliance with the Entitlement Framework

Games include badminton, table tennis, volleyball, netball, hockey, basketball, indoor bowling, soccer, rugby, tennis, swimming, canoeing, athletics, Gaelic football and hurling. The school holds the "Sports Mark" in recognition of the quality of its sporting provision.

Pupils are encouraged to become involved in a wide range of extra-curricular activities as the school firmly believes in developing each of the pupils to their full potential. Improved homework support facilities together with special tuition in all major games, athletics, music, drama and computer usage etc. are all readily available.

Official uniform is - Black school blazer with crest, grey knee length skirt, Maroon (girls) grey (boys) pullover, matching tie.

Pupils' back-up services include: Special educational needs support with trained staff and classroom assistants, Homework Club, Comprehensive Careers' Department, Counselling Team, regular well supported parent/teacher meetings, resources availability scheme, school council, and numerous staff committees concerned with all major aspects of pupil development. Recently appointed, The School Community Development officer helps to support parents and pupils by developing home/school links.

Spiritual Welfare is promoted by the Head of the R.E. Department and includes a variety of liturgical services supported by the school Chaplain, assisted by the entire staff and visiting contributors. It is hoped that the culmination of these efforts will result in the realisation of the following aims - to maintain a happy school, to give equal opportunity to all and to send out Christian girls and boys who are capable, confident and contented.

St Joseph's is proud of its community and links with other schools, funded through a range of important educational initiatives. The Sharing Education programme over the past three years has helped to support links between primary schools from both sectors of the religious divide as well as offering shared teaching between the Grammar, Integrated and Maintained sector within the Coleraine Area. The PIRCH Project also helped to foster strong links with the Controlled and Maintained schools in an innovative range of programmes focusing on diversion and inclusion. The DSD programme funds additional staff to foster greater participation and links between home and school.

Please note the school will be happy to furnish interested parents with a copy of its Prospectus. Please send SAE or call.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors are responsible for drawing up the Admissions Criteria. The Principal is responsible for applying the criteria.

Admissions Criteria

Where 'physical capacity' as determined by the Department of Education for Northern Ireland has not been reached, admission to St. Joseph's College, Coleraine, will not be refused to any pupil who fulfils the normal requirement of the Department of Education and Library Board with respect to post-primary school education. The College assumes that all pupils for whom application is made will accept as appropriate to their needs the stated aims and objectives of the school.

In the eventuality of over-subscription to the school the following criteria will be applied in the order set down 1 to 6 below, by the Sub-Committee, convened on behalf of the Board of Governors of St. Joseph's College to select pupils for Year 8.

In the event of over-subscription in any one of the criteria, taken in order, priority will be given to all children resident in N. Ireland at the time of their proposed admission and for whom St. Joseph's College is the nearest suitable school (measured as the crow flies).

1. Pupils who reside within the historic catchment area of the school and are parishioners of one of the subscribing parishes namely: St. John's, Coleraine; St. Malachy's, Coleraine; St. Patrick's, Portrush; Star of the Sea, Portstewart will be considered first.
2. Pupils for whom special circumstances apply, e.g. social services report, health, security reasons. The Board of Governors will determine the merits of individual cases having scrutinised appropriate documentation and supportive evidence.
3. Pupils who have an older brother/sister or half-brother/half-sister presently enrolled in the school or alternately are the eldest or only child in a family.
4. Pupils not resident in the above Parishes who have a brother/sister or half-brother/half-sister presently enrolled in the school or alternately are the eldest or only child in a family.
5. Pupils whose parent/guardian is a permanent employee of the school or who has been appointed to take up imminent employment in the school.
6. In the situation where the school is over subscribed then walking distance from the school will be used as the determining criteria. The closest pupil will be admitted first.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	98	50	50
2013/14	98	38	38
2014/15	98	40	38

This table does not include children who were admitted to the school with a statement of special educational needs.

ST KILLIAN'S COLLEGE

Garron Tower

25 Tower Road, Carnlough

Ballymena BT44 0JS

Telephone: (028) 2888 5202

Fax: (028) 2888 5492

Email: info@stkillians.carnlough.ni.sch.uk

Website: www.stkillianscollege.org.uk

Principal: Mr J Brady BA(Hons), PGCE, MSc, PQH(NI)

Chairman of Board of Governors: To be confirmed



Maintained Secondary School

Co-educational Day School

Age Range of Pupils: 11 – 18

Admissions Number: 135

Enrolment Number: 800

Current Enrolment: 846

Office Hours: 8.30 am to 4.30 pm

Arrangements to visit the school

The College will be open for visits by parents and prospective pupils on Saturday 24 January 2015 at 10.00am.

Appointments to meet the Principal and/or visit the school can be made by contacting the college in advance.

St Killian's College is a 11-18 **Catholic, all ability, bi-lateral, co-educational college**, which provides outstanding Pastoral Care provision, with our students at its centre, within the structure of a wide, relevant and quality driven curriculum that ensures that all of our students are engaged and empowered to reach their fullest potential. Our aim is that all our students will be happy at the college where they, as individuals, will be respected, challenged and nurtured.

'The quality of education provided by the school is very good, the quality of pastoral care is outstanding and overall achievements by the pupils are outstanding at GCSE and very good at A level.'

Education and Training Inspectorate November 2012

The College serves all of the communities of the Glens and East Antrim. This Catholic school seeks to create an environment which reflects Christian inclusive values and encourages each student to discover his/her talents and develop them to the full. The college endeavours to provide seamless transition from primary to post primary school and welcome children from all traditions, whose parents wish them to benefit from the opportunities for personal and educational development offered by St Killian's.

Curriculum:

Key Stage 3 - All of our students in Years 8 - 10 will have an equal opportunity to access a broad and balanced curriculum which meets the requirements of the Northern Ireland Curriculum. Students will be allocated to classes that are best suited to their individual needs as indicated by Primary school reports and by diagnostic tests in Year 7. These are designed to assess their aptitude not only in literacy and numeracy, but also in their wider skill base. Key Stage 3 students will have the opportunity to transfer between classes based on their educational achievements and needs measured by continuous teacher assessments. Subjects that students will study include, Art and Design, Drama, English, French, Geography, History, Home Economics, ICT, Irish, Learning for Life and Work, Mathematics, Music, Physical Education, Religious Education, Science, Spanish and Technology.

Key Stage 4 - At Key Stage 4 a wide range of academic and vocational subjects will be offered in order to meet the needs and range of ability of all of our students. St Killian's will collaborate with a range of educational providers to fulfil that aim. The students will study the choice of subjects that best fits their educational requirements. Students at Key Stage 4 can choose 8, 9 or 10 GCSEs. They can choose from the following suite of subjects: English Language, Mathematics, Religious Studies, Double and Single Award Science with the following options, Art and Design, Level 2 ICT, Business Studies, Drama, Learning for Life and Work, Motor Vehicle Studies, English Literature, French, Spanish and Irish, Geography, Health and Social Care, History, Home Economics, Leisure and Tourism, Child Development, ICT, Further Mathematics, Media Studies, Music, Physical Education, Level 2 Business Studies, Applied Science, Level 2 Sports Studies, Technology, Construction. At present the college is now fully compliant with the Entitlement Framework.

A Level & Level 3 - At post 16 students may choose three or four 'A' level or Level 3 subjects from the following: Art & Design, Biology, Business Studies, Level 3 Business Studies, Chemistry, Construction SA, Construction DA, Level 3 Engineering, English Literature, French, Geography, Health and Social Care SA, Health and Social Care DA, History, Home Economics, ICT, Level 3 ICT, Irish, Mathematics, Physical Education, Physics, Religious Studies, Spanish, Level 3 Sports Studies, Technology and Theatre Studies. The college will continue to adjust the Post-16 curriculum on offer to make it fit most appropriately with the academic needs of the students and the demands of an ever changing economy. Additional subjects will be on offer through collaborative arrangements between our partners in the Larne Learning Community, Repeat GCSE English and Mathematics. **"Together with the school's effective promotion of Science, Technology, Engineering and Mathematics the curriculum is meeting very effectively the needs of the pupils, the wider community and the economy". ETI November 2012.**

A number of enrichment courses are also on offer to Post 16 students including: Careers, Cookery, Duke of Edinburgh Award, GAA Coaching Award, Physical Education, Gold Crest (Technology), Health & Well Being, Heart Start, Journalism, Music, Religious Education.

Careers Education and Guidance - complements all aspects of the School Curriculum. In Careers classes in Years 10 -14 students are assisted in developing their career paths through exploration of their strengths and aptitudes, researching the career opportunities available to them post 16 and 18 and interfacing with a range of personnel from the Careers Service NI, universities and other institutions, industries and companies. **The quality of provision for CEIAG is very good. ETI November 2012**

Staff/Curriculum Development - Staff/Curriculum Development is a necessary and essential element in the College's curriculum policy and members of staff are given a variety of opportunities to avail of in-service courses to participate in staff development days and to attend minuted Departmental, Heads of Departments and Year Head Meetings.

Special Educational Needs - The curriculum policy outlines ways in which the College addresses this issue and emphasises that it is the responsibility of the subject teacher under guidance from the SENCO to ensure that each student is given the opportunity to reach their full potential. There will be full integration into mainstream classes for all students with Special Educational Needs. Students who are gifted and talented will also be nurtured in the College to ensure that they have every opportunity to reach their full potential. **‘The quality of SEN is very good’. ETI Report November 2012**

Pastoral Care - Our aim is to ensure that the College is a happy community where all are respected, cared for and listened to. A happy child is a child who will reach his/her full potential and live life to the full. The pastoral work requires a caring commitment by all teachers to advise on personal, educational and vocational matters. The Form teacher has a detailed knowledge of the needs, aspirations, interests and academic progress of each of our student and integrates the work of teachers, parents and others to support the learning and development of students. This strong pastoral care system provides a network of support for all individuals and maintains close links with our parents to ensure that all students reach their full potential. **“The quality of pastoral care is outstanding” ETI Report November 2012**

Extra-Curricular Activities - Education involves much more than classroom activities. Sporting and cultural societies play an important role in supporting the total development of students. A wide range of extracurricular activities is on offer including, for example, Athletics, Hurling, Camogie, Gaelic Football, Golf, Netball, Soccer, Music, Drama, European Links and School Trips.

A more detailed prospectus is available on request from the school.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors at St Killian’s College, has delegated to an Admissions Sub-Committee, which will comprise three Governors and the Principal, the authority to determine the admissions on its behalf. Preference will be given to students who are resident in Northern Ireland at the time of their proposed admission to the college over students not so resident.

If the number of applications is greater than the admissions number, the following Admissions Criteria will be applied in the order of priority set down below:

1. Applicants who have a sibling enrolled, at the date of application in St Killian’s College.
2. Applicants who are the eldest child in a family eligible to transfer to mainstream post primary education. This criterion covers “only children” and will treat twins or other multiples as joint eldest.
3. Applicants who are children of the permanent (including part-time) teaching, administrative, technical or ancillary staff of the school, or of staff due to take up such appointment by the 1st October.
4. Applicants who, at the date of application, normally reside in any of the following parishes; Ballyclare, Braid, Carnlough, Carrickfergus, Cushendall, Cushendun, Glenariffe, Glenarm, Glenravel, Larne.
5. Applicants who attend any Maintained, Controlled or Integrated Primary School located within the boundaries of the parishes listed in criterion 4.
6. In the event of oversubscription then students will be admitted by a criterion that prioritises applicants where the letters of their name (as entered on a Birth Certificate) places them on a rank established by any order of all of the letters within the alphabet. Children will be selected for admission on the basis of initial letter of surname (as entered on Birth Certificate) in the order determined by a randomised selection of letters carried out prior to the college receiving the Transfer Forms.

M D F O L B R K C Y T S W J U Z E N P G Q V I X A H

In the event of surnames beginning with the same initial letter, the subsequent letters of the surname will be used in alphabetic order. In the event of two identical surnames, the alphabetical order of the initials of the forenames will be used.

Duty to Verify:

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form. The provision of false or incorrect information or the failure to provide information within deadlines set by the College may result in the withdrawal of a place or the inability of the College to offer a place.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	140	129	129
2013/14	135	116	116
2014/15	135	147	136*

*1 appeal upheld

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. LOUIS GRAMMAR SCHOOL**Cullybackey Road, Ballymena,****Co. Antrim, BT43 5DW****Telephone:** (028) 2564 9534**Fax:** (028) 2563 0287**Email:** mail@stlouisgrammar.com**Website:** www.stlouisgrammar.com**Principal:** Mr S Rafferty, BEd, MEd, PQH(NI)**Chairman of Board of Governors:** Mr J Stuart, BA, DipEd, DASE, MSc**Voluntary Grammar****(Denominational)****Co-educational Day School****Age Range of Pupils:** 11-18**Admissions Number:** 139**Enrolment Number:** 960**Current Enrolment:** 1036**Office Hours:** 8.30 am to 5.00 pm**Open Night****For prospective pupils and their Parents/Guardians: Thursday 29th January 2015 at 7.15 pm.****Admission of Pupils to Year 8 in September 2015****To Parents/Guardians naming St Louis Grammar School, Ballymena as a preference on your child's Transfer Form.****Entrance Assessment Results**

In assessing academic ability St Louis Grammar School, Ballymena ("the School") will use the Combined Standardised Score awarded to pupils completing the GLA Entrance Assessment on Saturday 15th November 2014 or the supplementary GLA Entrance Assessment on Saturday 6th December 2014 as specified by the School. In Section C of the Transfer Form parents/guardians must state the Combined Standardised Score achieved and attach to the Transfer Form a copy of the statement of results which they receive on Saturday 31st January 2015.

Special Circumstances

Any parent/guardian claiming Special Circumstances must complete Form SC1 contained in the 'Claiming Special Circumstances Pack' available from the School, or from its website. The completed Form SC1, together with appropriate documentary evidence which corroborates the Special Circumstances claim, must be attached to the Transfer Form. Parents/guardians should register their intention to claim Special Circumstances with the School before 2.00 p.m. on Friday 12th December 2014.

Special Provision

Parents/Guardians wishing to claim Special Provision must complete Form SP1, available from St Louis Grammar School or from school website: www.stlouisgrammar.com

The completed Form SP1, together with appropriate documentary evidence corroborating the claim for Special Provision, must be attached to the Transfer Form. Special Provision will not be considered in advance of the School's receipt of the Transfer Forms from the NEELB.

Upon receipt of a request in writing by a pupil's parent/guardian, a Primary School must disclose the relevant pupil's record of progress and achievement. The onus is on the parent/guardian to obtain, from the Primary School, full information on the pupil's academic performance and test results and to provide this to St Louis Grammar School. No information will be sought by St Louis Grammar School directly from the Primary School.

If you are applying for Special Circumstances or Special Provision please see the appropriate section of our Admissions Criteria below.

St Louis Grammar School ("the School") is a Catholic, co-educational, voluntary grammar school which was founded in Ballymena in 1924. The St. Louis approach to education embraces the whole person and is concerned with all aspects of the person's development – spiritual, emotional, intellectual, physical, moral and social.

School Curriculum

All courses are subject to the Principal's decision regarding viability. Religious Education is central to the life of the School and is provided for all pupils who are challenged to deepen, enrich and have a wider understanding of their faith. In the first three years, there is a broad and balanced curriculum on offer laying a good foundation for further studies. At Key Stage 4 all pupils take nine subjects at G.C.S.E level and in the Sixth Form pupils normally study up to four subjects at AS level, with most completing three subjects at A2 level. Careers guidance is provided for all pupils from Year 10 to Upper Sixth. Our public examination results are of a high calibre, in 2014 96.4% of our students achieved 7 A* - C grades at GCSE including English and Maths. At A2 level 85% of students achieved A* - C in three subjects or more and 100% A* - E in three subjects.

Pastoral Care

The School has always regarded the pastoral care of its pupils as a matter of great importance. Pupils who are experiencing difficulties receive support from the Form Teachers, the Year Heads and the School Counsellor. An induction programme is provided for Year 8 pupils including mentoring by sixth form prefects. Additional support is provided by an independent counsellor and the School Chaplain.

Extra Curricular Activities

An extensive range of cultural, sporting and religious activities enriches the pupils' experiences and provides opportunities for them to develop their talents and abilities.

Charges and Remission Policies

Parents are requested to make an annual contribution of £100 per pupil, up to a maximum of £200 per family, to help develop existing facilities. There is no capital fee.

A more detailed prospectus including information on admission grades is available on request from the School.

It will be assumed that all applicants are aware of and will accept the Catholic ethos of the School.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors is the relevant admissions authority for the School. The Board of Governors draws up and approves the Admissions Criteria and delegates to an Admissions Panel – nominated and approved by the Board of Governors, to include the Principal – the responsibility for considering all applications for admissions to Year 8 including applications for Special Circumstances and/or Special Provision.

Any reference to the term ‘the Board of Governors’ within these Admissions Criteria includes the Admissions Panel, nominated and approved by the Board of Governors, for the purposes of applying the Admissions Criteria set out in this document.

Parents/guardians should note that they may be asked to produce documents verifying information pertinent to the School’s Admission Criteria. Original documents are required; facsimiles or photocopies are not acceptable.

The provision of false or incorrect information or failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the School to offer a place.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant’s Transfer Form.

In determining those children to be admitted to the School, the Board of Governors will consider children who are resident in Northern Ireland at the time of their proposed admission to the School before those children who are not so resident.

The Board of Governors of the School will not use as a criterion the position of preference given to the School on the Transfer Form, i.e. a child who has chosen the School in any position on the Transfer Form will be considered equally with those who have put the School first.

The School is a school which offers a wide range of academic courses. The School will initially consider only those applicants who have taken the required Entrance Assessment (G.L. Assessment provided by the Post Primary Transfer Consortium).

Information on the assessment is available on the School website www.stlouisgrammar.com.

Preference will be given in the strict order of Entrance Assessment Combined Standardised Score in rank order until all places have been filled up to the School admission number of 139 pupils.

References to Entrance Assessment Combined Standardised Score include those deemed to be equivalent after consideration of Special Circumstances and Special Provision (see note below).

In the event that two or more applicants are eligible for the remaining place or places because they have the same Entrance Assessment Combined Standardised Score the criteria below will be applied in the order set down until the final place has been allocated.

1. **Sibling:**
This criterion to be defined as “children who have a child of the family currently enrolled at the School”. Child of the family as defined by the Department of Education to include, for example, half-brothers and sisters, together with children who are adopted or fostered.
2. **Eldest Child:**
This criterion to be defined as “children who are the eldest child to be eligible to be admitted to the School”.
3. **Free school meals pupils:**
This criterion is defined as children who are in receipt of free school meals.
4. Children selected on the basis of age with the youngest candidate being selected first. In the event of two or more children having the same date of birth, final selection will be made on the basis of the child whose permanent residence is closest to the school gate, such as distance being measured by public road.

The Board of Governors will consider applications claiming “Special Circumstances” and “Special Provision” (see below). Where it is determined that Special Circumstances and/or Special Provision exist they will be considered first.

In the event that places remain, after those who have taken the Entrance Assessment have been admitted (including those admitted following claims for Special Circumstances/Special Provision), then remaining places will be allocated using the above criteria in the order set down until the final place has been allocated. This includes children who have not taken the Entrance Assessment required by the School.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school’s admissions criteria is stated on the application form or attached to it.

SPECIAL CIRCUMSTANCES AND/OR SPECIAL PROVISION

The purpose of a claim for Special Circumstances and/or Special Provision is so that a child can be assigned a

score equivalent to that which he or she would have obtained in the G.L. Assessment under normal conditions. Consideration of a claim for Special Circumstances and/or Special Provision consists of two parts. The first requires the consideration of whether there is sufficient material to permit a child to be considered as having Special Circumstances or attracting Special Provision, or both; if a child is permitted to be considered as having Special Circumstances or as attracting Special Provision, or both; the second part of the consideration requires an educational judgement to be made on the totality of the material presented to the School so that a mark equivalent to that which the child would have obtained in the G.L. Assessment under normal conditions can be awarded.

It is for **parents/guardians** to present all such material as they consider will assist the School in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to involve an exercise in judgement.

CLAIMING SPECIAL CIRCUMSTANCES

The process is in keeping with the Post-Primary Transfer Consortium's Access Arrangements and Special Circumstances Policy. **Parents should register their intention to claim Special Circumstances before 2.00 p.m. on 12th December 2014 on the form provided by the School.**

The PPTC Special Circumstances Pack gives further details and guidance on registering and supporting a claim for Special Circumstances. This material is available on request or can be downloaded from the School website www.stlouisgrammar.com.

School needs:	Parents are required to provide:
Information about Special Circumstances which is claimed to have affected child's performance.	Detail of medical or other problems which occurred just before or during the Entrance Assessment.
Evidence that the Special Circumstance existed.	Independent evidence to corroborate the existence of the problem.
If claimed problem is medical: Evidence that child was examined by a medical practitioner in relation to the illness, that the problem was as described and that child's health and well-being were impaired at or about the time of the Entrance Assessment.	Written statement from a Doctor or appropriate medical practitioner specifying illness or condition, its impact on child and dates of examination(s).
If claimed problem is non-medical: Details of the problem and independent professionally-sourced evidence to corroborate its existence and impact on child.	Written statement from an appropriately qualified individual who knows and/or works with the child in a formal and professional context and is able to give independent confirmation of the nature of the problem when it occurred and its impact on the child.
Robust educational evidence to show Entrance Assessment Score does not correspond to child's ability.	'Robust education evidence' e.g. scores obtained in all standardised tests in English and Mathematics, taken by the child since the start of Key Stage 2, authenticated by Primary School Principal.

Please note that these examples are neither compulsory, nor exhaustive. The School will consider all such material presented to it and parents should include appropriate educational evidence.

Accurate information about the child's attainment is essential. To that end, parents/guardians should ensure that information which they are entitled to receive from the primary school, such as scores obtained in standardised tests and dates on which taken and other relevant assessment outcomes, are obtained and used as supportive evidence for a Special Circumstances claim.

Parents/guardians are free to provide any other evidence for consideration by the Admissions Panel by attaching it to the Transfer Form and Form SC1. The Admissions Panel will consider all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parents/guardians to provide such evidence and have it when necessary appropriately verified. It should be noted that in all cases independent evidence will carry greater weight.

CLAIMING SPECIAL PROVISION

Applications on behalf of children who did not participate in the test will be considered for children in the following cases:

- (i) Children whose parents wish them to transfer to the School from schools outside Northern Ireland.
- (ii) Moving or recently moved to Northern Ireland.
- (iii) Children who have received more than half of their primary education outside Northern Ireland.
- (iv) Children whose educational provision to date has been negatively affected by serious medical or other problems which are supported by independently verified documentary evidence and who have been unable to take either the Entrance Assessment or the Supplementary Assessment.

Applications for Special Provision must be attached to the Transfer Form and be made in line with the detailed procedures set out in the “**Guide to Claiming Special Provision**” which is available from the School on request or which can be downloaded from the website www.stlouisgrammar.com. This includes the appropriate Form (SP1), a copy of which should be attached to the Transfer Form and requires parents to submit appropriate, independent, documentary evidence in support of the claim.

The Admissions Panel will decide whether these children should be admitted on the basis that they fall within the ability range of other pupils being admitted in that year. This will involve an educational judgement by the Admissions Panel on evidence of the child's ability and determination of an appropriate Entrance Assessment Combined Standardised Score for that child, following which the child shall then be considered with all applicants.

The basis of that judgement may be a suitable form of standardised Assessment provided by GL Assessment and administered by the School under the same conditions as the Entrance Assessment. Alternatively, where there is evidence to show that a child, because of serious illness or other condition was unable to take the Entrance or Supplementary Assessment, or to be assessed in line with this process, the Admissions Panel will arrange for that child to be assessed through the use of protocols similar to those used by Educational Psychologists, or through reports of such assessments carried out in Key Stage 1 and Key Stage 2. If a suitably detailed Educational Psychologist's Report containing standardised test score exists including P6 and P7 information it is the parent's responsibility to furnish this information to the school.

The Access Arrangements described in the School documentation referred to above are designed to facilitate access to, or provide help for, children who have particular requirements.

It is the responsibility of parents/guardians to provide precise reasons why the child did not take part in the entrance assessment and provide documentary evidence.

Parents/guardians are free to provide any other educational evidence for consideration by the Admissions Panel by attaching it to the Transfer Form and Form SP1. The Admissions Panel will consider all evidence provided in exercising its judgement in order to award a score to the applicant. However the onus lies with the parents/guardians to provide such evidence and have it when necessary appropriately verified. It should be noted that in all cases independent evidence will carry greater weight.

ADMISSIONS TO YEAR 8 FOLLOWING THE TRANSFER PROCEDURE

Should a vacancy arise after the Transfer Procedure concludes, towards the end of May 2015, further admission to Year 8 shall be considered if fewer pupils are enrolled in the year group than the admissions number allows. At that point all applications (including those received after the final date for changes of preference) will be considered and the published admissions criteria applied.

Parents/guardians who wish to have their child considered for admission in the event of a place arising after the beginning of the school year should write to the Principal stating this. An acknowledgement will be issued. If any place(s) become available after 1st September 2015 and there are more children than places available, then decisions will be made on application of the Year 8 Admissions Criteria regarding those pupils seeking admission at the time the place(s) become available.

If the School's admissions number has been reached, an application for a child moving into the area can be considered, subject to the Department of Education granting a temporary extension to the admissions number.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	139	204	142
2013/14	139	168	*^144
2014/15	139	178	**142

*Includes 4 appeals

^1 additional place awarded

**Includes 3 appeals

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. MARY'S COLLEGE
230 Mayogall Road, Clady
Portglenone, Ballymena
Co. Antrim BT44 8NN
Telephone/Fax No: (028) 2582 1370
E-Mail: info@stmarys.clady.ni.sch.uk



Maintained Secondary School
Age Range of Pupils: 11-19
Admission No: 70
Enrolment Number: 350
Current Enrolment: 315
Office Hours: 8.30 am - 4.15 pm

Website: www.stmaryscollegeclady.com

Principal: Mr B J Donnelly, BSc., PGCE, MA, NPQH

Chairperson of Board of Governors: Dr D Lavery

A Development Proposal has been published proposing to discontinue St Mary's College with effect from 2015 or as soon as possible thereafter to facilitate the proposed establishment of a new 850 pupil catholic co-educational post primary school (11-18) on a site to be determined by a feasibility study. The decision is made by the Minister of Education. No decision has been made at this time.

In the event of approval being given information on admissions will be made available as soon as possible.

VISITING ARRANGEMENTS:

The Open Night will be held on **THURSDAY, 22nd January, 2015 at 7.00 p.m.**

In St Mary's College each student is individually valued in a challenging yet caring environment. Our school mission statement is that 'we are committed to using our professional expertise and experience in getting to know and value your child as an individual, build their self belief and confidence, identifying their needs, talents and abilities and creating opportunities for them to grow and develop into mature, Christian human beings, fully equipped to meet the challenges of adult life'.

RELIGIOUS INFORMATION: The Catholic ethos in St. Mary's is evident in prayer and in action. Students are helped to respect the individual both in school, home and in the wider community. The religious formation of our students is enhanced by the close involvement of the school chaplains in the preparation of liturgies and retreats.

CURRICULUM: We have a proven track record of outstanding success in meeting the needs of all our pupils. On 26th September, 2013 we were commended by the ETI for our outstanding work on literacy and numeracy as showcased in an official report launched by Education Minister, John O'Dowd, MLA. We have very good working links with our partner Primary Schools. At Key Stage 3 the N.I. Curriculum is implemented. At Key Stage 4 all students must study GCSE English, Mathematics and Science. In 2014 our students gained qualifications in a wide range of subjects including Art, Business and Communication Systems, Child Development, Construction, Double Award Science, English Language, English Literature, French, Geography, History, Home Economics, Information Technology, Irish, Media Studies, Motor Vehicle and Road User Studies, Music, Performing Arts, Physical Education, Religious Education and Technology and Design. We also offer Occupational Studies (GCSE equivalent) in Business and Services, Construction, Design and Creativity, Engineering and Engineering Services, Environment and Society and Technology and Innovation. In 2014, 81% of our students achieved at least 5 good GCSE passes at grades A*-C. This was a 9% improvement on 2013.

POST 16 CURRICULUM: 42 Year 13 students joined our Sixth Form in September 2014. We offer a wide range of academic and vocational subjects including Biology, Construction, Wider Key Skills, Health & Social Care, History, ICT, Religious Education and Technology & Design. BTEC subjects include: Business Studies; Children's Care, Learning & Development and Sport Studies. Environmental Technology has been introduced for the first time from September 2014. Our students can also access additional subjects in St. Patrick's College, Maghera through the Rural Learning Partnership. We also offer enrichment programmes such as Junior School Mentoring, the Pope John Paul II Award and First Aid courses. From September 2014 onwards, Sixth Formers also take core Physical Education (with activities such as zumba and weight training) and core Religious Education.

PASTORAL CARE: In our most recent Inspection the inspectors noted "the very good quality of arrangements for Pastoral Care". An ethos of positivity and developing self esteem is carefully nurtured in St. Mary's. Our Pastoral team prides itself on the early identification of, and support for, students who need help. We work closely with external agencies via our School Care Team comprising Principal, Pastoral Care Manager, Year Heads, SENCO and Attendance Officer. We also have a New Life Counsellor attached to the school. An appropriate course in Relationships and Sexuality is taught through the Love for Life Team. Parents are welcome to come into the school and are kept fully informed about the progress and development of their child.

CAREERS EDUCATION: The Careers programme is supported at every level by guest speakers and the Careers Service who complement our taught programme. Work Experience in Year 11 and Work Shadowing in Year 13 are highlights of the school year. Parents play a key role at Key Stage 3 in the GCSE Options process. The school is committed to promoting STEM subjects i.e. Science, Technology, Engineering and Mathematics.

EXTRA CURRICULAR ACTIVITIES: St. Mary's students find fun and success in a wide range of activities such as our Languages trip to France and our Premiership Soccer trip to England. We have a very active "Eco

committee” and are proud holders of the prestigious European Green Flag award. The school has raised remarkable funds for the missions and for charities as well as opening our doors to our local community for groups and activities such as the Greenlough Pastoral Council, Greenlough GAA and the Women’s Institute. Our Traditional Irish Music Makers are currently complemented by an All Ireland Boran Champion and a World Irish Dancing Champion. Our Irish language is also well supported by many extra-curricular events such as quizzes and attendance at Irish Summer Colleges. We are very appreciative of support from Gael Linn for student sponsorships and encouragement from their Irish Language Officer. In Autumn 2014 our school production will be Cinderella. Private music tuition is also available in school using NEELB peripatetic tutors.

EDUCATION FOR MUTUAL UNDERSTANDING: St Mary’s College has a long standing link with Cullybackey College. Shared activities include one day trips and annual residentials. This year’s joint residential, sponsored by Peace III, went to Amsterdam.

SPORTS: Sports enjoyed by our students include athletics, basketball, cross country, netball, orienteering, swimming, ski trips to Switzerland, Gaelic football, camogie and hurling. We are able to extend the facilities and opportunities open to our pupils by working in conjunction with Greenlough and Lavey GAA clubs and Woodhall Outdoor Education Centre. We are very proud of our many students who represent their counties in GAA Sports but also those who represent Northern Ireland for netball or win Ulster Championships in boxing. In 2014, our U19 Camogie team reached the Ulster Final for Grammar and non-Grammar schools.

CANTEEN FACILITIES: Our Healthy Eating Policy is strongly promoted. Hot food is served at breakfast, breaktime and lunchtime.

UNIFORM and BEHAVIOUR: In co-operation with parents, a high standard of uniform is set for all students. The school also sets and achieves very high standards of behaviour and attendance.

SUMMARY: On 12th September 2013, Professor Tony Gallagher (Pro Vice-Chancellor and Head of the School of Education at Queen’s University Belfast) stated that St. Mary’s College is a ‘great place embodying all that’s best in small schools’. On 29th September 2014, Dr. Carmel Gallagher (GTCNI Registrar) went on to say that we have a proud record of being ‘ahead of the times in terms of our (approach to) active learning.’

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors together with the School Principal will be responsible for selecting students for admission in accordance with the criteria set out below:-

- (i) Children who are resident in Northern Ireland at the time of their proposed admission will be given priority over those children who are not so resident.
- (ii) Students from the school’s traditional partner primary schools:- St. Mary’s Primary School, Greenlough, St. Mary’s Primary School, Portglenone, St. Mary’s Primary School, Bellaghy, St. Brigid’s Primary School, Mayogall and St. John Bosco Primary School, Ballynease.
- (iii) Students from additional primary schools which have students from our four parishes e.g. Millquarter Primary School, Anahorish Primary School, New Row Primary School.

If the school is over-subscribed, students will be admitted in the following order:-

- (iv) Students who have an older brother/sister enrolled in the school on the date of transfer.
- (v) Students who are the eldest child.
- (vi) Students for whom St. Mary’s College is the nearest suitable school.
- (vii) Students who live closest to the College as measured by public road.

Applicants should note that they may be required to produce documents verifying their address or the age of the child concerned.

ADMISSIONS TO YEAR 8 AFTER 1ST SEPTEMBER, 2015

Parents who wish to have their child considered for admission after 1st September should write to the Principal clearly stating this. The above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	70	44	44
2013/14	70	41	41
2014/15	70	38	38

This table does not include children who were admitted to the school with a statement of special educational needs.

A more detailed prospectus is available on request from the school.

ST. MARY'S GRAMMAR SCHOOL**1 Castledawson Road****Magherafelt****BT45 6AX****Telephone:** (028) 79632320**Fax:** (028) 79632450**E-Mail:** info@stmarys.magherafelt.ni.sch.uk**Website:** www.stmarysmagherafelt.com**Principal:** Mrs D A Gillespie, MEd, BSc (Hons), PGCE, PQH (NI)**Chairperson of the Board of Governors:** Mr P Bradley, MA, DASE, MSc.**Voluntary Grammar School****(Denominational)****Co-educational****Age Range of pupils:** 11-18**Admissions No:** 153**Enrolment No:** 1070**Current Enrolment:** 1080**Office Hours:** 8.30 am - 4.30 pm**Open Day**

The school will be open for visits by parents and prospective pupils on Wednesday 28 and Thursday 29 January 2015 at 7.00 pm.

The Principal will address parents. If parent/guardians and children cannot attend Open Day, another appointment will be made by mutual agreement.

TO PARENTS/GUARDIANS naming St Mary's Grammar School, Magherafelt as a preference on your child's Transfer Form

Entrance Assessment Results

Please ensure that you provide the following information on Section C of your child's Transfer Form

- The name of the Assessment Centre where your child sat the GL Entrance Assessment.
- The combined, standardised age score provided by GL Assessment for your child.

Special Circumstances and/or Special Provision

If you are making a claim for your child to be considered under Special Circumstances or Special Provision, please note that you are required to:

Special Circumstances:

Have registered a claim for Special Circumstances at the Assessment Centre where your child sat his/her GL Entrance Assessment by 2.00 pm on Friday 12 December 2014.

Special Provision:

Have registered a claim for Special Provision with St Mary's Grammar School, Magherafelt by 2.00 pm on Wednesday 4 March 2015.

Founded in 1927, St. Mary's Grammar School, Magherafelt, is a Catholic, co-educational, voluntary grammar school with just over eleven hundred pupils on roll in equal ratio, serving three counties: Derry, Antrim and Tyrone. The schools estate includes Sixth Form facilities, a large Science building, a Technology & design Suite, Drama Studio, Careers Suite, Sports Hall and extensive playing fields.

Curriculum

St Mary's works continually to develop each pupil's intellectual capacity to the full. To this end, at Key Stage 3 a wide ranging curriculum is provided, in line with the statutory requirements of the Revised Curriculum. The curriculum at Key Stage 4 and Sixth Form is compliant with the Entitlement Framework and includes opportunities for collaborative learning within the Magherafelt Learning Partnership. The school also has an extensive extra-curricular portfolio.

Careers Guidance

Careers Education forms an integral part of all pupil's studies from Years 10 to 14 with Education for Employability being delivered to all Year 8 and Year 9 pupils. Formal Careers classes are timetabled for pupils from Year 10 upwards and in Years 13 and 14 pupils have classes in Careers Education and Interview Skills.

Pastoral Care and Good Behaviour at School

St. Mary's strives to create a secure, happy and caring environment in which pupils can learn successfully and develop all their talents. There is a whole school, structured approach to Pastoral Care under the direction and guidance of a Pastoral Year Teams. Each Year group has a Head of Year who, working through a team of Form Teachers/Tutors, maintains oversight of the personal, social and academic development of each pupil in the year group. There is a Senior Teacher in charge of Pastoral Care. All matters of discipline are in the context of the pastoral programme, the approach being positive, constructive and encouraging.

Charges and Remission Policies

Parents are requested to make an annual voluntary contribution of £100 per pupil, up to a maximum of £200 per family, to help develop existing facilities. This should be paid by October of each year. Charges for educational trips/visits will be made according to DFE regulations. In addition, there is a £20 stationery fee.

While the above information is correct at time of printing, circumstances may dictate changes. Parents/Guardians and pupils will be notified accordingly.

A more detailed prospectus is available on request from the school or by visiting our website - www.stmarysmagherafelt.com.

ADMISSION CRITERIA FOR ENTRY INTO YEAR 8

The Board of Governors draws up the Admissions Criteria and delegates to the Principal and a Selection Committee the responsibility of applying the criteria.

The parents/guardians of pupils applying for entry to St. Mary's should note that they may be required to produce documents verifying information pertinent to the Admissions Criteria. The provision of false or incorrect information or failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the school to offer a place.

1. NOTES OF INFORMATION

- a) In accordance with DENI regulations, all children resident in Northern Ireland at the time of their proposed admission will be selected for admission before any child not so resident may be selected.
- b) It is the sole responsibility of the parents/guardians of prospective pupils to ensure that all information relevant to the Admissions Criteria of St Mary's Grammar School is submitted either on the Transfer Form or is attached to that Form at the time of submission.
- c) The Board of Governors will initially consider applications for a place in St Mary's Grammar School for entry to Year 8 in September 2015 from pupils who have completed the GL Entrance Assessment in an approved Assessment Centre. (A list of approved Assessment Centres is available on request from the school). The GL Entrance Assessment will incorporate a standardised assessment in English and Mathematics. Further information on the GL Entrance Assessment is available on the school website (www.stmarysmagherafelt.com) or directly from the school.

2. SPECIAL CIRCUMSTANCES

Special Circumstances refer to the claim that, as a result of medical or other problems, a pupil's performance in the Entrance Assessment was adversely affected. Information relating to making a claim for Special Circumstances can be obtained from the school website (www.stmarysmagherafelt.com and follow the link to 'Special Circumstances Pack') or directly from the school.

A notification of a claim for Special Circumstances must be made using the SCR Form by 2.00 pm on Friday 12 December 2014. Claims registered after this date will not be considered.

Details of Medical or Other Problems

- Where it is claimed that a pupil's performance in the Entrance Assessment has been affected by a medical or other problem, independent evidence of its existence must be provided to the school. Where the problem is a medical one, of short-term duration, which affected the pupil only at the time of the Entrance Assessment, the school will require the production of evidence that the pupil was examined by a medical practitioner, in relation to the illness, at the time of the Entrance Assessment. Where the problem is of a non medical nature, the parents/guardians must set out the precise details of the problem and append any appropriate, independent evidence to corroborate its existence, to the Transfer Form.

Educational Evidence

All claims for Special Circumstances must include objective and relevant educational evidence to show that the medical or other problems experienced by your child at or around the time of the Entrance Assessment caused him/her to underachieve. You are responsible for providing this educational evidence which must be sufficient to enable the Board of Governors to reach a decision on any adjustment to the grade/score achieved by your child in the Entrance Assessment.

You should provide all of the results from your child's school administered standardised test in English/Literacy and Mathematics/Numeracy which he/she has taken since the beginning of the Key Stage 2 period. You may include his/her school reports for P5 and/or P6 if they show the result of standardised tests.

You should record this information in the tables provided on the reverse side of the SC1 Form available from the school website. If possible, you should ask the Principal of your child's primary school to sign the form as verification of the accuracy of the results you have recorded. Some of these results may have been provided by your child's primary school on previous school reports. If you are using results from your child's reports in support of your claim, the reports should be stapled to the Transfer Form.

If it is not possible to have your child's test results verified by his/her primary school Principal signing the SC1 Form, then you should provide your child's primary school with a written request for the results you require to complete the SC1 Form. You are entitled to receive all of the information that you need from the primary school. Your right to this information is legislated for by:

- The Education (Pupil Records and report) Regulations (Northern Ireland) 2009
- Data Protection Act, 1998.

You should write to your child's primary school requesting the information needed to complete SC1, quoting this legislation and ask that it is authenticated by the Principal's signature and/or the school stamp.

When you obtain this information, you should transfer the results to the SC1 Form and attach the original letter from the Primary school to the SC1 Form as documentary evidence of verification of these results by your child's school.

All of the documentary evidence you gather to support your claim for Special Circumstances should be the original documents and signed by the person who has verified the information. Photocopies cannot be accepted by the sub-committee of any Board of Governors as sufficient for verification.

You are free to provide any other appropriately verified educational evidence e.g. results of standardised reading tests, spelling tests, verbal or non-verbal reasoning tests, etc. For the consideration of the Board of Governors by attaching other reports to the Transfer Form and space that has been provided on the SC1 Form to record such information. If you need further assistance, do not hesitate to contact the school to which you intend to apply for a place for your child.

Gathering the documentary evidence, as described above, is vital to allow the Board of Governors to give full consideration to a claim for Special Circumstances. The onus to provide this documentary evidence is with the parent and the required information is clearly set out on the SC1 Form.

The provision of false or incorrect information will result in either the withdrawal of a place or the inability of the school to offer a place to your child.

3. SPECIAL PROVISION

Special provision may be made by the Board of Governors for children:

- Who are transferring from primary schools outside Northern Ireland.
- Who have received more than half of their primary education outside Northern Ireland.
- Whose educational provision has been negatively affected by serious medical or other problems, who are supported by independent, verifiable documentary evidence and who, as a consequence, may have been unable to take either of the Entrance Assessments.

Information and guidance relating to Special Provision is available on the school website (www.stmarysmagherafelt.com and follow the link to 'A guide to Special Provision') or directly from the school.

The ability of these children will be assessed either from the standardised assessment carried out on behalf of the Board of Governors and/or by consideration of the results of tests carried out by an ELB educational psychologist within Key Stage 2.

These children to whom this provision applies may, if their parents/guardians wish, sit the Entrance Assessment, in which case the combined, standardised age score obtained will also be considered. Parents/Guardians may provide additional appropriate, educational evidence which should include the results of standardised testing carried out during Key Stage 2 or its equivalent period in any primary school. This will be considered by the selection committee along with the educational evidence described above. The onus lies with the parents/guardians to provide the educational evidence and to have it appropriately verified. Applications for Special Provision, using the SP1 Form, must be received for 2.00 pm on Wednesday 4 March 2015.

4. ADMISSIONS PROCEDURE

Applicants claiming Special Circumstances or Special Provision will be considered first. In the case of those claiming Special Circumstances, the selection committee will review the documentary evidence submitted and decide if the applicant should be considered under the combined, standardised age score actually achieved in the Entrance Assessment, or allocated a higher combined, standardised age score. In the case of those claiming Special Provision, the selection committee will consider the assessment of the child's ability as defined in Section 3 above and assign an equivalent combined, standardised age score. Once this process is completed, pupils will be placed in a single list based on their combined, standardised age scores in the Entrance Assessment. Those with the highest score will be at the top of the list, which will, therefore, be in rank order of merit. On the basis of this rank order, pupils will be admitted up to the school's admission number of 153.

In the event of equal combined standardised age scores, then the criteria set out below from (a) to (e) will be applied, in sequence, to allocate the final place(s):

- Pupil of whom a sibling is or was a pupil at the school;
- Pupil who is the first or only child in the family;
- Pupil whose parents are members of the permanent teaching or ancillary staff or of the Board of Governors;
- Pupil with special needs, medical or other compassionate circumstances;
- Pupil selected on the basis of age with the youngest candidate being selected first. In the event of two or more children having the same date of birth, final selection will be made on the basis of the child whose permanent residence is closest to the school gate, such distance being measured by public road.

In the event that places remain, after those who have taken the Entrance Assessment have been admitted, then remaining places will be allocated using the above criteria (4a-e) in sequence, until the final place has been allocated. This includes children who have not taken the Entrance Assessment required by the school.

Parents who wish to have their child considered for a place after 1st September 2015 must write directly to the Principal clearly stating this. An acknowledgement will be issued. In the event of a vacancy arising the above criteria will be applied to all such applications received.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	153	158	155
2013/14	153	185	159
2014/15	153	169	153

This table does not include children who were admitted to the school with a statement of special educational needs.

ST PATRICK'S COLLEGE**Broughshane Road****Ballymena BT43 7DZ****Telephone:** 028 25656984/25645059**Fax:** 028 25655932**Email:** info@stpatricks.ballymena.ni.sch.uk**Website:** www.stpatricksballymena.com**Principal:** Mrs Catherine Magee BEd. PQH(N.I.)**Chairman of Board of Governors:** Mr C Hughes**Maintained Secondary School****Boys and Girls****Age Range of pupils:** 11-18**Admissions No** 150**Enrolment Number:** 760**Current Enrolment:** 530**Office Hours:** 9.00am - 4.45pm**Arrangements to visit:**

The College will be open for visits by prospective students and parents on Thursday 22 January 2015 from 7.00 pm to 9.00 pm. The Principal will address parents at 7.00 pm.

St Patrick's College is a Catholic, Maintained Co-educational School catering for students of all abilities between 11 and 18 years of age. We are committed to providing the best educational opportunities for all our students in a caring, supportive environment reflecting the Catholic ethos. As a member of the Ballymena Learning Together community we are involved in collaborative links with other Post Primary Schools in the area, both through curricular collaboration and cross community contact.

CURRICULUM

A well-established Induction Programme introduces students to their new school. In the aftermath of the transfer procedure all Year 8 students are offered a fresh start in St Patrick's and follow the same curriculum until they find a level that is best suited to their ability. Children with special needs are taught in very small classes. A team of learning support assistants who provide individual help in the classroom environment also support these children. All Year 8-10 students have a broad, balanced curriculum in line with the requirements of the Northern Ireland Curriculum, encouraging pupils to become independent learners and develop those skills which best reflect their ability.

Students studying for GCSE can choose from a comprehensive range of subjects complemented by the opportunity to access courses in other Ballymena Learning Together Schools. In 2014 77% of Year 12 students in St Patrick's achieved at least five GCSSE grades at A*-C, with 50 % of Year 12 students achieving seven or more GCSE's at these grades.

The College, with a consortium of other schools in the area, offers a selected group of Year 11 and 12 students the opportunity to undertake a variety of vocational courses at the Northern Regional College one day per week combined with GCSE work. These courses allow students to achieve a CCEA qualification in Occupational Studies which has GCSE equivalence. To date these link courses have proved most successful. We regularly review our curriculum in order to broaden the range of courses available to our students as we meet their changing and future needs.

POST-16

The College is currently offering a range of Applied and General 'A' Levels which enable our students to progress directly from St Patrick's to university. To date we have offered combinations of Advanced Level courses at Single and Double Award in ICT, Art, Sport, Health & Social Care and Performing Arts. We also offer 'A' Levels in English Literature, History, Religious Education and a BTEC Subsidiary Diploma in Construction. In addition to this range of 'A' Levels we have well established links with other Post Primary Schools in Ballymena to help cater for the wishes of students and parents.

An Enhancement Programme enriches the experience of our students and prepares them for life after school. Year 13 and 14 students play an active and valuable role in the Year 8 Mentoring Programme. The Sixth Form curriculum includes enrichment courses on personal effectiveness, financial management and interview skills. We also offer a one year Transition Programme for students progressing from GCSE level who do not yet feel ready to begin studying 'A' Level courses. The Transition Programme offers students a range of award-bearing qualifications, including BTEC Level 2 Money Management and Home Cooking Skills, Essential Skills in Communication and Numeracy, ECDL and Level 3 Wider Key Skills. We have also introduced a two year level 3 course in Children's Care, Learning and Development, accredited by CACHE.

PASTORAL CARE & THE PROMOTION OF POSITIVE BEHAVIOUR

Pastoral care is the heart and conscience of the school. Learning can best take place in a well-ordered, caring environment where each child is valued as a unique person made in the image of God. We insist on the highest standards of uniform and behaviour which instil in students a respect for other members of the school community, for all property and most importantly for themselves. The Pastoral Care Programme is delivered through our whole school Life Skills Programme and Learning for Life and Work in Years 8-12. Students in Years 8-10 also have a dedicated Pastoral Care period with their Form Teacher. In Years 10-14 students are provided with Careers Education and Guidance and an opportunity to participate in Work Experience is offered in Years 11 and 13. Each class has the same Form Teacher, who is there to help and support them, for the first five years of their school career. The Form Teachers are assisted by Year Tutors and Senior Staff. Close and regular contact is established with parents/guardians and external support agencies to ensure standards are met for the good of the child and the school.

HOMEWORK

Homework is regarded as an extension of the learning experience and is set regularly as specified in the Homework Timetable. Students are expected to obtain a College student planner in which they record homework set. Parents are requested to sign the planner weekly and to use it to record absences, release for appointments etc.

LINKS

St Patrick's is committed to establishing cultural links as well as providing opportunities for educational visits and exchanges. Links have been opened up with the other Post Primary schools in the Ballymena area. Through these, the College is helping to enrich the educational experiences being offered to the young people and also to promote positive attitudes among people from all different cultural, social and religious backgrounds. The College is also involved in a large number of cross community events, projects and links with local schools.

EXTRA CURRICULAR ACTIVITIES

We aim to educate the whole person and extra-curricular activities play an important part in a child's development. A wide range of activities is on offer to pupils including lunchtime and after-school activities, school trips and residentials at home and abroad. A comprehensive range of sporting activities are offered, as well as music tuition, library, a Maths Club, an Animé Club and a Science Club, to mention only a few. Pupils are encouraged to extend their learning through the Homework Club as well as extra tuition in booster classes which are available in a number of subjects.

A detailed Prospectus is available on request from the College.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors of St Patrick's College has determined that the following criteria shall be applied, in the event of the number of children applying for places in Year 8 in September being greater than the admission number, in the order set below. Within each criterion priority will firstly be given to children resident in Northern Ireland and then to those children regarded by the Board of Governors on the basis of supporting evidence provided by parents and/or statutory agencies, as having special circumstances e.g. medical, social or security factors.

In the event of over-subscription children will be selected on the basis of application of the following criteria which will be applied in the order set out until the final place has been allocated:

- 1/ Children who reside in any of the following parishes, not listed in any order of preference, Ballymena, Glenravel, Cloughmills, Ahoghill and Antrim.
- 2/ Children who are first children or who have brothers/sisters, half-brothers/half-sisters, presently enrolled in the school. **This information must be stated on the green transfer form.**
- 3/ Children whose parent/guardian is presently a permanent member of the school teaching/ancillary/auxiliary staff (or who have been appointed to take up imminent employment in the school). **This information must be stated on the green transfer form.**
- 4/ Children whose parent/guardian, brother/sister, half-brother/half-sister are past pupils. **Dates of attendance and other names (if appropriate) should be stated on the green transfer form.**

In the event of places being available after the application of the above criteria, final selection will be made on the basis of initial letter of surname (as entered on Birth Certificate) in the order determined by a randomised selection of letters as set out below.

S D I T C P W M c X K A Q J R N V U F E G Y Z M O L H B

In the event of surnames beginning with the same initial letter, the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

Applicants should note that they may be required to produce documents verifying information pertinent to the school's admission criteria.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission after 1 September 2015 should write to the Principal clearly stating this. The above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions	Total Applications All Preferences	Total Admissions
2012/13	150	69	69
2013/14	150	66	66
2014/15	150	65	65

This table does not include children who were admitted to the school with a statement of special educational needs.

ST PATRICK'S COLLEGE

25 Coleraine Road

Maghera,

Co. Derry

Telephone: 028 79642451(3 lines)

Fax No: 028 79643600

Email: info@stpatricks.maghera.ni.sch.uk

Website: www.stpatricksmaghera.org

Principal: Mrs A Scott

Chairman of the Board of Governors: Dr R McGuckin

FIRST YEAR CAMPUS

The St. Mary Building

Tullyheron Road

Maghera, Co. Derry

Telephone: 028 79642464

**Maintained Secondary School**

Co-educational School

Age Range of Pupils: 11-18

Admissions Number: 190

Enrolment Number: 1355

Current Enrolment: 1287

Office Hours: 9.00 am - 5.00 pm

Open Days/Nights 2014/15

1. Wednesday 21st January 2015 - Principal will address parents at 7.00 pm
2. Saturday 24th January 2015 - Principal will address parents at 10.00 am

St. Patrick's College, Maghera is a Catholic, Maintained, Bilateral school providing a co-educational and comprehensive education system for pupils of all abilities and all persuasions. It has a Support Unit for pupils with Moderate Learning Difficulties. As a bilateral school, the College maintains a grammar and secondary band. Pupils are assessed on entry to determine class and band placing in conjunction with information from primary schools.

Access for Parents/Guardians

Parents/Guardians of present pupils or prospective pupils may contact the school at any time and may arrange through the secretary to meet the Principal and/or visit the school.

Curriculum**Courses Available (See School Prospectus)**

Pupils are prepared for a wide range of subjects at Key Stages 3 and 4 and at Sixth Form. There are 35 subjects currently available at GCSE Level, 25 of which are General Courses, whilst 10 are Applied. Two other Level 2 courses are also offered as well as Occupational Studies. At Advanced Level the College offers 31 subjects of which 21 are General courses and 10 are Applied subjects. An enhancement programme is offered at Sixth Form and most Sixth Formers study Key Skills.

NB:

1. All pupils experience a curriculum suited to their individual needs.
2. All courses are open to boys and girls.
3. Special help is available for pupils with learning difficulties.
4. Appropriate provision is available for pupils in the Support Unit in consultation with the NEELB psychology service.

Academic Structure - (Year 8)

First Years are based in the First Year Wing, in the St. Mary Building - an arrangement which has been very successful in easing the transition from primary to second level. First years are divided into three broad bands, following the same course. Year 8 pupils, in the grammar and secondary bands are taught the same NI Curriculum. The Banding structure accommodates movement across the bands at Key Stage 3, according to progress, development and the needs of pupils.

Years 9 and 10 [See School Prospectus]

At Key Stage 3, pupils follow the N. Ireland Curriculum.

Years 11 and 12 [See School Prospectus]

Pupils select subjects for GCSE, and Applied GCSE or relevant Vocational Studies in the second term of the Year 10 year.

Sixth Form

Pupils are interviewed for admission to Sixth Form studies on an individual basis. Specific entrance criteria is published in the Sixth Form Booklet.

Sport

Sport plays a significant role in the life of the school. It gives opportunities for boys and girls to develop a variety of skills such as team work, self discipline and commitment. Details of sporting activities offered can be found in the school prospectus.

Charges and Remissions

As already noted the College provides a wide variety of opportunities for pupils to develop their talents beyond the requirements of the Academic Curriculum. These are optional extras and have to be funded privately - See School Prospectus. Otherwise the regulations laid down in the Education Order (NI) 1989 are observed.

A detailed Prospectus is available on request from the College.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admission criteria is stated on the application form or attached to it.

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors delegates to the Principal the task of applying the Admissions Criteria.

Pupils resident in Northern Ireland at time of proposed admission will be given preference over those not so resident.

The following criteria will be applied, in the order given, by the Board of Governors in selecting pupils for Year 8 entry:

1. Preference will be given to all pupils who give St Patrick's College as their first preference school on the Application Form.
2. If the number of such applications is greater than the Admissions Number permits, applicants from the Direct Transfer Schools: St. Mary's PS, Glenview; St Patrick's PS, Glen; St Brigid's PS, Tirkane; St John's PS, Swatragh, St. Brigid's PS, Mayogall and Carhill Integrated Primary School will be selected.

In allocating the remaining places the following sub-criteria will be applied in the order given:

Applicants who have/are

- a) Siblings currently enrolled in the college or who are being selected for enrolment in September 2015.
- b) Siblings previously enrolled (former pupils).
- c) A first or only child in a family. Twins will be considered as joint eldest.
- d) A parent who was previously enrolled.
- e) If, after applying the sub-criterion (d) there are still more applicants than places available, the Board of Governors will place these applicants in order by date of birth, the oldest first and the youngest last and select pupils in this order, starting with the eldest until all the remaining places have been filled. In the event of two or more children having the same date of birth, selection will be made using a randomly generated order of letters. This will be used, starting with the first letter in the list to determine the order of selection of the applicants according to the initial letter of their surnames.

A D Mc T B E N X Y K U S L Z R Q P C O V M G H I W F J

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising the above criteria will be applied to these applications only.

The school has a learning support centre for children with Moderate Learning Difficulties.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	190	170	168
2013/14	190	194	190
2014/15	190	199	189

This table does not include children who were admitted to the school with a statement of special educational needs.

ST. PAUL'S COLLEGE

11 Bann Road

Kilrea BT51 5RU

Telephone: 028 2954 0536

Fax No: 028 2954 0227

E-Mail: info@stpauls.kilrea.ni.sch.uk

Website: www.stpaulscollegekilrea.co.uk

Principal: Mrs A Bradley BA (Hons), PGCE, PQH

Chairperson of the Board of Governors: Mr C Ross



Maintained Secondary School

Age Range of Pupils: 11-16 years

Admissions No: 54

Enrolment No: 270

Current Enrolment: 292

Office Hours: 8.30 am - 4.30 pm

A Development Proposal has been published proposing to discontinue St Paul's College with effect from 2015 or as soon as possible thereafter to facilitate the proposed establishment of a new 850 pupil catholic co-educational post primary school (11-18) on a site to be determined by a feasibility study. The decision is made by the Minister of Education. No decision has been made at this time.

In the event of approval being given information on admissions will be made available as soon as possible.

School will be open for visits by parents on:

Wednesday 28th January 2015 at 7.00 pm.

Parents who are unable to attend that evening are welcome to contact the school to arrange an alternate visit.

St. Paul's is a Catholic, maintained, co-educational school which serves pupils from Kilrea, Errigal, Rasharkin, Swatragh Aghadowey and Dunloy. The College's mission statement "Caring, Co-operating, Challenging" reflects Christian values and encourages each pupil to discover his or her talents and develop them to the full. The ethos of the school and the Religious Education programme aims to deepen pupils understanding and appreciation of their Catholic faith; extend their knowledge and participation of the life and liturgy of the church and promote their moral and spiritual development. The ETI Inspection in 2014 concluded: ***"the quality of education provided by the school is very good. The school is meeting very effectively the educational and pastoral needs of the pupils; and has demonstrated its capacity for sustained self-improvement."***

The Curriculum

A broad and balanced curriculum is offered to all pupils. In order to encourage each pupil to fulfil their potential each year group is organised into classes, according to attainment. In Key Stage 3, pupils study the following subjects: **Religious Education, English, English Literature, Mathematics, Science, Technology & Design, Geography, History, Home Economics, Art & Design, Music, Physical Education, French, Irish, Personal and Social Education and Learning for Life and Work.** The core curriculum for pupils at Key Stage 4 consists of: **English, Science (Double or Single Award), Mathematics, Religious Education and Physical Education.** In addition pupils choose GCSE subjects from the following selection: **Agriculture, Business Studies, English Literature, Geography, History, French, Irish, Art & Design, Technology & Design, Child Development, Motor Vehicle Studies, Music, Construction, Drama, Leisure & Tourism, Learning for Life and Work, Performing Arts, Home Economics, ICT.** Our link with the North East Institute in Ballymena affords pupils the opportunity to avail of two GCSE Awards in Occupational Studies.

Pastoral Care

The welfare of the individual pupil is of paramount concern to all members of staff. Teachers take an active interest in the progress and well-being of all their students. The school operates a positive behaviour policy and encourage pupils to take responsibility for their actions. St Paul's is an inclusive College which welcomes and celebrates diversity. Staff, work in partnership with parents, specialised teachers, the NEELB and other agencies to ensure effective assessment and provision for every child from those with special educational needs to the gifted and talented.

Extra Curricular Activities

Pupils are encouraged to take part in a wide range of extracurricular activities. They are involved in stage productions, public speaking, quizzes and competitions. Fund raising activities for charities at home and abroad are also organised regularly. Educational trips to European countries take place each year.

External Examinations

Pupils have the opportunity of taking GCSE examinations in up to 9 subjects at the end of five years. Our academic results are well above the Northern Ireland average and reflect the quality of our teaching provision. Pupils in the college have access to Careers Education and Guidance from trained staff and outside agencies. The school has established excellent links with local businesses and industries and strives to help young people develop skills which will be of benefit to their parish, community and economy.

Homework

The school considers homework to be an integral aspect of a young person's development in reinforcing class work. All pupils will be given a range of homework which will involve a combination of written work, oral work, independent study and project presentation. Every pupil is issued with a personal planner which should be checked and signed by parents each week.

A more detailed prospectus is available on request from the school

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school

The Board of Governors of St. Paul's College have determined the following admissions criteria for Year 8 in 2015/16. An admissions sub-committee will apply the criteria to the initial set of applications. Thereafter the Principal will apply the criteria to subsequent applicants. The sub-committee will be reconvened as necessary.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it.

Admissions Criteria 2015/16

The following criteria will be applied in the order set down:

1. Students who have siblings currently or previously enrolled in the college.
2. Students who live in and or attend primary school in the parishes of Kilrea and Errigal.
3. Students who live in and or attend primary school in the parishes of Swatragh and Rasharkin.
4. Students who live in and or attend primary school in the parishes of Aghadowey and Dunloy.
5. Students who are the eldest or only child in a family.
6. Students who are entitled to Free School Meals.
7. Students whose parent/guardian is a permanent employee or past pupil of the school.

In the event of oversubscription in the last criterion that can be applied at each stage of the process, selection for places will be on the basis of the initial letter of the surname of the child wishing to transfer, with the child being selected in the order set out below.

U T K M V O X B Z N G A I D W E Q H P J R S F Y C L

The order was determined by a randomised selection of letters. These letters will also be used in the event of a tie occurring at any of the above admission stages. In the event of the surnames beginning with the same initial letter, the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename appearing on the transfer form will be used. Hyphenated surnames, consisting of two separate surnames will be treated as one complete word for selection purposes.

Should a vacancy arise the above criteria will be applied to select pupils from our waiting list.

ADMISSIONS TO YEAR 8 AFTER 1 SEPTEMBER 2015

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2015 should write to the Principal clearly stating this. In the event of a vacancy arising, the above criteria will be applied to these applications only.

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	54	56	55
2013/14	54	50	50
2014/15	54	54	54

This table does not include children who were admitted to the school with a statement of special educational needs.

ST PIUS X COLLEGE**59 Moneymore Road****Magherafelt BT45 6HQ****Telephone:** (028) 79632186**Fax:** (028) 79632573**E-mail:** info@stpiusx.college.org**Website:** www.stpiusxcollege.org**Principal:** Ms J Bartley, BEd, PGCE, MSC, PQH.**Chairperson Board of Governors:** Mr Brian McErlain**Maintained Secondary School****Boys & Girls****Age Range of pupils:** 11-18**Admissions No:** 140**Enrolment No:** 850**Current Enrolment:** 942**Office Hours:** 8.30 am - 4.30 pm**College will be open for visits by parents as follows:****Saturday 17th January 2015 9.30 am – 1.00 pm**

(Any other College day by appointment).

St Pius X College is a Catholic, Maintained Co-educational 11-18 school which attracts pupils from a wide area including south Derry, south west Antrim and east Tyrone. We are justifiably proud of our College building and resources which equip us to meet the demands of the 21st century. We believe that the success of our College will continue through the dedication, loyalty and commitment of staff, governors, pupils, parents and everyone within the St Pius X College community.

The College aims to provide pupils with a secure, caring, Christian and happy environment where high standards of learning, discipline and personal integrity can be achieved, and where all pupils are given opportunities to develop their mental and physical, moral and social ability. One of the College aims is to provide pupils with the experience of a Catholic education by fostering their growth and understanding of the Catholic faith and practice. This is reinforced by the Religious Education department, assisted by our Chaplain who visits the College regularly. Our College Oratory facilitates regular class Mass, private and community prayer and reflection.

There is a strong pastoral system wherein the welfare of the pupil is paramount. Great emphasis is taken to ensure that the transfer from primary to post-primary school is as smooth as possible. We have created a structure in which the care and guidance of pupils is undertaken by everyone in our College community. Each pupil has a form teacher whose role is to monitor and assist in all aspects of the pupil's development. All form teachers meet their classes for prayer and registration each morning and during the weekly pastoral period. Under the guidance of the Pastoral VP and Key Stage Coordinators, heads of year and form teachers deliver the pastoral programme. Each member of the team has an important role in supporting the individual pupil and meeting with parents. Our partnership with parents is vital to the success of our pupils.

The College is organised, staffed and equipped to cater for a wide range of ability. On entry pupils are organised into groups according to their attainment in English and Mathematics. Those with specific learning difficulties in these subjects are given individual attention with the aim of helping them achieve their full academic potential. A broad and balanced curriculum which covers the areas of study and the Northern Ireland Curriculum requirements is offered to all pupils in Key Stage 3 and 4. Following assisted choices at the end of Key Stage 3 pupils study a range of subjects. Pupils follow the Entitlement Framework and are given access to all areas of learning. GCSE subjects offered are: Religious Education, English Language, English Literature, French, Irish, History, Geography, Home Economics, Child Development, Business Studies, Drama, Mathematics, Double and Single Award Science, Technology and Design, Art and Design, Music, Physical Education, Learning for Life and Work, Information Technology, Business Studies, Business and Communication Systems, Physical Education, Construction, Hospitality, Motor Vehicle and Road User Studies, Health and Social Care, Essential Skills in Application of Number and Communication. Pupils may also avail of the Occupational Studies qualifications which are offered in some learning areas.

There is a vibrant and successful Sixth Form in St Pius X College offering continuity and progression. A wide range of subjects are offered at GCE 'A' Level and Applied GCE 'A' Level. The subjects include: Art and Design, Biology, Physics, Citizenship, English Literature, French, Geography, History, Hospitality, Mathematics, Music, Religious Studies, Business, Health and Social Care, ICT, Performing Arts, BTEC National Awards in Sport and in Construction. Pupils have the opportunity to choose from a wide range of activities within our ACETS Programme including; COPE, Certificate of Young Enterprise and Extended Project. Careers education and support is provided for all pupils by specialist staff and is timetabled from year 10 through to year 14. Collaboration currently exists in post 16 with other post-primary schools in Magherafelt Learning Partnership. The subjects offered are Chemistry, Psychology, Government and Politics, Moving Image Arts, Spanish, Further Mathematics, Environmental Technology Home Economics and Engineering.

The College has a tradition of excellence in sporting achievement. Sporting facilities have been enhanced as part of our recent building programme. They include top range facilities for both indoor and outdoor sports. There have been a number of outstanding successes in sport. Our extra-curricular clubs and activities provide additional opportunities for pupils to develop their talents and interests. The College actively promotes healthy living and lifestyle and has received Eco-School status. In ICT we have been selected as a Microsoft Pathfinder school, one of 64 globally. We join an elite group of leading edge schools around the world.

The College has produced its own detailed Prospectus which is available on request and may be viewed on our website. Copies will be distributed to all parents attending on Open Day on Saturday 17 January 2015.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

School Year 2015/2016

Respective functions of Board of Governors and Principal

The Board of Governors determine the Admissions Criteria which are applied by the Principal assisted (where necessary) by an Admissions Committee.

Criteria

In the event of the College being oversubscribed the following criteria will be applied in the order below until all places are filled.

- 1 Applicants who, at the date of their application, have brothers/sisters, half brothers/half sisters currently enrolled in the College.
- 2 Applicants attending the following primary schools:
Holy Family Primary School, Magherafelt; Spires Integrated Primary School, Magherafelt; New Row Primary School, Castledawson; Anahorish Primary School, Newbridge; St Trea's Primary School, Ballymaguigan; St Patrick's Primary School Loup; St Patrick's Primary School, Moneymore; Ballylifford Primary School, Ballinderry; Derrychrin Primary School, Ballinderry; Lissan Primary School, Lissan.
- 3 In the event of over-subscription in the above criteria, taken in order, applicants whose permanent address is closest to the college (measured by public road & subject to verification) will be admitted first.
- 4 Applicants attending the following primary schools:
St Peter's Primary School, Moortown; St Patrick's Primary School, Mullinahoe; Knocknagin Primary School, Desertmartin; St Columb's Primary School, Cullion; St Mary's Primary School, Bellaghy; St John Bosco Primary School, Ballynease; St Brigid's Primary School, Mayogall; St Malachy's Primary School Drummullan and Crieavagh Primary School, Lissan.
- 5 In the event of the college being oversubscribed, applicants will be admitted in rank order by the initial letter of their surname (as entered on their Birth Certificate) and in the event of a tie by the subsequent letters of their surname in the order set out below:

K L M C H Z A Mc N B F E D J Q W I R S P G V U O T Y X

This criterion will also be used to provide a rank order for applicants should places remain after all applicants attending schools at criterion 4, have been admitted.

It is the responsibility of parents to ensure that all information in relation to the above criteria is provided on the Transfer Form.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information provided. The provision of false or incorrect information or the failure to provide information requested within the deadline set by the College can result in the withdrawal of a place or the inability to offer a place.

Applicants resident in Northern Ireland at the time of their proposed admission to the college will be admitted before any applicant not so resident will be considered.

Year 8 Admissions after the beginning of the School Year - 2015-2016

Parents/Guardians who wish to have their child considered for admission in the event of a place arising after 1st September 2015 should write to the Principal clearly stating this in a letter. Written acknowledgement will be issued. The above criteria will be applied to these applicants only in the event of such a vacancy arising. Separate admissions criteria are applied for admissions beyond Year 8 (Years 9-12) and Sixth Form (Years 13 and 14).

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	140	146	141
2013/14	140	140	141
2014/15	140	175	140

This table does not include children who were admitted to the school with a statement of special educational needs.

ULIDIA INTEGRATED COLLEGE**112 Victoria Road****Carrickfergus, BT38 7JL****Telephone:** (028) 93358500**Fax:** (028) 93358547**Email:** info@ulidiacollege.com**Website:** www.ulidiacollege.com**Principal:** Mr Eugene Martin, BSc, MA, PGCE.**Chairperson Board of Governors:** Mr Robert McAlister**Grant Maintained Integrated College****All Ability****Boys and Girls****Age Range:** 11–19**Admission Number:** 80**Enrolment Number:** 500**Current Enrolment:** 570**Office Hours:** 8.30 am - 4.45 pm***Specialist School in the Digital, Visual & Performing Arts*****Visiting the College**

The College welcomes a close partnership with parents and therefore encourages parental visits to the College. Prospective parents and pupils are welcome to arrange an appointment to view the school. The school will be open for visits by parents and transferring pupils on:-

Saturday 31st January 2015 from 9.30 am - noon.

Wednesday 4th February 2015 from 7 pm to 9 pm.

General Information

Ulidia is an Integrated College, founded by local parents, and opened in September 1997. The College is breaking the mould in providing a planned, integrated, all-ability, co-educational education in the East Antrim area, accepting pupils from North Belfast to Glenarm and beyond. The Board of Governors is committed to the maintenance of a balanced enrolment of the two major Christian traditions with a similar balance being maintained amongst staff and Governors.

Mission Statement: *'Educating together, Catholics and Protestants, and those of other religions, or none, in an atmosphere of understanding and tolerance to the highest academic standards'.*

The College and the Curriculum

The College has high expectations of all its pupils, both in behaviour and in attitude to work. Prospective pupils will be encouraged to maximise their potential, academically, socially and personally. As an effective all-ability school, able learners achieve high GCSE and 'A' Level grades, and all learners leave the College with qualifications that are useful for their future careers.

The College follows a policy of continuous assessment and examinations with parents kept informed of their child's progress in all subjects, through a comprehensive record of achievement provided for each student. Religious Education lessons will follow the agreed Northern Ireland programme of study. Parents who wish to have specific religious education provision for their child may discuss it with the Principal. Parents are welcome at all times to discuss their child's academic development with the Deputy Principal.

The college moved to its new building in 2001 situated on 18 acres of land overlooking Belfast Lough. The buildings are equipped to the highest standard possible and include four ICT suites, two Art Studios; a custom designed Drama suite, two technology labs; two home economics suites and a sixth form centre.

Ethos

The College adopts a child-centred approach to education, believing strongly in the self-esteem of the individual. Class sizes are usually less than 23 students providing greater opportunity for each child to be educated according to his/her educational needs. Resources and teaching strategies are organised to accommodate the all-ability nature of the College. School uniform is compulsory.

Our Commitment to Parents and Pupils

The Board of Governors is committed to providing a school:-

- Where your faith and tradition are valued and respected, and where your child also learns to understand and tolerate other traditions
- Where your child will be valued and respected as an individual
- With well qualified staff providing a quality education and offering a wide variety of co-curricular activities
- Where children of all abilities are helped to maximise their potential
- With an atmosphere that is friendly and disciplined, caring and respectful
- That is fully committed to working in partnership with parents.

Parental Involvement

As parents founded Ulidia Integrated College, their participation in the life of the College is actively sought and cherished. Parental involvement in co-curricular activities is strongly encouraged. The Parents' Council is open to all parents, with teachers and parents having elected nominees on the Board of Governors of the College.

The Parents' Council informs and advises the Board of Governors on parent opinion and matters of concern to the parents.

Pastoral Care and the Individual Needs of the Students

Ulidia Integrated College is a child-centred College, in which the broad aim of the pastoral system is to ensure that all pupils benefit extensively from their school experience. All teachers within the College assist in the pastoral dimension by providing the caring atmosphere for pupils and by being sensitive to the needs and difficulties of the individual child. Each class is assigned a Form Tutor who has responsibility for, and takes special interest in, the individual members of the class. Parents are welcome at all times to discuss their child's development with either their Year Leader or the Pastoral Leader.

Carrickfergus Learning Community

Ulidia Integrated College is a member of the Carrickfergus Learning Community.

ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

Respective functions of the Board of Governors and Principal in relation to Admissions to the school.

The Board of Governors draws up the Admissions Criteria and delegates to the Principal and a Selection Committee the responsibility of applying the criteria.

The parents/guardians of pupils applying for entry to Ulidia Integrated College should note that they may be required to produce documents verifying information pertinent to the Admissions Criteria. The provision of false or incorrect information or failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the school to offer a place.

1. NOTES OF INFORMATION

- a) In accordance with DENI regulations, all children resident in Northern Ireland at the time of their proposed admission will be selected for admission before any child not so resident may be selected.
- b) It is the sole responsibility of the parents/guardians of prospective pupils to ensure that all information relevant to the Admissions Criteria of Ulidia Integrated College is submitted either on the Transfer Form or is attached to that Form at the time of submission.

Transferring pupils will be considered to be in one of four categories, namely 'Catholic tradition' (Category 1), 'Protestant tradition' (Category 2), 'other non-Christian religious beliefs' which means religious beliefs other than those encompassed in 'Catholic tradition' and 'Protestant tradition' (Category 3), or 'of no specific religious belief' which is self-explanatory (Category 4).

The Category applicable to each transferring pupil will be determined, in strict order, by the religious affiliation noted on or attached to the official NEELB Transfer Report Form (the Green Form): **or, where none has been noted on this form**, information supplied by the transferring pupil's parent/guardian directly to the College via the College's 'Pupil Information Form'; **or, where none has been noted on this form**, 'Catholic Tradition' (Category 1) for pupils transferring from CCMS schools, and 'Protestant Tradition' (Category 2) for transferring pupils from all other schools.

When considering which children should be selected for admission, the Board of Governors will follow the above outlined procedures precisely. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form, pupil information form or attached to either of them.

The College will admit 80 pupils in total. The admissions criteria will be applied within each of the four categories as follows:

- Step 1: Allocate equally from Categories 1 and 2 until 72 places have been thus allocated or until either one or other of those Categories is exhausted.
- Step 2: Allocate, initially, up to 4 places from Category 3.
- Step 3: Allocate, initially, up to 4 places from Category 4.
- Step 4: Allocating just one place at a time, starting at Category 1 and working in sequence through Categories 1, 2, 3 and 4, allocate from those Categories which still have transferring pupils, until 80 places in total have been allocated.

In order to facilitate the proper application of criteria, the Board of Governors requests parents to complete a Pupil Information Form. Parents should also use the Official Transfer Form (the Green Form) to provide information to assist the College in the application of its criteria. This should include the child's preferred religious category. The College's 'Pupil Information Form' is available from the College Secretary and should be returned **ONLY** to the college secretary.

The College will acknowledge receipt of this form within 7 working days.

Admissions Criteria

In the event that there are more applications at a particular Step than there are places available, the Board of Governors has determined that the following criteria shall be applied in the order set down:-

1. Transferring pupils who are currently in Primary 7 of a grant-maintained integrated primary school or a controlled Integrated Primary School, as defined in the Education Reform (Northern Ireland) Order 1989.
2. Transferring pupils who have a brother or sister or foster brother/sister currently attending this College. Half brother/sisters and step brothers/sisters will only be admitted under this criterion if they reside at the same address as the applicant.
3. Transferring pupils who have had a brother or sister or foster brother/sister enrolled in this college. Half brother/sisters and step brothers/sisters will only be admitted under this criterion if they reside at the same address as the applicant.
4. Transferring pupils who are the first child in the family to transfer to mainstream post-primary education since the establishment of Ulidia Integrated College in 1997.
5. Parents/Guardians of transferring pupils who can demonstrate a commitment to Integrated Education. (See note 1)
6. Transferring pupils whose parent/guardian is an employee of, or member of, the Board of Governors of Ulidia Integrated College or who is due to take up an appointment in the forthcoming academic year.
7. Other Applicants.

In the event of over-subscription in the last criterion that can be applied at each stage of the process, selection for places will be on the basis of the initial letter of the surname of the child wishing to transfer, with the child being selected in the order set out below.

P F A Q L Mac M Y G Mc O D I N E W H J S R C K B X U Z T V

The order was determined by a randomised selection of letters. These letters will also be used in the event of a tie occurring at any of the above admissions stages. In the event of surnames beginning with the same initial letter, the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename appearing on the transfer form will be used. Hyphenated surnames, consisting of two separate surnames will be treated as one complete word for selection purposes.

Note 1:

Demonstration of commitment to Integrated Education (Criterion 5 above) will be measured *only* by the following;

- The submission of a Pupil Information Form for Ulidia or any other integrated college; Please note: it is the responsibility of the parent to ensure that this is noted on the Transfer Form; and/or
- membership or employee of the Integrated Education Fund, Northern Ireland Council for Integrated Education, All Children Together, any Integrated Education Trust; and/or
- membership of the Board of Governors or employee of any other integrated college.

If Criterion 5 is applicable to parents of transferring pupils, they are asked to state clearly their commitment to integrated education, as defined in Note 1 above, on the Transfer Report Form.

Waiting Lists:

The college's policy on the consideration of applications after the Transfer Procedure concludes towards the end of May 2015 is available directly from the school or can be accessed on our school website at www.ulidiacollege.com

Year 8 Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/13	80	131	81*
2013/14	80	121	81*
2014/15	87	119	89^

1 on appeal ^ 2 on appeal

This table does not include children who were admitted to the school with a statement of special educational needs.



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