

St Mary's High School

Prospectus



www.stmarysnewry.com

St. Mary's High School Newry



St. Mary's High School

UNICEF Rights Respecting School

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Principal:

Miss Denise Crawley B.Sc. PGCE, M.Sc. PQH

Chair of Governors:

Rev. John E McClelland

BA,DMS,MBA,FRSA,FCMI,FInstLM,CharteredMCIPD,MIFireE

Approved Enrolment Number: 580

Approved Admissions Number: 100



Principal's Welcome

Dear Parents and Pupils

I am delighted to warmly welcome you to St Mary's High School and trust that our prospectus will give you a glimpse into the very rich and varied life of our school.

St Mary's is an all ability 11-18 school which encourages every pupil to enjoy learning in a caring and supportive atmosphere. Our pupils have many opportunities to meet new friends and enjoy learning in a multimedia environment, one fit for the twenty first century. Our pupils are encouraged and challenged to explore their talents and abilities through our broad and balanced curriculum and they can enjoy a range of academic and pastoral successes as they work to achieve their full potential. We are very proud of our school, it's child centred approach to learning and teaching, it's excellent record of academic and creative successes and its progressive vision.

We have built up strong links with our Primary School partners and along with our excellent pastoral support system we can ensure that the move from Primary School to St Mary's is seamless. We are committed to the education of the whole child and our dedicated and caring staff inspire, nurture and support the girls as they move through these formative years.

As an Investors in People School we thrive on excellent teacher pupil relationships and we encourage pupils to join the many Student Voice Groups and make a real difference to the life of the school.

As a Catholic and Rights Respecting School, we promote dignity, self-esteem and respect, as we foster the faith of all pupils within a happy and caring environment, built on positive relationships between staff, students and parents. Our child centred approach to learning and teaching ensures students reach their potential and are fully supported by our dedicated staff.

We pride ourselves in developing strong working relationships with parents and firmly believe that when pupils, parents and staff work in partnership, young people will achieve success.

We are very proud to be a school at the heart of the community and have established positive links with local businesses and schools across our Area Learning Community to enrich our curriculum, extra-curricular activities and career opportunities for the pupils.

I feel privileged to be Principal of such a vibrant school, one where pupils live up to our motto, Optimum Semper Facere – 'Always To Do One's Best' as they learn in our positive and happy atmosphere which cultivates success at every level.

If you choose to send your daughter to St Mary's, be rest assured that we will support and encourage her to realise her potential and ambitions.

With best wishes

Miss Denise Crawley

Principal

Mission Statement

OPTIMUM SEMPER FACERE

‘Always to do one’s best’

‘We will work in collaboration with other educational institutions and in partnership with parents, students and teachers to maximise academic and creative potential of students, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.’

Our Vision

Our Vision is to educate and develop the students in our school to the highest possible standards and as a Catholic School, to awaken them to the challenge of living according to the Catholic Faith.

Aims of St Mary’s

- ❖ To promote the value of education through the celebration of achievement and personal endeavour
- ❖ To engender a love of learning as a lifelong process and an appreciation of its relevance in everyday life
- ❖ To provide young people with learning opportunities suited to their needs and abilities
- ❖ To provide students with the opportunity to develop competence and confidence in e-learning
- ❖ To maximise the academic and creative potential of students by challenging them to be independent thinkers and lifelong learners
- ❖ To prepare students for the opportunities, responsibilities and experiences of adult life and equip them with the skills to manage their career development
- ❖ To foster the personal and social development of students as responsible members of society



Celebrating our Faith

Education in St Mary's is rooted in the Gospel values of respect for life, love, truth and justice. We aim to harmonise faith and culture, build a better society and cultivate an understanding of the needs of others.

Our School Oratory enables our pupils to enjoy peaceful, private reflection and participate in sacramental celebrations led by our School Chaplain, Fr Tony Corr.

- ❖ At the beginning of the first term the school community gathers for Mass in St Mary's Chapel asking for God's blessing for the year ahead
- ❖ In Term 1, Year 8 parents, pupils and staff come together for a special Prayer Service of Welcome
- ❖ Daily, we pray together at Assembly, our act of worship as a school community
- ❖ The School Chaplain works with teachers and pupils in the preparation of liturgies
- ❖ Pupils are encouraged to strengthen links with their local parish through the John Paul II Awards, Gift Programme and SVP Society
- ❖ Retreats are organised for year groups in conjunction with the Diocesan Youth Director
- ❖ The school choir plays an important role in religious services in school, parish and the community



Pastoral Care

As a Rights Respecting and Welcoming School, the core purpose is to foster an inclusive learning environment where all pupils and staff feel safe, supported and valued. This environment is based on respect for self and others where diversity is cherished and promoted. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission and ethos, every member of our school community is treated with respect. Through our pastoral structures and Counselling Service, we have developed a highly supportive learning culture. The Personal Development Programme allows pupils to explore key issues within their personal development including self-concepts, self-esteem, health and wellbeing, relationships and personal safety.

Key Stage 3 Years 8-10

The KS3 Curriculum empowers pupils to reach their full potential and make informed decisions as an individual, a contributor to society and a member of the local and global economy as outlined in the Northern Ireland Curriculum.

Key Stage 3

Subjects offered

Art and Design
Citizenship
Drama
Employability
English
French
Geography
History
Home Economics
ICT
Mathematics
Music
Personal Development
Physical Education
Religious Studies
Science
Design and Technology



School Uniform

School Uniform - Years 8–10

- ❖ Pink and white check blouse
- ❖ Maroon pleated skirt
- ❖ Maroon clip-on tie
- ❖ Maroon jumper with school crest
- ❖ Maroon tights
- ❖ Summer blouse (Term 3)
- ❖ Flat black soft-soled shoes
- ❖ Maroon blazer with school crest

N.B All coats worn to school must be maroon

Physical Education uniform

- ❖ Laced Gym Shoes – Supportive trainers with grip soles
- ❖ White Socks
- ❖ Black Skort with school crest (O'Neills)
- ❖ School jersey (O'Neills)
- ❖ Half Zip with school crest (optional O'Neills)

Key Stage 4 Years 11-12

Curriculum provision at KS4 is broad, balanced and flexible to meet the needs of individual pupils and ensures appropriate progression opportunities supported by a comprehensive Careers Education Programme.

Key Stage 4

Subjects offered at KS4

Art and Design
BTEC Children's Play, Learning and Development
Business and Communication Systems
Business Studies
Careers Education
Design and Technology
Double Award Science
Drama
English Language
English Literature
French
Further Mathematics
Geography
Health and Social Care
History
Home Economics
Learning for Life and Work

Mathematics
Music
Occupational Studies Business and Services
Occupational Studies Environment and Society
OCN Level 2 in Applied Science
OCN Level 2 in Information Technology Applications
OCN Level 2 in Religious Studies
Performance Skills
Personal Development
Physical Education
Polish
Preparation for Adult Life
Princes Trust XI Certificate in Personal Development
Religious Studies
Science

School Uniform

School Uniform - Years 11-12

- ❖ Pink blouse
- ❖ Maroon pleated skirt
- ❖ Striped clip-on tie
- ❖ Maroon jumper with school crest
- ❖ Maroon tights
- ❖ Summer blouse (Term 3)
- ❖ Flat black soft-soled shoes
- ❖ Maroon blazer with school crest

N.B All coats worn to school must be maroon

Physical Education uniform

- ❖ Laced Gym Shoes – Supportive trainers with grip soles
- ❖ White Socks
- ❖ Black Skort with school crest or Track Bottoms with school crest (O'Neills)
- ❖ School jersey (O'Neills)
- ❖ Half Zip with school crest (optional O'Neills)



Post 16 Curriculum

The Post 16 Curriculum enables pupils to choose a blend of subjects which best meets their aptitudes, aspirations and interests. We provide pupils with a range of academic and vocational based courses in collaboration with St Mark's High School, St Colman's College and Southern Regional College, enabling them to progress to University, Further Education and Employment.

Subjects Offered at Post 16

BTEC in Children's Care, Learning and Development
BTEC in Sport and Exercise Science
BTEC in Travel and Tourism
Cambridge Technical in Business
Cambridge Technical in IT
GCE Art and Design
GCE Digital Technology
GCE English Literature
GCE French

GCE Geography
GCE Health and Social Care
GCE History
GCE Mathematics
GCE Moving Images Arts
GCE Performing Arts
GCE Polish
GCE Professional Business Services
GCE Religious Studies
GCE Sociology

Career Guidance (CEIAG)

Careers Education Information and Guidance is central to the Post 16 Curriculum. The programme encourages each pupil to develop a realistic and relevant Personal Career Action Plan based on their skills, capabilities and career aspirations. Pupils are provided with information and knowledge of a wide range of career paths and research the options available to them.

The Careers Department offers the following opportunities to pupils:

- ❖ Work Experience
- ❖ Interview Preparation Workshops
- ❖ University Visits
- ❖ Guest Speakers
- ❖ Careers Champions
- ❖ Attendance at Career Conventions
- ❖ Individual Career Interviews

- ❖ University Applications
- ❖ Careers Resource Centre
- ❖ Career Ready Programme

Newry and Mourne Area Learning Community

St Mary's High School is a member of the Newry and Mourne Area Learning Community. Curriculum planning is guided by current statutory requirements of the Northern Ireland Curriculum. Collaborating with sixteen other schools and learning providers, the community strives to offer greater choice and flexibility for all post primary learners. St Mary's has extended its curriculum provision at GCE 'AS' and 'A' Levels through collaboration with St Mark's High School, St Colman's College and Southern Regional College to offer pupils a broad and balanced curriculum

School Uniform

School Uniform - Years 13-14

- ❖ Gold blouse
- ❖ Maroon skirt
- ❖ Maroon and Gold jumper
- ❖ Maroon tights
- ❖ Flat black soft-soled shoes
- ❖ Sixth Form Maroon Jacket

Eco Committee

The Eco Committee raise environmental awareness and promotes education for sustainable development.

Rights Respecting School Council

The Rights Respecting School Council is a proactive group who represent the student voice in school. Pupils from each year group work in partnership to ensure there is a truly inclusive school community where everyone is valued and supported.

Fundraising Committee

The Fundraising Committee raise awareness, organise and support many local, national and global charities.

Tech Team

Post 16 IT Ambassadors support KS3 pupils to develop their skills in use of new technologies and software to promote ICT across the curriculum.

Learning Partners

Learning Partners are a trained group of senior pupils who support Year 8 pupils through the transition from Primary to Post Primary.



Liturgy Committee

The Liturgy Committee assist the RE Department in nurturing the Catholic ethos of St Mary's and promoting a greater awareness of liturgical seasons and religious events in school and in the parish.

School Nutritional Action Group (SNAG)

St Mary's SNAG is a proactive group that encourages all pupils to invest in healthy lifestyles.

Maths Mentors

Maths Mentors support pupils in KS3 Maths lessons and pupils in local primary schools. They assist staff in helping pupils achieve a greater understanding and enjoyment of Numeracy.

Senior Prefects

Senior Prefects and representatives from Year 13 work with KS3 classes to motivate and encourage pupils develop their skills and qualities.

Physical Education

Physical Education is compulsory for all pupils in St Mary's. We aim to provide a balanced, enjoyable and challenging programme of physical activity for all. Through participation in Physical Education our pupils develop an understanding of the benefits of exercise for good health and are encouraged to continue active participation in physical education on leaving school. Our programme of extra-curricular activities provides an opportunity for pupils to extend and develop their skills.

Sports Available to Pupils:

Aerobics
Athletics
Badminton
Camogie
Canoeing
Creative and National Dance
Cross Community Trials
Gaelic Football
Gymnastics
Netball

Orienteering
Outdoor Pursuits
Rock Climbing
Rugby
Sailing
Swimming
Wet Water Bouldering
Table Tennis
Tennis
Volleyball



Enriched Curriculum

We encourage pupils to participate in a wide range of extra-curricular activities which will develop not only their skills and talents but develop their sense of service to community.

AMMA Centre
Annual Concerts
Art Galleries
BBC School Report
Business Enterprise Club
Coding Club
Counselling Service
Dance
Drama
Feis – Speech, Drama and Music
GCSE Booster Classes
Homework Club
Instrumental Lessons
John Paul II Award

Junior SVP
Lions Leadership Awards
Local and National Charities
Mentoring
Netball
Newry Africa Project
Professional Artist Workshops
Public Speaking
Theatre Visits
Science Club
School Choir
STEM Club
Traditional Music Group
XI Princes Trust



GENERAL INFORMATION

**St. Mary's High School,
Upper Chapel Street,
Newry, Co. Down.
BT34 2DT**

Telephone: 02830262851 **Fax:** 028 30267138 **email:** info@stmarysnewry.ni.sch.uk

Website: www.stmarysnewry.com **School Facebook:** *St Mary's High School, Newry*

Twitter Account: @StMarysHSNewry **School App:** Available to download

Principal: Miss Denise Crawley B.Sc, P.G.C.E, M.Sc, PQH (NI)

Chair of the Board of Governors: Rev. John E. McClelland BA, DMS, MBA, FRSA, FCMI, FlntLM,
Chartered MCIPD, MIFireE.

Current Enrolment	596
Expected Enrolment (September 2020)	605
Number Seeking Admission 2019	110
Number Admitted 2019	105
Management Type	Catholic Maintained
School Type	Secondary (single-sex: girls)
Age Range	11-18
Number of Teachers	38

Board of Governors	Rev. J.E. McClelland: Chairperson (Trustee Nominee) Mrs P Cunningham: Vice – Chairperson (EA Southern Representative) Mrs E Bell (Trustee Nominee) Mrs P Maguire – (Trustee Nominee) Mrs S Haddad (Teacher Representative) Mr E McDonnell (Trustee Parent Representative) Mrs J Curtis (EA Southern Representative) Mr D McCaul (DENI Representative) Ms M Donaghey (EA Southern Representative) Miss D Crawley (Principal) Mr M Fitzpatrick (Secretary to the Board of Governors)
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School Chaplain	Rev. T Corr P.P
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Vice-Principal	Mr M Fitzpatrick
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Year Heads	Year 8	Mrs A Hughes
	Year 9	Mrs G Mallon
	Year 10	Mrs A O'Hare
	Year 11	Mr B Morgan
	Year 12	Mrs J Hughes
	Post 16	Mrs J McGinn

All information contained in this Prospectus is correct on 16th January 2020

VISION

'Our vision is to educate and develop the students in our school to the highest possible standard and as a Catholic School, to awaken them to the challenge of living according to the Catholic Faith whilst also appreciating diversity'

We acknowledge that Catholic Education:

- Takes place in communities inspired by the Spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools
- Promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God
- Is inclusive. It is respectful of, and engages with people of all beliefs: it encourages the development of all in their own faith
- Is rooted in the Gospel values of Respect for Life, Love, Solidarity, Truth and Justice: it aims to harmonise faith and culture, build a better society and pursue the Common Good

Aims of St Mary's as a Catholic School

Together Catholic Schools provide high quality, rounded education for all young people, so that they develop their full uniqueness and potential.

In Catholic Schools the person and message of Christ find expression in:

- Communities of Faith, Service, Prayer and Worship
- The development of each person's full potential in a climate of joy, freedom, respect, challenge, cooperation and celebration
- The enrichment of pupil life – intellectual, physical, spiritual, moral, social and emotional
- The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships
- A culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished
- Listening, mutual understanding, trust, reconciliation, healing and peace
- The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the common good

MISSION STATEMENT

‘OPTIMUM SEMPER FACERE’ ALWAYS TO DO ONE’S BEST

We will work in collaboration with other educational institutions and in partnership with parent and students to maximise academic and creative potential of students, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.

STRATEGIC AIMS

VALUING EDUCATION

- To promote the value of education through the celebration of achievement and personal endeavour
- To engender a love of learning as a lifelong process and an appreciation of its relevance in everyday life

FULFILLING POTENTIAL

- To provide young people with learning opportunities suited to their needs and abilities
- To maximise the academic and creative potential of students by challenging them to be independent thinkers and lifelong learners
- To provide students with the opportunity to develop competence and confidence in elearning
- To give students opportunity to learn about factors which impact on learning e.g. learning styles, techniques to improve learning, healthy lifestyles
- To prepare students for the opportunities, responsibilities and experiences of adult life and equip them with the skills to manage their career development
- To foster the personal and social development of students as responsible members of society
- To collaborate with other schools and colleges to improve learning and extend opportunity

PROMOTING EQUALITY AND INCLUSION

- To ensure all members of the school community are treated with respect and that there is equality of access to resources
- To encourage tolerance and respect for others and to promote the value of diversity

RESOURCING EDUCATION

- To use resources effectively to support and improve learning
- To ensure procedures are in place to appoint and develop skilled and motivated staff
- To seek opportunities to provide additional funding to support and improve learning
- To provide a safe, healthy, stimulating and well-equipped learning environment
- To actively promote the welfare of pupils and staff

SCHOOL CONTEXT

St Mary' High School first opened in 1961 as an all-girls non selective Catholic School providing high quality education and pastoral support for the girls in the Newry and surrounding area. The school provides an inclusive, welcoming and stimulating learning environment for pupils and staff; one where learning and achievement is supported and celebrated. St Mary's is a progressive 11-19 school which embraces change, collaborative learning and promotes high expectations. The pupils, parents, governors, trustees and staff are committed to the school and proud of its many achievements.

In St Mary's each student is guided and encouraged to realise their full academic and creative potential within a supportive, child centred learning environment. The curricular, extra-curricular and pastoral programmes support the spiritual, personal and social development of all students enabling them to become confident individuals with positive attitudes and dispositions prepared for the opportunities, responsibilities and challenges of adult life.

St. Mary's is a **Rights Respecting School (Level 2, Dec 2016)** where learning is underpinned by caring, supporting relationships and mutual respect. The many student voice groups promote human rights, locally and globally, enabling active pupil participation in a wide range of areas: Rights Respecting School Council, SNAG, ECO, Learning Partners, Fundraising, Liturgical Committees, Maths Mentors and Subject Ambassadors.

Students are supported to reach their full potential within a learning environment of high expectations, they confidently apply themselves to the learning and assessment process. The comprehensive curricular and extra-curricular opportunities together with the strong pastoral ethos, allows students to develop their skills, knowledge and positive attitudes and values to become self-reliant and resilient young adults. Students are encouraged to develop their self-esteem, self-awareness and responsibility. Their contribution to school life and to the life of the wider community is promoted and celebrated.

Religious Education and faith development plays a very important role in the life of the school, supported and enhanced by the commitment of the School Chaplain. The school plays an active role in the local parish and promotes the involvement of the youth at every opportunity.

As reported by the most recent **ETI Inspection Report (Oct 2015)** the school has a 'High level of capacity for sustained improvement'. This finding reflects the high levels of academic achievement within St Mary's and demonstrates that school is a leading education provider. This inspection report stated 'The school's mission statement 'Optimum Semper Facere – Always to do one's best' pervades the life and work of the school. St Mary's works in partnerships with local primary and post primary schools, community and business groups in the local area, enriching the pupils' learning experiences and future opportunities.

The **Investors in People Award (Gold, April 2016)** acknowledges the school's four strategic aims, Valuing Education, Fulfilling Potential, Promoting Equality and Resourcing Education. This accolade recognises the combined achievements of all staff in ensuring an environment that is proactive in embracing change, embedding new initiatives and celebrating success. The **Investors in People Health and Wellbeing Award (June 2019)** is an accolade which recognises the combined achievements of all staff in ensuring St Mary's creates an environment that is proactive in ensuring the health and wellbeing of all staff.

The strong Pastoral Ethos and effective Personal Development Programme which permeates the school are based on a deep appreciation of each individual's rights and responsibilities and their active participation as a local and global citizen. This is reflected in the accolade of being a **Rights Respecting and Welcoming School**. The comprehensive CEIAG programme promotes personal and career development supporting students in their chosen curriculum pathway enabling them to make informed career choices. As a designated **ECO School**, the school community received recognition for its commitment to raising environmental awareness (**ECO Ambassador School 2017**).

LEARNING AND TEACHING

St. Mary's is a vibrant, child centred, self-improving learning environment which effectively meets the needs and aspirations of all pupils through high quality learning and teaching. Working in collaboration with other educational and business providers, we maximise the academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.

Staff is supported through on-going continuous professional development including: Inset Training; PRSD; Sharing Good Practice, Trusted Colleague and Reflective Teacher Models. Teachers and Classroom Assistants set high expectations for all pupils to maximise the learning opportunities for all. They work collaboratively to create a learning environment that develops pupils who are responsible for their own learning. There are a wide range of teaching methods and strategies in place to support learning and teaching and to enable all pupils to succeed and reach their full potential. These have been agreed at whole school level and include policies for Learning and Teaching, Assessment, Homework, Examinations, Literacy, Numeracy and ICT which are revised regularly in line with DE guidelines. Learning and Teaching remains a standing item on all department and curriculum team agendas. In-service training for teachers and Classroom Assistants are determined by the key priorities identified from the School Development Plan.

CURRICULUM PROVISION and ENTITLEMENT FRAMEWORK

Curriculum development is progressive and ongoing, providing pupils with broad, balanced and flexible curriculum pathways to meet their needs, abilities and aspirations and reflective of Local Market Information. Pupils have access to a wide range of applied and general subjects which meets the statutory requirements of the Entitlement Framework - KS3 – 17 subjects, KS4 – 28 subjects, Post 16 – 21 subjects. Curriculum planning and development is underpinned by the comprehensive CEIAG Programme supported by our partnerships with our collaborating schools in the ALC (St Mark's High School, St Colman's College and the Southern Regional College). As a Rights Respecting, Welcoming School and Global Learning School, St Mary's fully embraces shared education through our links with Newry High School and Rathore School. These learning opportunities enrich the pupils' learning experiences, promoting inclusion and diversity, they are valued elements of our curriculum and extracurricular provisions.

COLLABORATION

We work collaboratively with the Southern Regional College through the School's Partnership Programme and St Colman's College and St Mark's High School, to enhance curriculum provisions at Key Stage 4 and Post 16 to meet the career aspirations of learners and the requirements of the Entitlement Framework.

KEY STAGE 3:

The curriculum structure in KS3 empowers pupils to reach their full potential and make informed decisions as an individual, a contributor to society and a member of the local and global economy as outlined in the Northern Ireland Curriculum. Through a wide range of learning experiences and assessment methods, pupils develop a wide range of Thinking Skills and Personal Capabilities including the Cross Curricular Skills of Communication, Using Maths and ICT. This is underpinned by the promotion of positive attitudes and dispositions. In KS3 pupils are placed in mixed ability classes with streaming in Mathematics and English. Pupils are fully engaged in the school's Learning Cycle. Learning plans and Reflection Plans are used by teachers and pupils to reinforce and evaluate the learning process. Pupil progress is tracked effectively through the Assessment and Reporting procedures through SIMS and pupil diaries.

In KS3, pupils study a range of subjects and have the opportunity to become involved in a wide range of curricular and extra-curricular activities, clubs, educational and cultural trips. As an Extended School, St Mary's offers further opportunities to pursue learning outside school hours to pupils and parents. Decisions about individual curriculum pathways for Key Stage 4 are made at the end of Year 10 supported by the school's comprehensive CEIAG programme.

KEY STAGE 4:

Curriculum provision at Key Stage 4 is broad, balanced and flexible to meet the needs of individual pupils and ensures appropriate progression opportunities. Pupils have access to a range of academic and vocational options including GCSE's (Applied and General) BTEC and Occupational Studies as outlined in the Entitlement Framework. We create a supportive environment which is conducive to learning where clear expectations exist that all pupils can and will achieve to the very best of their ability. Through a wide range teaching and learning strategies pupils are motivated and engaged in their work both collaboratively and independently. Learning and teaching at Key Stage 4 supports the development of cross curricular skills and thinking skills and personal capabilities. Through the use of Assessment Manager teachers and pupils set and track realistic Target Grades enabling pupils to reach their full potential.

Pupils follow a comprehensive CEIAG Programme allowing them to make informed decisions regarding the future career management. Work Placement in Year 11 creates opportunities for work related learning and skills development aiding the advancement of employability skills.

KEY STAGE 5:

In collaboration with other schools in the Area Learning Community pupils have access to a range of subjects both academic and applied as outlined in the Entitlement Framework. Decisions regarding curriculum provisions at Key Stage 5, reflects the needs and career aspirations of all pupils. The pupils have access to a comprehensive CEIAG Programme informing them of educational and employment opportunities. The Personal Development Programme prepares pupils for the challenges and opportunities of adult life and the acquisition of essential personal and social skills.

Transition Seminars are held at the beginning of Year 8, Year 11 and Year 13. These seminars are designed to inform pupils and parents about the challenges and demands of each Key Stage.

RESOURCING LEARNING

There is a commitment to provide a well-resourced, stimulating and safe learning environment which enables pupils to have access to a broad and balanced curriculum, demonstrating our caring ethos and strong commitment to the welfare and attainment of all pupils.

ASSESSMENT

"Assessment and other data is used to effectively inform learning and teaching across the school and in the classroom to promote improvement" ***Every School a Good School – April 2009***

Assessment is an integral part of learning and teaching in St Mary's and supports each pupil reach their full academic and creative potential, fostering the development of their self-esteem and personal responsibility. The teachers use a range of summative and formative assessment methods benchmarked against Target Percentages (KS3) and Target Grades (KS4) that have been shared with pupils and parents. Assessment is focused on learning and contributes to the raising of achievement and attainment of all pupils, which is closely monitored and tracked throughout all key stages. Assessment for Learning (AfL) strategies are varied and accessible to meet the needs of all pupils.

In St Mary's, the following methods of assessment for learning are implemented:

- Sharing agreed Learning Intentions and Success Criteria
- Effective Questioning
- Methods of Assessment – Formative, Summative and Self and Peer Assessment
- Marking for Improvement and Feedback
- Scaffolding Reflection
- Target Setting
- Celebrating achievements and success

RAISING STANDARDS

In St Mary's, raising standards and promoting the creative and academic potential for all pupils is central to whole school improvement. We ensure assessment systems are effective and the dissemination of data throughout the school facilitates self-evaluation and target setting. The Raising Standards Team coordinates and monitors pupil attainment across key stages employing appropriate intervention and support strategies to meet the additional education and other needs of pupils and to help them overcome barriers to learning. Students are encouraged to achieve their potential through a range of support strategies including GCSE and GCE Booster Classes, Learning Partners, Mentoring Programme, Study Skills Seminars and the enriched curriculum provision beyond the classroom.

The following methods and strategies are used to raise attainment and challenge underachievement:

Key Stage 3

Assessment Manager and Pupil Diaries are used to monitor and track pupil attainment and progress. Based on the Year 8 MidYIS outcomes, each pupil in Years 8, 9 and 10 are given a Personalised Target % and the results from the four standardised assessments each year are benchmarked against the Target % through Assessment Manager. These results and other baseline data including Arithmetic Age, Reading Age, MidYIS, PTM and PTE results are used to identify those pupils who are Underachieving, Gifted and Talented and those with Special Educational Needs. This information is regularly analysed by the Raising Standards Team, which include the SENCO, Transition Coordinator, Numeracy and Literacy Co-ordinators and the Raising Standards Leader. Those pupils who are identified as underachieving and in consultation with parents, are placed on a four-week Progress Report monitored by Form Teacher and Year Tutor, to support them reaching their full potential.

Key Stage 4

Based on CAT outcomes, KS3 Data, previous teacher assessments, professional judgment, each pupil in Years 11 and 12 are given a Personalised Target Grade and the results from the five standardised assessments each year are benchmarked against the Target Grade through Assessment Manager. These realistic yet challenging targets are monitored and tracked creating a culture of achievement and high expectations where the role of parents is crucial in ensuring pupils reach their full potential. This information is regularly analysed by the Raising Standards Team and intervention strategies are initiated for those pupils who have been identified as underachieving in a number of subject areas. The Raising Standards Leader liaises with Subject Leaders, Year Tutors, SLT and pupils to coordinate the programme and communicate with parents.

Key Stage 5

In consultation with pupils, teachers use GCSE/BTEC profiles, SIMS Best Chance Predictions and their professional judgement to set realistic but challenging targets for all pupils. These targets are used to inform learning and teaching at Key Stage 5 and supports pupils in reaching their full potential through a range of subject strategies and the school's pastoral programme. The Post 16 Year Head liaises with relevant staff in partner schools in the Area Learning Community to monitor pupils' attainment and achievement.

Educational Progress

Recording:

- Standardised Assessment results are recorded on SIMS Assessment Manager
- Assessments for all key stages are recorded in the teacher's planner
- Homework, class work and end of topic/unit tests are recorded by teachers in their planner (paper or electronic copy);

Reporting:

Reports are given to parents at set times throughout the school year:

Key Stage 3

December	–	Christmas Report – Marksheet
Term 1/2	–	Parent Teacher Meeting
June	–	Summer Report – Subject marks with Teacher Comments

Key Stage 4/5

September	-	Results from Summer Tests and Year 11 GCSE Modules
Term 1/2	-	Parent Teacher Meeting
December	–	Christmas Report - Subject marks with Teacher Comments

PASTORAL CARE

The pastoral care of pupils is the responsibility of all staff. Each Year Group has a Year Tutor and each class has a Form Teacher with responsibilities for the delivery of the Personal Development Programme and for the emotional well-being of each pupil in their form class. The Personal Development Programme enables pupils to develop their self-esteem, positive attitudes and relationships alongside skills that can be transferred outside the classroom. Pupils follow the statutory Personal Development Programme from Years 8 to 12 delivered by Form Teachers supported by external resources and agencies. In Year 13 students follow a Healthy Lifestyle Enrichment Programme developing knowledge, skills and attitudes to make informed lifestyle choices. As reported in the ETI Survey on RSE (June 2010), the teachers acted as ‘...moral compasses for pupils.’ Senior Prefects are assigned to each KS3 Form Class and have specific duties to carry out as agreed by the Rights Respecting School Council. There is extensive links with outside agencies to support and enhance the schools Pastoral Care Programme – Mensana, Start 360°, PSNI, Women’s Aid, Barclays Like Skills, Mood Matters, Holistic Therapies, Action Cancer, Teenage Cancer Trust, Love for Life, Aware

As reported in the ETI Inspection (October 2015) **‘the Pastoral Care in St Mary’s is Outstanding’**.

PROCEDURE FOR DEALING WITH COMPLAINTS

At St. Mary’s High School, we are committed to listening about our service. We will use this information, wherever possible, to help maintain and improve our service. We encourage and welcome all comments and views, both positive and negative. Parents are welcome to come to the school to discuss any matter pertaining to their daughter. It is the belief of the school that this open communication is highly beneficial to all and especially to the pupil. Our policy is designed to establish a clear mechanism for the resolution of complaints which can be accessed through our school website.

AIMS:

Our complaints procedure aims to:

- provide an efficient and thorough system through which issues are effectively addressed
- provide an accessible service that respects confidentiality
- address the issues that arise from complaints in a fair and honest manner within the timescale set out
- treat individuals and groups with openness, equality and inclusiveness
- keep people informed of progress and the final outcome of the issues raised

These procedures do not replace or supplement other established procedures and/or appeals mechanisms in such areas as Child Protection, Special Education, Admissions, Suspensions and Expulsions etc.

The procedures allow for a five stage process ranging from informal to formal. Most complaints are resolved at the informal stage but if a parent believes that the issue has not been dealt with in a satisfactory manner the complaint should be made in writing, initially to the Principal. Ultimate responsibility for the curriculum of the school lies with the Board of Governors and it is involved at Stage 4 and Stage 5 of the procedures.

A full copy of the Complaints Procedure and other School Policies are available from the School Website and School App.

THE SCHOOL DAY

The school day commences at 8:55a.m. and finishes at 3:00p.m. and is divided up as follows:

Years 8, 9 and 10

- 8.50 - 9.05 ASSEMBLY in Assembly Hall (10 mins approx.)
- 9.05 - 9.15 REGISTRATION in Form Room (10 mins approx.)
- 9.15 - 10.00 Period 2 (45 mins)
- 10.00 - 10.45 Period 3 (45 mins)
- 10.45 - 11.30 Period 4 (45 mins)
- 11.30 - 12.05 Period 5 (35 mins)
- 12.05 - 12.45 Period 6 – LUNCH (40 mins)
- 12.45 - 1.30 Period 7 (45 mins)
- 1.30 - 2.15 Period 8 (45 mins)
- 2.15 - 3.00 Period 9 (45 mins)
- **First Lunch (Years 8, 9 and 10): 12.05 – 12.45**

Years 11, 12, 13, 14

- 8.50 - 9.05 ASSEMBLY in Assembly Hall (10 mins approx.)
- 9.05 - 9.15 REGISTRATION in Form Room (10 mins approx.)
- 9.15 - 10.00 Period 2 (45 mins)
- 10.00 - 10.45 Period 3 (45 mins)
- 10.45 - 11.30 Period 4 (45 mins)
- 11.30 - 12.10 Period 5 (40 mins)
- 12.10 - 12.50 Period 6 (40 mins)
- 12.50 - 1.30 Period 7 - LUNCH (40 mins)
- 1.30 - 2.15 Period 8 (45 mins)
- 2.15 - 3.00 Period 9 (45 mins)
- **Second Lunch (Years 11, 12, 13 and 14): 12:50 – 1:30**

HOLIDAY ARRANGEMENTS FOR 2020 – 2021

The school will operate during the period 24 August 2020 – 30 June 2021. It will close for all statutory holidays occurring within this period.

TERM 1

- 24 August 2020 - 22 December 2020 inclusive.
- Bank Holiday: 31 August 2020
- Mid-Term break: 26 October 2020 - 30 October 2020 inclusive.
- Christmas Holidays: 23 December 2020 - 5 January 2021 inclusive.

TERM 2

- 6 January 2021 - 1 April 2021 inclusive.
- Mid Tern Break: 15 February 2021 - 19 February 2021 inclusive.

TERM 3

- 12 April 2021 - 30 June 2021
- Bank Holidays: 3 May 2021 and 31 May 2021

MID-ACADEMIC YEAR CHANGES

Every effort has been made to ensure that all information given in the Prospectus is accurate at the time of going to print. It is not anticipated that there will be changes to this information but if such a situation arises during the school year 2020 - 2021, all parents will be informed through Facebook and School App.

KS3 and KS4 SUBJECTS:

KS3 SUBJECTS	KS4 SUBJECTS	KS5 SUBJECTS
Art and Design Citizenship Geography Drama Employability English French History Home Economics ICT Mathematics Music Personal Development Physical Education Religious Education Science Technology and Design	Art and Design BTEC CPLD Business and Comm. Systems Business Studies Drama Employability English Language English Literature French Further Maths Geography Health and Social Care Home Economics History ICT Personal Development Learning for Life and Work Music OS: Business Services; OS: Environment and Society OCN Applied Science Physical Education Preparing for Adult Life (PAL) Religious Education Mathematics Science Technology and Design	<i>St Mary's High School</i> <u>GCE 'A' Level</u> GCE Art and Design GCE Health and Social Care GCE Professional Business Services GCE Religious Studies GCE Sociology <u>Level 3 Qualifications</u> Cambridge Technical <ul style="list-style-type: none"> • Business • Information Technology BTEC <ul style="list-style-type: none"> • Sport and Exercise Sciences • Children's Care, Learning and Development • Travel and Tourism <u><i>Collaboration with SRC</i></u> GCE Moving Image Arts <u><i>Collaboration with St Mark's</i></u> GCE English Literature GCE Performing Arts <u><i>Collaboration with St Colman's</i></u> GCE Geography GCE Mathematics GCE Digital Technology
EXTENDED CURRICULUM		
STEM Club Orienteering Traditional Music Netball Camogie	GCSE/A' Level Booster Classes Princes Trust xL Programme Coding Club Cross Country Running Guitar Lessons	Choir Homework Club Drama Club Dance Mini Enterprise Cookery Club Gaelic Football Fitness Class

PUBLIC EXAMINATIONS RESULTS August 2019

GCSE RESULTS

Subject	A*	A	B	C*	C	D	E	F	G	U	X	Number A*-C	% A* - C
Art & Design	0	2	3	2	1	0	0	0	0	0	0	8	100%
Business Studies	1	3	6	1	1	2	0	0	0	0	0	12	80%
Drama	0	0	19	0	0	0	0	0	0	0	0	19	100%
English Language	0	20	19	13	14	11	3	1	0	0	0	67	81%
English Literature	1	11	9	10	7	0	0	0	0	0	0	38	100%
French	0	4	3	3	1	0	0	0	0	0	0	11	100%
Further Maths	0	3	2	1	0	0	0	0	0	0	0	6	100%
Geography	0	3	6	1	2	1	0	0	0	0	0	12	92%
Health and Social Care	0	4	4	4	1	2	0	0	0	0	0	13	87%
Home Economics	0	4	5	1	0	0	0	0	0	0	0	10	100%
History	0	3	2	5	6	2	0	0	0	0	0	16	89%
Learning for Life and Work	0	3	10	9	3	2	1	1	0	0	0	25	86%
Mathematics	3	13	15	12	16	7	5	6	5	0	0	59	72%
Music	0	0	5	1	1	3	0	0	0	0	0	7	70%
Physical Education	0	0	3	2	2	2	0	0	0	0	0	7	70%
Religious Studies	2	12	14	11	11	6	4	0	0	0	0	50	83%
Science Double Award	A*A* 0	A*A 0	AA 2	AB 1	BB 3	BC* 6	BC 0	C*C* 4	C*C 3	CC 1	CD 1	41	98%
Science Single Award	0	6	5	9	15	1	1	0	0	0	0	35	95%

Other Qualifications at GCSE

GCSE Subject	2019	
	%A*-C	%A*-E
Polish	100% (4)	100% (4)
Level 2 Qualifications		
Double Award	%A*A*-CC	%A*A*-EE
BTEC Children's Play, Learning and Development	98% (42)	98% (42)
Prince's Trust Level 2 Certificate in Personal Development and Employability Skills	100% (7)	100% (7)
Single Award		
BTEC Children's Play, Learning and Development	100% (6)	100% (6)
NOCN Level 2 Certificate in Applied Science	100% (31)	100% (31)
NOCN Level 2 Certificate in Information Technology	100% (15)	100% (15)
Preparing for Adult Life	100% (12)	100% (12)
CCEA Occupational Studies		
Business and Services	91% (32)	91% (32)
Environment and Society	100% (26)	100% (26)

GCE A' LEVEL

Subjects	No.	A*	A	B	C	D	E	U	No. A*-C	No. A*-E	% A*-C
GCE Art and Design	1	0	0	1	0	0	0	0	1	1	100%
GCE English Literature	7	0	0	0	4	3	0	0	4	7	57%
GCE Geography	1	0	0	1	0	0	0	0	1	1	100%
GCE Health and Social Care	24	0	1	10	11	2	0	0	22	24	92%
GCE Mathematics	1	0	1	0	0	0	0	0	1	1	100%
GCE MIA	1	0	0	0	1	0	0	0	1	1	100%
GCE Performing Arts	1	0	0	0	1	0	0	0	1	1	100%
GCE Polish	1	0	1	0	0	0	0	0	1	1	100%
GCE Professional Business Services	12	0	2	5	5	0	0	0	12	12	100%
GCE Religious Studies	12	0	1	7	1	3	0	0	9	12	75%
GCE Sociology	11	0	0	4	2	3	1	1	6	10	55%

Other Qualifications at Post 16

POST 16 Subject	2019	
	%A*-C	%A*-E
Level 3		
BTEC National Award Children's Care, Learning and Development	100% (6)	100% (6)
BTEC Sport and Exercise Sciences	100% (4)	100% (4)
BTEC Subsidiary Diploma in Travel & Tourism	100% (8)	100% (8)
Cambridge Technical Introductory Diploma in Business	100% (8)	100% (8)
Cambridge Technical Introductory Diploma in IT	100% (4)	100% (4)

THE SCHOOL'S CURRENT FINANCIAL POSITION AND PROJECTS AND RESOURCES

FINANCIAL YEAR APRIL 2019 - MARCH 2020

1.RESOURCES AVAILABLE	2019/2020
TOTAL FORMULA FUNDS ALLOCATED	2,624,297
LMS CASH CARRYOVER FROM PREVIOUS YEARS	226,749
TOTAL RESOURCES AVAILABLE	2,886,894
2. EXPENDITURE	
GROSS EXPENDITURE	2,765,102
LESS INCOME	
NET EXPENDITURE	2,765,102
3.CUMULATIVE CASH CARRYOVER	
Anticipated Balance at 31st March	85,944
Estimated Balance as a % of Total Available	3.0%

SCHOOL POLICIES

PASTORAL CARE POLICY (summary)

Since the opening of the school in 1961 there has been a strong and sustained tradition of caring for our pupils in the progressive stages of their academic, spiritual, personal and social development. We aim to assist each individual to apply herself fully and confidently to the learning process and hence acquire the skills, attitudes, concepts and knowledge necessary for a successful and satisfying school and future life. A highly structured Pastoral Care Programme is operated in the school to help pupils address the issues and problems associated with growing into mature citizens. At all times the staff of St. Mary's School endeavours to act in the best interests of the pupils.

In particular our staff aim to help pupils to:

- feel a sense of worth and dignity
- experience success and achievement
- develop their talents to the full
- assume a sense of responsibility towards themselves and others

The delivery of Pastoral Care in St Mary's High School is through a general and specialised focus and is co-ordinated by a Pastoral Team led by a member of the Senior Leadership Team.

General Focus: This demands a caring commitment by all the teachers to guide and advise pupils on both a formal and informal basis on personal, educational and vocational matters.

Specialised Focus: This helps ensure that at least one teacher in the school - the Form Teacher - has a detailed knowledge of the many individual needs, aspirations, interest and academic progress of each pupil in a particular class and it is hoped this serves to integrate the work of teachers, parents and others in supporting the learning and development of each pupil.

A Year Tutor, supported by a member of the Senior Leadership Team, oversees the general welfare of all pupils in the Year Group and supports the Form Teachers at all times.

We also make available to pupils the help and support of a number of services including Education Welfare, Counselling, Mentoring, Medical Services, Social Services, Careers Advice and our School Chaplain - which combine to meet the varied and often complex needs of pupils.

BEHAVIOUR POLICY (summary)

In St Mary's we are committed to promoting positive behaviour in a supportive and caring environment. As a Catholic and Rights Respecting School, we work together to engender in our pupils positive attitudes and behaviours based on respect for self and others. The promotion of positive behaviour enables pupils to become self disciplined learners who respect diversity, authority and are able to make informed decisions allowing them to fulfil their potential and develop positive relationships with other people.

The management of behaviour issues is linked closely to the pastoral care provision in the school and the Form Teachers, Year Tutors, Behaviour Management Coordinator and Senior Leadership Team play key roles in this area. In the interest of the child they will liaise with other agencies including Education and Welfare Office, Pupil Personal Development Service, Educational Psychologists, Behaviour Support Team, Pupil Personal Development Services, Newry Adolescent Partnership, CAMHS, Just Ask and School Counsellor.

Aims:

Through the establishment of a caring framework as a Rights Respecting School we aim to:

- Encourage all pupils to exercise self-discipline, self respect, respect for others, the environment and local community and personal responsibility in line with Article 29 of UNCRC '**Education must encourage the child's respect for human rights as well as respect for others**'
- Provide a systematic, consistent and appropriate response to behaviour management in school
- Ensure pupils recognise the need to have rules in school and to fulfil their responsibility as outlined in the School Charter

- Foster mutual respect, understanding, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life
- Support the health and safety of the pupils
- Fosters a learning culture that celebrates and rewards positive behaviour, achievement and success
- Create a stimulating learning environment which encourages and rewards personal endeavour and achievement
- Ensure pupils behave appropriately at all times in school and when representing the school on trips and during other activities
- Encourage pupils to respect authority, treating all persons in authority with courtesy and respect
- Support the Personal Development of all pupils by recognising and rewarding high standards of behaviour and effort

Celebrating Positive Behaviour:

In St Mary's we strive to recognise and reward achievement in academic work, extra curricular activities and good behaviour. All teachers use the Achievement System to reward achievements and good behaviour of individuals and classes. The achievement records on the Behaviour Module in SIMS reward pupils who embrace self discipline, enjoy school life and achieve success in their school work. Pupils who are deserving of recognition are awarded certificates, student of month badges and merit badges. Prizes are also awarded in exchange for an agreed number of achievement points.

As a Rights Respecting School we work together to engender in our pupils, positive attitudes and behaviours to allow them to make informed decisions knowing between right and wrong, to be honest, compassionate, tolerant and to show respect for themselves and others. Behavioural incidents are dealt with by the Class Teacher, Head of Department, Form Teacher, Year Tutor, Behaviour Management Coordinator Vice Principal or Principal. Form Teachers are involved at the initial stage and continue to have a supportive role.

- All teachers set high expectations in relation to pupil conduct, behaviour and application towards work
- All pupils who are experiencing emotional issues and as a result have difficulty coping with the demands of school life will be given support through the pastoral and counselling programmes
- All teachers act as positive role models within a rights respecting learning environment
- Form Teachers and Year Tutors have responsibility for monitoring the behaviour of their Form Class/Year Group by promoting high expectations, offering support to all pupils and challenging unacceptable behaviour and actions
- The School Rules and the School Charter have been reviewed in consultation with the Rights Respecting Steering Group, School Council and Staff
- The Behaviour Policy and School Rules are shared with all parents at the beginning of each academic year and parents agree to the school rules by signing their daughter's diary at the beginning of each academic year
- Parents can arrange an appointment with their daughter's Form Teacher or Year Tutor should they be concerned about her behaviour

HOMEWORK POLICY (summary)

Rationale:

Homework is an essential element of learning, it consolidates work which has been undertaken in class and helps to reinforce and extend pupils' knowledge and understanding. Homework encourages pupils to think and learn independently, developing important self-management skills.

Aims:

Teachers in St Mary's set homework on a regular basis to:

- reinforce and assess learning
- continue and consolidate work undertaken in class
- encourage independent learning
- develop research skills (including materials and information not available in the classroom)
- develop literacy skills
- develop important skills such as research, essay writing, note taking
- undertake research to complete GCSE controlled assessments
- complete coursework

- revise for tests and examinations
- develop self-management skills
- allow parents to become involved in their children's work

Organisation:

The pupil diary is used by pupils to record homework. Parents are asked to sign the diary and to use it to communicate with subject and form teacher. Teachers may also use the diary to communicate with parents. Form teachers monitor the diaries on a weekly basis and Year Tutors check each student's diary twice yearly and award achievement points for a tidy diary.

Homework Activities:

In St Mary's homework may involve a range of activities including writing tasks, learning, reading, research or practical work.

Written

Essays
Poems
Reports
Projects
Comprehension
Completing classwork
Performing calculations
Coursework

Reading

For pleasure
For practice
For study
To gain knowledge

Learning

Poetry
Language
Vocabulary
Facts
Spellings

Research

Investigation
Collecting and compiling information
Preparing talks
Conducting interviews
Viewing television
Preparing for Controlled Assessments

Practical

Improving: artistic skills
Improving Music techniques
Improving Language pronunciation
Practising for role play
Using ICT
Online Homework

Role of Parents:

- provide a suitable, quiet place where homework can be completed
- support their daughter and the school by checking that homework is completed and that presentation is to the best possible standard
- encourage and praising their daughter's work
- help when possible e.g. with reading, listening to vocabulary learning
- encourage their daughter to spend sufficient time revising for all examinations
- sign the diary each week and use it to communicate with teachers

Role of Pupils:

- record all homework set by teachers into the diary
- complete all homework – written, learning, reading, research, practical work
- complete all homework to the best of their ability
- submit homework and coursework on the day it is due
- follow the presentation guidelines
- complete all teacher corrections

CHILD PROTECTION POLICY (summary)

All staff in St Mary's have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which all our young people can learn and develop to their full potential. As a Rights Respecting School, we work together to engender in our pupils, positive attitudes and behaviours based on respect for self and others. This policy clarifies the responsibilities of teachers and other staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be properly considered and pursued.

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, the Department of Education (Northern Ireland) guidance “Safeguarding and Child Protection – A Guide for Schools” (DENI Circular 2017/04) and the Area Child Protection Committees’ Regional Policy and Procedures (2005).

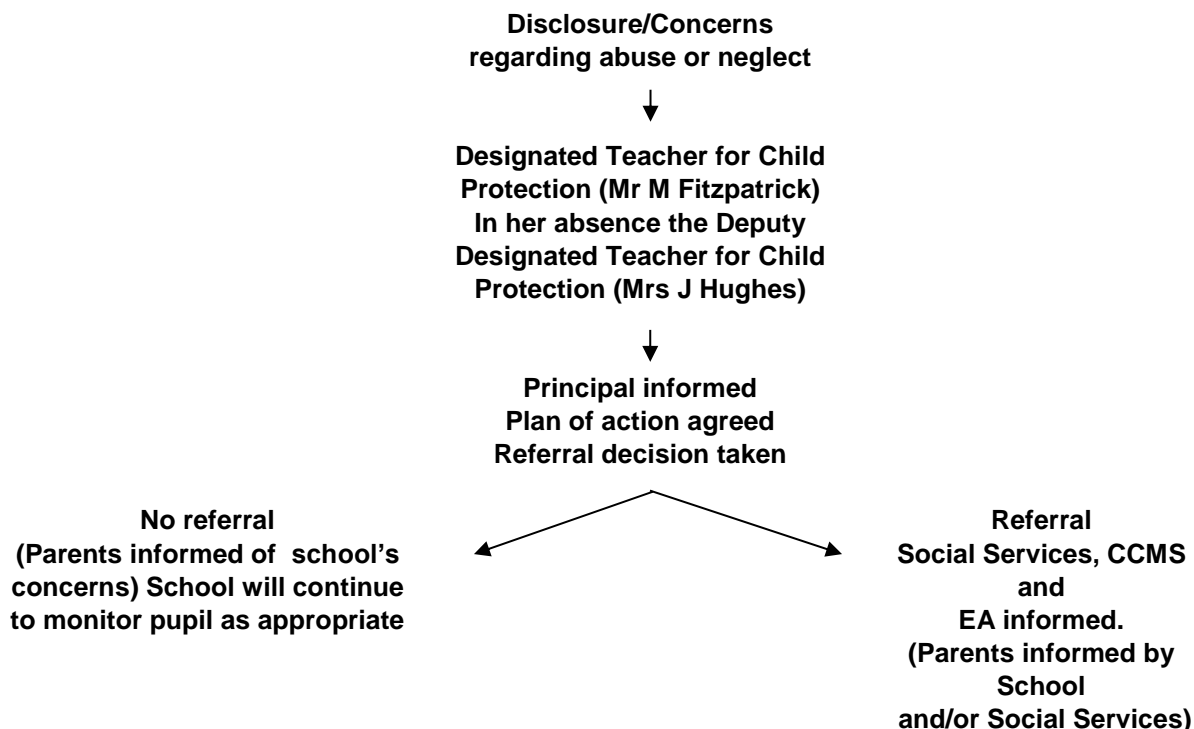
The following principles form the basis for our child protection activity:

- To ensure the child’s right to protection from harmful treatment as defined in ‘**The United Nations Convention on the Rights of the Child**’ – *‘children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them* (Article 19). Moreover, Article 3 provided that *‘when adults or organisations make decisions which affect children, they must always think first about what would be best for the child’*
- It is a child’s right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child’s interest must always come first
- To ensure that the child’s welfare is the paramount consideration – ‘**Children (NI) Order 1995**’. The Children Order defines a ‘child’ as a person under the age of 18
- To have in place a structure within the school which will provide a swift effective response to any incident of suspected or actual abuse
- To provide staff with a procedure for action in any case of suspected or actual child abuse

In all cases of suspected child abuse the school will inform Social Services, CCMS and the EA. The school will NOT be involved in investigating the suspected abuse. It should be noted that information given to members of staff about possible child abuse cannot be held ‘in confidence’. In the interest of the child, staff may need to share this information with other professionals. However, only those who need to know will be told. The Senior Leadership Team in St Mary’s High School will review and update the school’s Child Protection Policy and procedures in the light of any further guidance and legislation.

**Parents may make known concerns regarding their child’s safety to the Principal
or in her absence to the Vice-Principal.**

CHILD PROTECTION PROCEDURES/SUMMARY



SPECIAL EDUCATIONAL NEEDS POLICY (summary)

REFERENCE: CODE OF PRACTICE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 1994 AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY ORDER (NI) 2005.

RATIONALE:

St Mary's High School is committed to providing equal access for all pupils to a broad and balanced curriculum, one which meets their academic, physical, social, spiritual and emotional needs. As a Rights Respecting and Welcoming School, all pupils are supported and encouraged to achieve their full academic and creative potential, following curriculum pathways which meet their interests, abilities and career aspirations. Pupils learn within an inclusive learning environment, one where their individual needs and abilities are met through the school's curriculum and pastoral provisions. Extra support is given to those pupils who have Special Educational Needs and/or disabilities and the school endeavours to make the maximum reasonable arrangements to provide for their needs.

Pupils who have Special Educational Needs are given extra support which addresses their identified needs which are impeding progress and achievement. The SEN provision aims to provide an educational experience which allows all students to achieve their full individual potential and celebrates the academic and creative achievement of all pupils.

MANAGEMENT:

As a Rights Respecting School, St Mary's promotes a culture of tolerance where pupils of diverse identities are welcomed, respected and cherished. In promoting the value of diversity the school has a range of strategies to enable pupils to fully access the curriculum and make progress.

St Mary's High School has an inclusive SEN Policy and is committed to maximising its pupils' academic achievements within a broad and balanced curriculum which addresses the social, spiritual and emotional needs of its pupils.

In liaison with the SENCO and Behaviour Management Coordinator and through agreed IEPs and Behaviour Plans, the specific educational needs of pupils are supported and addressed. Pupils with SEN Statements receive further additional support to meet the challenges of their learning difficulties. Inclusion and equality are central to learning and teaching in St Mary's and every pupil is encouraged to reach her full potential. We aim to provide an educational experience which celebrates all achievements and recognises individuality.

Pupils with Special Educational Needs are integrated into mainstream provision through a mixed ability setting with additional support and resources. Classroom Assistants have been trained in Numeracy and Literacy strategies to support pupils with their learning and deliver the Reading Partnership, Toe by Toe, Numeracy Count Read Succeed and Lexia Programmes. This support also includes smaller class sizes for Literacy and Numeracy in KS3 and KS4. A variety of learning and teaching strategies and differentiated work are used in all subjects. The SEN Adviser support staff through continuing professional development to inform and up-skill to support pupil's learning.

The SENCO liaises with parents and external agencies including Educational Psychology Services, ASD Support Services, EA Transition Coordinator, DEL Careers Service and the EA Service for those with visual and hearing impairments. Through the SENCO's biennial meetings with pupils and parents, IEPs are discussed and reviewed.

All departments have arrangements in place for monitoring and evaluating pupil progress and achievement:

- Personalised Targets identified on IEP's
- Standardised Assessments
- Formative and Summative Assessments
- Progress in Maths and Progress in English (11-14)
- Vernon Spelling Test
- Bangor Dyslexia Programme
- Lexia Programme
- Toe by Toe Programme
- Maths Catch Up Programme
- Reading Partnership Programme
- Achievements and Behaviours

CHARGING AND REMISSIONS POLICY (summary)

Under the Education and Reform Order (N.I.), all pupils are entitled to be educated free of charge. This means that all lessons and activities connected with preparing pupils for approved public examinations will be provided at no cost to the pupils.

Where an activity necessitates overnight accommodation, the appropriate charge will be made for board and lodgings, but these charges will be remitted to those pupils whose parents are on Income Support or Family Income Supplement.

On other occasions the school may decide to take part in 'optional extras' such as visits to the theatre, exhibitions or trips abroad which are not be part of the required curriculum so charges would be made. Pupils will be given the option of participating but it is important for parents to realise that failure to participate will not disadvantage the pupils in any way in terms of the formal curriculum or examinations. Parents will receive written notification of such events and written parental consent will be required if a pupil is to take part in any of these activities.

SCHOOL POLICIES

A full copy of the Complaints Procedure, Child Protection Policy, Behaviour Policy, Anti- Bullying Policy, Drugs Education Policy, SEN and any other school policies are available from the School on request and on the School Website www.stmarysnewry.com and School App.

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Principal: Miss Denise Crawley B.Sc P.G.C.E M.Sc PQH

Chairman of the Board of Governors: Rev. J. E. McClelland BA, DMS, Dip M, MBA, FRSA, F.Inst.LM, FCIM, M.I.FireE, CMCIPD



Maintained Secondary

Girls

Age Range 11-18

Approved Admission Number for 2017: 100

Approved Enrolment Number for 2017: 580



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OPEN NIGHT

Thursday 16 January 2020 at 7:00 pm

Parents/Guardians of pupils in the transfer age group are invited to visit the school, accompanied by their daughters.

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE SCHOOL

The Board of Governors draws up the admission criteria. In the event of oversubscription, the Governors have delegated application of the criteria to the Admissions Subcommittee, composed of the Chairperson (or his/her nominee) the Principal (or her nominee) and another Governor.

ADMISSION CRITERIA: Admission to Year 8 September 2020 - June 2021

The following criteria will be applied in the order set down by the Board of Governors, St Mary's High School, Newry, in selecting pupils for Year 8 entry. The criteria will be applied first to children resident in Northern Ireland at the time of proposed admission and then to children not so resident.

Within each criterion priority will be given to pupils regarded by the Board of Governors, on the basis of supporting evidence by parents or statutory agencies, as having Special Circumstances (medical, social, and security factors). However, the school cannot cause or permit the number of registered pupils in Year 8 to exceed the school's admissions number as determined by the Department of Education.

It will be assumed that any parents/guardians who wish their daughters to attend the school are in agreement with the ethos, philosophy, aims, policies, rules and regulations of the school.

CRITERIA

1. Pupils who normally reside, at the date of their application, in the following parishes, Donaghmore, Drumgath, Middle Killeavy, Newry, Saval, Upper Killeavy, not listed in any order of preference.
2. Pupils from other parishes, who attend Primary Schools in the above named parishes.
3. Pupils from other parishes who have or had sisters or half-sisters enrolled in the school.
4. Pupils whose Transfer Form expresses a first preference for St Mary's.
5. Pupils whose parent/guardian is presently a permanent member of the school teaching/ancillary/auxiliary staff.
6. Pupils from other parishes.

NOTE:

In the event of over-subscription in any one of the criteria, taken in order, pupils will be selected on the basis of (1) Special Circumstances (2) proximity from the home to the school as measured by the shortest walking distance. Priority will be given to those living nearest to the school.

In the event of a tie due to distance being equal and identical surnames, the alphabetical order of the initials of the forename 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 applicant's Transfer/Application Form.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

APPLICATIONS AND ADMISSIONS TO YEAR 8			
Year	Admissions No	Total Applications All Preferences	Total Admissions
2017/18	100	104	99
2018/19	100	96	91
2019/20	100	82	105

ADMISSION CRITERIA: Admission to Years 9-12 September 2020 - June 2021

The following criteria will be applied in the order set down by the Board of Governors, St Mary's High School, Newry for accepting pupils transferring from another school. The criteria will be applied first to children resident in Northern Ireland at the time of proposed admission and then to children not so resident.

Within each criterion priority will be given to pupils regarded by the Board of Governors, on the basis of supporting evidence by parents or statutory agencies, as having Special Circumstances (medical, social, and security factors). However, the school cannot cause or permit the number of registered pupils in Years 9 – 12 to exceed the school's enrolment number as determined by the Department of Education.

It will be assumed that any parents/guardians who wish their daughters to attend the school are in agreement with the ethos, philosophy, aims, policies and regulations of the school.

CRITERIA

1. Their admission would not cause the school to exceed its enrolment number as determined by the Department of Education.
2. Pupils who move into the locality to live and for whom this is the nearest secondary school.
3. Children who have a sister, half-sister presently enrolled in the school.
4. Pupils resident in Northern Ireland at the time of proposed admission.

The Board of Governors, in the light of all available information, will consider the needs of the particular pupil seeking entry to the school and decide whether it is in the pupil's best interest to transfer.

In the event of oversubscription in any one of the criteria, taken in order, pupils will be selected on the basis (1) Special Circumstances (see Year 8) (2) proximity from the home to the school as measured by the shortest walking distance. Priority will be given to those living nearest the school.

ADMISSION CRITERIA: Admission to Years 13-14 September 2020 - June 2021

Students must be able to demonstrate their ability and commitment to pursuing their studies to 'A' Level. To be eligible for admission into Year 13 an applicant must have achieved 5 GCSEs at Grades A* - C including Mathematics and/or English. They must also have had an excellent attendance and behaviour record.

If there are more pupils eligible than there are places available, places shall be awarded in the following order:

1. Applicants with the highest GCSE score – an applicant's GCSE score being calculated on the basis of GCSE results as follows:

A* = 6 points A = 5 points B = 4 points C = 3 points D = 2 points E = 1 point

2. In the event of a tie, priority shall be established by computerised random selection.

Additionally, students who wish to study subjects at A' Level will be required to have achieved Grades A* - B in these subjects at GCSE in particular Religious Education, English, Geography, Science and Mathematics. Those wishing to study Sociology must have achieved at Grades A* - B in English Language.

NOTE:

The lodging of an application is interpreted by the Board of Governors as an indication that the parents and the child concerned accept and is in agreement with the ethos, aims, policies and regulations of the school including the code of conduct and discipline policy of St Mary's High School. Information in relation to these may be obtained from the school.

'OPTIMUM SEMPER FACERE' 'ALWAYS TO DO ONE'S BEST'

The school motto is applicable to all who have an interest in the education of young people and to the young people being educated.

We believe that while we encourage our pupils to do their best, the responsibility is not theirs alone, but is shared with the Church, the family and the school. Recognising that the Church has a divine commission to teach the faith, we must also recognise that parents are the supreme and first educators of their own children. The family forms the earliest and most persistent influence on the child's way of life. All subsequent experiences, behaviour, value judgements and life decisions will mirror the early foundations established by the family.

If you decide to send your daughter to St. Mary's High School, you may be rest assured that the Principal and Staff of the school will do their best to ensure your daughter will reach her full potential. The Church has shown its commitment by supporting the school and by undertaking financial commitments required to ensure that the school has facilities necessary to support the high quality education provided in St Mary's.

The most important person in all of this is your daughter and her future. We believe that we have the necessary expertise and commitment to take your daughter through her post-primary education.



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