

- 1. NAME OF SCHOOL:** St Louis Grammar School
Ballymena
Co Antrim
BT43 5DW
- TELEPHONE:** (028) 2564 9534
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- E-MAIL** stlouisgs@stlouisgrammar.ballymena.ni.sch.uk
- PRINCIPAL:** Mr F Cassidy BA, Dip Ed, D.A.S.E., MA, PQH (NI)
- TRUSTEES:** Sisters of St Louis
- 2. TOTAL ENROLMENT:** 960
- AGE RANGE OF PUPILS:** 11 - 18
- 3. CLASSIFICATION:** Catholic Voluntary Grammar
Co-educational Day School.
- 4. OPEN NIGHT:** For prospective pupils and
their parents:
Thursday 21 January 2010
at 7.15 p.m.

5. SCHOOL ETHOS

This St Louis School is first and foremost a Christian community.

The Educational Philosophy of the School is based on that of the Congregation of the Sisters of St Louis whose main apostolate is education within the Catholic tradition.

The aim passed down to us by the Trustees therefore is to share this Christian and Catholic vision and inspire all to make a positive contribution to society.

The spirit and aim of our Founders must permeate our work in education. Christian attitudes and spiritual enrichment must be interwoven into the fabric of our school. In those we educate, we hope to encourage and develop a spirit of honest questioning in their search for God, so that they will have a solid basis on which to make a lasting commitment to a Christian way of life.

The St Louis approach to education is therefore broad, idealistic and realistic. It embraces the whole person concerning itself with all aspects of the person's development – spiritual, emotional, intellectual, physical, moral and social. It places a high value on respect for the individual person and fosters in our school community that self-respect and respect for others which leads to good relationships in the workplace.

As teachers we also want to inspire pupils with an interest in and love of learning that will last throughout their lives.

Members of the school community co-operate in an educational experience which enables individuals to share with others the vision of Jesus Christ, by their faith, by the fulfilment of their moral obligations towards others and by their special concern for the poor and for those who are disadvantaged intellectually, spiritually or socially.

The need for the school to work towards a Shared Future in Northern Ireland grows out of this philosophy. Collaboration with neighbouring schools should grow into a partnership of strength and purpose and aim to develop mutual understanding and respect for people of all traditions.

SCHOOL AIMS

1. To provide a broad, balanced curriculum for all, within a caring school community, which recognises individual needs and abilities.
2. To develop committed and informed Catholics, who recognise and respect different traditions and cultures and who work towards a shared future in Northern Ireland.
3. To encourage each pupil to achieve their full potential and strive towards excellence in academic studies, sport, music and the arts.
4. To equip pupils with the skills and knowledge needed to cope with the demands of our rapidly changing society.
5. To involve parents by informing and consulting them and promoting their participation in the life of the school.
6. To foster in pupils, concern and respect for others and themselves.

6. ENTRY CRITERIA

It will be assumed that all applicants are aware of and will accept the Catholic ethos of St Louis Grammar School (“the School”).

Parents/Guardians should note that they may be asked to produce documents verifying information pertinent to the Schools 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.

The provision of false or incorrect information or the failure to provide information within the deadlines set by the Schools can result in the withdrawal of a place and the inability to offer a place on the part of any School nominated on the applicant's Transfer Form.

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 assessment, (G.L. Assessment provided by the Post Primary Transfer Consortium)

Information on the assessment is available on the School website www.stlouisgrammar.com.

Parents should provide the following information on Section 'C' of the Transfer Form

Category of information required

The Combined Standardised Score obtained by the child

Entrance Assessment Name

GL Assessment English and Mathematics

Two copies of the Entrance Assessment results sheet are issued. Parents should attach one copy to the Transfer Form as well as recording the Combined Standardised Score at Section 'C'.

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 standardised score include those deemed to be equivalent after consideration of Special Circumstances and Special Provisions (see note below).

In the event that two or more applicants are eligible for the remaining place or places because they have the same standardised score the below criteria 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” covers children fostered, adopted and children from subsequent marriages.

2. Eldest Child This criterion to be defined as “children who are the eldest child to be eligible to be admitted to the School”. This wording covers “only” children and is also intended to treat twins (or other multiples) as joint eldest.

3. Free school meals pupils This criterion is defined as children who are in receipt of free school meals.

4. Feeder Primary School This criterion to be defined as primary schools who have contributed pupils to the School within the last 10 years.

5. Random Selection (Tie Breaker) This criterion to be defined as “a method random selection” as devised by the Board of Governors.; an independent person will draw the required number of names from a ‘hat’ under the observation of a second independent person and a school representative.

The Board of Governors will consider applications claiming “Special Circumstances” and “Special Provisions” (see below).

Applicants claiming that special circumstances and/or special provision exist will be considered first.

In the event that places remain, after those who have taken the assessment have been admitted, 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 assessment required by the School.

SPECIAL CIRCUMSTANCES

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 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.

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 4.00p.m. on 18th December 2009 on the form provided by the school.**

The P.P.T.C. **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 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	Independent evidence to corroborate the existence of the problem
If claimed problem is medical: Evidence that the child was examined by a medical practitioner in relation to the illness, that the problem was a 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 an independent confirmation of the nature of the problem, when it occurred and its impact on the child.
Robust and verified educational evidence to show Entrance Assessment Score does not correspond to child's ability	'Robust and verified educational evidence.' eg. scores obtained in all standardised tests in English and Mathematics, taken by the child since start of Key Stage 2 authenticated by Primary School Principal

Accurate information about the child's attainment is essential. To that end, the parent 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.

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 who through long term illness have been unable to take either of the G. L. Entrance Assessments.

The Board of Governors 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. 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.

In the absence of the above, the P.P.T.C. agreed protocol should be used.

Parents should consult the 'guidance' in the 'registration pack' available on the school website www.stlouisgrammar.com or direct from the School on request and the Access Arrangements and Special Circumstances Policy available in the same ways.

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 to provide precise reasons why the child did not take part in the entrance assessment and provide appropriate documentary evidence.

Parents wishing to claim Special Provision should complete and return the appropriate form available from the School stating the case for eligibility under this category.

IT IS THE RESPONSIBILITY OF PARENTS/GUARDIANS TO ENSURE THAT ALL INFORMATION RELEVANT TO THE ABOVE CRITERIA IS PROVIDED ON OR WITH THE TRANSFER REPORT FORM.

7. SCHOOL CURRICULUM

All courses are subject to the Principal's decision with regard to their viability. Any complaints should be referred to the Principal. Copies of all relevant school documentation are available on request from the Principal.

Learning and Teaching

Pupils learn at different rates and through different learning styles. The teachers in St Louis Grammar seek to optimise student learning by providing a range of teaching and assessment strategies in the classroom

- Giving students opportunities to ask questions in class.
- Providing students with differentiated tasks to challenge their abilities.
- Encouraging students to contribute effectively to class discussions.
- Encouraging students to be independent thinkers and to make use of their thinking skills.

- Providing opportunities to engage in meaningful group work.
- Providing opportunities for independent research and supported coursework production.
- The setting of realistic targets and providing a pathway to best reach these targets.
- Encouraging collaborative learning.
- Providing external stimuli through field work and class visits to appropriate venues.
- Providing students with opportunities to use I.T. as a means of researching and producing work.
- Challenging the student is to stretch their capabilities to achieve their potential.
- The marking of and positive reinforcement of key homework throughout the academic year.
- Providing additional personal support in the classroom and through the pastoral system to help students with specific needs.

Assessment

- Assessment is used as a diagnostic tool to determine levels of pupil knowledge, understanding and skills within subject areas;
- Assessment is integrated into the teaching and learning processes and informs those processes;
- Assessment procedures and instruments include observation, consistent marking of pupils' work, oral and written tests and the opportunity to engage in self and peer assessment;
- Whole-school summative assessment is carried out twice a year and provides the basis for reporting pupils' progress to parents;

- Assessment for Learning aspects have recently been adopted as a methodology and currently are a focus for PRSD;
- Departmental assessment procedures are carried out regularly throughout the year and are adhered to by subject teachers;
- Pupils' work is marked in line with Departmental policy and constructive feedback (*oral or written*) given on all assessment exercises;
- Underachievement is identified;
- Departments analyse their assessment (*public exam*) results and these are compared to bench-mark data (*against NI averages*) to evaluate Departmental improvement;
- Pupils' successes in public examinations are recognised in Prize Evening awards.

(a) Religious Education

This is provided for all pupils. Opportunities for worship exist in the Convent Chapel at various times during the day. Collective worship is a feature of the School Assembly which takes place each morning.

(b) Key Stage 3

In the first three years, there is a broad balanced curriculum on offer which includes Art and Design, Drama, English, French, Geography, History, Home Economics, Mathematics, Music, P.E., R.E., Science, Technology and Design. All pupils take Irish in Year 8 (Form 1), and thereafter in Years 9 and 10 pupils make a choice between Irish and German as a second language. In Years 9 and 10 pupils study Biology, Chemistry and Physics. Throughout the three years one class per week is devoted to Social and Environmental Studies which in Year 10 incorporates Careers Education. (Throughout the Key Stage the six Educational Themes are integrated into the areas of study.)

(c) Key Stage 4

During Years 11 and 12 the following subjects are offered: Additional Mathematics, Art and Design, Business Studies, Drama, English, English Literature, French, Geography, German, History, Home Economics, Information Systems, Irish, L.L.W., Mathematics, Music, P.E., R.E., Science and Technology.

English, English Literature, L.L.W., Mathematics, R.E. and P.E. (recreational) are compulsory.

All pupils must study a language (French, German or Irish) and Science and thereafter a choice of subjects to bring the total to ten. The normal means of examining at the end of Key Stage 4 will be the GCSE examinations. At present, the CCEA examinations are taken in all subjects except Art, German, History, Technology and R.E which are examined by AQA. To conform with the Northern Ireland Curriculum all pupils must follow a course in P.E. (recreational).

(d) "A" Level Studies

Pupils who return after completing the GCSE will generally study 4 Advanced Level subjects at least to AS Level which are chosen after consultation with Careers staff on the basis of their performance at GCSE. The criteria for entry to 'A' level studies is normally Grade B or better in 6 or more subjects with at least a grade B in each GCSE subject being taken to 'A' level. Where there are more suitable applicants than places available a rank order will be devised based on the results of GCSE. Details are available from the Principal.

Subjects offered at 'A' level include Accounting, Art, Biology, Business Studies, Chemistry, Classical Civilisation, Computing, Drama, Economics, English Literature, French, Geography, German, History, Home Economics, Irish, Mathematics, Music, Physical Education, Physics, Religious Education, Technology, AVCE Health and Social Care and AVCE ICT.

Partnership arrangements within Ballymena Learning Together learning community are developing a wide range of 'A' level options for pupils.

(e) Careers Education

This is provided for all year groups from Year 10 to Upper Sixth and occurs not only as a discrete subject, but also as an educational theme in all the areas of study. As Careers Education is now an integral part of the GCSE Social and Environmental Studies course, pupils begin in Year 10 to collate information on a variety of careers. This continues until Year 12 and forms part of their Personal Career Plan. Lower Sixth pupils receive advice on higher education courses and prepare for employment through a Work Experience programme and other related activities.

In Upper Sixth, guidance is provided on the completion of UCAS applications and mock interviews are arranged for all pupils, providing them with access to professional expertise. Finally a Careers Convention is held for pupils in Years 12, 13 and 14 to inform them both about a broad range of career opportunities and various third level courses.

(f) Complaints in connection with the curriculum

All queries with regard to the curriculum provided should be made in writing to the Principal.

(g) Access to documents as defined in regulation 10 of ER(NI)O

This can be arranged with the Principal who will make the documents available on request.

8. SPECIAL EDUCATIONAL NEEDS

In St Louis Grammar School, we aim to be as inclusive as possible but we are constrained by the limitations of the existing building regarding disabled access.

At present the number of pupils on the special educational needs register is relatively small (1.7%), however we are aware that this figure may increase in the future as a result of the proposed new transfer arrangements. This year we have introduced MidYis, Yellis and Alis

which will enable us to identify early those pupils with special educational needs.

- The provision includes:
- The appointment of a SENCO;
- A SEN policy has been constructed and is currently under review;
- Pupils with Special Educational Needs are identified as a result of concerns of parents/teachers;
- Initial diagnostic testing is carried out in school;
- Referrals are made to Educational Psychology Service (*EPS*) as required, for further testing;
- Individual Education Plans (*IEPs*) are written, implemented and reviewed with parents on a regular basis;
- Outside agencies e.g. Behavioural Support Service provide additional support;
- Special arrangements are in place for both internal and external examinations for pupils with Special Educational Needs;
- A classroom assistant has been appointed to provide support for individual pupils as required.

9. CURRICULAR ARRANGEMENTS

Normally, pupils of different age groups would not be in the same class. Classes are not streamed but banding operates in a limited number of cases during Key Stage 4. Regular homework, written, oral or practical is expected from every pupil. Parents are requested not to arrange holidays for pupils during term time.

10.ARRANGEMENTS FOR PASTORAL CARE

This school has always regarded the pastoral care of its pupils as a matter of great importance. Pupils who are experiencing difficulties can receive support from the Form Teachers, the Year Heads and our School Counsellor Mrs Mulvenna. In addition, we are taking steps to enhance the role of the Form Teacher to provide additional pastoral support to our pupils.

Independent counselling is also available from the Contact Youth counsellor Nuala Wymes who is in school every Wednesday morning.

Additional external support is provided where appropriate by the Educational Welfare Service, the Educational Psychology Service and the NEELB Behavioural Support Officers.

Child Protection

This school believes that the safety of the child is of paramount importance and recognises that it has a vital role to play in Child Protection.

The school implements fully its Child Protection Policy which meets the requirements of the DENI circular 99/10 Pastoral Care.

Anti-Bullying Initiatives

In the last year efforts have been made to highlight the harmful effects of bullying and it is our aim to create in St Louis Grammar School an environment free from any form of bullying. Our Anti-Bullying week takes place in November during which we have arranged workshops and visits from external agencies.

Pastoral Care provision includes:

- Induction programmes for all year groups;
- Mentoring System for Year 8 pupils by 6th Form pupils;
- Designated Year Heads; Form Teachers for all pupils;

- Counselling service both on an in-house and weekly external basis;
- Designated Teacher for child protection along with a child protection policy and refresher training for all staff;
- A range of relevant policies e.g. anti-bullying policy;
- Workshop based awareness raising for pupils on a range of issues e.g. bullying; stress and mental health and safe driving;
- Education for Love programme for Year 8;
- Contact with outside agencies e.g. EWS; EPS;
- The pastoral care by Principal for the pupils' welfare;
- The pastoral care by Principal for the welfare of the staff;
- A school chaplain is available for both staff and pupils;
- Careers advice is given to key year groups;
- Support is given to staff and pupils who have suffered bereavement;
- Parents receive 2 reports each year which include an assessment of behaviour and effort;
- The Annual Report to parents is made available;
- The Student Handbook provides the opportunities for teachers/parents to communicate with one another on a day to day basis.

11.ARRANGEMENTS FOR ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE

Attendance

- A positive ethos provides clear expectations for students with regard to the need for regular attendance;

- Daily class registration in the morning ensures pupil attendance is monitored;
- ICT programs (*Lesson Monitor, SIMS*) are employed to provide overall and class by class monitoring of pupil attendance;
- The use of an attendance target (95%) is intended to promote good attendance;
- Regular consultation with external agencies (*the EWO*) by the Senior Teacher in charge of attendance – where attendance becomes an issue;
- Communication with parents – used to alert them of an attendance problem;
- Excellence in attendance is promoted by the award system at Prize Evening;
- Punctuality is promoted through monthly lateness monitoring by Year Heads.

Behaviour and Discipline

- Students are aware of the school's vision and values; positive relationships between teachers and pupils help foster an understanding of appropriate behaviour;
- Teachers are clear in establishing good discipline as the key to creating a positive learning environment throughout the school;
- Pupils are made aware in class of what constitutes 'good' behaviour;
- Through induction programmes, especially in Year 8, parents are made aware of what is acceptable behaviour in class;
- Good communication with parents – parents are informed of behavioural issues and asked to come into school to discuss the issue with key staff;

- Positive behaviour is promoted in school through the use of a variety of instruments and services – School Code of Discipline, Student Handbook, Report Card System, Counselling Services and use of external agencies (Behavioural Support Service, Educational Psychology);
- Positive behaviour is also promoted in school through the use of a variety of procedures – placing pupils on report to effect improvement, lunchtime detention and suspension.
- Positive behaviour is promoted in school through a dress code;
- Student pastoral issues are integrated into lessons eg. building pupils’ self-esteem and anti-bullying in PSHE lessons;
- Positive behaviour is fostered daily in all aspects of the school.

Serious breaches of the School Code of Discipline are dealt with initially by the Year Heads, Vice-Principals and the Principal as appropriate. Detention, suspension and expulsion will be given consideration in very serious cases of pupil indiscipline.

This disciplinary policy will be subject to review and change as found necessary from time to time.

12. INFORMATION ON SPORT

(i) Particulars of the School’s Sporting Aims

In accordance with the St Louis School ethos, the Physical Education department’s general philosophy of education embodies the idea of “education of the whole person”. It attempts to offer all pupils the opportunity to develop skills and attitudes and to form values in close association with those stated in the general aims of the school. The department strives to put into practice the Common Curriculum in Physical Education for Northern Ireland.

All pupils follow a planned and progressive programme of study which focuses on improving and developing their knowledge, standards of

performance, attitudes and their understanding and appreciation of their own and others performance. It is anticipated that pupils experience enjoyment, challenge and success, and a development of personal and social skills through participation in P.E.

Inter school sporting activities are greatly encouraged. Pupils are given the opportunity to take part in arts and sports initiatives and events in the local and wider community in addition to the competitive extra curricular activities with other schools. A balanced programme of curricular and extra-curricular activities strives to ensure that pupils receive optimum benefit from the range of resources for P.E., human and material, available to St Louis.

(ii) Time allocated to sport

A. In class timetable

Year 8	4.2%	}	
Year 9	4.2%	}	
Year 10	4.2%	}	Compulsory P.E.
Year 11	5.0%	}	
Year 12	5.0%	}	
Year 13	5.0%		P.E./Games are voluntary
Year 14	5.0%		

B. Extra Curricular Activities

Due to the 6 day timetable, practice sessions and competition fixtures vary on a weekly basis.

The general pattern is as follows:-

Set Days

Monday

Male/Female	All age groups	Golf lessons	Term I
Male/Female	All age groups	Golf lessons	May - June
Female	All age groups	Hockey	Term I

Wednesday

Male/Female	All age groups	Tennis	Sept -Nov
Male/Female	All age groups	Tennis	March - June
Female	4th Years-U16	Camogie	Terms I and II

Friday

Male/Female	All age groups	Athletics	Term III
Female	Seniors	Camogie	Terms I and II

Additional Activities

Female	1st and 2nd Years	Netball	
Female	3rd and 4th Years	Netball	
Female	Intermediate/Senior	Netball	
Male	1st Years	Gaelic	September - December
Male	3rd Years	Gaelic	September - February
Male	L6th and U6th	Gaelic	November - February
Male	2nd and 4th Year	Gaelic	March - May
Male	2nd Years	Hurling	September - October
Male	Senior	Hurling	January - February
Male	4th and 5th Year	Hurling	January - April
Male	1st Year	Hurling	Blitz in Term I
Male	U12, U13, U14	Soccer	Terms I and II
Male	U15, U18	Soccer	Terms I and II
Male/ Female	All age groups	Badminton	Terms I and II

(iii) Sports Facilities available at the school

- 4 tennis courts (also double as netball and basketball courts)
- 1 all-weather pitch - with training area and long jump facility
- 1 grass pitch with adjacent training area
- 1 multi-purpose sports hall
- 1 assembly hall which doubles as a training/sports area

- f. relatively close proximity to leisure centre for squash, swimming and fitness room facilities
- g. large area of grass suitable for golf, cross country, etc.

(iv) Sports available to pupils at the school

Association football, athletics, badminton, camogie, dance, Gaelic football, golf, gymnastics, health related fitness, hockey (girls), hurling, netball, rounders, swimming and tennis.

13.DRUGS AND SUBSTANCE ABUSE POLICY

Our Drugs and Substance Abuse policy has been compiled, in keeping with DENI guidelines, as a response to the increasing threat within our society. It is in accordance with School Aim 1 in which we seek to be a “caring community”.

1. The school has appointed a Drugs Co-ordinator.
2. The Co-ordinator will liaise with:-
 - (a) The Principal
 - (b) The Pastoral Team
 - (c) Other Staff
 - (d) Parents
 - (e) Outside agencies
3. Efforts will be made to keep Governors, staff and parents aware of this issue.
4. With the Principal’s approval, pupils will be informed and guided about this issue through a variety of approaches.
5. There will be agreed procedures to deal with drug-related problems.

The following points are proposed:-

- (a) Staff will operate through the Co-ordinator who will take the appropriate steps.
- (b) All contact with the press will be through the Principal only.

- (c) Except in rare cases, parents of those pupils involved will be informed about drug related problems which occur while the pupils are under school authority.
- (d) School Code of Discipline Rule 10 will apply.
- (e) Should a problem develop within the school, assistance will be sought from the P.S.N.I. Drugs Squad.

14.EXTRA-CURRICULAR ACTIVITIES

A wide range of sporting, cultural and religious activities are available to all pupils.

(a) SPORTING

Athletics	Gaelic Football	Hurling	Tennis
Badminton	Golf	Netball	
Camogie	Hockey	Soccer	

(b) CULTURAL

Choirs	Educational Visits	Public Speaking
Current Affairs	Irish Dancing	Quizzes
Debating	Orchestra	Traditional Irish Group
Drama		

(c) RELIGIOUS

Community Service	Lourdes Pilgrimage	Retreats
Ecumenical Services	Pioneer Association	
Lough Derg Pilgrimage	Pro-life Group	

The school recognises the importance of developing Education for Mutual Understanding and Cultural Heritage through the experiences of School Aid Romania and Horizon.

15.ARRANGEMENTS FOR MEALS

The school canteen is now a cash cafeteria offering a wide range of meals and snacks. Free meals are still provided. Those who take a packed lunch are expected to consume this in the Assembly Hall. Upper Sixth pupils may leave the school at lunch time.

16.SCHOOL UNIFORM

Every pupil is expected to wear the designated school uniform throughout the day, when representing the school, when going to and coming from school and on other occasions as directed.

17.SUMMARY OF CHARGES AND REMISSIONS POLICY

The Board of Governors of each grant-aided school is required by the Education Reform (N.I.) Order to establish its own Charges and Remissions policy for optional extras and board and lodging on a residential trip funded from resources under its control.

(a) Educational

Charges will be made in respect of all residential and non-residential activities which take place wholly or more than 50% outside school hours when the participation has been agreed in advance by the child's parents. The charge will include the cost of travel, entrance fees, materials, books and equipment and where appropriate, board and lodgings. There will be no remission of charges in any circumstance.

(b) Public Examination Entries

Where a pupil receives tuition in a subject, his/her examination entry fees will be paid by the school out of its delegated budget. In all other cases, except for the most exceptional circumstances, the pupil's parents will be responsible for payment.

(c) Practical Subjects

Charges will be made for ingredients and materials needed for courses in practical subjects provided by the school. The full cost of ingredients or materials will be levied and there will be no remission of charges in any circumstance.

(d) Loss and Damage

Parents of pupils who are responsible for loss of or damage to school property will be expected to pay the full replacement cost of the item(s) involved.

(e) *Capital Fee*

The Capital Fee has been discontinued since 1994.

18.PUBLIC EXAMINATION POLICY

- (a) All pupils will be entered for the GCSE subjects for which they have received tuition during Key Stage 4. Where the option of different levels of entry is possible, appropriate advice will be given.
- (b) All pupils will sit at least 3 “A” level GCE examinations at the end of Upper Sixth.

19.POLICY FOR THE ACCEPTABLE USE OF THE INTERNET AND GUIDELINES FOR INTERNET USE

These will be posted to all parents annually along with the School Code of Discipline. Details can also be accessed on the school web site – www.stlouisgrammar.com.

20.SCHOOL HOURS AND HOLIDAYS

- (a) School commences at 9.00 a.m. and ceases at 3.25 p.m.
(b) Teaching takes place

from 9.05 a.m. to 10.25 a.m.

from 10.45 a.m. to either 12.05 p.m. or 12.45 p.m.

from 12.45 p.m. or 1.25 p.m. to 3.25 p.m.

- (c) The **school terms** for 2010 – 2011 are as follows:

Term 1: 27th August to 22nd December

Term 2: 7th January to 20th April

Term 3: 3rd May to 30th June

Closings:

28th October 29th October 1st November

8th December 14th February 15th February

17th March 18th March 30th May

3rd June

PUBLIC EXAMINATION RESULTS 2008/09

KEY STAGE 3 ASSESSMENT 2008/09

	Percentage of pupils in Key Stage 3 achieving:					
	Level 5 or above			Level 6 or above		
	English	Maths	Science	English	Maths	Science
Test	99.3	100	98.7	81.7	95.7	88.8
Teacher Assessment	99.3	100	100	97.9	97.2	100
N.I. Average (G.S.)	39.7	39.4	34.1	33.0	34.5	27.6
N.I. Average (All)	40.5	41.6	32.9	20.5	21.7	17.7

YEAR 12 PUPILS

Number of pupils in Year 12 in 2008/09 140
Number of these with statements of special educational needs: 0

GCSE

% Entered for 7 or more Subjects	% Entered for 5 or more Subjects	% Achieving 7+ at Grades A*-C	% Achieving 5+ at Grades A*-C
98.6	98.6	91.4	95.7

GCSE

Subject	Number entered	% of pupils achieving grades									
		A*	A	B	C	D	E	F	G	U	X
Additional Maths	31	9.7	19.4	25.8	35.5	9.7	0	0	0	0	0
Art & Design	22	22.7	27.3	27.3	22.7	0	0	0	0	0	0
Biology	54	1.9	11.1	46.3	35.2	5.6	0	0	0	0	0
Chemistry	10	10.0	50.0	10.0	30.0	0	0	0	0	0	0
Design & Technology	42	4.8	38.1	45.2	9.5	2.4	0	0	0	0	0
Drama	9	0	44.4	33.3	0	22.2	0	0	0	0	0
English	140	7.1	29.3	41.4	18.6	2.9	0.7	0	0	0	0
English Literature	8	62.5	37.5	0	0	0	0	0	0	0	0
French	62	11.3	21.0	27.4	27.4	12.9	0	0	0	0	0
Geography	65	9.2	26.2	44.6	7.7	7.7	4.6	0	0	0	0
German	57	15.8	22.8	31.6	12.3	14.0	3.5	0	0	0	0
History	93	12.9	26.9	23.7	23.7	10.8	2.2	0	0	0	0
Home Economics	34	20.6	11.8	58.8	5.9	2.9	0	0	0	0	0
Information Technology	62	14.5	67.7	11.3	4.8	1.6	0	0	0	0	0
Irish	31	22.6	12.9	54.8	9.7	0	0	0	0	0	0
Maths	140	12.1	25.0	32.9	29.3	0.7	0	0	0	0	0
Music	7	42.9	57.1	0	0	0	0	0	0	0	0
P.S.E.	139	9.4	38.1	27.3	18.0	1.4	5.0	0	0.7	0	0
Physical Education	56	21.4	41.1	21.4	12.5	3.6	0	0	0	0	0
Physics	26	0	3.8	26.9	46.2	19.2	3.8	0	0	0	0
R.E.	139	17.3	21.6	31.7	16.5	8.6	3.6	0	0	0	0.7
Science: Double Award	77 (x2)	10.4	31.2	37.7	18.2	2.6	0	0	0	0	0
Total	1381	169	399	455	263	72	21	0	1	0	1

OTHER QUALIFICATIONS

% of Year 12 Pupils Entered	% of Year 12 Pupils Achieving Success
0%	0%

% of Year 12 Pupils achieving no passes in either GCSE or Other Qualifications
0

YEAR 13 AND YEAR 14 PUPILS

Number of Pupils in Years 13 and 14 in 2008/09:	240
Number of these with special educational needs:	0

OVERALL RESULTS - AS Levels

Number of pupils in final year of AS course	% of those pupils achieving	
	3 or more passes at Grades A - C	2 or more passes at Grades A – E
122	79.5	98.4

YEAR 13 “AS” LEVEL RESULTS BY SUBJECT

AS Levels

Subject	Number Entered	% of pupils achieving grades						
		A	B	C	D	E	U	X
Accounting	5	0	20.0	0	40.0	40.0	0	0
Art & Design	9	66.7	22.2	0	11.1	0	0	0
Biology	57	35.1	35.1	17.5	7.0	5.3	0	0
Business Studies	43	9.3	23.3	25.6	25.6	11.6	4.7	0
Chemistry	41	29.3	39.6	19.5	7.3	4.9	2.4	0
Classical Civilisation	7	42.9	0	28.6	28.6	0	0	0
Design & Technology	10	10.0	40.0	0	20.0	30.0	0	0
Drama	7	71.4	14.3	14.3	0	0	0	0
Economics	8	62.5	37.5	0	0	0	0	0
English Literature	19	57.9	15.8	26.3	0	0	0	0
French	8	75.0	25.0	0	0	0	0	0
Geography	19	57.9	15.8	15.8	5.3	0	5.3	0
German	2	0	0	50.0	50.0	0	0	0
Health & Social Care	14	50.0	42.9	0	7.1	0	0	0
History	36	44.4	30.6	8.3	16.7	0	0	0
Home Economics	8	37.5	37.5	25.0	0	0	0	0
Information Technology	38	15.8	55.3	23.7	5.3	0	0	0
Irish	6	50.0	16.7	0	33.3	0	0	0
Maths	41	65.9	22.0	7.3	2.4	2.4	0	0
Music	2	100	0	0	0	0	0	0
Physical Education	22	31.8	31.8	22.7	13.6	0	0	0
Physics	14	42.9	7.1	14.3	21.4	0	14.3	0
Psychology	13	0	38.5	15.4	15.4	23.1	7.7	0
R.E	24	41.7	41.7	16.7	0	0	0	0
Total	453	171	138	71	47	19	7	0

A Levels

Number of pupils in final year of A Level Course	% of those pupils achieving		
	3 or more passes at Grades A-C	2 or more passes at Grades A-E	1 or more passes at Grades A-E
118	72.9	100	100

YEAR 14 "A" LEVEL RESULTS BY SUBJECT

A Levels

Subject	Number Entered	% of pupils achieving grades						
		A	B	C	D	E	U	X
Art & Design	7	57.1	42.9	0	0	0	0	0
Biology	38	31.6	23.7	23.7	10.5	7.9	2.6	0
Business Studies	31	16.1	38.7	35.5	9.7	0	0	0
Chemistry	26	57.7	15.4	15.4	11.5	0	0	0
Classical Civilisation	20	25.0	20.0	35.0	10.0	10.0	0	0
Design & Technology	6	33.3	33.3	33.3	0	0	0	0
Drama	6	33.3	33.3	33.3	0	0	0	0
Economics	3	0	66.7	0	0	33.3	0	0
English Literature	8	37.5	25.0	12.5	25.0	0	0	0
French	3	66.7	33.3	0	0	0	0	0
Geography	23	30.4	43.5	17.4	8.7	0	0	0
German	2	50.0	0	0	50.0	0	0	0
Health and Social Care	15	53.3	40.0	6.7	0	0	0	0
History	35	34.3	34.3	14.3	17.1	0	0	0
Home Economics	10	20.0	40.0	30.0	10.0	0	0	0
Information Technology	21	23.8	42.9	23.8	9.5	0	0	0
Irish	4	50.0	0	50.0	0	0	0	0
Mathematics	39	66.7	15.4	7.7	5.1	5.1	0	0
Music	2	50.0	50.0	0	0	0	0	0
P.E.	16	25.0	31.3	25.0	18.8	0	0	0
Physics	15	40.0	33.3	13.3	13.3	0	0	0
Psychology	5	20.0	0	20.0	40.0	20.0	0	0
R.E	19	57.9	42.1	0	0	0	0	0
Total	354	136	107	66	35	9	1	0

YEARS 13 AND 14

GENERAL NATIONAL VOCATIONAL QUALIFICATIONS (GNVQs)

GNVQ or equivalent		GNVQ Advanced or equivalent	
Number in final year of course	% achieving full qualifications	Number in final year of course	% achieving full qualifications
0	0	0	0

INTERNATIONAL BACCALAUREATE

Subsidiary Level		Higher Level	
Number in final year of course	% achieving full qualifications	Number in final year of course	% achieving full qualifications
0	0	0	0

YEARS 13 AND 14

OTHER EXAMINATIONS

Number of pupils in final year of course	% of those pupils achieving passes in 1 or more subjects
59	100

Name of Awarding Body	Qualification	Number in final year of course	% achieving qualification
OCR	Level 2 Certificate in Enterprise	20	100
City & Guilds	Level 3 – 2 dimensional CAD	10	100
	Level 4 – 2 dimensional CAD	2	100
AQA	GCSE German	1	100
OCR	Advanced Extension Award in French	1	100
CCEA	Advanced Extension Award in Irish	1	100
CCEA	AS Level Further Mathematics	5	100
CCEA	AS Level Biology	2	100
CCEA	AS Level French	1	100
Edexcel	AS Level PE	1	100
CCEA	Keyskill – Certificate of Personal Effectiveness	15	100

SCHOOL LEAVERS DESTINATIONS 2008/09 FROM YEARS 12, 13 AND 14

Number of Leavers 2008/09	Destination % leavers to						
	Another School	Jobskills	FE	HE	Employment	Other	Unknown
153	4.6	1.3	15.0	56.9	3.9	4.6	13.7

ANNUAL ATTENDANCE RATE (ALL PUPILS)

Total Days Attended By Pupils On Roll

As % Of Total Possible Days of Attendance: 94.2%

INFORMATION ABOUT APPLICATIONS AND ADMISSIONS

Since September 2004 the school has been given a First Year admissions figure of 139.

Applications

	Grade A	Grade B1	Grade B2	Grade C1	Grade C2	Grade D	Others	Appeals Upheld	Total Applications
2004/05	92	18	22	16	11	4	0	0	163
2005/06	80	17	24	16	12	9	3	4	165
2006/07	90	19	28	14	17	7	3	2	180
2007/08	73	19	14	16	10	5	1	0	138
2008/09	93	28	31	25	9	10	1	4	197
2009/10	109	21	17	19	11	12	3	3	192

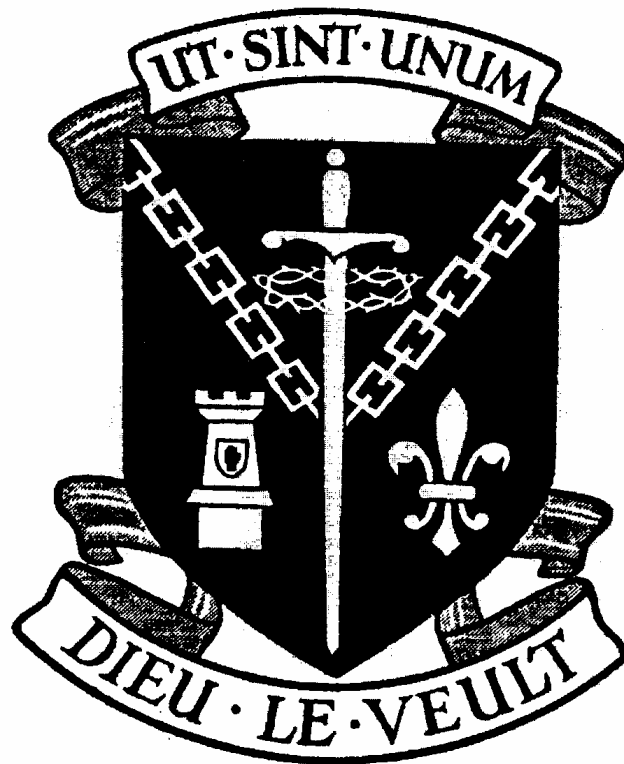
Admissions

	Grade A	Grade B1	Grade B2	Grade C1	Grade C2	Grade D	Others	Appeals Upheld	Total Admissions
2004/05	92	18	22	4	2	1	0	0	139
2005/06	80	17	23	16	3	2	1	4	142
2006/07	90	19	27	3	0	2	3	2	144
2007/08	73	18	14	15	10	4	1	0	135
2008/09	93	28	17	6	0	0	0	4	144
2009/10	108	19	7	4	1	1	2	3	142

The information contained in this booklet was correct at the time of compilation (i.e. January 2010) but is subject to change in the light of intervening circumstances.

St Louis Grammar School

Ballymena



Prospectus (2010 – 2011)

