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INTRODUCTION

ST COLUMB'S COLLEGE
Buncrana Road
Derry BT48 8NH

Tel No: 028 7128 5000
Fax No: 028 7128 5007
E-mail: info@stcolumbs.com

Principal: Mr FJM Madden, B.A., M.Sc., P.G.C.E., P.Q.H. (N.I.)
Chairperson: Mr Patrick Kelly, B.A.

Voluntary
Grammar School
Boys Age Range 11 – 18

Roll: 1401

ADMISSIONS NO. 220

ENROLMENT NO. 1540

Open Day

Saturday 19 January 2019

Session 1 10.00 a.m. – 11.30 a.m. Prospective pupils with Surnames A to L
Session 2 12.00 noon – 1.30 p.m. Prospective pupils with Surnames M-Z

Principal's Address 11.30 a.m. (for Session 1) and 1.30 p.m. (for Session 2)

Entrance Test Results

The Board of Governors has determined that admission to St Columb's College in 2019 will be by an entrance test. All boys who wish to be considered for admission are advised to sit English and Mathematics tests administered by GL Entrance Assessment on Saturday 17 November 2018 or the Supplementary GL Entrance Assessment on Saturday 8 December 2018.

When completing your son's Transfer Form, parent(s)/guardian(s) should make a clear statement that he sat the GL Entrance Assessment and should attach to or enter on the Transfer Form.

1. The grade received in the GL Entrance Assessment, ie A, B1, B2, C1, C2, D must be recorded in Section C of the Transfer Form.
2. The original copy of the official notification of his result in that assessment.

Special Circumstances

If an application is being made for Special Circumstances, an Application Form for Special Circumstances (SC1), available from the College, must be completed. This documentation, Form SC1 – together with the appropriate independent evidence which corroborates the Special Circumstances – must be attached to the Transfer Form.

Claims that medical or other problems affected the performance of the child in the GL Entrance Assessment should have been registered previously on the College's Registration Form for Special Circumstances (Form SCR) by 2.00 pm on Friday 14 December 2018 to the centre at which the applicant sat the GL Entrance Assessment.

Special Provision

If an application is being made for Special Provisions, an Application Form for Special Provision (SP1), available from the College, must be completed and should accompany the Transfer Form. Parent(s)/Guardian(s) also wanting to claim Special Provision should also forward a copy of Form SP1 directly to St Columb's College by 2.00 pm on Thursday 28 February 2019. If a child arrives after this date, claims for Special Provision should be made directly to St Columb's College and the EA (Western Region) School Admissions Office notified.

The type of information which the Board of Governors requires for all those applying for Special Circumstances and/or Special Provisions is detailed in the section below: "*Advice re the Submission to the Governors of Relevant Information and Documentary Evidence*".

Founded in 1879, St Columb's College, Derry's oldest and largest Catholic grammar school, has a proud tradition of scholarship and the unique distinction in Ireland of being the alma mater of two Nobel Laureates. Selected as a Specialist School in Mathematics and Computing, the College is located in the Pennyburn area of the city on a spacious campus comprising modern school buildings and 40 acres of superbly appointed grounds for games and recreation. The classrooms, laboratories, workshops and specialist rooms, all finished to a very high standard, are comfortable and well-equipped. The school boasts a modern communications network with the most up-to-date ICT and Multimedia facilities.

In January 2005 St Columb's was awarded the BECTA ICT in Practice (Collaboration) UK Runner-up Award. In 2007 we received the BECTA ICT Charter Mark and a National Training Award for Staff Development in ICT. In 2008 St Columb's jointly won Best Whole School Award in Northern Ireland at the ICT Excellence Awards and achieved Best

Practice Public Sector Award for developments in ICT. In June 2012, we were again awarded the prestigious ICT Charter Mark. In September 2016 St Columb's College was awarded the ICT Charter Mark for the third time. The award recognised our success in developing the strategic use of ICT in administration and across the curriculum. It recognised us as being at the forefront of modern technological advances in learning, teaching and leadership. This achievement was not surprising given that - by September 2016 - all Key Stage 3 pupils had their own iPads, thus enabling them to enhance their teaching and learning experience. Then, in December 2016 St Columb's was awarded 'Runner Up' in the Capita ICT Excellence Awards in the category of Improving Teaching and Learning through Technology.

The aim of St Columb's is to enable its pupils to realise their full moral, social, intellectual, physical and aesthetic potential. The College works towards increasing pupils' self-discipline and, above all, at deepening their Christian faith and affirming them in its practice. As a Catholic school, St Columb's aims to bring pupils to an awareness that faith in Jesus Christ is the centre point of all the pupil's personal and intellectual development. The recently-refurbished Oratory, situated close to the Foyer, is at the very heart of the College.

Curriculum

St Columb's College, as a member of the Foyle Learning Community, offers an extensive and varied curriculum. Currently 19 different subjects are timetabled at Key Stage 3 Level, 22 different subjects are delivered to GCSE-level or equivalent (eight of which are vocational) and in Sixth Form pupils are undertaking AS, A-level, and other equivalent courses from a range of 33 subjects (of which, 17 are vocational).

The school's pastoral system promotes a close working relationship and friendly personal contact between parents/guardians, pupils and teachers. A comprehensive programme of Personal and Social Education is delivered to all year groups. Curriculum enrichment courses in Year 13 are an integral part of Post-16 education. All pupils participate in the careers education programme.

Sports facilities within the College grounds include soccer, Gaelic and rugby pitches as well as tennis and basketball courts, athletics fields, a 3G pitch, a multi-gym and three halls for indoor games. A new, state-of-the-art Sports Hall was opened in September 2017. A number of activities make use of facilities at the Templemore Leisure Complex, the Foyle Golf Centre and at other local venues. The school is proud of its strong tradition in music and drama (which has recently benefitted from the completion of a bespoke Drama Suits) and there are many activities and clubs in which pupils can develop personal interests and talents.

It is the firm policy of the school to maintain the best possible teacher/pupil ratio.

General Information

The school uniform consists of: Black blazer with College crest, black trousers of conventional cut and full length (no cords, denims or tracksuit bottoms), grey or white shirt, the appropriate Key Stage tie and Year Badge, grey v-necked pullover (if worn), black or grey socks (at least ankle length) and any conventional style of black shoe or boot (which must be wholly black – trainers are not acceptable).

The College seeks a Parental Contribution of £45.00 per family which is used to enhance and enrich pupils' educational experience through activities that otherwise could not be financed from the school budget. . For the Year 8 intake 2018-2019 this contribution will be included in the iPad scheme.

MEMBERSHIP OF THE BOARD OF GOVERNORS

The Board of Governors has overall responsibility for the effective management of the school. The Governors have particular responsibilities in relation to the curriculum, the appointment and dismissal of staff, admissions to the school, discipline, health and safety, school funds and resources and buildings. As well as nominees of the Trustees and the Department of Education, the Board's membership includes an elected Parent Governor and a teacher elected by the teaching staff. The Principal is a non-voting member.

LIST OF MEMBERS

SOURCE OF NOMINATION

Mr Patrick Kelly (Chairman))	Trustees
Rev Fr Michael Canny)	
Mr Shaun McElhinney)	
Sr Perpetua McNulty)	
Ms Pádraigín Ní Mhaonaigh)	Department of Education
Mr Cathal Crumley)	
Mrs Geraldine Canavan)	
Mrs Delma Boggs)	Parent Governor

Mr Vincent Doherty) Teacher Governor

Mr FJM Madden (Principal)) Correspondent

Under the present Scheme of Management, with the exception of the Chairman and the Principal, the term of office of each of the members ends on **29th December 2021**.

VISION, CULTURE, ETHOS

SUSTAINED IMPROVEMENT THROUGH PARTNERSHIP AND COLLABORATION

St Columb's College is a community, 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 the College.

- Education in the College is **person-centred**. It promotes the dignity, self-esteem and full development of each person made in God's image and uniquely loved by God.
- Education in the College is **inclusive**. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.
- Education in the College 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.

*St Columb's College provides a curriculum which offers high quality, rounded education for all pupils so that they can develop their full uniqueness and potential. Staff are committed to, and have opportunities for, **teamwork and personal professional development**.*

In the College, the person and message of Christ find expression in:

- Faith, service, prayer and worship;
- The development of each person's full potential in a climate of joy, freedom, respect, challenge, co-operation and celebration;
- The enrichment of pupil and staff 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 staff, pupils and visitors 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.

St Columb's College leads the way as a strong learning community, co-operating fully with others to provide a breadth of opportunity for the young people of this area.

AIMS AND OBJECTIVES

PRIMARY AIM

To promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable.

SUBSIDIARY AIMS AND OBJECTIVES

1. Religious Development

To strengthen pupils' understanding; to provide instruction and the opportunity for religious experience; to give practical examples of service, gentleness, forgiveness and humility.

2. Moral Education

To teach, by precept and example, Christian responsibility for others, self and environment; to show respect for others and their rights; to practise self-discipline, honesty, truthfulness, reliability and healthy living; to stress the obligation of being conscientious in one's work; to promote altruism as opposed to self-interest.

3. Social Education

To develop in pupils a sense of belonging and of obligation to the various groups of which they are members; to foster secure home-school relationships, a sense of historical identity, an understanding of human inter-dependence and a co-operative spirit; to develop a Christian tolerance towards other identities, cultures and marginal groups; to inculcate sensitivity, sympathy, adaptability, social skills and modest self-confidence.

4. Intellectual Development

To promote oral and linguistic, mathematical, scientific, humanistic, technological and study skills.

5. Aesthetic Development

To encourage sensitivity to beauty and quality in the artistic, intellectual, physical, moral and spiritual domains; to impart knowledge and skills enhancing such sensitivity; to develop powers of critical judgement.

6. Creativity

To nurture inventive thinking and making, the ability to innovate, the making of personal responses, initiative, the use of the imagination and feeling and sensibility.

7. Problem-solving Ability

To promote a positive attitude towards tackling the difficulties of a situation, the learning of decision-making and self-reliance.

8. Public Examination Success

To provide an environment wherein boys will achieve grades commensurate with their ability.

9. Preparation for Adult Life

To underline the need for hard work and perseverance in face of failure; to develop initiative, interest, commitment, realistic independence and motivation, by means of guidance and positive assessment.

10. Physical Development

To develop agility, strength and physical co-ordination, confidence in and through physical activity and the ability to express feeling through movement; to welcome participation in a variety of sports.

11. Enjoyment of Life Now

To provide opportunities to experience success, extra-curricular participation, good teacher-pupil and pupil-pupil relationships; to express optimism based on faith in life as God's gift.

INFORMATION ABOUT SCHOOLS AND ADMISSIONS ARRANGEMENTS

The Education Authority publishes information about schools and admissions arrangements. This also includes particulars about secondary schools in its respective regions, the Transfer Procedure and information about the numbers of applications for admission and numbers admitted to each school in recent years. This information is available for downloading from the Education Authority website, www.eani.org.uk, and for reference in your son's primary school.

ADMISSIONS OF PUPILS TO YEAR 8

The GRADE (A, B1, B2, C1, C2 or D) attained by the applicant in the GL Entrance Assessment shall be used to determine his position in the rank order of students, as detailed in the Admissions Criteria below.

Boys who have a Statement of Special Educational Needs will have their application dealt with by the Education Authority under separate arrangements and are supernumerary to the College's Admissions and Enrolment Numbers.

Special Circumstances and/or Special Provision

Parental claims for consideration of *special circumstances* and/or *special provision* for an applicant shall be examined and decided upon before the application of any of the Admissions Criteria. **The authorised Sub-Committee of the Board of Governors shall, on the basis of all of the documented evidence (See below: "Advice re the Submission to the Governors of Relevant Information and Documentary Evidence") made available to them at the time of reaching their decisions, decide the grade to be used in the application of the Admissions Criteria to such applicants. The Admissions Criteria shall then be applied.**

Northern Ireland Residents

Applicants who are domiciled in Northern Ireland or who will be so domiciled by the start of the 2019/2020 academic year shall be admitted before applicants who are not domiciled in Northern Ireland or who will not be so domiciled by the start of the 2019/2020 academic year.

ADMISSIONS CRITERIA 2019

The Board of Governors has determined that, in the event of the number of applicants being greater than the Admissions Number for the school, applicants shall be selected in the order of priority set down below.

- 1 Applicants awarded a Grade A in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded Grade A.
- 2 Applicants awarded a Grade B1 in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded Grade B1.
- 3 Applicants awarded a Grade B2 in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability

- to those pupils awarded Grade B2.
- 4 Applicants awarded a Grade C1 in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded Grade C1.
 - 5 Applicants awarded a Grade C2 in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded Grade C2.
 - 6 Applicants awarded a Grade D in the GL Entrance Assessment and those applicants regarding whom parental claims for consideration of *special circumstances* and/or *special provision* have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded Grade D.
 - 7 Applicants other than those satisfying any one of criteria 1 - 6 above.

If there are more applicants who satisfy any one of criteria 1 – 7 when they are being applied in the order of priority set down above than there are places available, then pupils shall be selected to fill the remaining places by applying the following Sub-Criteria, in the order of priority set down below:

- (a) Applicants of whom a brother or half-brother or step-brother or legally adopted brother or half-brother is a pupil in the school or will be in the coming year;
- (b) Applicants who are the first boy in the family or, in the case of a family which has arrived on or after 1 January 2014 in the College's traditional catchment area (*details of which are to be found in a leaflet available from the College and at the College's Open Evening*), applicants who are the first boy to reach transfer age in that family since its arrival in the College's traditional catchment area;
- (c) Applicants who are entitled to Free School Meals (ie those who at the date on which they have signed their Post-Primary Transfer Form, or at any date up to and including the 1 May 2019 at 4.00 pm, have communicated within their application that they are listed on the Education Authority Register as entitled to Free School Meals).
- (d) Applicants other than those satisfying any one of sub-criteria (a) – (c) above.

If there are more applicants who satisfy any one of sub-criteria (a) – (d) when they are being applied in the order of priority set down above than there are places available, the authorised Sub-Committee shall fill the remaining places by selecting, on the basis of rank order of age, applicants who satisfy the particular sub-criterion, the oldest candidate being ranked first, the next oldest candidate being ranked second, etc. In the event of two or more candidates having the same birth-date and thereby qualifying for the last place(s), the award of the place(s) shall be granted to the boy(s) who ordinarily resides (reside) within the shortest radial distance from the school. (*Further details re the measurement of radial distance from the school are to be found in a leaflet available from the College and at the College's Open Day*).

Advice re the Submission to the Governors of Relevant Information and Documentary Evidence

To enable the Board of Governors to apply the above criteria, it is the responsibility of parent(s)/guardian(s) to ensure that all relevant information is given on, or attached to, the Transfer Form (with the exception of information required to verify an applicant's age or address). This is particularly important for sub-criteria (a) – (c) where full details should be provided of siblings who are/will be pupils at the College and where entitlement to Free School Meals is registered on the relevant section of the Transfer Form.

Special Circumstances

NOTE: IF A CLAIM FOR THE CONSIDERATION OF SPECIAL CIRCUMSTANCES IS MADE IN RESPECT OF MATTERS FOR WHICH ACCESS ARRANGEMENTS WERE GRANTED OR COULD HAVE BEEN GRANTED HAD THEY BEEN MADE KNOWN TO THE ASSESSMENT CENTRE, THE AUTHORISED SUB-COMMITTEE MAY TAKE INTO ACCOUNT THE FACT THAT THE CHILD WAS GRANTED ACCESS ARRANGEMENTS OR COULD HAVE BEEN GRANTED ACCESS ARRANGEMENTS FOR THOSE MATTERS.

RECEIPT OF CLAIM FOR SPECIAL CIRCUMSTANCES WILL BE GIVEN BY THE TEST CENTRE BUT THE INFORMATION WILL BE SHARED WITH ALL OF THE SCHOOLS TO WHICH THE CANDIDATE APPLIES.

- Special Circumstances are when the parent(s)/guardian(s) of the applicant claim(s) that medical or other problems affected the performance of their child. It is a post examination adjustment to the grade of a candidate who is eligible for consideration. Where a need or problem is identified in advance of the test taking place, candidates must apply for Access Arrangements or, where applicable, take the Supplementary GL Entrance Assessment. Special Circumstances should be sought only where events on the day of the GL Entrance Assessment or factors unknown at the time are considered to have directly influenced the outcome of the GL

Entrance Assessment.

- Circumstances relating to an application for Special Circumstances must apply at the time of the assessment and be supported by appropriate written evidence from a relevant professional. No alteration of grade will be considered without such evidence.
- An initial notification of a claim for Special Circumstances must be made by **2.00 p.m. on Friday 14 December 2018**, using the appropriate form available from the College (Form SCR). The College will acknowledge receipt of such a notice of intent if a stamped, self-addressed envelope is included. No consideration of the award of grade for this application will be given at this stage.

An Application Form for Special Circumstances (SC1 Form) is available from the College in respect of those pupils who wish to apply for Special Circumstances. Where a parental/guardian claim of *special circumstances* is being made, ie that medical or other problems affected a child's performance in the Transfer Procedure Tests, a completed SC1 Form should accompany the Transfer Form. Information and independent evidence regarding the existence of any relevant factor(s) should be given on the SC1 Form/with the Transfer Form. Supporting documentary evidence should show that medical or other problems directly influenced the outcome of the GL Entrance Assessment and that the boy's ability is genuinely higher than that indicated by his GL Entrance Assessment grade.

Where the pupil's problem is a medical one the parent/guardian will be required to produce supporting medical evidence from a relevant practitioner in support of the claim. Where the problem is of a non-medical nature the parent/guardian should describe it in detail and provide independent evidence to corroborate its existence.

In all such cases parent(s)/guardian(s) will be required to supply standardised test scores in Literacy and Numeracy from Primaries 5, 6 and 7. Parent(s)/Guardian(s) may also supply other evidence of an educational nature including relevant school reports. To this end:

- All test results must be dated and verified by the primary school.
- Results from all tests should be accompanied by the name of the standardised test and the suppliers of the test.

The onus is on the parent(s)/guardian(s) to ensure that the above information and accompanying completed application forms are provided to the College. Failure to provide such information will result in the College being unable to consider the application for Special Circumstances.

Special Provision

Special Provision may be made for applicants:

- (i) who are transferring from Primary Schools outside Northern Ireland;
- (ii) who have received more than half of their Primary School Education outside of Northern Ireland;
- (iii) whose educational provision to date has been adversely affected by serious medical or other problems which are supported by independent verifiable documentary evidence and who may as a consequence have been unable to take either the GL Entrance Assessment or the Supplementary Entrance Assessment.

An Application Form for Special Provision (SP1) is available from the College in respect of those pupils who fall into any one of categories (i) – (iii) above. Parent(s)/Guardian(s) of pupils who fall into any one of these categories ought to complete the Application Form and return it to the College as early as possible and no later than 2.00 p.m. on Thursday 28 February 2019. In this application, parent(s)/guardian(s) should provide reasons, with supporting documentary evidence, as to why the pupil did not take part in the GL Entrance Assessment. In all such cases parent(s)/guardian(s) will be required to supply standardised test scores in Literacy and Numeracy from Primaries 5, 6 and 7. Parent(s)/Guardian(s) may also supply other evidence of an educational nature including relevant school reports. The Board of Governors, where it deems it necessary/advisable, will arrange for a suitably qualified person to conduct an assessment to determine the pupil's grade to be used in the admissions process.

DUTY TO VERIFY

The authorised Sub-Committee of the Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Form. **Therefore, information contained within an application that qualifies the applicant for admission will be verified (See below: "Advice re the Submission to the Governors of Relevant Information and Documentary Evidence").** This information will be requested from those applicants who have been admitted to St Columb's when they are being notified of their allocation of a place in the school. **(This information does not need to be supplied with the Transfer Form).**

VERIFYING INFORMATION

To enable the Board of Governors to verify information regarding an applicant's age or address, information will be requested from those applicants who have been admitted to St Columb's College when they are being notified of their

allocation of a place in the school. The following should be provided:
any **one** of the following three documents (**to verify your son's age**):

- The child's Birth Certificate;
- A letter awarding Child Benefit to the child or another letter relating to this benefit;
- The child's Medical Card.

and any two of the following nine documents (**to verify your son's residential address**):

- A bank or building society statement of the parent(s)/guardian(s) or child which shows the address at which the child is resident;
- A utility bill (electricity, gas, Television Licence, telephone {excluding mobiles}) of the parent(s)/guardian(s) which shows the address at which the child is resident;
- A letter awarding Child Benefit to the child or another letter relating to this benefit;
- Electoral ID Card;
- Driving Licence;
- Addressed payslip;
- Mortgage Statement;
- Rental agreement;
- Land and Property Services Rate demand.

Original documents are required and not facsimiles or photocopies.

Parent(s)/Guardian(s) should note that, regarding FSME, where the Parent has not signed the relevant section of the Transfer Form, verification will be sought from the Education Authority Register.

All supporting documentary evidence of medical, educational or other appropriate nature should be supplied to the Education Authority in time for its dispatch together with the Transfer Forms of first preference to post-primary schools.

All **verifying information** regarding an applicant's age or address should be supplied as requested by the authorised sub-committee of the Board of Governors.

It is emphasised that the onus is on the parent(s)/guardian(s) to ensure that the above verifying or other information is provided. PARENTS/GUARDIANS SHOULD NOTE THAT THE PROVISION OF FALSE OR INCORRECT INFORMATION, OR THE FAILURE TO PROVIDE VERIFYING OR OTHER DOCUMENTARY EVIDENCE BY THE REQUIRED DEADLINE, MAY RESULT IN EITHER THE WITHDRAWAL OF A PLACE OR THE INABILITY OF THE COLLEGE TO OFFER A PLACE.
WAITING LIST POLICY

IF A PLACE(S) BECOME(S) AVAILABLE IN YEAR 8 BETWEEN FRIDAY 17 MAY 2019 AND FRIDAY 27 SEPTEMBER 2019 AND THERE ARE MORE APPLICANTS THAN THERE ARE PLACES AVAILABLE IN YEAR 8, PUPILS WILL BE SELECTED TO FILL THE AVAILABLE PLACE(S) BY APPLYING THE CRITERIA FOR ADMISSION OF PUPILS IN YEAR 8. THEREAFTER, PARENTS/GUARDIANS WHO WISH THEIR CHILD TO BE CONSIDERED, SHOULD A PLACE BECOME AVAILABLE, MUST MAKE A NEW APPLICATION IN WRITING. SHOULD A VACANCY ARISE FOLLOWING THIS, THE ADMISSIONS CRITERIA ABOVE WILL BE APPLIED TO SELECT PUPILS FROM THIS WAITING LIST.

LEAFLET 1

DEFINITION OF THE TERM 'TRADITIONAL CATCHMENT AREA'

Our 'Traditional Catchment Area' is co-terminous with the area covered by the following Catholic parishes:

Derry City (Templemore - St Eugene's Cathedral and St Columba's, Long Tower)
Ardmore
Banagher
Castledearg (Ardstraw West and Castledearg)
Claudy (Cumber Upper and Learmount)
Culmore
Dunamanagh (Donagheady)
Dungiven
Faughanvale (Faughanvale and Lower Cumber)
Holy Family, Ballymagroarty
Leckpatrick (Leckpatrick and part of Donagheady)

Limavady (Drumachose, Tamlaght Finlagan and part of Aghanloo)
Magilligan
Melmount (Mourne)
Our Lady of Lourdes, Steelstown
Sion Mills
St Mary's, Creggan
Strabane (Camus)
Strathfoyle (Strathfoyle, Enagh Lough)
Three Patrons (St Patrick's, Pennyburn; St Brigid's, Carnhill; St Joseph's, Galliagh)
Waterside (Glendermott).

It includes the part of the Catholic parish of Doneyloop (Urney and Castlefinn) which is in Northern Ireland.

LEAFLET 2

DEFINITION OF THE PHRASE 'RADIAL DISTANCE FROM THE SCHOOL'

The radial distance is defined as the distance from the centre point of the outer face of the front door of the applicant's normal place of residence to the mark on the frame of the window between the two pairs of front doors to St Columb's College.

CRITERIA FOR THE ADMISSION OF BROKEN COURSE PUPILS (YEARS NINE-TWELVE INCLUSIVE)

The school wishes to accept boys who are suitable for the type of education it offers, and whose parents are in agreement with the Philosophy and Aims of the school and who will give an undertaking of continuing support of the aims and acceptance of responsibility for the pupil's meeting the school's standard of behaviour.

Applications for admission to the school will normally be considered by the Board of Governors in late August. An application for admission to the school for a pupil whose family are arriving from outside the Traditional Catchment Area (see *Leaflet 1, page 8*) of the current Prospectus) to reside within it will be considered by the Board of Governors as soon as practicable after the application is received.

A pupil will be considered for enrolment at the school provided that:

- (1) his admission will not cause the school to exceed its approved enrolment number; and
- (2) in the opinion of the Board of Governors, his enrolment would not prejudice the efficient use of the school's resources; e.g. the admissions number set for a particular year group would be exceeded.

If, at the time of consideration of applications, there are more eligible applicants than there are places available, pupils will be admitted to the school in the order determined by the application of sub-criteria (a) to (d) of the school's Admission Criteria to Year 8, applied in the order of priority set down therein. If a place (places) subsequently becomes (become) available after 1st September in any academic year and there are more eligible applicants than there are places available, pupils will be selected to fill the available place(s) by the application of sub-criteria (a) to (d) of the school's Admission Criteria to Year 8, applied in the order of priority set down therein.

No accommodation will be made for a pupil to repeat Year 12 except where the Governors deem that 'special circumstances' (i.e. medical or other problems which, in the opinion of the Board of Governors, may have affected a pupil's performance in Year 12 or in the GCSE examinations) pertain.

CRITERIA FOR THE ADMISSION OF PUPILS TO YEARS 13 AND 14 (SIXTH FORM)

St Columb's College, Derry is a Catholic Grammar School for boys. The school wishes to accept boys who are suitable for the type of education it offers, and whose parents are in agreement with the Philosophy and Aims of the school. Applicants must:

- a) Produce a report from the Principal of St Columb's or the Principal of the applicant's previous school indicating a satisfactory standard of attendance, punctuality, behaviour and work.
- b) Give a parental undertaking of continuing support for school aims and acceptance of responsibility for the applicant's meeting the school standards of behaviour; and
- c) Accept the rules of the school and understand that progress to Year 14 depends on a satisfactory standard of attendance, punctuality, behaviour and work.

Entry to Year 13 is open to candidates that:

- a) After five years studying for GCSE (or six if having repeated any of Years 8-11), have achieved a minimum of ten points over six subjects (points being allocated as follows: A* = 4 points; A = 3 points; B = 2 points; and C*/C = 1 point). At least one of the subjects passed must be English or Mathematics. Any applicant who has failed to pass either English or Mathematics at GCSE must resit that subject before progressing into Year 14.
- b) After having spent six years studying for GCSE (and not having repeated any of Years 8-11), have achieved a minimum of 12 points over six subjects. At least one of the subjects passed must be English or Mathematics. Any applicant who has failed to pass either English or Mathematics at GCSE must resit that subject before progressing into Year 14.
- c) Have achieved, in the opinion of the Board of Governors, an equivalent standard to those stated in Clauses 1 or 2 above.
- d) Wish to repeat Year 13, having been in Year 13 at St Columb's the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.*
- e) Will, in the opinion of the Board of Governors, achieve success in the courses open to them even if they have lower levels of achievement at GCSE.*

Points are allocated as follows: A = 4 points A = 3 points B = 2 points C*/C = 1 point.

In selecting applicants for entry to Year 13 preference will be given in order of priority to:

1. Applicants wishing to repeat Year 13, having been in Year 13 at St Columb's the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.*
2. Applicants qualifying for entry from Year 12 at St Columb's College.*
3. Applicants from other schools which do not have a Sixth Form, including those applicants that have in the opinion of the Board of Governors attained an equivalent standard to those stated in Clauses a) or b) above.*
4. Applicants from other schools including those applicants that have in the opinion of the Board of Governors attained an equivalent standard to those stated in Clauses 1 or 2 above.*
5. Applicants that will, in the opinion of the Board of Governors, achieve success in the courses open to them even if they have lower levels of achievement at GCSE.*

If there are more applicants - who satisfy any one or all of the above five criteria when they are being applied in the order of priority set out above - than there are places available, then applicants will be selected to fill the remaining places by applying the following sub-criterion:

- Applicants will be ranked by overall GCSE scores with A* = 4 points A = 3 points B = 2 points C*/C = 1 point.
1. Applicants from St Columb's College that have failed to meet the criteria for entry into Year 14 and have in the opinion of the Principal a good chance of achieving success in the courses available to them.*
 2. Applicants from St Columb's College that wish to repeat Year 13.*

* In addition, applicants must have achieved a satisfactory standard in terms of attendance, punctuality and behaviour. A satisfactory standard is deemed to be:

Attendance:	At least 93% attendance in Years 11 and 12 (or Year 13). Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. The Principal may take account of 'special circumstances' that have impacted upon attendance.
Punctuality:	No more than ten lates in Years 11 and 12 (or no more than five lates in Year 13) without due cause.
Behaviour:	Not more than one suspension in Years 11 and 12 (or Year 13).

Each applicant to Year 13 will be expected to study at least three full A-levels or the equivalent. It will only be in very exceptional circumstances that a student will be permitted to drop one AS subject and take up another one in Year 14 (this will also be subject to timetable restrictions).

Applicants wishing to study four AS-levels are required to gain 14 points over five subjects.

Criteria for Any Extra Places Made Available by the Department of Education for Admission into Year 13

The Department of Education may, on request, increase the number of applicants that the school can admit into its Year 13. Places that become available in this way shall be allocated only to applicants who meet the basic eligibility criteria for

Sixth Form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Applicants who have most recently completed Year 12 in St Columb's College.
2. Applicants from other schools where admission to an extra place at St Columb's College has been agreed by the Department of Education.

Parents should note that the Department of Education will, in response to a school's request, increase the school enrolment number in order to allow an extra Post-16 applicant to enrol. DE will first check whether there is another school or schools of a type suitable for that applicant within an hour's journey of where the applicant lives. If there is, DE will then check whether this other school or schools with places available may provide all of the Post-16 courses that the applicant wishes to pursue. If these checks find that no other suitable school may provide all of the Post-16 courses that the applicant wishes to pursue – then DE will agree a school's request for an extra place.

Entry to Year 14 is open to applicants that:

1. Have completed Year 13 in St Columb's to the satisfaction of the Principal by achieving a minimum of grades CDD at AS-level.* Students studying a linear subject, such as, English Literature or Psychology, where a formal AS-level examination may not be undertaken, will need to have achieved a C or D grade in the subject in their internal school examination.
2. Having completed one year of A-level study or its equivalent in another school, have arrived in the Derry area from outside the school's traditional catchment area (*details of which are available from the College and at the College's Open Evenings*) and have submitted to the Principal a report from the Principal of that school which, as well as providing the information required in Clause 1 above, indicates that the applicant is likely to achieve a satisfactory A-level outcome (i.e. three grade Cs) in subjects offered by St Columb's.
3. Qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at St Columb's the previous year, having a recommendation from the Principal and either (a) claiming 'special circumstances' (i.e. medical or other problems which may have affected an applicant's performance in Year 14 or in the GCE Advanced Level examinations) or (b) having a realistic ambition to pursue a particular Third Level course of study and having fallen short of confirmation of his chosen UCAS offer(s) by not more than three grades.

Applicants who do not obtain a minimum of grades CDD at AS-level must make an appointment (for themselves and a parent/guardian) with the Principal on the day that results are issued in order to discuss their options.

In selecting applicants for entry to Year 14 preference will be given in order of priority to:

1. Applicants that qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at St Columb's the previous year, having a recommendation from the Principal and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
2. Applicants that have completed Year 13 in St Columb's to the satisfaction of the Principal by achieving a minimum of grades CDD at AS-level.
3. Applicants that have completed one year of A-level study or its equivalent in another school, has arrived in the Derry area from outside the school's traditional catchment area (*details of which are available from the College and at the College's Open Evenings*) and have submitted to the Principal a report from the Principal of that school which, as well as providing the information required in Clause 1 above, indicates that the applicant is likely to achieve a satisfactory A-level outcome (i.e. three grade Cs) in subjects offered by St Columb's.*
4. Applicants that qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at St Columb's the previous year, having a recommendation from the Principal, having a realistic ambition to pursue a particular Third Level course of study and having fallen short of confirmation of his chosen UCAS offer(s) by not more than three grades.*

* In addition, applicants must have achieved a satisfactory standard in terms of attendance, punctuality and behaviour. A satisfactory standard is deemed to be:

Attendance	At least 93% attendance in Year 13 (or Year 14). Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. The Principal may take account of 'special circumstances' that have impacted upon attendance.
Punctuality	No more than five lates in Year 13 (or Year 14) without due cause.
Behaviour	Not more than one suspension in Year 13 (or Year 14). Any applicant who has been suspended in Year 13 will be required to meet with the Principal before returning to Year 14.

Applicants with lower levels of achievement at AS-level may be accepted for A2-level study if other evidence suggests that they are likely to achieve success in courses available to them.

UCAS Predicted Grades

A pupil's UCAS predicted grade for a subject will be based on his performance in the AS exam for that subject. Any student wishing to have his UCAS predicted grade increased at the time of submitting his UCAS application should note that the maximum that such predicted grades may be increased is by one grade.

APPLICATIONS RECEIVED AND PUPILS ADMITTED TO YEAR EIGHT IN 2018/2019

POSITION AT 5th October 2018

APPROVED ADMISSIONS NUMBER 220
STATEMENTED PUPILS 1

(number of applications withdrawn in brackets)

	Applications	Admissions
1st Preference	188 (2)	186
2nd Preference	35 (1)	33
3rd and further preferences	1	1
Totals	224 (3)	220
Statemented pupils	1	1

ADMISSIONS BY GL ENTRANCE ASSESSMENT GRADE

	GRADE A		GRADE B1	
	Applications	Admissions	Applications	Admissions
1st Preference	65	65	26	26
2nd Preference	18	18	5	5
3rd and further preferences	1	1	0	0
Totals	84	84	31	31

	GRADE B2		GRADE C1	
	Applications	Admissions	Applications	Admissions
1st Preference	18	18	19	19
2nd Preference	3	3	1	1
3rd and further preferences	0	0	0	0
Totals	21	21	20	20

	GRADE C2		GRADE D	
	Applications	Admissions	Applications	Admissions
1st Preference	24 (1)	24 (1)	35 (1)	34 (1)
2nd Preference	2	2	5	4
3rd and further preferences	0	0	0	0
Totals	26 (1)	26 (1)	40 (1)	38 (1)

	OTHERS (Did not sit test)	
	Applications	Admissions
1st Preference	1	0
2nd Preference	1 (1)	0
3rd and further preferences	0	0
Totals	2 (1)	0

APPLICATIONS RECEIVED AND PUPILS ADMITTED TO YEAR EIGHT IN 2017/2018

POSITION AT 6th October 2017

**APPROVED ADMISSIONS NUMBER 220
STATEMENTED PUPILS 2**

(number of applications withdrawn in brackets)

	Applications	Admissions
1st Preference	195 (1)	180
2nd Preference	42	39
3rd and further preferences	0	0
Totals	237 (1)	219
Statemented pupils	2	2

ADMISSIONS BY GL ENTRANCE ASSESSMENT GRADE

	GRADE A		GRADE B1	
	Applications	Admissions	Applications	Admissions
1st Preference	66	66	22	22
2nd Preference	24	24	1	1
3rd and further preferences			0	0
Totals	90	90	23	23

	GRADE B2		GRADE C1	
	Applications	Admissions	Applications	Admissions
1st Preference	28 (1)	28	26	26
2nd Preference	5	5	5	5
3rd and further preferences	0	0	0	0
Totals	33 (1)	33	31	31

	GRADE C2		GRADE D	
	Applications	Admissions	Applications	Admissions
1st Preference	19	19	32	17
2nd Preference	0	0	5	3
3rd and further preferences	0	0	0	0
Totals	19	19	37	20

	OTHERS (Special Provisions)	
	Applications	Admissions
1st Preference	2	2
2nd Preference	2	1
3rd and further preferences	0	0
Totals	4	3

APPLICATIONS RECEIVED AND PUPILS ADMITTED TO YEAR EIGHT IN 2016-2017

POSITION AT 7th October 2016

**APPROVED ADMISSIONS NUMBER 220
STATEMENTED PUPILS 2**

	Applications	Admissions
1st Preference	219	200
2nd Preference	23	20
3rd and further preferences	0	0
Totals	242	220
Statemented pupils	2	2

**ADMISSIONS BY GL ENTRANCE ASSESSMENT GRADE
(number of applications withdrawn in brackets)**

	GRADE A		GRADE B1	
	Applications	Admissions	Applications	Admissions
1st Preference	91	91	21	21
2nd Preference	15	15	0	0
3rd and further preferences			0	0
Totals	106	106	21	21

	GRADE B2		GRADE C1	
	Applications	Admissions	Applications	Admissions
1st Preference	20	20	29	29
2nd Preference	2	2	0	0
3rd and further preferences	0	0	0	0
Totals	22	22	29	29

	GRADE C2		GRADE D	
	Applications	Admissions	Applications	Admissions
1st Preference	21	21	37	18
2nd Preference	2	2	1	0
3rd and further preferences	0	0	0	0
Totals	23	23	38	18

	OTHERS	
	Applications	Admissions
1st Preference	0	0
2nd Preference	3	1
3rd and further preferences	0	0
Totals	3	1

CURRICULUM

The school is concerned with the child as an individual and recognises the uniqueness of each individual in his personality and talents. Consequently, the school's policy will be to develop this personality and these talents to the fullest by providing appropriate experiences and allowing the freest possible choice of academic subjects within the constraints imposed by the requirements of the Northern Ireland Curriculum, the school's availability of appropriate teaching staff and the maintenance of viable class sizes.

SUBJECTS OF THE CURRICULUM

Subjects

The subjects offered in different Key Stages are set out below. We work as a full and committed member of the Foyle Learning Community (FLC) to offer as wide a range of choice at KS4 and Post-16 of both Applied and General subjects.

**LEVEL ONE
YEARS 8, 9 AND 10**

The subjects taught within the statutory Areas of Learning are:

Art and Design
 Geography
 Learning for Life and Work
 Music
 Religious Education
 Technology and Design
 Home Economics

English
 History
 Mathematics
 Physical Education
 Science
 Drama
 Coding

TWO FROM

French
 German
 Irish
 Spanish

The Cross-Curricular skills of Communication, Using Mathematics and Using ICT are delivered across these subjects.

Learning for Life and Work consists of Personal Development - which is delivered by Form Tutors during Form Periods - Home Economics, Local and Global Citizenship and Employability - which are afforded dedicated classes. Drama is also offered as a timetabled subject in Year 9 and is integrated into various subjects at all Levels in the school. CEIAG is incorporated into the Pastoral programme as well as being delivered through and subjects and Employability in Key Stage 3. All Year 10 pupils will also meet with a member of the school's CEIAG Team. These meetings are scheduled to take place on five occasions throughout Year 10. In Year 8 all pupils will be provided with a course on programming, largely making use of the BBC microbit. All Year 10 pupils will be provided with three periods a week introducing them to basic coding and some of the fundamental skills of ICT. At the end of Year 8, pupils will be selected, based on all the available data, for specific support in Literacy and/or Numeracy. Identified pupils will be offered the opportunity of dropping one Language and undertaking extra periods in English and Mathematics in Years 9 and 10.

LEVEL TWO YEARS 11 AND 12

The curriculum for Years 11 and 12 (2018-2019) consists of a core of compulsory subjects:

* English	History or Geography
* Mathematics	Physical Education (non-exam)
Religious Studies	Science (Double Award)

(The possibility of offering individual Science subjects is kept under continuous review)

and a selection of three others from:

Art and Design	Business Studies	Digital Technology
Engineering	French	Geography
German	History	Irish
Moving Image Arts	Music	Physical Education (GCSE)
Spanish	Technology and Design	

*All students study English Language and Literature in Year 11. Pupils who have shown appropriate ability and commitment will be advised to study Further Mathematics and/or English Literature to GCSE-level.

Pupils currently in Year 12 selected for a tailored curriculum will be offered a GCSE in Learning for Life and Work instead of a Modern Language and will study Single Award Science. They will also undertake extra lessons in Mathematics and English. Pupils in Year 11 selected for a tailored curriculum will study Single Award Science instead of Double Award Science and undertake extra lessons in Mathematics and English.

Choice in these subjects is guided by the Pastoral Team, CEIAG staff and relevant subject teachers. The number of pupils selected may be restricted by the school's ability to provide appropriate teaching staff and by the need to maintain viable class sizes. Pupils who have demonstrated appropriate ability and commitment to study will be allowed to take Further Mathematics from the beginning of Year 11.

The organisation of pupils within Form Groups is mixed ability and the composition of teaching groups is dictated by subject choice. Pupils are entered for external qualifications in all subjects studied. Advice on the most appropriate level of entry is taken from the subject teacher in consultation with the Subject Leader.

CEIAG is incorporated into the Pastoral programme and Subject delivery and Employability in Key Stage 4. Pupils in Year 12 will also have one timetabled period of CEIAG per week.

LEVEL THREE YEARS 13 AND 14

In Years 13 and 14 subjects are chosen from the following:

ADVANCED LEVEL (A-LEVEL)

<i>Art and Design</i>	<i>Biology</i>	<i>Chemistry</i>
<i>English Literature</i>	<i>French</i>	<i>Further Mathematics</i>
<i>Geography</i>	<i>German</i>	<i>Government and Politics</i>
<i>Digital Technology</i>	<i>History</i>	<i>Irish</i>
<i>Life and Health Science (Double Award)</i>	<i>Mathematics</i>	<i>Moving Image Arts (Single Award)</i>
<i>Music</i>	<i>Physical Education/Sports Studies</i>	<i>Physics</i>
<i>Professional Business Services</i>	<i>Psychology</i>	<i>Religious Education</i>
<i>Spanish</i>	<i>Technology and Design</i>	

BTEC AND CAMBRIDGE TECHNICAL QUALIFICATIONS

Business (6 units) BTEC Level 3 Extended Certificate
Business (12 units) BTEC Level 3 National Diploma
Construction and the Built Environment (12 units) BTEC Level 3 National Diploma
Engineering (6 units) BTEC Level 3 Subsidiary Diploma
ICT (6 units) (until June 2019) BTEC Level 3 Extended Certificate
IT (6 units) (from Sept 2018) Cambridge Technicals Level 3 Certificate

ADVANCED SUBSIDIARY LEVEL (AS-LEVEL)

AS-levels can be offered in all A-level subjects.

Pupils may also access a range of Post-16 subjects in other schools through the FLC. Last year 49 St Columb's students undertook a subject that is delivered through collaboration between St Columb's and another school in the FLC. In the same period 36 students from other schools in the FLC attended St Columb's to study for a Post-16 qualification.

Subjects are chosen after consultation with parents, Form Tutors, CEIAG staff, subject teachers and pupils.

It is school policy to encourage Year 12 pupils to consider continuing in full-time education for a further two years in the school where this is considered to be appropriate for the individual pupil.

The present Entry Criteria to Sixth Form are set out in the school's Admissions Criteria for Year 13 and Year 14 and are included within this document.

Pupils from other schools who have suitable qualifications are welcome into Sixth Form, as are pupils in the FLC who wish to study a subject not available in their own school. Pupils from St Columb's may, if circumstances permit, study a subject not offered on our curriculum, in another educational centre. Subjects currently undertaken by pupils in Years 13 or 14 include Drama, Health and Social Care, Journalism and Software Systems Development.

The school recognises that different teaching and learning styles may be appropriate for different pupils and so has a policy of offering courses leading to Advanced Subsidiary Levels, Advanced Levels and Applied Advanced Levels.

Pupils may study four subjects at AS-level in Year 13. Criteria have been introduced in order to do so. A student will be recommended to study four AS-levels if he gains 14 points over five subjects {A* = 4 points; A = 3 points; B = 2 points; and C*/C = 1 point}. (Double Award is the equivalent of two x AS-levels). In some circumstances a pupil may be advised to study three subjects at AS-level in Year 13 if it is considered that this will maximise his level of achievement.

In Year 14 pupils may decide to continue to study four subjects to A-level or to study three, having gained an AS qualification in the fourth. It is also acceptable for a student to study a new subject to AS-level in Year 14.

Our programmes of study in Sixth Form are tailored to give pupils the opportunity to study as wide a curriculum as possible and to ensure that an element of choice remains to the end of Year 13.

Two periods of Personal Religious and Social Education are included in the timetable in Year 13 and Year 14, along with three periods of Curriculum Enrichment in Year 13 and one period of Careers Education. In Year 14 CEIAG will be delivered through PRSE.

All pupils in Year 13 undertake Curriculum Enrichment where they may undertake a range of courses such as Cooking for University, Community Work or Certified Courses such as the PE Coaching qualification.

AIM OF CEIAG IN ST COLUMB'S COLLEGE

'*Proud of our past; ambitious for our future*' is the mission statement that drives our aspirational and forward-thinking careers team here in St Columb's. This belief permeates and guides all the work that we as a team do to help motivate and inspire our young men to fulfil their ambitions and make a successful transition into their chosen careers.

In collaboration with our students, teachers, local learning community and other external organisations, we have created a high quality CEIAG programme which was commended by the ETi in our most recent inspection [for our innovative approach to careers curriculum planning; delivering CEIAG workshops in discrete time slots alongside individual careers guidance interviews]. We were shortlisted in the Careers Inspiration category at the prestigious Irish News Workplace and Employment Awards in June, 2018 in Titanic, Belfast. This gave recognition to our ability as a school, to offer a full and varied range of activities and information to support our students as they embark on their personal careers pathways.

Workshops are delivered using a range of strategies inspiring our students to meet the challenges of modern life. Using up to date labour market information, students gain the opportunity to investigate different career pathways and learn how to build up their own CV. The focus is one of employability and enrichment, helping students to develop the skills and attributes needed to become effective leaders and confident and capable collaborators. A recent survey of our Year 14 students indicated that the practical skills which they have developed through this process are giving them the confidence to take steps towards achieving their career ambitions.

Our strong links with the Northern Ireland Careers Service ensures we offer impartial careers advice and guidance to all our Year 12 students. Pupils are aware of their options Post-16 and are confident in the career decisions they make at this stage. Most students will continue their education with us while others may take on a level 2 or 3 qualification or one of apprenticeships we offer. We encourage a personal pathway for each student and offer support and guidance to ensure every individual student chooses the best route for them.

We are proud of our strong University with both Queen's University, Belfast (QUB) and Ulster University. We encourage all our Year 13 students to attend as many University open days as possible as we believe that this helps them foster informed decisions. We have accompanied students to Open Days at QUB, Ulster University, Trinity College Dublin, Cambridge, Oxford, St Mary's University College, Belfast and NUI Galway.

Our fully resourced Careers Hub is a constant hive of activity with scheduled talks, workshops and presentations taking place on a weekly basis. We regularly invite University representatives to speak about campus life and the demands of studying at undergraduate level. This year we have hosted speakers from QUB, Ulster University, Newcastle, Northumbria, Napier, Liverpool Hope and Robert Gordon University, Aberdeen.

Our talented pool of past pupils was never more evident than over the course of the past year as we facilitated talks from former students who now work for some of the most prestigious companies in the world including Allstate, Kainos and Google. For our current students, meeting and liaising with some of their predecessors who have had the same hopes and aspirations is such an inspirational opportunity for them. They can gain a real insight into what it takes to work in some of the top global industries.

Work-related learning

We inspire our students through the value we place on offering each student the opportunity to gain experience of the world of work. Through our long-term relationship with School Employer Connections (SEC) and our own in-house work experience team, we source suitable work related learning placements for all Year 13 pupils. To date, our students have gained experiences in a varied range of industries, from Digital Technologies and Engineering to Pharmaceuticals and Professional services.

Our solid working relationship with the Volunteering and Work Experience Team within the Western Health and Social Care Trust ensures that our students who are interested in any 'health related' careers, can gain the opportunity to experience through placement and volunteering, a range of medical disciplines including occupational therapy, physiotherapy and orthopaedic surgery.

HOME-SCHOOL LINKS AND PASTORAL CARE

Home-School Links

The primary aim of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable. In order to meet this aim, we seek to create a dynamic interaction between home and school, recognising that education is a collaborative task shared by home, school and parish.

Parents are the first teachers of their children. The school and the parish build upon and extend this crucial role. There is a variety of links between home and school – both formal and informal. We firmly believe that an effective home-school partnership is vital to school and pupil improvement.

Staff regard the support and contribution of parents as key elements in the success of the school. The College undertakes to provide information regarding the educational progress of pupils to those who have parental responsibility. The College welcomes close contact with parent(s)/guardian(s) and wishes them to feel free to contact the school at any time. Our principle is one of openness of information at all times except where this might compromise the legitimate privacy of an individual pupil, parent or member of staff, or would compromise a statutory obligation of a school employee.

Parents receive clear information about the aims, organisation and day-to-day life and work of the school. Through the school Prospectus, Governors' Report to Parents, Introduction Sessions for Years 8, Year 11 and Year 13, website, App and regular policy updates, the College aims to keep parents fully informed of all school policies and procedures. A full list of school policies is available for inspection at the school office. Copies of school information or policies can be made available to parents on request (see also Publication Scheme on information available under the Freedom of Information Act 2000). The College welcomes pupil and parent views in the formulation, evaluation and review of all school policies. The Friends of St Columb's plays a valuable role in this regard. Information and Discussion Evenings are held with parents each year as well as special events to assist parents and pupils at important times of subject choice/careers planning.

Through the Daybook, parents and teachers are able to keep open a strong positive line of communication regarding e.g. homework, academic achievement and progress, attendance, punctuality and conduct. Parents may be invited to the school to discuss particular aspects of pupil progress/conduct with the classroom teacher, Form Tutor, Year Head, Senior Teacher, Vice-Principal or Principal. Parents may make an appointment with any of these people by contacting the school office. The staff ensure that parental enquiries or concerns are dealt with sympathetically, promptly and effectively.

It is our belief that teachers are in partnership with parents in the process of teaching and learning. Parent-Teacher Meetings are held annually for each Year Group in order to give parents an opportunity to review with classroom teachers the formal school reports and educational progress of their sons. Pupil assessment outcomes are emailed to parents on a regular basis. The school welcomes the co-operation and help of parents in the teaching and learning work of the school.

Parents are encouraged to support school events, e.g. Prizegiving Ceremonies, important sports events, school musicals or plays, Open Days, Year Group Masses etc. An invitation to events will normally be sent in advance.

Pastoral Care

The Primary Aim of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable. Towards achieving this aim, we have a comprehensive and highly structured programme of Pastoral Care. Each Form Group meets with its Form Tutor for a 15 minute registration period at the start of every school day (30 minutes on a Tuesday). This ensures the successful monitoring of attendance, punctuality, standards of dress and behaviour, homework and overall progress. In every classroom we prominently display a poster promoting the core values that we expect to be fostered by all pupils (see below).

During Years 10-14, Form Tutors are allocated one period per week with their Form Group. Year 8 and Year 9 pupils meet with their Tutors for two periods each week. At this time Form Tutors follow the programme of Pastoral Care prepared by Tutors, Year Heads and Senior Teachers. This is an effective element in our pastoral provision.

Each Year Head oversees the implementation of the programme relevant to his/her own Year Group; he/she meets regularly with the Form Tutors of his/her Year to ensure uniformity of interpretation and delivery of the programme, and to discuss any issues that may arise.

Parents are encouraged to take an active interest in, and be supportive of, the work of the school. Many opportunities are provided for them to do so.

POLICY ON DISCIPLINE/POSITIVE BEHAVIOUR MANAGEMENT

Aim: To create a climate based on Christian principles that is suitable for teaching and learning and to promote in the pupils a sense of responsibility and self-discipline.

GENERAL PRINCIPLES

The Board of Governors of St Columb's College believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Our school community is centred on Jesus Christ, the model teacher, who is the Way, the Truth and the Life. Our school motto is 'seek first the Kingdom of God'. The values of God's Kingdom are therefore the foundations upon which our Behaviour Management Policy is built - values of truth, justice, love, honesty, patience, understanding, forgiveness and the dignity of the human person. The Board of Governors therefore seeks to create a caring and learning environment in the school by:

- promoting at all times Christian values throughout the school community;
- promoting good behaviour and discipline on the part of all pupils;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promoting early intervention;

- identifying the underlying causes of poor behaviour and aiming to effect a change of attitude on the part of an offending pupil;
- providing a safe environment free from disruption, violence, bullying and any form of harassment so that everyone in the school community feels secure and valued;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- encouraging a positive relationship with parent(s)/guardian(s) and with pupils themselves to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

This statement of General Principles was re-adopted by the Board of Governors in November 2014 following consultation with parent(s)/guardian(s) and teachers.

Introduction

The General Principles in respect of discipline have been established by the Board of Governors in consultation with the Principal, parent(s)/guardian(s) and staff. The school's Positive Behaviour Management Policy is based upon these principles. The procedures relating to positive behaviour management and discipline are developed by the Principal in consultation with the staff. These procedures make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, pupils and parent(s)/guardian(s). The procedures are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Accountability for this Policy

1. **The Board of Governors** ensures that this policy is kept under review, is communicated to pupils and parent(s)/guardian(s), is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of behaviour.
2. **The Principal** is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.
3. **Staff**, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
4. **The Board of Governors, Principal and staff** ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They also ensure that the concerns of pupils are listened to and appropriately addressed.
5. **Parent(s)/guardian(s)** take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parent(s)/guardian(s) have the opportunity on Information Evenings, Parent/Teacher Meetings or at any time to raise with the school any issues arising from the operation of the policy.
6. **Pupils** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The school rules and pupil code of conduct are explained to all pupils at the start of each school year and published in the pupil daybook
7. **Training**
The Board of Governors ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.
8. **Interrelationship with other school policies**
In order for the Behaviour Management Policy to be effective, a clear relationship with other school policies has been established.
9. **Involvement of outside agencies**
The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.
10. **Review**
The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Board of Governors informed.

The Board of Governors will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parent(s)/guardian(s). The outcome of the review will be communicated to all those involved, as appropriate.

ST COLUMB'S COLLEGE CODE OF CONDUCT

RATIONALE AND EXPECTATIONS

The **Primary Aim** of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable.

- We seek to create a climate based on Christ's teaching where individuals will acquire a sense of responsibility to themselves, to each other and to our College.
- We believe that all members of the College community have a right to be valued and respected, so that teaching and learning can take place in a secure, welcoming and caring environment where pupils' abilities and talents are nurtured and developed to their full potential.
- We believe that good relationships between teachers, pupils and parent(s)/guardian(s) are essential if we are to attain our Primary Aim.
- We wish to encourage good behaviour amongst all our pupils believing that an atmosphere of mutual respect is conducive to learning and essential for the social and personal development of all members of our College community.
- We believe that teachers, parent(s)/guardian(s) and pupils share a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and followed up.

We expect everyone in St Columb's College to:

- prepare well for school;
- work to the best of their ability at home and in school;
- show respect for themselves and others, adhering to the accepted conventions of courtesy and good manners;
- care for the school and community environment;
- show consideration for the health and safety of themselves and others.

Moral, disciplined and courteous behaviour is expected, not only in the classrooms and corridors of the College, but also in the community, on school buses, and at all College activities or functions, whether on or off the campus. In keeping with the philosophy of the College, that a school is as good as the reputation of its students, disciplinary action may be implemented in response to any off-campus behaviour that contravenes this Code of Conduct.

Undesirable behaviour in pupils:

- being unkind to their peers, including engaging in any form of bullying;
- being unkind to their peers who have particular talents or who win awards;
- calling out in class, interrupting others and being inattentive when others are contributing to the lesson;
- displaying a lack of interest in learning and preventing others from learning;
- being unable or unwilling to abide by the accepted conventions of courtesy and good manners;
- defacing or destroying other pupils' belongings or school property;
- directing abusive language at other pupils or the teacher;
- acting aggressively or with violence towards other pupils or the teacher.

ST COLUMB'S COLLEGE CORE VALUES

(The Core Values are not an exhaustive list of rules but can be applied to most scenarios that may occur within the school.)

1. I will show respect for myself, for others and for my school.
2. I will work to the best of my ability at all times.
3. I will be properly prepared for all my lessons and activities.
4. I will co-operate fully and contribute positively in all of my classes.
5. I will take responsibility for my words and actions.

ST COLUMB'S COLLEGE RULES

The pupils of St Columb's College are required:

- to act with common sense and responsibility, showing respect, courtesy and consideration for others;
- to conduct themselves in a befitting manner on the way to and from school and whilst dressed in school uniform;
- to respect the authority of all the teaching and support staff as well as that of school transport workers and prefects;
- to observe the discipline that is proper to each part of the College or to particular activities within the College;
- to respect the health and safety of themselves and others at all times;
- to attend school regularly and arrive punctually for school and all classes;
- to remain on the College premises from 8.30 a.m. until 3.30 p.m. and attend all the requisite classes unless excused from so doing by the relevant authority;

- to provide a written explanation of any absence, immediately upon return, signed by a parent or guardian;
- to refrain from making appointments during school time when possible and to provide a written note in the daybook in advance explaining the details of any appointments. If such appointments are unavoidable pupils (particularly in Key Stage 3) should be picked up and returned to school by their parent or other appropriate adult.
- to complete all class assignments, homework and coursework on time and to the best of their ability;
- to maintain a neat and tidy appearance, wearing the correct College uniform and accepting the College standards regarding appearance;
- to respect the property of fellow pupils, the school and the community;
- to use all school equipment in accordance with established guidelines;
- to represent the College in any activity, if so requested, and to prepare properly to represent it worthily (unless it is decided otherwise by the College after consultation with a parent/guardian);
- to avoid the use of harmful substances including tobacco, e-cigarettes, alcohol, solvents and illicit drugs;
- to refrain from any unauthorised selling or buying of merchandise;
- to use only the designated areas and designated times for eating and drinking.

Students should be aware that progression from year to year is dependent on the following three criteria being fulfilled:

1. A positive behaviour report;
2. A good record of attendance and punctuality;
3. Evidence of a sustained academic endeavour.

PROVISION OF RELIGIOUS EDUCATION

In St Columb's the Religious Education of the pupils is accomplished in two equally important and complementary ways:

- (i) *through the totality of experiences in the College, and*
- (ii) *through the religious education programme.*

The 'totality of experiences' in our school includes such important elements as:

- *the commitment and personal lives of the teachers and pupils in an active Christian community;*
- *explicit reference to and respect for religious faith in all aspects of life in the school;*
- *frequent and meaningful liturgies;*
- *a high level of social concern through working for justice and peace;*
- *the existence of healthy links between school, family and parish.*
- *the provision of retreats at the end of each Key Stage*

In the teaching programme, every pupil in Key Stage 3 attends at least three periods of Religious Education each week. Those following the GCSE syllabus have four periods per week and those following the AS/A2 syllabus in Religious Studies have eight periods per week.

Once a week, each Year Group comes together for collective worship; on the other four days each Form Group says prayers with the Form Tutor before Registration.

The school's Religious Studies Department supports the work of the Chaplaincy Team through the development of the spiritual life of our pupils.

The celebration of the Eucharist takes place every Wednesday and Friday mornings before registration at 8.40 a.m. in the school Oratory. All pupils and staff are invited to participate. In the second week of September Special Assemblies are held for each Year Group, to mark the beginning of the academic year. In early-September the parents of Year 8 pupils are invited to the school for a Service of Commitment to ask for God's blessing on their sons' time in St Columb's. Parents are also invited to attend the Year 8 Mass during October.

Year 13 pupils end the year with a Directed Retreat. Retreat programmes are also provided for all other year groups throughout the year.

ABOUT OUR POLICY ON RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education (RSE) in St Columb's College is taught within the moral, spiritual, social and inclusive framework that reflects the beliefs and ethos of our Catholic school.

Many aspects of the programme are reinforced by the general climate and everyday interactions within the classroom and the school. It cannot be confined to a taught programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in the school, in every part of the curriculum and in every activity. At St

Columb's College we recognise and fully respect that parents have the primary duty and right to be the first and principal educators of their children. We see ourselves as supporting and helping parents to fulfil this responsibility. The attitude, beliefs and behaviour of pupils in all their relationships are primarily formed and greatly influenced by their experiences within the family and the relationship they have with their parents / guardians. The family is of course the best place for Relationships and Sexuality Education to take place and the rights of parents to do this must always be respected. However many parents find great difficulty in discussing this aspect of growth and development with their children. As educators concerned with the development of the whole person, we need to be able to assist parents in this endeavour. Whilst acknowledging that this can sometimes be challenging in the present climate, it is important that our young people are presented with values, beliefs and attitudes which reflect the true nature of human relationships and sexuality.

'God is love and he who abides in love abides in God, and God abides in him'. (1 Jn 4:16)

MISSION STATEMENT

St. Columb's College approaches Relationships and Sexuality Education in the context of faith in Jesus Christ, which is seen as the centre point of the pupil's development.

This policy recognises:

- (a) that the school's role is one of support, openness and collaboration with parents in their role as primary educators for love;
- (b) The uniqueness of each pupil's personality, gifts and development.

Roles and Responsibility

All partners including the Board of Governors, Parents/Guardians, School Management Team and Teaching Staff, have roles and responsibilities in ensuring the implementation of RSE Policy in our school. Given the sensitive nature of the work staff training is very important paramount.

It is recognised by the school that the Parents/Guardians are the primary educators of the children and their role in education concerning relationships and sexuality is seen by the school as being very important. The work of RSE in the school is designed to be supportive of the efforts of parents and their concerns for the health, safety, security and wellbeing of their children.

While RSE is a statutory component of the NI Curriculum, parents/guardians or carers have a right to have their children educated in accordance with their wishes. There is no legislative provision permitting parental withdrawal from RSE, however schools can grant these requests on an individual basis. The school will consider how it can support those who chose to withdraw their child from all or part of RSE.

Programme of Study

Pupils undertake a coherent programme of study in Relationships and Sexuality Education from Year 8-14 in the School. This is done largely through the school's Pastoral, Religious Education, Science programmes with curricular links via units of work in English, Home Economics and Physical Education. In Years 13 and 14, the programme is centred around delivery via the Sixth Form enrichment programme and whole-school delivery through the Health Education programme. At each stage, the content is appropriate to the age group and teachers seek to achieve the balance between delivery of content and the development of a moral approach based on Catholic teaching.

THE EDUCATIONAL ACHIEVEMENTS OF PUPILS

PUBLIC EXAMINATION RESULTS 2017-2018

YEAR 12 PUPILS

Number of Pupils in Year 12 211
on 06 October 2017

Number of these with a statement
of special educational needs 1

GCSE

% Entered For 7 Or More Subjects	% Entered For 5 Or More Subjects	% Achieving Grades A-C	
		<i>7 or More</i>	<i>5 or More</i>
100	100	83	91

Subject	Number Entered	% of Pupils Entered Achieving Grades:									
		A*	A	B	C	D	E	F	G	U	X
Applied Business	40	0	8	35	25	10	13	3	3	0	5
Art & Design	43	2	16	37	35	9	0	0	0	0	0
Business Studies	38	3	16	37	26	11	8	0	0	0	0
Chinese	1	100	0	0	0	0	0	0	0	0	0
Engineering	34	0	15	32	35	15	3	0	0	0	0
English Language	210	6	35	45	14	0	0	0	0	0	0
English Literature	177	1	20	50	25	2	0	1	0	0	0
French	57	4	9	32	28	19	5	2	2	0	0
Further Mathematics	50	8	20	30	38	2	2	0	0	0	0
Geography	111	3	25	32	29	5	5	1	0	0	0
German	34	3	18	24	24	24	9	0	0	0	0
History	119	3	22	30	31	11	3	1	0	0	0
Information Technology	117	4	35	31	20	5	3	2	0	0	0
Irish	24	17	21	33	29	0	0	0	0	0	0
Journalism	4	0	25	50	0	25	0	0	0	0	0
Learning for Life and Work	15	0	0	0	0	40	20	13	20	0	7
Mathematics	210	8	25	30	33	3	1	0	0	0	0
Moving Image Arts	20	0	10	35	30	15	0	10	0	0	0
Music	13	8	15	8	31	8	31	0	0	0	0
Physical Education	37	0	30	27	35	8	0	0	0	0	0
Religious Studies	200	2	23	34	24	13	5	1	1	0	0
Religious Studies (Short course)	10	0	0	0	10	20	0	30	20	0	20
Science (Double Award)	390	5	23	35	28	7	1	1	0	0	0
Science (Single Award)	15	0	0	20	60	7	13	0	0	0	0
Spanish	101	6	11	21	37	21	3	2	0	0	0
Technology and Design	30	0	10	27	40	17	3	0	0	0	3

OTHER QUALIFICATIONS

Number of Year 12 Pupils Entered	Achieving Passes in one or More Subjects
1	100

of Year 12 Pupils Achieving No Passes in Either GCSE or Other Qualifications
0

YEAR 14 PUPILS

Number of Pupils in Years 13
and 14 on 06 October 2017 352

Number of these with
a statement of special educational needs 4

A-LEVEL OR EQUIVALENT

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
160	53	99	100

Subject	No. Entered	% Achieving Grades:						
		A*	A	B	C	D	E	U
Applied Business (Double Award)	26	15	8	31	38	0	8	0
Applied Business (Single Award)	33	3	24	48	24	0	0	0
Applied I.C.T.	30	3	23	53	17	3	0	0
Art & Design	12	8	25	33	17	17	0	0
Biology	21	0	0	62	14	19	5	0
Business Studies	7	0	0	14	71	14	0	0
Chemistry	15	7	13	60	13	7	0	0
Construction (A-level equivalent)	6	50	50	0	0	0	0	0
Design and Technology	13	0	0	0	46	31	23	0
Digital Technology	18	0	6	11	44	33	6	0
Engineering (A-level equivalent)	15	100	0	0	0	0	0	0
English Literature	31	0	3	13	35	45	3	0
French	7	0	14	0	71	0	0	14
Geography	15	0	13	33	40	7	7	0
German	8	0	25	38	0	13	25	0
Government and Politics	26	0	12	58	15	12	0	4
Health & Social Care (Double Award)	4	0	0	25	50	25	0	0
Health & Social Care (Single Award)	2	0	0	100	0	0	0	0
History	22	0	18	45	32	5	0	0
Irish	7	0	57	14	0	29	0	0
Journalism	9	0	0	33	56	11	0	0
Life and Health Science	14	0	7	36	14	29	14	0
Mathematics	42	0	29	31	24	7	5	5
Moving Image Arts	9	0	11	11	44	22	11	0
Music	12	0	0	25	33	33	8	0
Physics	17	0	18	18	29	18	12	6
Psychology	15	0	7	0	27	40	20	0
Religious Studies	17	0	12	47	29	6	6	0
Spanish	8	0	50	13	13	25	0	0
Sport and Physical Education	18	0	11	33	39	11	6	0

OTHER EXAMINATIONS

Number of pupils in Final Year of Course	% Achieving Passes in one or More Subjects
15	53

PERFORMANCE IN PUBLIC EXAMINATIONS – 2015/16–2017/18 - GRAMMAR SCHOOLS

Performance Indicator	2015/16	N.I. Average 2015/16	2016/17	N.I. Average 2016/17	2017/18
% achieving 5+ GCSEs at Grades A*-C (or equivalent)	95	94.9	89.6	94.7	90.5
% achieving 7+ GCSEs at Grades A*-C (or equivalent) including English and Maths	87	87.6	82.6	86.3	82.9
% achieving 3+ A Levels at Grades A-C (or equivalent) ¹	69	72.4	67.3	73.6	52.5
% achieving 2+ A Levels at Grades A-E (or equivalent) ²	100	99.4	99.4	99.6	99.4

¹ A-level figures include those pupils who achieved AS-level passes at Grades A-C and who did not sit the A2 modules of these subjects. In this respect two AS-levels are equivalent to one A-level.

² A-level figures include those pupils who obtained AS-level passes at Grades A-E and who did not sit the A2 modules of these subjects. In this respect two AS-levels are equivalent to one A-level.

KEY STAGE 3 ASSESSMENT

Teacher-Assessed Outcomes

Subject	% achieving Level 5 or above		% achieving Level 6 or above
	St Columb's	N. Ireland - 2016-17 (Boys' Grammar best estimate)	St Columb's
Communication	94.6%	94.8%	69.3%
Using Maths	98.0%	96.8%	74.8%

SCHOOL LEAVERS' DESTINATIONS 2017/18

Number of Leavers 2017/18	Destinations - % of Leavers to					
	Another school	Jobskills/Modern Apprenticeship	F.E.(1)	H.E.(2)	Employment/ Seeking employment	Other/ Unknown
256	15%	5%	19%	51%	3%	7%

NOTES:

(1) Further Education-Post GCSE Courses (e.g. B Tech at Levels 2 and 3)

(2) Higher Education-Universities, Training Colleges, HND Courses, Foundation Art courses etc.

ANNUAL ATTENDANCE RATE (2017-2018)

Total days attended by pupils on roll as of total possible days of attendance - 94%

DESTINATIONS OF YEAR 14 LEAVERS

AUGUST 2018

There were 163 students in Year 14 in the course of the 2017-2018 school year. The table below details the destinations of these Leavers.

University	119	73.01%
Foundation Studies at Institutes of Further and Higher Education	2	1.23%
Teacher Training College	4	2.45%
Institutes of Further and Higher Education Higher Education	4	2.45%
Taking a year out – applying for university for October 2017	7	4.29%
Total on or qualifying for Higher Education Courses (Degrees and H.N.D.s)	136	83.44%
Institutes of Further and Higher Education Further Education	9	5.52%
Employment/seeking employment or Training	8	4.91%
Total on Further Education Courses, in Employment or Seeking Employment, or Training	17	10.43%
Repeating A-levels in St Columb's College	3	1.84%
Transferred to another Second Level school	1	0.61%
Emigrated	0	0.00%
Other/Unknown	6	3.68%

SIGNIFICANT SUCCESSES 2017-2018 - ACADEMIC

A/AS-LEVEL

No. of boys	No. of A/A* Grades at A-level	No. of B Grades at A-level	No. of C Grades at A-level	No. of passes at AS-level
1	3	1		
2	3			1
3	3			
1	2	1	1	
3	2	1		1
5	2	1		

GCSE-LEVEL

No. of boys	No. of A* and A Grades	No. of B Grades	No. of C Grades
1	12		
1	11	1	
2	11		
3	10	1	
1	10		1
1	10		
7	9	2	
1	9	1	1
1	8	4	
3	8	3	
3	8	2	1
1	8	2	
2	7	4	
2	7	3	1
2	7	2	1
3	6	5	
1	6	4	1
3	6	4	
3	6	3	1
1	6	2	2
1	6	2	1

Cormac McElholm was awarded the Past Pupils' Union Prize for the best A-level results in the school. He achieved Grades A in Chemistry, Irish and Mathematics, and a grade B in Biology.

CURRICULUM POLICY (SUMMARY)

The Governors see the curriculum as the principal instrument through which the school attempts to achieve its aims and view the curriculum as all those intended experiences to which a pupil is exposed while attending the school. Because the aims of the school refer to a much wider development than academic progression, the school's Curriculum Policy is concerned with more than a list of subjects and deals also with the intended method of delivery of these subjects.

Our Curriculum Policy recognises that St Columb's is a Catholic school which aims, through the totality of experiences in the school and through its religious education programme, to bring pupils to an awareness that faith in Jesus Christ is the centre point of all the pupil's personal and intellectual development. The policy discusses how our primary aim may be achieved through:

- Spiritual and Moral Development;
- Creative, Aesthetic and Physical Development;
- Using Mathematics, Using ICT and Communication;
- Teaching, Learning and Assessment for Learning;
- Parental Participation;
- Pastoral Care;
- Citizenship;
- The Catering for Special Needs/Specific Learning Disability;
- Staffing and Resources; and

The Annual Review of the policy itself.

The policy outlines the ways in which the College will implement the requirements of the Northern Ireland Curriculum and the Entitlement Framework. It also lists the subjects offered to each year group and the rationale governing our programmes of study in Sixth Form. It also includes our Examinations Policy.

The Curriculum Policy and other associated documents may be inspected in the Office on request. Department of Education Curriculum circulars are available on the Department website at www.education-ni.gov.uk.

Complaints in connection with the curriculum should be made initially in writing to Mr Brian Keys, Vice-Principal, and shall be dealt with in accordance with the Education Order 2006 and regulations as subsequently made by the Department of Education.

ST COLUMB'S COLLEGE POLICY ON DRUGS

Rationale

St Columb's College recognises that drug misuse is a major threat to the health and well-being of pupils, their families and the wider community

Since the Board of Governors and the school authorities have a duty of care to all pupils, they are determined to ensure that our pupils avoid contact with drugs. They also intend that our school premises be kept free from drugs and that our pupils are afforded protection from same whilst in our care.

St Columb's is committed to assisting all pupils develop the confidence, attitudes and social skills necessary to enable them to resist the pressures and influences which could lead to drug misuse.

St Columb's supports and accepts the DENI's guidelines on the misuse of drugs as outlined in its circular of 2015. Consequently, where there is reasonable belief that a pupil is in possession of a controlled drug, either on his person or in his belongings, or where drugs are found on the school premises, or if there is any doubt about the nature of the substance, the parent(s)/guardian(s) of the pupil(s) involved will be notified and the Local Juvenile Liaison Officer of the PSNI will be informed. In the interests of safeguarding the health and safety of young people, when, in school, a member of staff becomes aware of, or is told about, possible criminal activity outside school premises, the PSNI will be informed through the Principal.

Where appropriate, the implementation of this policy will operate in tandem with other relevant school policies including:

- Positive Behaviour Management;
- Child Protection;
- Health Education.

Ethos

We in St Columb's College have a primary responsibility for the care, welfare and safety of the pupils in our charge. This ethos aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities in which all our young people can learn and develop their full potential.

Definitions

For the purpose of this policy, the term 'drugs' will include any substance which, when taken, alters the way the body works or the way a person behaves, feels, sees or thinks.

As well as everyday substances such as tea and coffee, drugs include:

- Alcohol;
- Tobacco including electronic cigarettes. This is in line with the guidance from the Chief Medical Officer of Northern Ireland as set out in the DENI guidance for schools 2015;
- 'Over-the-counter' medicines, such as Paracetamol;
- Prescribed drugs, such as antibiotics, tranquillisers, inhalers and Ritalin;
- Volatile substances, such as correcting fluids/thinners, gas lighter fuel, aerosols, glues and petrol;
- Controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine;
- Other substances such as amyl/butyl nitrite ('poppers') and legal highs as well as performance enhancing drugs;
- All other substances construed as NPS-New Psychoactive Substances (formerly called Legal Highs) under current and future legislation.

Aims and Objectives

Aims

Our ultimate aims are to:

- Protect pupils from the harm associated with the use and misuse of drugs so that they will know how to make healthy, informed choices through increased knowledge, developing a positive self-image, challenging their attitudes and developing and practising the skills needed to resist temptation;
- Promote a collaborative approach to drug education, policy and procedure amongst local post primary schools.

Objectives

- To have a clear and agreed understanding amongst everyone in the school community about the implications and possible consequences of drug use/misuse;
- To provide all staff (teaching and non-teaching) with training and support to enable them to deal effectively and confidently with incidents of suspected drug misuse, and to ensure that the agreed procedures are consistently and sensitively applied in all situations;
- To empower teaching staff through appropriate training and support to develop and deliver an effective drug education programme (where appropriate, further advice and support will be sought from the appropriate statutory/external agencies);
- To provide a drug education programme which:
 - Develops pupils' self-esteem and promotes positive attitudes in their relationships with others;
 - Gives pupils opportunities to develop the values, skills, knowledge and understanding necessary to make informed and responsible decisions about the use/misuse of drugs including tobacco, alcohol and volatile substances, within the context of a healthy lifestyle;
 - Helps pupils develop the skills necessary to assert themselves confidently and resist negative pressures and influences.
- To provide appropriate support and assistance for those pupils affected by drug-related issues by referring them to the appropriate external agencies whilst ensuring that the support being offered within school is appropriate and not conflicting with support offered by other bodies;
- To inform parent(s)/guardian(s) of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse;
- To establish a drug-free environment within the school site.

Roles and Responsibilities

St Columb's College is committed to tackling drugs misuse among young people and any instances of possession, use or supply of illegal drugs on school premises will be viewed with the utmost seriousness.

Pupils

- Be aware of and adhere to school rules in relation to drug use/misuse, including tobacco/e-cigarettes, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs.

Parent(s)/Guardian(s)

- Support the school in the development and implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the drug education programme.
- Support your son/daughter if they have become involved with drugs.

All Staff (Teaching and Non-teaching)

- Be alert to the possibility of drug use/misuse.
- Be familiar with the school's procedures in the handling of suspected drug-related incidents.
- It is not the responsibility of the individual staff member to investigate the circumstances surrounding an incident; however, he/she should deal with any emergency procedures if necessary.
- Any information, substance or paraphernalia received should be forwarded to the Vice-Principal who may have to take immediate action.
- Staff cannot promise confidentiality and in the case of controlled drugs must pass this information to the Vice-Principal.

Teachers Delivering the Drug Education Programme

In addition to the above:

- Deliver the school's drug education programme.
- Create an atmosphere in the classroom in which pupils can freely contribute to discussion, safe in the knowledge that the comments, ideas and feelings of the group are valued.
- Support pupils in their class if necessary.
- Liaise with the Vice-Principal regarding any aspect of the Programme/policy, as necessary.

Teacher in Charge of Developing and Managing Drugs and Alcohol Education and Awareness

- Ensure that all staff and parent(s)/guardian(s) are aware of and have access to a copy of the policy.
- Ensure that parent(s)/guardian(s) are aware of all aspects of drug education as appropriate.
- Have oversight and co-ordination of the planning of curricular provision in compliance with the statutory requirements including periodic update and review of the policy.
- Liaise closely with the Health Promotion Officer, the Vice-Principal, tutors, subject leaders and others on the content and delivery of the school's drugs/alcohol education and awareness programme.
- Liaise with appropriate external agencies.
- Promote all those learning opportunities for pupils to acquire knowledge, understanding and skills which enable them to consider the effects of drugs and other substances on themselves and on others, and to make informed and responsible decisions about the use of such substances within the context of a healthy lifestyle.
- Ensure that visits of any outside speakers to the school shall be properly planned within the overall drugs education programme.
- Co-ordinate training and induction of all staff in the procedures for dealing with incidents of suspected drug misuse.
- Monitor, evaluate, and review the school's drugs/alcohol education and awareness programme on a regular basis.
- Advise and offer support in monitoring, evaluating and reviewing associated educational programmes within the school.
- Engage in appropriate professional training and self-development in order to be enabled to brief/train colleagues effectively.

The Vice-Principal

- Have overarching responsibility for drugs issues in the school.
- Be responsible for co-ordinating the school's procedures for dealing with incidents of suspected drug misuse.
- Determine the circumstances surrounding any suspected drug-related incident.
- Complete a report of any suspected drug-related incident and forward to the Principal.
- Act as a contact point, as necessary, for outside agencies that may have to work with the school and/or with a young person or young people in relation to a drugs issue.
- Document and record any suspected incidents involving the misuse of drugs, forward a report to the Principal and keep confidential files of such incidents.

The Principal

- Ensure that members of the Board of Governors have been consulted on and ratified the policy.

In the case of incidents of suspected drug misuse:

- Ensure the welfare and well-being of the pupil(s) involved in the incident and the rest of the school community.
- Ensure that the following people are informed (where relevant):
 - Parent(s)/guardian(s);
 - PSNI - preferably the Community and Schools Involvement Officer (CSIO);
 - Board of Governors;
 - Social Services re: Child Protection Issue;
 - Members of staff;
 - Other pupils and parent(s)/guardian(s) informed within the confines of confidentiality.
- Agree, in consultation with the Board of Governors, appropriate pastoral and disciplinary responses in relation to the incident, including counselling services/support.
- Retain written records of the incident and ensure a copy of the report is submitted to Board of Governors as appropriate.
- Review procedures and amend as appropriate.
- Where it is deemed necessary to make public comment on drug-related incidents, such comment will only be made by the Principal or his delegate(s).
- If it becomes known or reasonably believed that school premises are used outside school hours for drug or solvent misuse, the Principal shall ensure that arrangements are in place to check the premises and grounds, and make any necessary arrangements for the safe disposal of dangerous matter.

The Board of Governors

- Examine and approve the completed policy prior to its implementation in the school.
- Ensure the policy is published in the school prospectus and that it is reviewed at regular intervals.
- Be fully aware of and adequately trained to deal with suspected incidents of drug misuse, including tobacco/e-cigarettes and alcohol, new psychoactive substances (NPS), illegal drugs, prescription medication and volatile substance misuse and their appropriate disciplinary response.
- Agree, in consultation with the Principal, appropriate pastoral and disciplinary responses in relation to suspected drug related incidents.

- Designate a Governor to work with the Principal and Vice-Principal in relation to drug-related incidents and have accessed relevant training.

The Caretakers/Grounds Staff

- Be vigilant around and conduct regular checks of the school grounds for drug-related paraphernalia, and inform the Vice-Principal as appropriate.
- Ensure the safe storage, handling and disposal of potentially harmful substances such as solvents and cleaning fluids.

Implementation of the policy will be the responsibility of every member of staff and, in particular, of the Management Team, the Pastoral Team, the Drugs and Alcohol Education Officer, the Health Promotion Officer, and the Subject Leaders of those Departments charged with delivering aspects of the school's Policy on Drugs.

Training and Information

All staff (teaching and non-teaching) and Governors will be provided with training to support the full implementation of this policy including the delivery of the drugs education programme. Each member of staff will be made aware of the problems, signs and symptoms of drug and solvent abuse and will have a responsibility to adhere to and promote this policy. The school will take every opportunity to inform and involve pupils and parent(s)/guardian(s) and where pupils are considered at particular risk from drug misuse, additional support from outside agencies will be considered.

Drug Education Programme

For information on the school's Drug Education Programme, see Appendix I.

Procedures for Dealing with Suspected Drug-related Incidents

If a pupil is found to have taken or be in possession of a legally or illegally held substance on the school premises, during school activities, on school trips or while representing the school then the following procedures should be followed.

1. These procedures are based on the fundamental principle that the school acts *in loco parentis* and the school will always take steps that would reasonably be expected of any parent/carer to safeguard the well-being and safety of the pupils and staff in its charge;
2. The school will at all times give careful consideration as to how any information relating to an incident of suspected drug misuse is communicated to staff, pupils and parent(s)/guardian(s).

Responding to illness/inappropriate behaviour that is reasonably believed to be the result of drug misuse:

- In cases needing immediate response, the pupil(s) shall be removed to hospital by ambulance (emergency First Aid having been administered as appropriate) and the parent(s)/guardian(s) shall be informed by the Principal or his delegate;
- If the school ascertains that the problem was caused by drug misuse, it shall fulfil its duty under the law by reporting this to the PSNI irrespective of action taken by the hospital;
- Vice-Principal shall investigate and write a report on the incident. In the light of the report, the Principal shall take further action in line with the school's Policy on Positive Behaviour Management. He may also make referral to outside agencies that can support the pupil and his family.

Responding to cases of reasonably believed Drug Misuse where there is no immediate danger:

- If a member of staff receives what he/she considers to be reasonable information or allegations relating to a pupil misusing drugs, or notices signs and symptoms of drug misuse, he/she shall inform the Principal who will, in the presence of the Vice-Principal, contact the parent(s)/guardians(s) of the pupil and the PSNI Juvenile Liaison Officer;
- If parent(s)/guardian(s) reasonably believe or know that their son, who is a pupil of the school, is taking drugs, the Principal and Governors expect them to inform the school authorities, so that counselling and support can be offered ;
- Where a pupil discloses to a teacher or other member of staff that he/she is taking drugs, the staff member shall make it clear to the pupil that he/she can offer no guarantee of confidentiality given the seriousness of drug misuse.

In all cases the Vice-Principal should carefully gather up any drugs/paraphernalia/evidence lying around being careful to take any appropriate safety precautions (e.g. making use of latex gloves) and ensure suitable secure storage.

Responding to cases where it is reasonably believed that there is use of, possession of, or dealing with drugs on the school premises:

(i) Legally Held Substances

- Where a member of staff discovers an incident involving the misuse of "legally held substances" he/she will summon medical assistance and also the Vice-Principal who will:

- Assess the situation;
- Do everything reasonable to ensure the safety of the pupil(s);
- Give emergency aid and summon further medical assistance if necessary;
- Inform parent(s)/guardian(s) of the situation.
- The Principal may take further action in line with the school's Policy on Positive Behaviour Management.

(ii) Illegally Held Substances

- Where a member of staff discovers an incident involving the use of what is reasonably believed to be 'illegally held substances' the aforementioned steps will be taken and the relevant authorities will be informed;
- A member of staff may search a pupil's bag or locker if he/she has reasonable cause to believe that it contains unlawful items, including controlled drugs. Such a search will be made in the presence of the pupil and another, adult, witness. Where pupils are suspected of concealing controlled drugs on their persons or in their personal belongings, every effort will be made to secure the voluntary production of any unlawful substances by, for example, asking them to turn out their pockets or schoolbags. If the pupil refuses, the PSNI will be called to deal with the situation. A search of the pupil's belongings, including schoolbag, coat, or other items will be made only with the pupil's consent and in his presence and that of another adult witness. The school staff will attempt to detain a pupil using reasonable means, until the police arrive where there are reasonable grounds to suspect that an arrestable offence is being committed;
- School staff will take temporary possession of a substance reasonably believed to be a controlled drug for the purposes of protecting the pupil from harm and from committing the offence of possession. The said substance and any associated equipment will be taken as soon as possible to the Vice-Principal, who will arrange for its safe storage until it can be handed over to the PSNI to identify whether or not it is a controlled drug. Where it is believed a pupil may have swallowed a substance reasonably believed to be a controlled drug, for example, to avoid detection, medical assistance will be immediately sought and the PSNI will be informed;
- Suspected possession of, use of, or trafficking in, illegal drugs in school will be investigated and the investigation will be co-ordinated by the Vice-Principal. The Vice-Principal will record the time, place, date and circumstances of removal or confiscation of the substance that is reasonably believed to be a controlled drug;
- The Principal will notify the Chairman of the Board of Governors (or his nominee) as soon as possible of any incident of suspected misuse of drugs. Where it seems to the Principal that an offence has been committed the person(s) involved will be suspended pending completion of the investigation and subsequent consideration of the matter by the Disciplinary Committee and/or the Board of Governors. **Trafficking in illegally held drugs in school by sale or supply will result in exclusion. Possession of or use of illegally held drugs in school will normally result in exclusion. In accordance with the school's disciplinary procedures, any repetition of offences or similar offending behaviour will result in exclusion.** It is the school policy that in all cases guidance will be given to pupils and parent(s)/guardian(s) on the availability of specialist advice from relevant support agencies.

If a parent or carer arrives at school to collect a child and appears to be under the influence of alcohol or another substance, staff should discretely detain the pupil in the classroom and send for the Principal or the Vice-Principal, who will speak to the parent or carer to assess the situation. The pupil will be released to their parent or carer once the Principal is satisfied that it is safe to do so. If the Principal is not satisfied that it is safe to do so another relative will be contacted to come and collect the child and the parent or carer will be asked to come into a private room to quietly discuss the school's concerns. The Child Protection officer will consult with CPSSS and may then contact social services in line with the school's Safeguarding and Child Protection Policy. If the parent or carer becomes violent, tries to forcibly remove the child or intends to drive while under the influence, the PSNI will be contacted. The Principal will write a detailed report of the incident including action taken and inform the chair of the Board of Governors or designate, using the Drugs Incident Report Form if appropriate.

Legal Responsibilities and Involving the PSNI

St Columb's College's legal responsibilities

St Columb's College must ensure that all staff are aware of their legal responsibilities. St Columb's must notify the PSNI in all instances where there is an allegation or suspicion that a crime has been committed. **Failure to notify the PSNI is a criminal offence.**

Staff must be aware of the legal implications of:

- receiving information about a controlled drug;
- discovering a young person in possession of a controlled drug; or
- discovering a young person is involved in supplying a controlled drug.

A summary of relevant legislation is available at www.ccea.org.uk

Contacting the PSNI

St Columb's College should establish and maintain contact with the designated officer in their local PSNI area to ensure an appropriate response when dealing with suspected drug-related incidents that might arise in school. Each PSNI area has a designated officer who will advise on and agree procedures for schools to follow. The PSNI will always try to handle all incidents promptly and with discretion, understanding and tact. A non-uniformed officer will respond, wherever possible, depending on the circumstances and the nature of the suspected offence.

St Columb's College must notify their local PSNI officer in every case where a pupil has or is suspected of having controlled drugs in their possession, either on their person or in their belongings, or if controlled drugs are found on the school premises. This may include new psychoactive substances or prescription medication. Schools are not legally obliged to notify the PSNI if they suspect the misuse of solvents or alcohol, although we recommend that they notify the designated officer. The officer will be available to work with the school, pupils, parent(s)/guardian(s) or carers and other appropriate agencies to provide support, advice and assistance to help prevent reoccurrence and ensure the pupil is no longer at risk.

Interviewing Pupils

In certain circumstances, the PSNI may interview a pupil on school premises with the Principal's agreement. This may be a less intrusive and upsetting option for a pupil than going to a police station. If the school takes this course of action, the PSNI will conduct the interview in accordance with The Police and Criminal Evidence (Northern Ireland) Order (PACE) 1989. This has strict guidelines about when and where to exercise this option. The school needs to make all possible efforts to inform the pupil's parent(s)/guardian(s) or carers before a PSNI interview takes place. The PSNI will not conduct an interview without the correct persons being present.

Dealing with the Media

If the school receives an enquiry from the media, **only the Principal or a designated nominee should respond to the call.** When responding to the media, it is essential that the school respect the privacy of pupils and their families. The Principal should prepare a checklist of the appropriate key facts and decide whether to liaise with the PSNI before issuing a statement. Any statements made should be positive, short, factual and without elaboration. Concluding statements should be reassuring and restate that the school has managed the incident effectively.

Procedures for the Administration of Prescribed Medicine

It is the school's policy not to administer prescribed medicines, except in the case of emergencies, where trained staff may administer inhalers and epi-pens.

Monitoring and Evaluation

This policy will be formally reviewed every two years while the school's Programme of Drugs Education will be reviewed on an annual basis by the Vice-Principal and the Drugs and Alcohol Education Officer. Following a drug-related incident the Principal, Vice-Principal and relevant personnel will meet to ensure that the school's Policy on Drugs still meets the individual and collective needs of the school.

The school will ensure that procedures are put in place to monitor and evaluate the effectiveness of all aspects of this policy. Information will be regularly collected from pupils, staff and parent(s)/guardian(s) via standardised questionnaires-as part of this monitoring process. The Drugs and Alcohol Education Officer will have the responsibility to collate the questionnaires and to report the findings. The insights gained from such reviews will then be evaluated against the aims and objectives of this policy at appropriate intervals. The school will endeavour to keep up to date and informed by developments and publications from relevant bodies and will amend the Policy on Drugs as appropriate.

Policy Communication and Dissemination

Dissemination

Through comprehensive drugs education, the school aims to help pupils understand the personal and social risks and the implications of drug-taking.

The school will therefore ensure that drugs education will be provided for all pupils via the Pastoral Programme, SE Programme, Religious Education Programme, Health Education Programme and, where practicable, through all areas of the curriculum (including instances of collapsed timetable). Appropriate information (relevant to each Key Stage) will also be included within Homework Diaries. Through comprehensive drugs education, the school aims to help pupils understand the personal and social risks and the implications of drug-taking.

Communication

All staff (including substitute staff) will be issued with this policy and informed of school procedures in relation to the Misuse/Use of Drugs. At the same time the school will take every opportunity to inform and involve parent(s)/guardian(s). The school's Policy on Drugs will be communicated to parent(s)/guardian(s) annually through relevant publications and will also be available on the school website. The Policy on Drugs will also be made available to parent(s)/guardian(s) on written request. Parent(s)/guardian(s) will also be kept informed on drugs related issues. Parent(s)/guardian(s) are also encouraged to contact the school if they have any concerns relating to this area.

Appendix I: St Columb's College Drugs Education Programme

Year	Details
8	<p>To be covered in form class via the Pastoral booklet.</p> <ul style="list-style-type: none"> To define what a drug is. To evaluate what they already know about drug use/misuse and explore their personal attitudes to drugs and drug users. To respect the views and opinions of others regarding attitudes to drugs and drug users.
9	<p>To be covered in form class via the Pastoral booklet.</p> <ul style="list-style-type: none"> Parts of the body affected by drugs. Myth/truth activity. Alcohol. Smoking. <p>In RE the pupils discuss the issues surrounding respect for self and this leads to discussions on drug abuse but factual information is not included.</p>
10	<p>This is taught as part of the Year 10 Science course.</p> <ul style="list-style-type: none"> Know the general effects of drugs, in particular stimulants and depressants, on the body. Give examples of drugs that are stimulants and depressants. Understand the short and long term effects of alcohol and cigarette smoke on health. Appreciate how information is transferred by the nervous system. Know what a reflex is and the sequence of events that happen in a reflex pathway.
11	<p>To be covered in form class via the Pastoral booklet.</p> <ul style="list-style-type: none"> Categories of Drugs. Types of Drugs Match. Most and Least Dangerous Drugs. How Drugs work on the Brain. Cannabis, alcohol and smoking – counting the cost. Real Life Stories. Reasons people drink. The cannabis debate. <p>In addition, Part of the GCSE Science (Biology) course is about drugs: 'Discuss the effects of alcohol, drug and solvent abuse including antibiotics, painkillers, stimulants, depressants and hallucinogens on individuals and the cost to society.'</p>
12	<p>To be covered in form class via the Pastoral booklet.</p> <ul style="list-style-type: none"> Categories of drugs. Most/least dangerous. Cannabis, alcohol and smoking – 'counting the cost'. Real life stories. Reasons why people drink. The cannabis debate. <p>In addition, Part of the GCSE Science (Biology) course is about drugs: 'Discuss the effects of alcohol, drug and solvent abuse including antibiotics, painkillers, stimulants, depressants and hallucinogens on individuals and the cost to society.'</p> <p>At GCSE, RE pupils reflect on the sanctity of human life so they discuss the threats to this, drugs, alcohol etc.</p>
13	<p>The SE addiction education course covers a wide range of topics including what an addiction is, binge drinking and its far reaching effects, legal highs, ecstasy and cannabis. We also try to address some common misconceptions held by the boys regarding drugs and alcohol.</p> <p>In addition, in Spanish Year 13 pupils would discuss drugs and alcohol as part of a healthy lifestyle section.</p> <p>In Chemistry module AS2 the pupils study the Chemistry of alcohol and included in this is alcohol as a recreational drug and the idea of 'safe' units.</p>
14	<p>To be covered in Form Class via the Pastoral booklet.</p> <ul style="list-style-type: none"> 'Alcohol Chain' activity. (Explores some of the wider consequences of alcohol abuse – social, economic etc.) Dealing with pain. Read and discuss the articles from <i>The Guardian</i> on 'cannabis and mental health' and 'A letter to my drug using son'. <p>As part of AS/2 Irish with CCEA we have to look at effects of alcohol and drugs on health with particular reference to young people. We also look at social problems and at peer pressure and so drugs and alcohol would be included in these.</p>

ABOUT OUR EXAMINATIONS POLICY

Pupils are prepared for GCSE examinations which they sit, in most subjects, at the end of Year 12. CCEA is the examination board currently used for all GCSE subjects in Years 12. Modular GCSEs are undertaken in some subjects where students will sit a percentage of their exam in Year 11. Controlled Assessment is undertaken in a number of subjects and all pupils are provided with a calendar outlining schedules for the timing of Controlled Assessment and Modules in their various subjects.

Entries are generally made at higher level. If it is considered advisable to enter a pupil at any other level in a particular subject, his parents will be advised when a decision is reached.

In Sixth Form pupils are prepared for A-level and AS-level examinations, Applied AS/A-level qualifications, Cambridge Technical and Btecs. The majority of A-level subject entries are made through CCEA. Details of other boards currently used at this level are as follow:

A-level

<i>Psychology</i>	<i>Assessment and Qualifications Alliance</i>
<i>English</i>	<i>Assessment and Qualifications Alliance</i>
<i>Sport & Physical Education</i>	<i>WJEC</i>

OCR Cambridge Technical Level 3 Introductory Diploma in IT
Pearsons BTEC Level 3 National Extended Certificate in Business
Pearsons BTEC Level 3 National Diploma in Business (*equivalent to two A-levels*)
Pearsons BTEC Level 3 Diploma in Construction and the Built Environment (*equivalent to two A-levels*)
Pearsons BTEC Level 3 Subsidiary Diploma in Engineering
Pearsons BTEC Level 3 National Extended Certificate in Information Technology

It is the policy of the school to enter pupils for all subjects for which they have been prepared at GCSE, AS-level and A-level.

It should be noted that since examination syllabuses are continuously changing, it is possible that in the future a Subject Leader may decide to enter students with a different board to the one currently used.

St Columb's College has drawn up internal appeal procedures relating to internal assessment decisions. These procedures relate to internal assessments conducted by St Columb's College and submitted to an Awarding Body to contribute to GCSE, GCE, Applied A-level, Cambridge Technical and BTEC awards. A full copy of these procedures is available to any pupil or parent at the school office.

HOMEWORK POLICY

The purposes of homework are:

- to encourage a self-disciplined and self-motivating attitude to study;
- to consolidate and complement work begun with teachers in class;
- to develop good work habits and independent study skills;
- to encourage revision of work covered;
- to encourage and develop home-school links.

- While a homework timetable is not considered to be appropriate, teachers need to take care to avoid overloading pupils.
- Departments will decide on the required number of homeworks per week - which should be related to the number of teaching periods. If a project or major homework is given to pupils over a week or more, then help should be given to assist pupils to structure the work.
- Homework will arise out of the demands of the course and may take the form of learning notes/diagrams, writing or preparing essays, preparing for class tests, practice in/revision of mathematical and scientific problems, completing classwork, projects, creative or descriptive writing or other forms of study relevant to the curriculum. (See School Assessment Policy).
- Teachers will ensure that every pupil understands the work set and allow ample time to note it in his Planner/Daybook.
- The class teacher will ensure that everyone completes homework on time and in the correct book. He/she will request that such work be signed and dated by a parent where he/she thinks appropriate.
- Teachers, while not ignoring mistakes, omissions or poor quality work, will comment positively on homeworks and provide encouraging comments. Common errors will be highlighted and revised.

7. Work will be returned to pupils as soon as possible and within a time specified by departments and the class teacher will keep an accurate record of key marks and grades. Homework grades for reports will be related to a defined departmental procedure (which might include common homeworks with marking schemes). Standardisation and moderation within departments will be carried out on a regular basis.
8. Provision is made for pupils to use the library resources, before class begins, after the end of the school day and during the lunch break to carry out research for homework assignments.
9. A Year 8 Planner/Daybook will be given to all pupils. This should be kept neat and tidy and used to record all homework. Pupils will tick off all completed work. Form teachers will make regular checks on individual and class homework set and the use of the Planner/Daybook. They will check homework presentation, detect pupils unable to cope, promote work through the form period and report serious problems to the Year Head who will, if necessary, contact parents. Subject teachers and Department Heads and members of the Management Team will also make spot checks on Planners/Daybooks.
10. A synopsis of the key guidelines for teachers, pupils and parents relating to homework is included as a sub-section. These guidelines permit flexibility to allow for the incorporation of subject specific material.

ABOUT OUR SPECIAL NEEDS POLICY

Mrs Sinéad McGonigle is the Special Needs Co-ordinator. Mrs Siobhan Tohill is the Deputy SENCo.

The SENCO team consists of the Special Needs Co-ordinator, the Deputy Special Needs Co-ordinator, and a team of classroom assistants. The classroom assistants have responsibility for assigned pupils and also assist the Learning Support team. The SENCO team is supported by the Literacy Co-ordinator, who runs the Reading Partnership Programme. There is a designated area for SEN/Learning Support within the school which is very well resourced and where pupils can be tutored on a one-to-one basis. Short term programmes in areas such as Self-esteem, Organisational Skills and Anger Management are also delivered by the SEN Department. Pupils also have access to IT facilities in the Learning Support Unit. Our External Support includes the Education Authority (Western Region's) Educational Psychologist, the Autistic Spectrum Advisory Support service and Knockavoe Resource Centre.

Pupils with special needs fall into a variety of categories and it is our aim to cater for all of them, as defined in the school's SEN Policy, which was reviewed in April 2014.

SCHOOL UNIFORM

School Uniform

The school uniform consists of:

- Black blazer with College crest. The blazer must be worn at all times on the school corridors;
- Black trousers of conventional cut and full length (no cords, demin or tracksuit bottoms). Trousers must be worn in a conventional manner at the waist;
- Grey or white shirt, fully tucked in, with the top button fastened and with the appropriate Key Stage tie worn to the top;
- The appropriate Year badge which must be visible at all times. This badge remains the property of the school and must be replaced immediately if lost or mislaid;
- Grey v-necked pullover (if worn);
- Black or grey socks (at least ankle length);
- Any **conventional** style of shoe or boot which must be wholly black (trainers are not acceptable).

In addition:

- Badges or emblems which are not school-related are not permitted on school clothing;
- Belts (if worn) must be wholly black and with a conventional buckle;
- Pupils are expected to be clean shaven. Any student not clean shaven will be given the opportunity to shave in school. If this opportunity is not availed of the student will be placed in the Study;
- Outlandish hairstyles, colours (including streaks, braided extensions), tramlines or shaven patterns are not permitted. This includes hair that has been shaved at different lengths. Mohican-style haircuts or any unblended shaved patterns. Hair must be neat and presentable. For health and safety reasons long hair must be tied back at all times. The Principal will have the final judgement to deem the hairstyle appropriate or inappropriate to school policy;
- Ear-rings, studs or other visible piercings etc. must not be worn (Sixth Form students are permitted to wear a ring on one finger);
- Only the approved school uniform should be worn inside the school building between 8.30 a.m. and 5.00 p.m. and when representing St Columb's at events outside the school;

P.E. Uniform

Key Stage 3 pupils are requested to equip themselves with the official school rig-out.

SCHOOL MEALS

Before School

The school operates a very successful Breakfast Club between 8.30 a.m. and 9.00 a.m. each morning.

Break Time

Pupils may bring a mid-morning snack to school; they will have an opportunity to eat this at breaktime. The Canteen also provides a range of mid-morning snacks for pupils to purchase.

Midday Meal

The school operates a biometric cashless canteen service where pupils select items of their choice. Snacks are also available at lunchtime. Pupils who bring a packed lunch are also provided with facilities to consume these.

INFORMATION REGARDING PHYSICAL EDUCATION 2018-19

AIMS

- To offer our pupils a range of sports as part of the Physical Education curriculum and as extra-curricular activities.
- To enhance the development of their motor, cognitive and affective skills through a programme of experiences in Physical Education.
- To make the pupils aware of the benefits of a healthy lifestyle and how participation in sport can contribute to a healthy mind in a healthy body.

In 2018-19 Year 8 pupils had three periods (105 minutes) and the rest of Key Stage 3 and Key Stage 4 pupils had two periods (70 minutes) per week for Physical Education and followed the Physical Education programmes of study. GCSE Physical Education was offered in Key Stage 4. AS and A2 Physical Education was offered to Post-16 pupils.

Year 13 AS-level Physical Education students were offered the opportunity to attain recognised coaching status in soccer and GAA. They were also given the opportunity to achieve a Sports Leadership or Community Sports Leadership Award. Year 13 pupils were also given the option to participate in games during the last three periods on Thursday as part of the school's Curriculum Enrichment Programme.

All pupils were given the opportunity to play the following sports during Physical Education lessons:

Athletics	Golf	Life Saving Skills
Badminton	Gymnastics	Table-tennis
Basketball	Hurling	Tennis
Cricket	Rugby	Volleyball
Cross-Country	Soccer	Weight training
Gaelic	Swimming	Orienteering

The school had representative teams in Cross-Country, Athletics, Soccer, Gaelic Football, Basketball, Golf, Swimming, Rugby Union, Cricket and Hurling.

SPORTS FACILITIES

2 School Gymnasia

1 Sports Hall

1 Multi-gymnasium

1 Multi-purpose 3G floodlit pitch with 3 mini soccer/Gaelic pitches across it.

1 All-weather area suitable for 4 pitches (1 Soccer and 1 Gaelic) and on which an athletics track is marked out during the athletics season.

3 Soccer pitches and 2 training areas for small sided games.

1 Rugby pitch and 1 training area.

1 Gaelic pitch (with two small pitches marked across it).

4 Tennis courts.

SHARED FACILITIES

Celtic Park

Foyle Golf Club

Prehen Golf Club

Foyle Arena

Templemore Complex Swimming Pool

EXTRA-CURRICULAR ACTIVITIES

A wide variety of extra-curricular activities are offered to pupils by the College to meet their academic and leisure needs. These are organised and directed through clubs and societies which are supervised by teachers.

Contact is made and maintained with other schools and sectors of the community through athletic, sporting and social activities.

Among the clubs and societies presently available to pupils are:

Social	Academic	Sporting
An Club Gaelach	Afternoon Study	Athletics
Ardnashee School Link	Arabic Language and Culture	Basketball
BBC School Report	Art and Design Clubs/Tutorials	Cross-Country
Breakfast Club	Biology Clinics	Duke of Edinburgh
Charity Fund Raising Activities	Business Studies Clinic	Gaelic Football
Chess	CEIAG Club/Careers Fair	Hurling
Columban School Magazine	Chemistry Clinics/Competitions	Multi-Gym
Cookery Club	Creative Writing Club	Rugby
Culmore Manor Link	Engineering Clinics	Ski Trip
Debating/Public Speaking	English Literature Clinic	Soccer
Eco Club	Entry Level Latin	Swimming
Educational Trips	French Clinic	Tennis
Film Club	Geography Clinic	
Music Activities/Ensembles/ Recitals/Spring Concert	German Clinic/Exchanges	
Peer Mentor Club	History Clinics	
Pioneer Association	Homework Club *	
Pope John Paul II Award	Irish Clinic	
Quiz Leagues/Teams	IT Clinics	
Retreat Programmes	Mandarin Chinese	
Robotics Club	Mathematics Clinics	
	MIA Clinic	
	PE Clinic	
	Physics Clinics	
	Poetry/Drama Clinic	
	Politics Society/Clinics	
	Psychology Clinic	
	RE Clinics	
	Science Club/Competitions	
	Spanish Clinics/Club	
	STEM Club	
	TD Clinic	

The College organises extra-curricular residential visits for social, sporting, educational, cultural and leisure pursuits to various European countries. The principal destinations are the Republic of Ireland, Great Britain, France, Spain, Italy and Germany; other countries may be visited also (other examples include China).

A number of teachers take their Form Classes on day trips for educational and leisure purposes to a variety of areas in both Northern Ireland and Co. Donegal in the course of the school year.

* The Key Stage 3 Homework Club operates each afternoon from 3.35 p.m.-4.35 p.m. and is supervised by teachers willing to help pupils with the presentation of work as well as with content.

A bus is available at 4.45 p.m. to take pupils to the Translink Depot in Foyle Street should they so wish.

CHARGING AND REMISSIONS POLICY STATEMENT

Articles 127 - 135 and 137 - 138 of the Education Reform (NI) Order 1989, Grammar School (Charges) Regulations (NI) 1992 SR No. 171 and Grammar School (Charges) (Amendment) Regulations (NI) 2008 SR No. 376 set out the statutory position in relation to charging in all grant-aided schools. The current Scheme came into operation on 1st April 1992 and is regularly monitored and subject to review.

CHARGING POLICY

The policy of the Board of Governors is to charge for:

- (i) Board and lodgings on residential visits.
- (ii) Costs associated with the provision of individual tuition on a musical instrument whether inside or outside school hours unless it is provided as a necessary part of the syllabus for an approved public examination or to meet the requirements of Article 11 (1) (b) of the Order.
- (iii) The costs of entering a pupil for a non-approved public examination and for preparing the pupil for that examination outside school hours.
- (iv) The cost of entering a pupil to re-sit an approved public examination where no further preparation has been provided by the school.
- (v) The cost of entering a pupil for a second approved examination in the same academic year when preparation by the school enables the pupil to take more than one examination in that subject (often referred to as double-entry).
- (vi) The cost of any re-scrutiny of examination results if such a re-scrutiny is requested by the parents.
- (vii) The cost, in cash or in kind, of ingredients or materials needed for practical subjects (such as Home Economics, Art, CDT, Engineering etc.).
- (viii) Optional extra activities which are additional to the education provided by the school for the purposes of preparing pupils for an approved public examination or for the purposes of meeting the statutory requirements imposed by Article 11 (1) (a) and (b) of the 1989 Order. Participation in any such activities is to be on the basis of parental choice and a willingness to meet such charges. Examples of such charges may include an appropriate element for pupil travel, entrance fees, additional insurance costs, special clothing, additional resources etc.
- (ix) Breakages and fines for any damage to school property - e.g. replacing a broken window or a defaced, damaged or lost text book including items lost, damaged or destroyed as the result of a pupil's behaviour or where it is the result of a pupil's lack of due care.
- (x) At the discretion of the Board of Governors/Principal, the school may make its educational facilities or services available to another school, institution, body or person and (subject to appropriate school's approval), may make charges for its facilities or services. Educational facilities include the equipment, premises, resources and other property of the school; educational services include teaching and learning services provided by teachers or other school staff. A hire and charging policy exists for the use of 3G pitch and/or related sports facilities.

EXCEPTED PUPILS

The Board of Governors is permitted to make charges and to determine the amount of the charges to be made in respect of the education provided for excepted pupils at the school. These charges will include a share of the authorised teaching costs and overheads.

REMISSIONS POLICY

The charge for board and lodging costs of a residential visit will be remitted in the case of pupils whose parents are in receipt of income support or working tax credit **if the education provided on that visit must otherwise be provided free**, that is, the activity takes place mainly or wholly in school hours and/or is provided as a necessary part of the syllabus for an approved public examination or is required in order to fulfil statutory duties in relation to the Northern Ireland Curriculum or Religious Education.

Revised October 2014

ABOUT OUR COMPLAINTS PROCEDURE

The primary aim of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable. In order to meet this aim, we seek to create a dynamic interaction between home and school, recognising that education is a collaborative task shared by home, school and parish. Parents are the first teachers of their children. The school and the parish build upon and extend this crucial role. There is a variety of links between home and school – both formal and informal. We firmly believe that an effective home-school partnership is vital to school and pupil improvement.

St Columb's College is committed to listening and to improving its service in the light of self-evaluation. The College welcomes all comments and views, positive and negative. This procedure is established by the Board of Governors to deal with complaints relating to St Columb's College, Derry. Certain complaints fall outside the remit of this procedure, for example, staff grievances or disciplinary procedures and are dealt with under other appropriate schemes. These procedures do not replace other established procedures or appeals mechanisms in such areas as Child Protection, Special Education, Admissions, Exclusions etc. Our underlying principle is that concerns ought to be handled, if at all possible,

without the need for formal procedures. The existence of this complaints procedure is not in any way intended to undermine our efforts to resolve concerns informally.

Principles of the Procedure

The St Columb's College Complaints Procedure will:

- encourage resolution of problems at all stages and by **informal** means wherever possible;
- be easily **accessible** and **publicised**;
- be **simple** to understand and use;
- be **impartial**;
- be **non-adversarial**;
- allow **swift** handling with established **time-limits** for action and keeping people informed of the progress;
- ensure a full and **fair** investigation;
- respect people's desire for confidentiality (although it will usually be necessary under the procedures to consult with others about the complaint);
- address all the points at issue and provide an **effective** response and **appropriate** redress, where necessary;
- help to identify areas of agreement between the parties and to clarify any misunderstandings that might have occurred;
- provide **information** to the College governors and management team so that services can be improved.

THE FOUR STAGES

There are four stages in this procedure; stage one is informal; stages two to four are formal:

Stage one (INFORMAL): you express your initial concerns with a member of staff and attempts are made to resolve the matter informally without recourse to the formal stages two to four of the procedure

Stage two (FORMAL): your complaint is heard by one of the Vice-Principals (though not the subject of the complaint);

Stage three (FORMAL): your complaint is heard by the Principal (provided he is not the subject of the complaint);

Stage four (FORMAL): your complaint is heard by Board of Governors' complaints appeal panel.

A full copy of the School Complaints Procedure and Complaint Form is available from the school Office.

PUBLIC ACCESS TO DOCUMENTS AND INFORMATION

Any statutory instruments or statutory documents, or Departmental Circulars or administrative memoranda, sent by the Department to the Principal or to the Board of Governors, relating to their powers and duties imposed by or under Part III of the 1989 Order (The Curriculum), may be inspected at the College's General Office.

Every reasonable effort has been made to ensure that the information contained in this prospectus is correct on the publication date (18th January 2019). However, the College reserves the right to make appropriate changes to this information at a later date. Major school policies are subject to ongoing evaluation and review. Any changes to this information will be notified to parents as soon as possible. Information re any changes is available on request at the school Office.

A copy of St Columb's College Publication Scheme on information available under the Freedom of Information Act 2000 is available from the Office on request.

A copy of any School Policy is available on request from the office including:

Admissions Policy
Assessment Policy
Attendance and Punctuality Policy
Bullying Prevention Policy
Careers Policy
Child Protection Policy
Complaints Procedure
Critical (Traumatic) Incident Management Policy
Curriculum Policy
School Development Plan
Discipline/Positive Behaviour Management Policy
Drugs Policy
Education for Love – A Relationships and Sexuality Education Policy
Education for Mutual Understanding Policy
Educational Visits Policy

Examinations Policy
Exclusions Policy
Health Education Policy
Homework Policy
ICT Policies (various)
Library Policy
Literacy Policy
Numeracy Policy
School Development Plan
Special Educational Needs Policy
Work Experience Policy