



St. Michael's College Enniskillen

Prospectus 2017

GENERAL INFORMATION

PERSONNEL

Number of pupils 2016 - 2017	694
Number of teaching staff	45 plus Principal

The Academic Year 2016-2017

Terms

Thursday September 1 st	-	Tuesday December 20 th
Wednesday January 4 th	-	Wednesday April 12 th
Tuesday April 25 th	-	Friday June 30 th

Closings during year

September	28 (EC)
October	3 rd (EC), 31 st
November	1 st , 2 nd , 3 rd , 4 th , 7 th (EC)
February	16 th , 17 th
March	16 th (EC), 17 th , 20 th
April	13 th (BD), 24 th (EC)
May	1 st , 29 th (BD), 30 th (EC)

Uniform

The wearing of proper school uniform is obligatory. Clothes should be kept neatly and shoes properly polished. Uniform should be worn to and from school. Hair should be of natural colour, above collar length but not shaved. Students should be clean-shaven. The wearing of jewellery in school is forbidden. The school decides what is acceptable appearance. The uniform will be as follows

Years 8 - 12:

College Blazer (dark blue) with crest
White shirt
Solid shoes (black)

Mid-grey trousers
College clip on tie and pullover
College waterproof coat (with school crest)

Years 13 - 14

As above except for the following
Blue shirt

Senior school clip on tie

Lunch

Pupils have two options with regard to lunchtime in school:

- (a) go for lunch to the school canteen **or**
- (b) take a packed lunch at a number of designated areas.

Discipline

Good discipline practice creates the conditions for effective learning and helps to develop responsible attitudes and values for life. All staff are involved in building up good practice within the school and beyond in the interest of both the pupil and society. Discipline problems, depending on their nature, are dealt with by either classroom teachers, Form teachers, Year Heads, Senior Teachers, the Vice-Principal or the Principal.

Serious misconduct will be notified to parents who may be invited to school to discuss the situation. There is a series of sanctions which may be imposed when school rules are broken. These include in ascending order of seriousness, additional work, lunch-time detention, being put on report, after school detention, suspension and expulsion. It is a matter for the school to determine what is considered acceptable behaviour.

The school Discipline Policy and Policy on Positive Behaviour Management are available on request from the school.

CHARGES AND REMISSIONS POLICY

The policy of the College is to charge for:-

- 1.1 Capital Fees (DENI 1991/21 Par. 54). The Capital Fee of £100 is payable on admission and by not later than September 30 each year.
- 1.2 Board and lodging on residential visits except where pupils are entitled to remission.
- 1.3 Optional extra activities which take place wholly or mainly outside school hours and 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 as are made.
- 1.4 Other optional extra activities which take place in or outside the College which are not an integral part of the school curriculum as in 1.3 above and where participation is on the basis of parental choice and a willingness to meet such charges as are made.
- 1.5 Cost of transport where transport provided for registered pupils can be classified as not being incidental to their education in accordance with DENI Circular 1991/21 interpreting ERO No 128.
- 1.6 Breakages and fines (Circular 1991/21 Par. 44).
- 2.1 The costs of entering a pupil for a non-approved public examination and for preparing the pupil for that examination outside school hours.
- 2.2 The cost of entering a pupil to re-sit an approved examination where no further preparation has been provided by the school.
- 2.3 The cost of any re-scrutiny of examination results if such a re-scrutiny is requested by the parents.
- 2.4 The cost, in cash or in kind, of ingredients or materials needed for practical subjects (such as art or technology) if parents have indicated in advance a wish to own the finished product.

- 3.1 Costs associated with the provision of tuition on a musical instrument whether inside or outside school hours unless it is provided as part of the syllabus for an approved public examination or to meet the requirements of Article 11 1(b) of the Order.
- 3.2 Charges for tuition in the playing of a musical instrument will be remitted in accordance with the WELB scheme.
- 3.3 Charges for tuition in the playing of a musical instrument other than in 3.2 above which is provided as an optional extra wholly or mainly outside the Board's scheme.
4. The Board of Governors may seek voluntary contributions from parents or others for the benefit of the school or in support of school activities. This will be done in accordance with the requirements of ERO 137.

Information and Complaints

Complaints shall be dealt with in accordance with Article 33 of the Education Reform (NI) Order 1989 and regulations as subsequently made by the Department of Education. All complaints or communications with the Board of Governors must be referred to the Principal who is Correspondent to the Board. (See Concerns and Complaints Procedure, appended).

Documents to which members of the public have a right of access shall be made available on application in writing. These may be charged for.

The information contained in this document is believed correct at the time of printing but the College Authorities reserve the right to make any changes they consider appropriate without notice.

N.B. Appendices on the following school policies are to be found at the back of this document.

Appendix	1	Policy on Careers Education and Guidance
Appendix	2	Policy on Substance Misuse
Appendix	3	Policy on Sporting Aims
Appendix	4	Pastoral Care Policy
Appendix	5	Concerns and Complaints Procedure

All other policies can be obtained from the school on request.

The School's email address is **office@saintmichaels.org.uk**

Members of Teaching Staff 2016/2017

PRINCIPAL	<i>Mr Mark Henry</i>
VICE PRINCIPAL	<i>Miss Marie McKenna</i>
R.E.	Mrs L Carlin (Head of RE), Mrs M Nethercott, Mr C O'Connor (SENCO), Mr J Duffy
ENGLISH	Mrs N McGrath, Mrs J Cross, Mr G Gallagher, Miss B O'Reilly, Mrs D Hueston
MATHEMATICS	Miss M Bogan (Head of Maths), Miss M McKenna (Vice Principal), Mr C Maguire, Mrs B Mullan, Mrs P O'Neill
ICT	Mr T McManus (Head of ICT), Mr J Maguire (ICT Co-Ordinator)
TECHNOLOGY & SCIENCE	Mr C McBarron, Mrs L Donnelly, Mr M McGovern (Head of Year 9/Head of Science), Mr A Browne (Head of Biology), Mrs D McCaffrey, Mrs M O'Neill (Head of Chemistry), Mr B Regan, Mr S Carlin (Head of Careers/Head of Year 13), Ms G McAree (Head of Physics), Mr C McDonagh, Mrs G McMahan (Head of Home Economics)
SOCIETY & ENVIRONMENT	Mr G Donnelly (Head of B. Studies), Mrs J O'Neill (Senior Teacher Pastoral Care/Designated Teacher Child Protection), Mrs N Beeson (Head of Politics/History), Mr N Oliver, Mr D Stewart (Head of Geography, Head of Year 10), Mrs S West, Mr F Hughes (Senior Teacher KS4)
MODERN LANGUAGES	Bean Ui Chaoilte (Head of Irish/Head of Year 12), Mrs M Nethercott, Mr B Rasdale (Head of German/Head of Year 11), Mr C Nethercott (Head of French/Head of Year 8), Miss N Corrigan
CREATIVE & EXPRESSIVE STUDIES	Mr F Shaw (Head of Year 14), Mr D Corrigan, Mrs G Hanratty (Head of Music), Miss C Ferguson, Mr P McCabe, Miss J Fallis (Head of Art and Design)
SCHOOL CHAPLAIN	Canon Macartan McQuaid

Members of Support Staff 2016/2017

Mr Michael Duffy	Bursar
Mrs Collette McGovern Mrs Lisa Clarke	School Secretary Administrative Assistant
Mr Adrian McGee	Design & Technology Technician
Mr Michael Dolan Mr Damian McAfee	Science Technician Science Technician
Ms Louise McMonagle	School Librarian
Mrs Helen Monaghan	Catering Manageress
Mr Martin McClean	Caretaker
Mrs Carmel McCaffrey	School Nurse
Mrs Deborah Shannon	Classroom Assistant
Miss Claire Reilly	Classroom Assistant
Mrs Linda O'Donnell	Classroom Assistant
Mrs Sandra Corrigan	Classroom Assistant
Mrs Claire Duffy	Classroom Assistant
Miss Roberta Wilson	Classroom Assistant
Mrs Mary McCaffrey	Classroom Assistant
Mrs Joan Snow	Classroom Assistant
Miss Roisin Bowden	Classroom Assistant
Mrs Paula Coulter	Classroom Assistant
Miss Cailin Smyth	Classroom Assistant
Mrs Avril Donnelly	Classroom Assistant
Mrs Helen Davis	Study Hall Supervisor
Mr Noel Kearney	Study Hall Supervisor

ADMISSIONS CRITERIA

St Michael's College is a Catholic Voluntary Grammar School. The school wishes to admit pupils who are considered suitable for the type of educational provision offered by the school and whose Parents/Guardians are in agreement with the aims and ethos of the school.

The Board of Governors has delegated the responsibility for applying their Admissions criteria to the authorised Selection Committee consisting of the Principal, Vice-Principal and two members of the Board of Governors.

ADMISSION OF PUPILS TO YEAR 8

The Board of Governors has determined that, in the event of the number of applicants being greater than the admissions number for the school, the following method shall be used to select pupils for admission.

Parental claims for consideration of Special Circumstances/Provision for a child as outlined in the "Access Arrangements & Special Circumstances Policy" shall be examined and decided upon before the application of any of the Admissions Criteria. The authorised Selection Committee of the Board of Governors shall, on the basis of all the documented evidence made available to them at the time of reaching their decisions, decide the grade (**and Combined SAS**) to be used in the application of the Admissions Criteria to such applicants. The Admissions Criteria shall then be applied.

The Board of Governors has determined that priority will be given to applicants normally resident in Northern Ireland at the time of their proposed admission to the school. In the event of the number of applications being greater than the number of places available, applicants will be selected in the following order.

ADMISSIONS CRITERIA

- 1 Applicants will be admitted in the Grade order obtained in the Post Primary Transfer Consortium Entrance Assessment Test, i.e. A, B1, B2, C1, C2 and then D. If there are more applicants within a particular grade than places remaining then pupils within that grade will be admitted in **combined standard age score (SAS) order** within the grade as obtained in the Post Primary Transfer Consortium Entrance Assessment Test, highest combined SAS first. In the event of one or more applicants obtaining the same score the following criteria will apply in the order set down.
- 2 Applicants who are sons of the permanent (including part-time) teaching, administrative, technical or ancillary staff of the school or of staff who are to take up such an appointment, will be admitted first. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.
- 3 Applicants whose 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, will be admitted next. If there are more such applicants than places available,

then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.

- 4 Applicants who are the first boy in the family to reach transfer age will be admitted next. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.
- 5 Applicants whose brother or brothers have spent at least two academic years as a pupil in the school during the preceding five years will be admitted next. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.
- 6 Applicants who have had a brother in the school at any time in the past will be admitted next. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy **being ranked first and places will be allocated accordingly.**
- 7 Applicants whose father was a pupil in the school at any time will be admitted next. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.
- 8 Any other applicants will be admitted next. If there are more such applicants than places available, then the applicants will be ranked by age, the oldest boy being ranked first and places will be allocated accordingly.

If any place(s) become available after 1 September and there are more applicants than places available then decisions will be made on the application of the Year 8 Admissions Criteria to those pupils seeking admission at the time the place(s) become available.

It is the sole responsibility of Parents/Guardians to ensure that the Transfer Form, together with any supporting information, clearly conveys all the information which is relevant to the application of the criteria.

In completing the Transfer Form, parents MUST provide the following information and appendages:

The GRADE and **COMBINED STANDARD AGE SCORE** obtained in the Post Primary Transfer Consortium Entrance Assessment Test accompanied by the statement of results issued by the Assessment Centre.

Whether the boy has a brother, half-brother, step-brother or legally adopted brother or half-brother at St Michael's College.

Whether the boy is the first boy in the family to reach transfer age.

Whether the boy had a brother enrolled in the College in the past.

Whether the Father of the boy was enrolled in St Michael's College.

Whether the parent of the boy is a permanent employee of St Michael's College.

Applicants should note that where an address and/or child age information contained within an application qualifies it for admission, then that information will be verified. The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application/Transfer form. Examples below:

- *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 four documents:

- *a bank or building society statement which shows the address at which the child is resident;*
- *a utility bill which shows the address at which the child is resident (e.g. electricity, gas, telephone, etc);*
- *a letter awarding Child Benefit to the child or another letter relating to this benefit;*
- *the child's Medical Card.*

The above documents should NOT be sent with application/Transfer forms.

Original documents will be required and not facsimiles or photocopies. Original documents will be returned at the end of the admissions process by the school to which the child has been admitted.

The provision of false or incorrect information or the failure to provide information within the deadlines set by the post-primary schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer form.

ADMISSION OF PUPILS TO YEARS 9, 10, 11, 12 & 14.

General

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. Admission to any Year Group is dependent on the number of places available. No accommodation will be made for boys to repeat Year 12 except where the Governors accept that there is a case of special circumstances.

Admissions Criteria

Students will be considered for enrolment provided that:

- (i) the school does not exceed its enrolment number.
- (ii) places are available in the particular year group.
- (iii) in the opinion of the Board of Governors the student's admission does not prejudice the efficient use of the school's resources.
- (iv) the Board of Governors, on the basis of all the information provided, accepts that the student's academic ability is of a standard equivalent to that of the students with whom he would be taught in the school.
- (v) evidence is provided of satisfactory conduct and attendance at his previous school.

If at the time of consideration of applications there are more eligible applicants than places available then the following admissions criterion will be applied in the order set out,

- (i) Pupils transferring from other grammar schools will be admitted first
- (ii) If there are more eligible applicants remaining than places available then the admissions criteria 2 – 8 for entry to Year 8 will be applied in the order set out.

NB Admission/progression to Year 14 will only be permitted if a student's achievements are considered adequate to pursue study at this level. This will normally require that the student has achieved a minimum Grade E in all AS subjects or the equivalent in BTEC modules.

ADMISSION OF PUPILS TO YEAR 13 – 2017/2018

There are two strands to the entry requirements for St Michael's College;

- (a) Academic Criteria and*
- (b) Good Conduct*

All students must make a formal application to enter Year 13 after they receive their GCSE results.

Interviews will take place in St Michael's College
only for
Year 12 pupils currently at St Michael's College and who wish to return to study
at A Level
on
Thursday 24th August 2017

An Open Evening will take place
for
Year 12 pupils from other schools who wish to study at A Level in St Michael's
College
on
Thursday 24th August 2017 at 7.00 p.m.

1. Academic Criteria

St Michael's College will consider for admission to Year 13 only those students who have demonstrated a level of academic ability appropriate to Post-16 studies.

Entry to Year 13 is dependent upon;

- (a) Students achieving Grade C in at least five GCSE subjects including English or Mathematics. However given the specific subject requirements indicated in
- (b) Five grade C results does not guarantee entry to Post-16 studies.

NB: All Universities require GCSE Mathematics and English.

and

- (b) Students meeting the academic criteria stated in the Careers Booklet in the subjects to study at AS/Applied A-Level.

2. In light of the nature and assessment structure of Applied A-Levels and of the learning approach required for these courses the following criterion will be applied.

- (a) Evidence of ability to complete with minimum direction, GCSE coursework to a satisfactory standard and to meet all prescribed deadlines for submission.

3. Good Conduct Criteria

- (a) The College will consider for admission to Year 13 only those boys who have a consistently positive record of good conduct, attendance, punctuality and attitude in Years 8 – 12.
- (b) Applicants who have taken GCSE examinations in the College will be assessed by the College Principal and Senior Management in relation to matters mentioned in (a) above.
- (c) Applicants from other schools must provide a reference from the Principal of their previous school or from a Deputy acting on behalf of the Principal giving their record under (a) above.

4. Subject Areas

The school reserves the right to decide

- (a) That a course of study in a subject is ‘filled’ and that there are no more places available.
- (b) That because of his previous academic record a particular choice of subject is unsuited to an applicant.

FURTHER INFORMATION

1. The Board of Governors delegates to the Principal and a Selection Committee consisting of at least two others the responsibility of applying the criteria above.
2. St Michael’s College is a Voluntary Grammar School. A Capital Fee of £100 is levied on all pupils annually and will be collected by Direct Debit.
3. Application to attend the College is presumed to indicate a willingness on the part of pupils to accept and observe school rules and regulations and a willingness on the part of parents to support the school’s aims and objectives.

SUMMARY OF APPLICATIONS AND ADMISSIONS TO FORM 8

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2012/2013	100	131	*102
2013/2014	100	122	*101
2014/2015	100	139	*104
2015/2016	100	108	*104
2016/2017	100	98	*98

* Statemented pupils admitted

THE CURRICULUM

The curriculum in St Michael's College is concerned with values and attitudes as well as knowledge and skills. It is designed to promote the aims of the College and meet the requirements of the Northern Ireland Curriculum.

SIXTH FORM

Year 13

All Year 13 students will study one of the following combinations

1. 4 AS subjects
2. 3 AS subjects
3. BTEC Construction (Double Award) + 1 AS or 1 Applied A-level (Single Award)

Year 14

All Year 14 students will study one of the following combinations

1. 4 A2 subjects
2. 3 A2 subjects
3. 1 Applied A-level (Double Award) + 1 A2 or 1 Applied A-level
4. BTEC Construction + 1 A2 or 1 Applied A-level

The following A level (AS + A2) subjects are available

Religious Studies, Mathematics, English Literature, French, German, Irish, Geography, History, Business Studies, Biology, Chemistry, Physics, Technology, Music, Digital Technology, Politics and Sports Science and the Active Leisure Industry.

The following Applied A level course is available

Business (Single Award)

Single Award is equivalent to 1 A-level

BTEC National Certificate in Construction

BTEC Construction is equivalent to 2 A-levels

A number of other courses may be available in other schools through collaboration with the Fermanagh Learning Community

Year 13 pupils participate in an enrichment programme including modules in Cardio-Pulmonary Resuscitation (CPR), Peace Studies, Peer Mentorship, Holiday Spanish, Cookery, European Parliament and Young Enterprise.

All Sixth Form pupils take Social and Spiritual Awareness, Careers and PE.

Key Stage 4 (Year 11 & 12)

Subjects available in Form 11 are divided into a compulsory core and a range of optional subjects.

Core:

English Language	Mathematics
English Literature	Religious Studies
Physical Education	Careers
Learning for Life and Work (LLW)	

Options: 6 subjects

French, Irish, German, Geography, Drama, History, Business Studies, Technology and Design, Music, Art and Design, Additional Mathematics, Physical Education, ICT, Double Award Science, Home Economics, BTEC Applied Science, Engineering

Full details relating to specific subject choices available to pupils entering Key Stage 4 in September 2017 will be given to parents during the Spring Term.

At the end of the Key Stage pupils will be assessed through GCSE examinations.

Key Stage 3 (Years 8, 9 and 10).***Areas of Study***

Religious Education
 English
 Mathematics
 Science & Technology
 Creative & Expressive Studies
 Environment & Society
 Modern Languages
 Learning for Life and Work (LLW)
 PE

At the end of the Key Stage pupils will be assessed according to the statutory requirements.

Planning and Organisation of the Curriculum

The school time-table is organised on the basis of a 55 period week. The school day begins at 9.00 am and ends at 3.25 pm. There are 11 teaching periods in the day arranged thus:

9.00 - 9.05	Assembly/Registration	All Year Groups
9.05 - 11.05	Classes (4)	All Year Groups
11.05 - 11.20	Break	All Year Groups
11.20 - 12.15	Class (1)	All Year Groups
12.15 - 1.00	Class (1) Lunch	Years 9, 11, 13 Years 8, 10, 12, 14
12.45 - 1.30	Lunch Class (1)	Years 9, 11, 13 Years 8, 10, 12, 14
1.30 - 3.25	Classes (4)	All Year Groups

NB Afternoon registration at 1.30 pm in normal class for all students.

Work Experience

All Year 13 students are offered 3 days Work Experience in the second term.

Homework

Homework arises naturally from work done in class. It develops the skills of independent work, reinforces and extends class activities. Pupils will be required to spend a reasonable time on homework and study; an average of 8 hours per week for K.S.3. For pupils preparing for GCSE and A-level examinations, 10-12 hours should be regarded as an absolute minimum. Homework diaries are provided for all pupils. Parents are advised to check and sign these diaries regularly. Support and interest in their children's homework and study is welcomed by the school.

EXAMINATION POLICY

Form 8 have one formal end-of-year examination in each subject. All other year groups have formal mid-year and end-of-year examinations.

The subjects offered in St Michael's are as follows:

Key Stage 3 - Art & Design, English, History, Learning for Life and Work (LLW), Geography, Irish, French, Mathematics, Music, PE., Religious Education, Science, German, Technology and Information Communication Technology.

Key Stage 4 (GCSE) - Additional Mathematics, Art & Design, Business Studies, Drama, Double Award Science, English Language, English Literature, French, Irish, German, ICT, Geography, History, Mathematics, Music, Religious Studies, Technology, Physical Education, Home Economics and Learning for Life and Work (LLW), BTEC Applied Science, Engineering

The Boards employed by the school to examine the above are as follows:

CCEA (Council for the Curriculum Examinations and Assessment Northern Ireland).

AQA (Assessment & Qualifications Alliance).

Edexcel

AS/A2 - Art & Design, Biology, Business Studies, Chemistry, Digital Technology, English, French, German, Politics, Geography, History, Irish, Music, Sports Science and the Active Leisure Industry, Physics, Mathematics, Religious Studies, Technology.

Applied A level

Business (Single Award)

BTEC Construction

The Boards employed by the school to examine these are as follows.

CCEA EDEXCEL AQA OCR (Oxford, Cambridge and RSA)

YEAR 12 EXAMINATION RESULTS

Number of pupils in Year 12 on 31 October 2015 **104**

Number of these with a statement special educational needs **5**

% of pupils in Year 12 with no qualifications **0**

% Entered for 7 or more Subjects	% Entered for 5 or more Subjects	% Achieving 7 or more A-C	% Achieving 5 or more A-C
100	100	90	96

% GCSE RESULTS 2015/2016

SUBJECT	NUMBER OF STUDENTS	A*	A	B	C	D	E	OTHER
Art & Design	16	0.00	12.50	62.50	25.0	0.00	0.00	0.00
BTEC Level 2 Applied Science	7	0.00	14.29	0.00	71.43	14.29	0.00	0.00
Business Studies	30	6.67	16.67	43.33	23.33	6.67	3.33	0.00
Design & Technology	14	0.00	0.00	28.57	50.00	14.29	7.14	0.00
Drama	11	0.00	0.00	81.82	18.18	0.00	0.00	0.00
Engineering	32	0.00	6.25	46.88	31.25	12.50	0.00	3.13
English Language	103	8.74	24.27	44.66	20.39	1.94	0.00	0.00
English Literature	102	3.92	20.59	43.14	24.51	5.88	0.98	0.98
French	31	6.45	9.68	25.81	41.94	12.90	3.23	0.00
Geography	63	11.11	26.98	33.33	23.81	4.76	0.00	0.00
German	20	5.00	15.00	70.00	10.00	0.00	0.00	0.00
History	39	10.26	23.08	38.46	23.08	5.13	0.00	0.00
Home Economics	11	0.00	45.45	54.55	0.00	0.00	0.00	0.00
Information Tech	49	12.24	28.57	38.78	10.20	8.16	2.04	0.00
Irish	26	3.85	34.62	26.92	34.62	0.00	0.00	0.00
Mathematics	103	26.21	24.27	28.16	18.45	1.94	0.97	0.00
Mathematics Further	38	15.79	39.47	28.95	7.89	0.00	0.00	7.89
Music	17	5.88	29.41	41.18	23.53	0.00	0.00	0.00
Religious Studies	103	11.65	26.21	29.13	19.42	9.71	0.97	2.91
Science Double Award	178	16.29	23.60	37.64	20.22	2.25	0.00	0.00
Sport/PE Studies	18	11.11	38.89	38.89	11.11	0.00	0.00	0.00

Performance trends (2012 - 2015)

Performance Indicator	11/12	12/13	13/14	14/15	15/16
% achieving 5+ GCSE's at A*-C	96	93	92	99	96
% achieving 7+ GCSE's at A*-C	94	87	88	97	90
% achieving 3+ A levels at A*-C	75	68	68	62	76

YEAR 13

Number of pupils in Year 13

114

% AS LEVEL RESULTS 2015/2016

SUBJECT	NUMBER OF STUDENTS	A	B	C	D	E	Other
Biology	32	31.25	21.88	15.63	15.63	9.38	6.25
Business Studies	20	5.00	15.00	55.00	10.00	10.00	5.00
Applied Business	19	42.11	15.79	31.58	10.53	0.00	0.00
Chemistry	21	28.57	38.10	23.81	0.00	0.00	9.52
Design and Technology	14	7.14	21.43	21.43	14.29	28.57	7.14
English Lit	10	20.00	30.00	30.00	10.00	10.00	0.00
French	1	0.00	100.00	0.00	0.00	0.00	0.00
Geography	22	27.27	18.18	27.27	13.64	9.09	4.55
German	5	0.00	40.00	40.00	20.00	0.00	0.00
History	9	33.33	22.22	22.22	11.11	11.11	0.00
Information Technology	44	25.00	20.45	15.91	13.64	9.09	15.91
Irish	3	66.67	0.00	33.33	0.00	0.00	0.00
Mathematics	42	54.76	21.43	11.90	2.38	4.76	4.76
Physics	25	16.00	28.00	32.00	12.00	4.00	8.00
Politics	7	28.57	42.86	28.57	0.00	0.00	0.00
Religious Studies	21	33.33	23.81	9.52	23.81	0.00	9.52
Sport/PE Studies	10	10.00	10.00	40.00	20.00	20.00	0.00
BTEC Construction	34	47.06	17.65	17.65	5.88	0.00	11.76

YEAR 14 RESULTS 2015/2016

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
91	76%	99%

% A LEVEL RESULTS 2015/2016

SUBJECT	NUMBER OF STUDENTS	A*	A	B	C	D	E	Other
Art & Design	4	0.00	50.00	25.00	25.00	0.00	0.00	0.00
Biology	25	8.00	28.00	32.00	24.00	0.00	8.00	0.00
Business Studies	15	0.00	6.67	46.67	40.00	6.67	0.00	0.00
Chemistry	18	5.56	38.89	33.33	22.22	0.00	0.00	0.00
Design & Technology	14	0.00	21.43	21.43	42.86	14.29	0.00	0.00
Engineering (Sub Dip)	2	0.00	0.00	100.00	0.00	0.00	0.00	0.00
English Lit	6	16.67	33.33	50.00	0.00	0.00	0.00	0.00
Geography	14	7.14	21.43	64.29	0.00	7.14	0.00	0.00
German	4	0.00	25.00	25.00	0.00	50.00	0.00	0.00
History	9	0.00	33.33	55.56	11.11	0.00	0.00	0.00
Information Technology	15	0.00	6.67	20.00	40.00	20.00	0.00	13.33
Irish	3	33.33	33.33	0.00	0.00	33.33	0.00	0.00
Mathematics	34	14.71	29.41	29.41	20.59	2.94	0.00	2.94
Music	1	0.00	0.00	100.00	0.00	0.00	0.00	0.00
Physics	20	0.00	10.00	40.00	20.00	20.00	5.00	5.00
Politics	11	9.09	27.27	36.36	0.00	9.09	18.18	0.00
Religious Studies	19	5.26	31.58	47.37	15.79	0.00	0.00	0.00
Sport/PE Studies	7	0.00	0.00	14.29	28.57	28.57	28.57	0.00

Vocational Subjects (by %)

Subject	Number of Students	Number of Grades	A*	A	B	C	Other
Information Tech. (Voc)	4	4	0.0	0.0	75.0	25.0	0.0
Business (Voc)	15	15	0.00	33.3	20.0	33.3	13.3
BTEC Construction (DA)	24	24	58.3	16.8	16.8	8.3	0.0
Science (Voc)	1	1	0.0	0.0	0.0	100.0	0.0

SCHOOL LEAVERS' DESTINATIONS 2015/2016

Number of Leavers	Destinations of leavers to				
	Higher Education	Further Education	Another School	Job Skills	Employment
106	78	12	8	1	7

ANNUAL ATTENDANCE RATE (ALL PUPILS – 2015/2016) 95%

Total days attended by all pupils on roll as % of total possible days of attendance.

APPENDIX 1

CAREERS AT ST MICHAEL'S

The overall aim is to prepare students to take responsibility for their own careers both at school and beyond.

The work of the department is underpinned by five key objectives

- Understand themselves better and develop their capabilities.
- Acquire the skills necessary for decision making.
- Make choices about their own career paths, continuing education and training.
- Be aware of education, training and career opportunities.
- Manage transitions to new roles and situations.

A planned programme of careers education:

- Years 8-14.
- Information about work, educational, vocational and training opportunities.
- Experience of work Year 13. Mini-Enterprise in Year 13.
- Individual guidance
- Recording achievement and planning for the future.

Career Education comprises of a co-ordinated and progressive programme of teaching and learning activities for students in the curriculum, which will help them to develop the knowledge and skills needed to manage their own careers. Many of these skills can be developed in subject classes, PSE and Careers classes.

Careers Guidance: This comprises advice and guidance for individuals through interviews and small group work and involves:

- Clarifying present student position
- Exploring other options
- Evaluating and challenging inconsistencies and
- Action planning and identification of what needs to be done.

Guidance in school does not function as an individual activity. Through the tutor system in Forms 13 and 14 students will be followed up and encouraged to review their progress and, where appropriate, to reconsider goals or devise alternative strategies, thereby helping them to forge a deeper level of commitment to their decision-making.

Careers Information: Comprehensive and reliable information is accessible to students of all ages and abilities to help them make well-informed and appropriate choices and decisions. This is facilitated through an excellent Careers library. Information can also be channelled through their form teachers, the notice boards, the study halls and the school monitor.

Experiences of Work: Learning about work first hand helps students to develop their understanding of the meaning of work and of the skills that will be most useful to them. This can be developed through projects, business games, mini-enterprise, guest speakers, interviews skills, career conventions, videos, competitions and work experience. Time for work experience is set aside during term two for Year 13. Students take responsibility to locate suitable work experience situations and they will be facilitated in doing this by the careers department on request.

Our Interview Skills programme involves Years 12 and 14. The support of the local community in helping to provide these programmes has been tremendous giving a very real experience to the pupils.

Careers Programme

The careers programme is delivered as a stand-alone subject as follows:

Form 8	1 career class per week
Form 9	1 career class per week
Form 10	1 career class per week
Form 11	1 career class per week
Form 12	1 career class per week
Form 13	1 career class per week + 1 research class per week
Form 14	1 career class per week + 1 research class per week

The programme includes the following elements:

a) Portfolio: Each student will keep a record of their career work through school from Form 8 to Form 14. This allows them to trace their career decision development, information gathering, recording achievement, target setting, action planning etc. This portfolio will complement their Record of Achievements.

b) Resources: There is a comprehensive school careers library for access to literary resources such as prospectuses, application forms, journals, articles etc. Also there are 15 computers for access to programmes such as Odyssey, CID, Pathfinder and the World Wide Web, which give up to date information on careers, courses and universities. Students applying to UCAS use the new **apply** online system from home or the library. This room is also used for tutorials.

c) Tutor Groups: In Year 13 those thought to be underachieving will be allocated a tutor, who will meet with them on a regular basis, will seek progress reports on them from subject teachers and will report home should unsatisfactory progress be made.

d) External Agencies: Careers provision will be assisted by external agencies such as the Department of Education and Learning who will provide expertise to interview all students in Year 12.

e) Open Days: Open Day trips to Jordanstown and Queens are organised for those who have displayed a commitment to researching these institutions beforehand. Pupils can also attend other Open days by arranging it through the school.

f) Centigrade: In Form 13 students will be entered for Centigrade. This is a professional computer based programme that assesses individual interests, qualities and abilities and matches these with courses at universities and colleges throughout Great Britain and Ireland. Individual reports include worksheets geared to help research prospective courses and institutions. The cost of this programme is £12.50 per student.

*APPENDIX 2****POLICY ON SUBSTANCE MISUSE*****1. Rationale**

Current research indicates that substance misuse both legal and illegal is rising amongst young people. As part of the school's care and welfare of its pupils we believe we have a duty to inform and educate young people about drug use. Drugs are a reality in young people's lives and schools share responsibility with parents and the community to educate pupils about the risks and consequences of substance use and misuse and to encourage them to make healthy, informed choices by increasing knowledge and challenging attitudes. We also believe that the misuse of any substances by members of the school community cannot be condoned and will be dealt with consistently and clearly with regard to the needs of the school and the individuals concerned. Fundamental to the school's values and practise is the principle of sharing the responsibility for the education of young people with parents, keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

The school is committed to the health and safety of everyone here and we will work together with parents and the local community to enable pupils to make healthy informed choices and discourage the misuse of substances.

2. Principles: Education and Prevention

- (a) The College recognises that substance misuse is a major threat to the health and well-being of pupils, their families and the wider community.
- (b) St Michael's College 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 substance misuse.
- (c) The school will therefore ensure that drugs education will be provided for all students via the Pastoral Programme, Religious Education Programme, Science Education Programme, Health Education Programme and, where practicable, through all areas of the curriculum.

It is the policy of St Michael's College, Enniskillen to keep the premises free from illicit substances and to protect students while under the care of the school.

Guidelines

The school is implementing the guide-lines put forward by the Department of Education in its circular 2004/9. Consequently, where there is reasonable belief that a pupil is in possession of an illicit substance, either on his person or in his belongings, or where illicit

substances 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. The school has a duty under law to report any incidents or suspected incidents involving controlled (illegal) drugs to the PSNI.

Definition - What is a Drug?

A drug can be defined as ‘any substance which, when taken, has the effect of altering the way a person behaves, feels, sees or thinks.’

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

- alcohol and tobacco
- ‘over the counter’ medicines, such as paracetamol
- prescribed drugs, such as antibiotics, inhalers, tranquillisers and ritalin
- volatile substances, such as glues, poppers, correcting fluids/thinners, gas lighter fuel, aerosols and petrol; and
- controlled drugs, such as cannabis, LSD, Ecstasy, Heroin, Cocaine, amphetamine sulphate (speed), magic mushroom (processed)
- other substances such as amyl/butyl nitrite (poppers) and unprocessed magic mushrooms.

3. Drugs Education Programme

Drugs Education in St Michael’s College aims to enable all our pupils to make healthy informed choices by

- increasing their knowledge
- exploring a range of attitudes about drug use and
- developing and practising their decision making skills

All pupils will follow an integrated drug education programme that is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curriculum, Personal Development Class, Science and RE. It will focus on the development of self-esteem and decision making skills.

All staff will be provided with adequate training and support to help them deliver effective drugs education.

There is a procedure for the management of incidents related to substance misuse agreed by staff and governors, of which all parents and pupils will be made aware.

Parents will be informed by means of an information leaflet. Information about local drug and support services will be provided for pupils and parents.

The school works with other agencies to provide relevant information and co-ordinated support.

Roles and Responsibilities

Pupils

- Be aware of and adhere to school rules in relation to drug use/misuse, including tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled 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 designated teacher for drugs who may have to take immediate action.

Teachers delivering the Drug Education programme

In addition to the above:

- Deliver the school's drug education programme.
- Try to 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 designated teacher for drugs regarding any aspect of the programme/policy, as necessary.

The Designated Teacher for Substance Misuse (Mr F Hughes)

- Ensure that all staff and parents are aware of and have access to a copy of the policy.
- 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 with other staff responsible for pastoral care in co-ordinating the delivery of the drug education programme.
- Co-ordinate training and induction of all staff in the procedures for dealing with incidents of suspected drug misuse.
- Be responsible for co-ordinating the school's procedures for dealing with incidents of suspected drug misuse.
- Determine the circumstances surrounding the incident.
- Complete a suspected incident report form and forward to principal.
- Ensure the engagement and active participation of parents in all aspects of drug education.
- Act as the point of contact for outside agencies working with the school.

The Principal

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

In 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):
 - * Parents/Guardians
 - * PSNI – preferably the Community and Schools Involvement Officer (CSIO)
 - * Board of Governors
 - * Members of staff
 - * Other pupils and parents 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, ensuring a copy of the reports are submitted to Board of Governors.
- Review procedures and amend.

The Board of Governors

- Examine and approve the completed policy and education programme, prior to their 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 and alcohol, and their appropriate disciplinary response.
- Agree in consultation with the principal appropriate pastoral and disciplinary responses in relation to suspected drug related incidents.

Parents/Guardians

- Support your son if he has become involved with drugs.
- 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.

The Caretaker

- Be vigilant around and conduct regular checks of school grounds for drug-related paraphernalia. Inform the designated teacher for drugs should any be found.
- Ensure the safe storage, handling and disposal of potentially harmful substances such as solvents and cleaning fluids.

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.

GUIDELINES

Tobacco

The whole school is designated a No-Smoking Area.

Alcohol

Alcohol is forbidden on the school premises or while on school related activities.

Medicines

The school maintains a record of every student with a medical condition. The school does not provide and will not issue medication unless expressly requested and authorised by Parents/Guardians. Parents/Guardians should inform the school if a pupil needs medication during the day.

Volatile Substances

The misuse of volatile substances is forbidden on the school premises or while on school related activities.

4. Safety in the school - storage of potentially harmful substances and supervision of young people

The school will ensure that potentially harmful substances are stored safely and pupils supervised carefully in the event of them having to be used in the course of their work. Heads of Department are responsible for ensuring that the content of the Safety Policy is followed in practical terms in areas under their control.

5. Procedures for handling suspected incidents of substance misuse

The College is committed to tackling substance misuse among young people and any instances of possession, use or supply of illicit substances on school premises will be viewed with the utmost seriousness. The following procedures are based on the fundamental principle that the College has a duty of care towards its pupils and that its primary concern is the well-being and safety of all pupils and staff in its charge.

- (a) All suspected or identified cases of substance misuse are to be reported to Designated Teacher or in his absence the Principal.
- (b) The Principal (or in his absence the Vice-Principals) is the person responsible for dealing with all arrangements and information regarding all suspected or identified cases of substance misuse in the school.

- (c) Any incident involving the misuse of substances will be documented and records kept in confidential files by the Designated Teacher. These files will be released to PSNI as appropriate.
- (d) If it becomes known or reasonably believed that the school premises are being used outside school hours for substance 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.
- (e) Where cases arise no member of staff should deal with parents, police, outside agencies or press without contacting the Principal and being delegated by him to do so.

Responding to illness/inappropriate behaviour as a result of suspected drug misuse

As in any case where a pupil is ill or collapses, or where there is a suspected case of substance misuse, the school will immediately take appropriate steps. In such cases, where immediate action is required, the pupil(s) should be removed to hospital and the parents informed. If the school ascertains that the problem was caused by substance misuse, it has a duty under the law to report this to the local police irrespective of action taken by the hospital.

The Designated Teacher will determine the circumstances surrounding the incident and write a report on the incident. In the light of the report, the Principal may take further action in line with the school's policy on discipline. He may also make referral to outside agencies who can support the pupil and his family.

Responding to Suspected Substance 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 substances, or notices signs and symptoms of substance misuse, he/she shall inform the Designated Teacher. The Principal will then contact the parent(s)/guardian(s) of the pupil and the CSIO (Community and Schools Involvement Officer).

If parents reasonably believe or know that their son, who is a pupil of the school, is misusing substances, 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 is misusing substances, the staff member shall make it clear to the pupil that he or she can offer no guarantee of confidentiality given the seriousness of substance misuse and will refer the matter to the Principal/Designated teacher who will inform the pupil's parents and the PSNI.

(i) Procedures for dealing with incidents or suspected incidents involving legally held substances

Where a member of staff discovers an incident involving the misuse of 'legally held substances' he/she will summon medical assistance if appropriate and also the designated teacher 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;
- incident will be recorded on incident report form and
- inform parents of the situation.

(ii) Procedures for dealing with incidents or suspected incidents involving illegally held substances

The school will take a consistent approach to all incidents or suspected incidents involving illegal drugs. A copy of these can be found on Appendix A and on Staff Notice board.

- The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm.
- A search of the pupil's personal belongings, including schoolbag, coat or other items should only be made with the pupil's consent.
- When managing a suspected drugs-related incident the pupil(s) concerned should be invited to remain in school under the supervision of appropriate members of staff until parent/guardians and PSNI as appropriate arrive.

6. Sanctions

Sanctions, at various levels, will be applied to the intentional misuse of any of the substances mentioned on the school premises or while on school related activities.

Sanctions will be applied to

- Possession of any substance with the suspected intention of misuse.
- Misuse of substances on school premises or while on school related activities.
- Possession, possession with intent to supply and/or supply of controlled drugs.

It is the school policy that in all such cases guidance will be given to pupils and parents on the availability of specialist advice from the relevant support agencies.

7. Policy Implementation

- (a) All staff of St Michael's College will be issued with this Policy and informed of procedures in relation to the misuse/use of substances.
- (b) A summary of the policy will be provided for all parents at the beginning of each academic year and a full copy is available on request.

8. Monitoring and Evaluation

St Michael's College 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 and staff as part of the monitoring process, and this will then be evaluated against the aims and objectives of the Policy at appropriate levels.

Drugs Education Programme

The purpose of a drugs education programme is to provide opportunities for young people 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.

Different approaches can be used to deliver the drug education programme. These should include interactive teacher-led and peer-led discussions.

KS3 Programme

Year 8

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- Recall knowledge about substances/drugs and use this knowledge to design a poster
- Consider the importance of taking and accepting responsibility for their own safety and that of others.

Year 9

- Be aware of terms used in relation to drug use. These words are recommended by DENI in the 'Misuse of Drugs - Guidance for Schools'.
- Examine information about legal drugs and illegal drugs, their effects and associated health risks.
- Aware of the effects of different level of intake of alcohol on the body.

Year 10

- Aware of Misuse of Drugs in Sport
- Law relating to Drugs and school responses to drug-related incidents
- Explore their attitudes and beliefs about drugs and drug users
- Identify the pressures on themselves and their peers to take drugs
- Be made aware of agencies offering support including the National Drugs Helpline - 0800 776600 or www.nics.uk/drugs/

KS4 Programme

Year 11

- Reasons why young people may become involved in drug use
- Understand the different levels of drug use
- Personal, social, emotional, financial, biological and psychological effects of drug misuse

Year 12

- Gain an understanding of what drug misuse is
- Develop a knowledge of legal substances and their effects
- Understand the health risks of taking legal substances
- Understand the effects of different illegal substances
- The dangers of 'legal highs'

Post 16 (Delivered through RE (non-exam classes, Key Skills Communication Programme and Form Class)

- Conflict between individual responsibility for health choices and enjoyment, risk-taking and social acceptability;
- The rights of the individual in terms of non-smoking policies and health care;
- The social mores which currently exist in relation to the acceptability of different drugs, such as alcohol and tobacco when compared with Ecstasy and Cannabis.
- The legal/illegal debate and how it rates to the harm evidenced in the population. Health, employment, family, economic and environmental issues are considered;
- The position of government and government policies, for example, the sale of alcohol and tobacco, safe limits of alcohol, drink/driving strategies and national campaigns;
- Drugs seminar given by an outside Speaker.

APPENDIX 3
THE COLLEGE'S SPORTING AIMS

GENERAL

The Physical Education Department is an integral part of The Creative and Expressive Area of Study within the school encompassing all aspects of the development of the pupil, (physical, social, emotional, intellectual, ethical, aesthetic and creative) and has a considerable and worthwhile contribution to make in fulfilling the overall aims and ideals of the school.

SPORTING AIMS

1. 1.1 To enable the pupils to experience a range of sports and sports activities as part of the curriculum for physical education and as extra-curricular activities.
- 1.2 To contribute to the physical development of each pupil through the promotion of skills acquisition and competence in a range of physical activities.
- 1.3 Contribute to the social education of the individual by providing opportunities for pupils to co-operate with one another and to create an awareness of the benefits of teamwork.
- 1.4 Promote in each pupil an interest in, and a knowledge of physical activities and make them aware of the benefits of sports and sports activities in terms of healthy life-styles and physical well-being.
- 1.5 Prepare pupils to make active, creative and purposeful use of their leisure time throughout their lives.
- 1.6 Enable pupils to gain enjoyment and an aesthetic appreciation of movement through purposeful and progressive physical activity.
- 1.7 To enable every pupil to develop at their own rate and thus maximize their full potential.
- 1.8 To contribute to the emotional, social and moral development of the pupils.
- 1.9 To create challenges for pupils to use their initiative and develop their own decision making potential.

TIME ALLOCATION

2.	2.1	Years 8 - 10	90 minutes per week
	2.2	Years 11 & 12	60 minutes per week
	2.2	Years 13 & 14	40 or 80 minutes per week.

SPORTS FACILITIES

3. 3.1 **INDOOR:** Assembly Hall/Gymnasium - Fully equipped with Fixed Apparatus.

Sports Hall - With accommodation for:

Badminton, Basketball, Volleyball, Soccer, Short Tennis.

3 Changing Rooms

Fitness Room - fully furnished with aerobic and isotonic exercise machines.

- 3.2 **OUTDOOR:** 2 Full size Prunty Pitches (grass)
 1 small Gaelic/Soccer Pitch (grass)
 1 All-Weather Pitch
 4 Senior Handball Alleys
 8 Junior Handball Alleys
 1 1,500m Cross Country Course
 1 "Kick About" area
 4 Tennis Courts.

- 3.3 **FACILITIES AVAILABLE OUTSIDE THE SCHOOL:**

School has also access to -

Fermanagh Lakeland Forum
 The Enniskillen Collegiate Tennis Courts.

4. 4.1 **SPORTING ACTIVITIES AVAILABLE**

Athletics	Badminton	Basketball
Canoeing	Cross Country	Fishing
Gaelic Football	Gymnastics	Handball
Hillwalking	Hurling	Rowing
Sailing	Skiing	Soccer
Swimming	Tennis	Volleyball
Weight Training	Windsurfing	

APPENDIX 4

PASTORAL CARE POLICY

Rationale

The policy for Pastoral Care in St. Michael's is based upon the school's vision for its pupils. The staff of St. Michael's is committed to the development of the whole person and believes that personal and social development enhances academic achievement.

Pastoral Care is a set of systems and programmes in St. Michaels which attempts to meet the social, spiritual, mental, emotional and physical needs of our pupils, so that every pupil has the opportunity to reach his potential in every area of his life, and is equipped with the skills to cope with the 'outside world'.

All aspects of school life- its planning organisation, curriculum and provision of extra curricular activities seek to promote conditions for the positive growth of students and staff. The school places emphasis on the development of positive relationships between all staff and students, the creation of a positive learning environment and the development and maintenance of a caring community.

The aims of the Pastoral Care Programme in St. Michael's are consistent with and so reinforce the ethos and aims of the school. We aim to create an environment where the pupils are valued as individuals and are encouraged to develop to their full potential. We believe that a happy pupil will be a successful pupil and we strive to make this a reality through our Pastoral Care System.

Pastoral Care is an expression of the school's concern for the overall welfare of the individual pupil. All members of staff are involved in a pastoral role and have responsibility for promoting and practising the principles and aims of the Pastoral Care Policy.

Aims of Pastoral Care Programme

We seek to create a caring and learning environment in the school by:

- creating and maintaining a pastoral environment in which the needs of the individual student are recognised, an attitude of responsibility is encouraged and a sense of self-worth is fostered
- providing pastoral support to those students in our care who experience personal or academic difficulties
- promoting at all times Christian values throughout the school community
- 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
- encouraging students to show a commitment to their studies and to develop independent learning strategies
- promoting good behaviour and discipline on part of all pupils

- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect
- promoting early intervention when problems arise
- identifying the underlying causes of poor behaviour and aiming to effect a change of attitude on the part of an offending pupil
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- working in partnership with parents/guardians in the promotion of the overall good of the student acknowledging the role of parents/guardians as primary educators of the child
- developing a shared approach to involve parents/guardians in the implementation of the school's policy and associated procedures
- promoting among students a sense of citizenship and respect for cultural diversity
- fostering among staff and students a sense of team spirit
- encouraging each teacher to develop his/her personal qualities and professional expertise.

Organisation of the Pastoral Dimension/Programme

In St. Michael's, there is a structured approach to the organisation of personnel and systems to ensure the Pastoral dimension is addressed effectively. Whilst every member of staff takes responsibility for the well being of all pupils, there are members of staff with specific pastoral roles:

Teacher with overall responsibility for Pastoral Care:	<i>Mrs. Joanne O'Neill</i>
Designated teacher (Child Protection):	<i>Mrs. Joanne O'Neill</i>
Deputy designated teacher (Child Protection):	<i>Mrs M Nethercott</i>
Form Teachers	
Year Heads	
Head of Key Stage	
School Chaplain:	<i>Canon Macartan Mc Quaid</i>

There are three Heads of Key Stage. Heads of Key Stage 3, Key Stage 4 and the Vice Principal has responsibility for Post 16. The Senior Teacher maintains an overview of the work of their particular Key Stage.

Heads of Year are responsible for the efficient administration of the whole year group and supported by the Head of Key Stage and Head of Pastoral Care oversee the general welfare of all students in their Year Group. In conjunction with the Head of Key Stage, they devise the PD programme and are responsible for managing and organising their Pastoral Year Teams.

Pastoral Year Teams are the Form Teachers in each year group who are supported by the Head of Year. Each student is assigned to a Form Teacher who delivers the School's Personal Development Programme. Students have the same Form Teacher throughout each Key Stage. This allows a relationship of trust to develop and students

are encouraged to talk to Form Teachers about any concerns they may have. They are the 'key teachers' in the Pastoral Care programme having detailed knowledge of the needs, aspirations, and academic progress of each pupil in their Form class.

Our programme of Pastoral Care is comprehensive and highly structured. Each Form class meets with its Form Teacher at the start of school each day. This allows the successful monitoring of attendance, punctuality, standards of dress, behaviour and homework.

All classes have a weekly timetabled Personal Development Class with their Form Teacher. At this time Form Teachers follow the programme of Personal Development prepared by Heads of Key Stage, Year Heads and Form Teachers. The topics for this programme, which are amended according to the identified needs of students fall into a number of categories:

- Anti bullying issues
- Drugs Education/Substance Abuse
- Health Education
- Moral Development
- Personal Safety Strategies
- Relationships and Sexuality Education
- Rights and Responsibilities
- Self-awareness and Assertiveness
- Study Skills- Academic Development
- Careers Education
- Internet Safety

The Head of Careers has responsibility for the vocational guidance of pupils. All students in Year 10, 12 and 13 are given the opportunity to avail of an interview with their Careers teacher prior to making their final choice of subjects/courses for Key Stage 4, Post 16 and UCAS application.

The Learning Support Co-ordinator has responsibility for co-ordinating the provision for students on the Learning support (SEN) register. Classroom assistants are available to help a number of SEN students.

Care plans are in place for those students with medical conditions who may require intervention during the school year. This information is shared with staff and is available in the Main Office, Senior Teachers' Office and Staff Room.

Teaching Methodology

Teachers are encouraged to adopt a range of teaching strategies to take account of the fact that students learn in different ways.

The active involvement of pupils in the learning process is encouraged. Strategies used include discussion techniques; group work; pair work; debate; role-play; DVD; presentations by guest speaker etc.

Each Year Head oversees the implementation of the programme relevant to his/her own year group to ensure uniformity of interpretation and delivery of the programme, and to discuss any issues that may arise.

Policies, which guide and support the work of the Pastoral Curriculum, include:

Attendance Policy
 Positive Behaviour Policy
 Discipline Policy
 Child Protection Policy
 Learning Support/SEN Policy
 Drugs Education Policy
 Relationships and Sexuality Education Policy
 Anti-Bullying Policy
 Health and Safety Policy
 School Trips Policy
 Bereavement & Loss Policy/Critical Incident Policy

These policies are approved by the Board of Governors. The full policy documents are available to parents on request. Information on the issues of Pastoral Care/ Anti Bullying, Child Protection, Internet Safety, Attendance and Drugs Education are communicated to parents at the beginning of each academic year.

Child Protection Policy

Our Child Protection Policy sets out our legal duties and pastoral responsibilities in this area. In all contact with students, staff follows the guidance and procedures described in the DENI publication 1999/10 ‘Pastoral Care in Schools Child Protection’

Designated Child Protection Officer: *Mrs Joanne O’Neill*

Deputy Designated Child Protection Officer: *Mrs Mary Nethercott*

All staff receives Child Protection training on an annual basis.
 A number of staff members are also Safetalk – suicide alertness trained. It is planned to have further staff trained in this area.

Positive Behaviour and Discipline Policies

Senior Management in consultation with staff, parents and pupils develops the procedures relating to positive behaviour management and discipline. 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 parents.

Pupils are made fully aware of the school policy, procedures and expectations. They are made aware that the rules are designed with their safety in mind, to create a secure, orderly and friendly atmosphere where work may proceed with as little disruption as possible and where every pupil feels a valued member of the college community.

The school rules and pupil Code of Conduct are explained to all pupils at the start of the school year and are published in their student planner.

Key Stage Three Merit System

The Merit System at Key Stage Three is an integral part of our Pastoral Care Policy, designed to recognise and encourage achievement in all aspects of each student's education

Merit Points will be awarded for curricular excellence in areas such as homework, improvement, attendance and effort.

Points will also be awarded for contribution to other aspects of school life including: sport, music, drama, Feis, debating, public speaking, liturgies, fundraising, library and the school magazine.

All Merit Points will be recorded in the student's diary and by their Form Teacher.

Throughout the year there will be a number of presentations to celebrate those who achieve most points. Awards will include Merit Certificates ranging from Bronze to Platinum and prizes including sports, music and book vouchers.

The top four students in each class will also be awarded a place on a school trip at Christmas and Summer.

Transition

We appreciate the challenge that the transition to our school poses for students. The Year Teacher, Form Teacher and subject teachers of year 8 and year 13 students help these students manage this change with support, encouragement and guidance.

Year 8 Pupils are accompanied by their Parents/Guardians on an induction evening prior to the beginning of their school term. In addition Year 8 have a full day induction programme in June, where they spend the day with their Form Teacher and undertake a range of activities organised by their Year Head. In September they also have an induction day led by their Form Teachers. Year 8 pupils are also supported throughout the year by a group of Year 14 Peer Mentors to help students make the transition from primary to post primary education as soon as possible.

The integration of new students to the College in Year 13 is closely monitored by the Year Head and Head of Post 16.

Assemblies and Retreats

As part of the pastoral curriculum assemblies are held weekly for each year group.

Assemblies are designed to:

- Promote the Catholic ethos of the school
- Promote the spiritual development of students
- Highlight achievement/ Share success

Retreats are organised for Year 10 and Year 12 students each year and are lead by experienced external Retreat team leaders.

Student Recreation Facilities

All students from Year 8-14 have access to recreation facilities at break and lunchtime. Year 13 and 14 students also have access to a fully equipped fitness suite.

Student Representative Council

The College operates a Student Representative Council which aims to develop the school community so that students become partners with teachers in their education. An elected body of students meet on a regular basis with the Principal and use the opportunity to voice the thoughts of their peers on issues of concern to them. The Council also introduces students to democratic, responsible and mature ways of making their views heard.

Prefect System

We aim to develop qualities of leadership and responsibility in all students. In particular senior students take on responsibility in a number of areas. In the senior school a number of committees are in operation; these are made up of students from Year 14. Each committee is led by a senior prefect and has responsibility for a particular area of school life.

Links with Parents/Guardians

The academic, personal and social development of the pupils in St. Michael's is a collaborative process involving teachers, parents and the pupils themselves. Parents/Guardians are encouraged to work in partnership with the school to assist in promoting the welfare of the student and in maintaining high standards of behaviour.

If Parents/Guardians have concerns about any aspect of the student's welfare or education they are encouraged to make contact with the school. The first contact person is usually the Form Teacher who will arrange a meeting if required. Parents have the opportunity to raise with the school issues arising from the operation of school policies at Parent /Teacher meetings, at Information Evenings or by making an appointment to meet with the Principal, Form teacher, Year Head or Head of Key Stage.

When a member of staff has concerns he/she wishes to raise with parents the Year Teacher has responsibility to contact Parents/Guardians.

All staff stress the importance of meaningful and positive communication between themselves and the parents of their pupils. This is achieved in a range of ways including:

- Student Planners;
- Twice yearly formal reports that summarise students' achievements and progress over a specific period;
- Mid term letters/interview when appropriate;
- Parent Teacher Meetings;
- Standard letters and advice booklets;

- Phone calls/Interviews when appropriate;
- School Newsletter;
- School Website.

Counselling

A school counsellor is available to work alongside staff to help pupils who have specific concerns and to enable them to develop the skills they need to overcome any problems they are facing. Parents are informed of the availability of this service. Parents are consulted if after discussion with a student it is felt that the student would benefit from counselling. Counselling guidelines ensure that the counsellor will only see pupils who agree to speak to the counsellor. Each pupil will be encouraged to share with his parents/guardians the issues that arise during counselling.

Liaison with Agencies

Within the management of the Pastoral dimension of the school, external agencies may be used for support. These include Social Services, Educational Welfare Officers, Educational Psychologists, members of Behavioural Support Team, members of the Road Traffic Branch, PSNI, Women's Aid, Love for Life team, Aware Defeat Depression, New Life Counselling Team and Careers Service Northern Ireland.

Where the support of an external agency is recognised as being necessary, the Head of Pastoral Care, Head of Key Stage and relevant Head of Year will liaise to ensure that the nature of the support is appropriate to the individual pupils needs.

The principal and Parents/Guardians are informed at all stages.

Monitoring, Evaluating and Reviewing of the Pastoral Care Programme:

Overall responsibility for this lies with the Head of Pastoral Care, Heads of Key stage, Year Heads and Form Teachers. Key Stage Heads meet with Year Heads and with Form Teachers of each year group in September, January and June of each year to review and evaluate the programme. The Head of Pastoral Care meets with Key Stage Heads three times per year to discuss the evaluation and review of the programme.

Evaluation is carried out at various levels:

Pupil/Teacher evaluation of the taught programme;

Heads of Year/Form teacher evaluation;

Head of Key Stage/Head of Pastoral Care/Year Head evaluation

Promotion and development of pastoral care is an integral part of the School Development Plan. Opportunities are provided for staff development by training organised through:

- School-based courses
- Courses organised by the Educational and Library Boards
- Use of internal expertise/outside agencies.

APPENDIX 5**CONCERNS AND COMPLAINTS PROCEDURE**

Guidance Notes for Parents

If you have a concern or complaint:

Please let us know your concerns as soon as possible since it becomes difficult to properly investigate an incident or problem which has happened some time previously.

What to do first

Most concerns or complaints can be sorted out quickly by speaking with your child's Form Teacher, Head of Year, Head of Key Stage, Head of Department or Subject teacher. Any teacher or the school secretary can help you find the right member of staff.

You will need an appointment to discuss your complaint, and can make one by telephoning or calling at school reception.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel is wrong and they will explain their actions to you. They will ask what you would like the school to do to put things right. This does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help prevent a similar problem arising again. If you are still concerned you can talk to the designated teacher for Child Protection/Head of Pastoral Care.

What to do next

If you are still dissatisfied with the response you can make a complaint to the Vice Principal. This should be in writing.

The Vice Principal will ask to meet you for a discussion of the problem. The Vice Principal will conduct a full investigation of the complaint and may interview any members of staff or pupils involved. If you are still dissatisfied with the response you can make a complaint to the Principal. This should also be in writing.

If your complaint is about the action of the Principal personally, then you should refer it to the Chairman of the Board of Governors. You may write to him at the school address.

Pastoral Care in Schools

How a parent can make a complaint



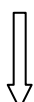
I have a concern about my/a child's safety/
academic progress/welfare



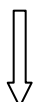
I can talk to the class/form teacher/
subject teacher/head of department



If I am still concerned, I can talk to the
Designated teacher for child protection
Mrs J O'Neill, co-ordinator of Pastoral Care/Year Head/
or Miss M McKenna (V.P.)



If I am still concerned, I can talk/write to Mr Henry
(Principal)



*If I am still concerned, I can talk/write to the
Chairman of the Board of Governors*