



Curriculum (Part 2)

All information in this prospectus is accurate at the date of publication January 2022 but information is subject to change.

The policies in this leaflet are abbreviated.

Full policies are available from the school office on request.

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Students Leaving School During the School Day for an Appointment

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Student Attendance



2.5 HOMEWORK SUMMARY POLICY

The aims of Loreto state our desire to help each student achieve her full potential in personal, social, spiritual and academic life. We believe that homework has an important role to play in this process. It will contribute to the development of personal qualities such as self-discipline, self-motivation, confidence, independence and perseverance. Through homework, students will learn to identify personal strengths and areas for improvement and take an increased responsibility for their own learning process. Teachers, parents/guardians and students need to work together to ensure that homework is a meaningful extension of schoolwork.

In periods of blended/ remote learning, homework tasks should be purposeful, manageable and appropriate for students and staff. In the event of school closure, please refer to the Blended/Remote Learning Policy.

Volume of Homework:

All students are expected to do homework every school night (Monday – Friday inclusive), using the Student Planner to record accurately what the homework assignment is and when it is due to be handed in. As a **general guide**, the school recommends the following:

Key Stage 3	1½- 2 hours
Key Stage 4	2 - 3 hours
Post 16	3 - 4 hours

Students should always engage in homework and revision for the allocated time to ensure progress, and consolidation of learning. The time required will vary depending on a particular student's circumstances, the additional demands generated by final preparation for submission of coursework, controlled assessment, revision or other special projects.

Students will:

- Take responsibility for their own learning.
- Record details about homework set in their Student Planners.
- Ensure that they understand the task set and ask for any help well in advance of the date set for work to be presented/ submitted.
- Complete and present both written and digital homework assignments carefully, neatly and on time. Homework should be completed in a suitable place at home where there are no distractions.
- Respond promptly to feedback from teachers regarding homework and make the necessary corrections/amendments.
- Take responsibility for catching up on homework exercises missed.
- Regularly check Class Teams to ensure all assignments/tasks are fully completed and submitted.

In line with the Positive Behaviour Management Policy:

- If homework is not submitted or is incomplete the teacher will record this in the Comments / Reminder section of the Student Planner and on the teacher's Behaviour Management Record. A referral will be issued in accordance with the Positive Behaviour Management Policy. Students should take note of and act on concerns/referrals made by teachers relating to homework practises to effect improvement. If there is no improvement in the situation, the parent / guardians will be asked to come to the school to discuss the issue.

Involvement of Parents / Guardians

The school recognises and appreciates the important role played by parents / guardians in the education of students; they are partners in the education process and their co-operation with homework is essential.

- Parents / guardians are asked to ensure that students develop effective, independent home study habits by providing a quiet area, free from the distractions of television, personal stereos, radios, telephone calls and mobile phones.
- Parents / guardians and students are asked to ensure that part-time jobs do not impinge on homework and study sessions.
- Parents / guardians are encouraged to monitor their children's homework by checking homework books, showing interest in assignments and by signing the homework diary section of the Student Planner on a weekly basis.
- If parents / guardians have any concern about homework, they can record this in the Comments/Reminder section in the Student

2.4 SPORTING ACTIVITIES

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The students engage in a wide range of sporting activities and events both in class and in extra-curricular forums:

- To ensure that all students have a well-balanced curriculum within their PE class time.
- To achieve a reasonable degree of proficiency in basic skills fundamental to all sports.
- To encourage creativity and a sense of the aesthetic through general activity.
- To make students aware of the benefits of physical fitness, the enjoyment derived from it and life-long recreational relevance.
- To encourage and develop the following:
 - Participation
 - Individual achievement and performance
 - Social/personal development
 - Understanding, tolerance and responsibility through sportsmanship
 - Health and Safety

School Curriculum

Key Stage 3	Key Stage 4	
Gym	Dance	Indoor Athletics
Dance	Athletics	Health Related Fitness
Athletics	Badminton	
Health Related Fitness	Volleyball	
Gaelic Football	Gaelic Football	
Netball	Netball	
Indoor Athletics	Unihoc	

Normally KS3 Swimming lessons take place in Omagh Leisure Centre's swimming pool.

All year groups are allocated 4.4% of the time available on the timetable to Physical Education classes.

Ordinarily, a Ski-Trip is organised every two years.

Facilities

- 1 Gym/Hall (indoor)
- 1 Sports Hall (contracted externally – closely adjacent to the school)
- 1 All Weather Track

Extra-Curricular School Teams 2021/2022

- Minor, Junior, Inter and Senior Netball Teams
- Athletics (Lunchtime)
- Indoor, Cross Country, Track & Field
- Gaelic Football Teams
- Under 19, Under 16, Under 14 & Year 8

The teams below may be entered for school competitions but the pupils are under the supervision of a parent/guardian.

- Equestrian Team
- Handball Teams
- Swimming Teams

2.5 HOMEWORK SUMMARY POLICY (CONTINUED)

Planner, or they might prefer to contact the Subject Teacher or Form Teacher asking for an appointment. An appointment would then be set up in liaison with the Head of Year or the Head of Department.

- Parents/guardians should inform the Form Teacher of any changes in the child's circumstances which may affect learning.
- Parents/guardians are asked to support the school in encouraging good homework practices and when appropriate sanctions have been set.
- Engage in consultation regarding the policy.
- Co-operate in solution focussed strategies agreed with pastoral/academic staff to support students who are experiencing difficulties with Homework/Controlled Assessment tasks.

Procedure for absent students and students who do not submit homework

- It is the responsibility of the student to catch up on homework exercises missed through absence.
- If the absence is long-term, a student may photocopy corrected work from another student.

- Where a student is unable to present a written homework, or presents any form of unsatisfactory homework with no accompanying note of explanation from parents / guardians, the subject teacher will record this on in the Homework Section of the Student Planner and on the teacher's Behaviour Management Record. If homeworks are missed in close succession, this will also be recorded in the Comments section of the Student Planner and on the teacher's Behaviour Management Record. Referrals on SIMS.net will be issued in accordance with the school's Positive Behaviour Management Policy. If there is no improvement in the situation, the parents / guardians will be asked to come to the school to discuss the issue.
- In the case of a student who cannot attend school for an extended period due to health needs, the Action Plan "Meeting the needs of students who cannot attend school because of health needs" will be implemented to ensure students are supported in the learning process.

Procedure for Periods of Remote/Blended Learning

- Refer to the Remote/Blended Learning and Teaching Policy.

2.6 RELATIONSHIPS & SEXUALITY SUMMARY POLICY

"The body is a temple of the Holy Spirit" (1 Cor)

Principles/Rationale:

"Parents remain and always will remain the first and most important teachers of their children" Pastoral Letter "Handing on the Faith in the Home" 1980

At Loreto Grammar School we recognise and fully respect that parents have the primary duty and right to be the first and principal educators of their children. The attitudes, beliefs and behaviour of young people in all their relationships are primarily formed and greatly influenced by their experiences within the family and the relationships they have with their parents/guardians. We aim to support and help parents/guardians to fulfil this responsibility, and to strengthen the partnership between home, school and the wider community. RSE in Loreto Grammar School is intended to supplement and complement what is taught in the home as a domestic church and we value the input and support of parents/guardians.

Loreto Grammar School is an all-girl Catholic Grammar School committed to the education of the whole person (see Whole School Aims). We strive to empower our students to be responsible and reflective, capable of making informed decisions, inspired by gospel values and Christian morality. It is important that our young people are presented with values, beliefs and attitudes which reflect the true nature of human relationships and sexuality.

Relationships and Sexuality Education is a life-long process of acquiring knowledge and understanding and developing one's beliefs, attitudes, values and morals about sexual identity, relationships and intimacy. RSE seeks to provide young people with formal opportunities to acquire knowledge and understanding of relationships and human sexuality and how to develop the skills and values they need to initiate and sustain healthy, mature, balanced Christian relationships.

Sexuality is about more than its biological aspects. It concerns the innermost being of the human person. We believe sexuality is a gift from God. It is the drive within every person to give and receive love and affection. Our sexuality shapes and permeates all our relationships.

Provision:

RSE in Loreto Grammar School is taught in a sensitive and inclusive manner, in harmony with the moral, social and spiritual framework that reflects the belief and ethos of this Catholic School and in conformity with the moral and religious principles held by parents/guardians and the importance of stable, loving, personal relationships, parental responsibilities and family life, reflecting the School's Pastoral Care and Child Protection Policies. The programme takes account of the

students' emotional, intellectual and physical development and deals with the ethical, spiritual, social, biological and moral implications of the subject.

In Loreto Grammar School, Omagh, the Religious Education Department, in delivering Relationships and Sexuality Education, also satisfy the requirements of Learning for Life and Work at Key Stages 3 and 4. Other departments (Personal Development (P.D), Home Economics, Science and Local and Global Citizenship (LGC)) in covering their own Learning Areas will supplement the RSE material delivered by R.E. The programme takes account of the diverse views of the secular world while holding fast to the Catholic vision of human sexuality and relationships.

It is intended that during KS3 students will achieve a stage appropriate knowledge and understanding of the content and begin to appreciate the issues pertaining to RSE. Progression and continuity happens at KS4 and KS5 so that students can reach a deeper understanding of more complex concepts and issues given their increased maturity and wider range of experiences.

This policy takes account of the Equality Act Regulations (NI) 2006, Every School a Good School, Together Towards Improvement, the Department of Education Circular 2013/2016 and the School's policies on Pastoral Care, Child Protection, Anti-Bullying, Social, Emotional and Behavioural Difficulties (SEBD), Positive Behaviour Management, Internet, Community Relations Equality and Diversity (CRED), Drugs Education, Vetting Arrangements and is linked to the School Development Plan. The Diocese of Derry "Relationships and Sexuality Education – A Guidance Document for Post Primary Schools in N.I" March 2017, Safeguarding and Child Protection in Schools: A Guide for Schools DE 2017, Cooperating to Safeguard Children and Young People in NI DHSSPS March 2016 and the Safeguarding Board NI App have also been consulted. This policy was shared with a sample of 100 randomly selected parents in February 2017 and suggested amendments were made.

The Relationships and Sexuality Education Programme aims to:

- Help young people to appreciate their uniqueness and dignity as children of God.
- Enable young people to understand and develop healthy and respectful friendships and relationships, stay safe and develop a moral thinking and value system.
- Promote a Christian vision of sexuality and sexual health matters i.e. a vision that promotes unselfish love, respect and commitment.
- Help young people understand that sexuality is a gift from God that encompasses the whole person, body, mind, emotions and soul.
- Promote a positive attitude to one's own sexuality, sexual health and one's relationships with others.
- Promote knowledge and understanding of, and respect for sexuality and human reproduction.

2.6 RELATIONSHIPS & SEXUALITY SUMMARY POLICY (CONTINUED)

- Help young people to appreciate that marriage is a sacrament and that sexual intercourse is an expression of married love.
- Appreciate the responsibilities of parenthood.
- Promote an appreciation of the value and sanctity of human life and the wonder of life from the moment of conception.
- Encourage young people to make informed, responsible, moral decisions about their relationships and sexual health.
- Create a positive, safe learning environment which acknowledges and respects the rights, uniqueness, individuality and dignity of each pupil, regardless of difference.
- Enable young people to recognise potentially exploitative, dangerous, situations and teach them how to take preventative action.
- Link with previous learning.
- Help young people to keep themselves safer in a digital world.
- Ensure that students, at each stage of their development, have an understanding of and respect for the rights, equality, dignity and diversity of all.
- Educate students to live in a changing world so that they value and respect difference and engage positively with it.
- Develop the skills, attitudes and behaviours that enable them to value and respect difference and engage positively with it.

Students will:

- Be engaged in interactive learning experiences.
- Be respectful of other students' feelings, experiences and situations.
- Evaluate the RSE Unit.
- Contribute to the evaluation and review of RSE programme and activities.

Parents / Guardians will:

- Be able to view the RSE Policy at the School on request.
- Be enabled to meet with the R.E. Team/RSE Co-ordinator to discuss any issues/concerns in relation to Relationships and Sexuality Education.

Induction for Parents

Information will be provided for parents about the content and timing of the RSE programme in the following ways:

- An RSE Information Leaflet will be made available for incoming Year 8 and new Year 13 pupils.
- The RSE Policy will be published on the school website and be available for parents/guardians to download.
- Parents will be encouraged to consult the school website which will provide information about the content and timing of the programme during the school year.

2.7 ICT & INTERNET SUMMARY POLICY

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology, including use of the Internet.

Information and Communication Technology (ICT) prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Students use ICT tools to explore, express, exchange, evaluate and exhibit information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning; with students being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

We interpret the term "information and communication technology" to include the use of any equipment which allows users to communicate or manipulate information (in the broadest sense of the word) electronically.

Aims

- To encourage students to build upon their previous experience and to become autonomous users of ICT.
- To provide the resources and expertise that will allow students to be discriminating and discerning in the selection and use of a range of Information and Communication Technology resources.
- To develop a broad and balanced experience of the range of information and communication systems and their applications and an understanding of their capabilities and limitations.
- To select, use and design information and communication systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques.
- To develop an understanding that the skills and concepts which relate to ICT, when used appropriately and effectively, can enhance the quality of learning, living and working.
- To ensure Internet facilities are utilised by staff and students to raise educational standards and promote student achievement and to enhance teaching and learning.
- To provide specialist courses for those who wish to study ICT at GCSE or A Level.

Internet access

- C2k, the Internet provider, has installed filtering software, which operates by blocking thousands of inappropriate websites and by barring inappropriate items, terms and searches in both Internet and e-mail. Thus, as far as possible educationally unsuitable material cannot be transmitted to and from the school network.
- Internet access for students in school should only be available on computers that are used in highly visible areas. School computers connected to the Internet, are in full view of people circulating the area.
- While using the Internet at school, students should, where possible be supervised. However, when appropriate, students may pursue electronic research independent of staff supervision. In all cases students should be reminded of their responsibility to use these resources in line with the school policy on acceptable use.
- While using the internet during Remote/Blended Learning and Teaching sessions, students will adhere to online safety procedures as per Child Protection and Safeguarding Policy and Remote/Blended Learning and Teaching Policy.
- Students are reminded the e-mail system provided by C2K is filtered and that any e-mail messages regarded as being unsuitable are directed to C2K administration in the C2K system. This applies to both incoming and outgoing e-mails.

Students will:

- Use a range of software and hardware resources effectively in all areas of the curriculum.
- Use the internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- Use e-mail and computer conferencing only for communication between student and teacher, student and student and between school and industry.
- Inform a member of staff if they receive offensive e-mail.
- Report the web address and content of any unsuitable web sites which they discover to their ICT class teacher, to the ICT Coordinators or to a member of the SMT.
- Students will maintain the security of their log on details by not sharing them with other users, and respect the security and privacy of other users' work.
- Utilise Microsoft Office Applications as a tool for school work and activities in class and online during periods of Remote/Blended Learning.
- Follow guidelines and procedures as per Remote/Blended Learning and Teaching Policy and Child Protection &

2.7 ICT & INTERNET SUMMARY POLICY (CONTINUED)

Safeguarding Policy.

Students will not:

- Misuse computing or internet resources intentionally or otherwise.
- Intentionally waste resources such as online time or printing credits.
- Search, view and retrieve materials that are not related to the aims of the curriculum or future careers.
- Send offensive communications to others online.
- Create, publish or share any offensive material.
- Distribute videos or pictures of other students or staff, as per Bring your own Device to School Policy.
- Perform any activity that violates the school's code of conduct.
- Share Team Codes / passwords for online learning and teaching sessions.

Parents and Guardians

While in school, teachers will guide students toward appropriate materials on the Internet. Outside of school, parents or guardians bear the same responsibility for such guidance as they would normally exercise with potentially offensive information which is available via media such as television, telephone, films and radio.

Parents/Guardians should:

- Sign the Parent/Guardian Policies agreement and general consent re: school Internet Policy and images and digital photographs before student uses the Internet.
- Sign Bring your own device to school policy before student uses own device in school for educational purposes.
- Be aware that they are responsible for their daughter's use of Internet resources at home.
- Limit the length of time their daughter spends using the Internet and discuss with their daughter rules for using the Internet.
- Get to know the sites their daughter visits, and talk to them about what they are learning.
- Ensure that they give permission for their daughter to attend online Learning and Teaching sessions during periods of Remote/Blended Learning and Teaching.
- Ensure that they give their permission before their daughter gives out personal identifying information on the Internet, such as a picture, an address, phone number, school name, or financial information such as credit card and bank details, in any electronic communication. In this way, they can protect their child from unwanted or unacceptable overtures from strangers, from unplanned expenditure or from fraud.
- Encourage their daughter not to respond to any unwelcome, unpleasant or abusive messages and to tell them if they receive any such messages or images.
- Inform the school immediately if their daughter receives an unpleasant or abusive message which has come from an Internet service connection provided by the school.
- Use an ISP that provides a filtering system to prevent their children from accessing unsuitable material on the Internet.
- Parents will be informed if their daughter has been engaged in any concerning online activity.
- Adhere to protocols outlined in Remote/Blended Learning and Teaching Policy and Child Protection & Safeguarding Policy.

Terms of Use: MY-SCHOOL and associated services

Before using MY-SCHOOL and its associated online services you need to understand and agree to the following:

1. Do not share your password with anyone or log on as someone else.
2. You must not upload, save or share any illegal, obscene, defamatory or offensive material either through MY-SCHOOL or by email.
3. All online contact with other pupils and adults must be polite and sensible. It must not be offensive or racist.
4. You must never harass or cause distress to others. Where such use of MY-SCHOOL is reported, C2k will make best efforts to remove such material pending investigation of the matter. Where appropriate, disciplinary action may be taken against the user concerned to reduce or remove MY-SCHOOL access privileges and a report submitted to the proper authority.
5. Commercial content, provided under licence via MY-SCHOOL has its own Terms and Conditions. You must comply with all such regulations. If you intend to use content in ways other than those expressly permitted you must obtain prior permission from its owner(s). Copyright infringement is a criminal offence.
6. Content within MY-SCHOOL may contain hyperlinks to external resources. C2k is not responsible and shall not be liable for the availability, nature or use of any external content or the policies of linked websites.
7. Personal information about any living person must not be published through MY-SCHOOL or the associated services without express prior permission from the person concerned.
8. Names, images and logos identifying C2k/ MY-SCHOOL or third parties and their products and services are subject to copyright, design rights and trademarks and may not be copied or used without permission. All Rights Reserved.
9. All pupils participating in a video or web conferencing session must have the written parental consent in compliance with the image management section of the school's child protection & safeguarding and data protection policies.
10. Adults should be notified prior to the start of a video or web conferencing session that the session may/will be recorded. By joining a session, a participant is accepting these conditions unless they advise the meeting organiser in advance.
11. Video or web conferencing sessions should be terminated once the session has ended and a device secured if left unattended during the session.
12. Online course room tutors should ensure that learner and guest accounts are used appropriately. Supervision of course rooms is the responsibility of the course room tutor(s).
13. C2k is committed to safeguarding each user's privacy online. Notwithstanding, you are notified that Course room tutors may track usage of their course material and that C2k may monitor usage to maintain system integrity and to ensure that the system is used legally. Monitoring, however, cannot be guaranteed in all circumstances.
14. C2k supports the rights of copyright owners and does not tolerate reckless or deliberate copyright infringement. Copyright material of third parties must not be used without specific authorisation. Copying material to a hard disk or removable disk, printing, distributing or sharing copyright material by electronic means may give rise to personal liability, despite the belief that the use of such material was permitted.
15. By using MY-SCHOOL and its associated services you are considered as understanding and agreeing to the terms published here (and any revisions/additions as C2k may post to these Terms & Conditions at any time).

Note – These terms and conditions are additional to your school's or organisation's acceptable use policies and not in place of.

Please ensure that you are always fully compliant with any school policy when logged into MY-SCHOOL or any of its associated services.

2.8 STUDENT PUNCTUALITY

Rationale: Punctuality is essential to maximising class contact time in order for students to achieve their full potential.

Aim: To encourage students to respect the importance of punctuality.

What must a Student do?

- Be punctual for registration, class, assembly, study and meetings.
- After registration has closed (9.15am) a student arriving late must sign the late attendance book located in the school office. This will be recorded as U and will only be validated with a code of absence when a signed note from parent/guardian is presented to Form teacher.
- If a student arrives late to class, excuse yourself, go to the teacher and explain why you are late and ask permission to join the class.

How can Parents/Guardians support us?

- Ensure your daughter arrives punctually for class each morning.
- Sign a note in your daughter's Student Planner indicating the reason. This note will be required by the Form Teacher when punctuality is checked at Registration.

2.9 STUDENTS LEAVING SCHOOL DURING THE SCHOOL DAY FOR AN APPOINTMENT

Rationale: Appointments during the school day must be kept to a minimum and only in exceptional cases should permission be sought to leave school.

Aim: To have clear guidelines for procedures when a student intends to leave school during the school day for an appointment.

What must a Student do?

- If a student needs to leave school (e.g. for a medical or dental appointment) her parent/guardian must telephone the school office before 9.15am on the morning of the appointment. The student must also have a signed note from parents/guardians recorded in the APPOINTMENTS SECTION of the Student Planner, giving the reason for absence.
- If the student intends to leave during a lesson, she must show this information to the teacher before the lesson starts.
- When leaving the school, the student reports to the school office where she signs out of school. If returning to the school, the student must sign in at the school office.
- If a student knows that she is going to be absent on a particular day she should as a matter of courtesy let her subject teacher(s) know in advance. She should also find out, either from the teacher or from another student, the work covered in class and the homework set so that she can make up what has been missed, if possible.
- Driving lessons for Post 16 students can only be arranged during Private Study periods. No exceptions.
- Present the note for absence, signed by parent / guardian to the Form Teacher at the next weekly attendance record review and update.

How can Parents/Guardians support us?

- Keep appointments to a minimum.
- If your daughter must leave during the school day, telephone the school office before 9.15am on the day of the appointment and provide a written signed note recorded in the APPOINTMENTS SECTION of the Student Planner, giving the reason for absence, and expected duration of the absence or telephone the school office if an emergency appointment has been arranged.



2.10 STUDENT ATTENDANCE

Rationale: Attendance at school is vital to assist in the teaching and learning process and to maximise success in all facets of school life. The school has an attendance target of 97%. Parents/guardians have a legal responsibility to ensure that their daughters are present at school for 190 days during each academic year. As a general principle, students will be marked present if they are present in school and attend class or a school arranged activity, otherwise they will be marked absent. A student should only be absent for an unavoidable reason and permission to leave school during the day should only be sought in exceptional circumstances.

Aim: To ensure students' full and consistent attendance at school in order to maximise success in all facets of school life.

What must a Student do?

- Attend school daily and arrive for class punctually.
- Only be absent for unavoidable reasons.
- Provide a written explanation from parents/guardians for any absence to her Form teacher during Registration (even for part of a day).
- Show this note to the relevant subject teachers and catch up on all work missed.
- If you know that you are going to be absent on a particular day you should as a matter of courtesy let your subject teacher(s) know in advance. You should also find out either from your teacher or from another student, the work covered in class and the homework set so that you can make up what you have missed, if possible.

The SMT will:

- Ensure that parents/guardians are informed in writing of percentage attendance at every half term, at Parent Teacher meetings and in the Annual School Report.
- VP in charge of Attendance will refer a student below 85% attendance for no valid reason to the EA Welfare Officer.

Where the reason for a prolonged absence is known, e.g.: hospitalisation / educated off site etc, SMT will liaise with parents and the EA.

How can Parents/Guardians support us?

- Ensure your daughter attends registration and all scheduled classes in school each day for both morning and afternoon sessions.
- Contact the school secretary on the first day of absence, if your daughter is unfit to attend.

- Provide a written explanation for the absence which should be recorded in the ABSENCE SECTION of the Student Planner. This will be shown to your daughter's Form Teacher during Registration and will in turn be countersigned by the Form Teacher and the reason recorded on Sims.net. Ensure that your daughter presents verification of an appointment (e.g. appointment card/letter) if possible.
- If your daughter's attendance falls to 85% for no valid reason, then the school is obliged to refer it to the EA Education Welfare Officer. If your daughter's attendance is giving cause for concern the school will contact you to help resolve this.
- Truanting from school/class for any part of the day including registration, break/lunch is a serious breach of the School's Code of Conduct.



EVERY DAY COUNTS

Help your child achieve her true potential by ensuring she attends school regularly! Did you know that every single day a pupil is absent from school it equates to a day lost learning?

At times percentage figures can be misleading therefore to offer you more clarity EANI (Education Authority Northern Ireland) have broken them down:

100% Attendance	0 days missed	Excellent
95% Attendance	9 days of absence / 1 week and 4 days of learning missed	Satisfactory
90% Attendance	19 days of absence / 3 weeks and 4 days of learning missed	Poor
85% Attendance	28 days of absence / 5 weeks and 3 days of learning missed	Very Poor
80% Attendance	38 days of absence / 7 weeks and 3 days of learning missed	Unacceptable
75% Attendance	46 days of absence / 9 weeks and 1 day of learning missed	Unacceptable





LORETO

Grammar School, Omagh

"Do good, and do it well"

Mary Ward (1585 - 1645)