



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

Loreto Grammar School...



Mission Statement

"Striving for excellence - the Loreto way"

...making young dreams possible

Welcome

to Loreto Grammar School

I extend a warm welcome and invite you to enjoy a taste of life in Loreto Grammar School, designated as an "outstanding" school by ETI.

Loreto Grammar School is a Catholic Voluntary Grammar School for girls in the 11-18 age group. Our school has a long tradition of excellence (168 years) based on a Catholic Loreto ethos and distinctive philosophy of education which is centred in the firm belief that each girl has a voice and is valued; can and will achieve her personal best; is empowered to fulfil her dream in modern society and place her gifts and talents in service to others.

In addition to an overview of the diverse range of curricular, outreach and extra-curricular experiences, this Prospectus encapsulates the vibrancy, engagement and "joy" shared by students and staff. Positive, respectful relationships between students, staff, parents and the wider school community are fundamental to our Loreto ethos and characteristic spirit. Rooted in faith, we are guided by our strong Loreto values and principles in delivering an education which is responsive and relevant to an ever-changing world. Our Loreto tradition of education ensures inspiration, innovation, progression, transformation, and our vocation to embrace change.

Our School Prospectus is divided into sections to help you to access information easily. This section, Section 1, provides a snapshot of school life.

Section 2 - An Introduction to Loreto Grammar School

Section 3 - Curriculum

Section 4 - Pastoral Care

Section 5 - Admissions Criteria

Section 6 - Examination Performance.



Mrs S. Cullinan
Principal

The policy and procedure summaries within the Prospectus provide an insight to our working framework which ensures that every student is nurtured and supported within a safe, caring environment to progress and reach her potential, to grow and develop as a generous, confident individual, empowered to be an agent of change for a better future society.

We welcome all denominations to our inclusive Loreto education which is first and foremost child-centred, placing your child and her dreams at the heart of our commitment and vision tomaking young dreams possible.

Year 8 students bring a new dynamic to our school and as Principal, I am energised and look forward to meeting and journeying with our new Loreto intake, and future leaders, innovators and agents of change who, "in time to come, will do much". (Mary Ward, 1585-1645)

Mrs Susan Cullinan
Principal



Loreto Grammar School, James Street, Omagh, BT78 1DL

T: 028 8224 3633

F: 028 8225 1143

Chairperson of the
Board of Governors
Ms M. Murnaghan



Head Girl's Welcome

Hello everyone, my name is Tess, and I am delighted to have been appointed as Head Girl of Loreto Grammar School for the School Year 2023/2024.



Not so long ago, I was in your shoes facing the seemingly daunting task of deciding where I wanted to start my secondary level education. Understandably, the transition from primary to secondary school can at first, be overwhelming. Leaving the familiar environment of your current primary school may be challenging, but rest assured that upon entering Loreto, the staff and students will welcome you all with open arms and smiling faces, and within no time, it will feel like you are right where you belong.

I, myself, came from St Dymphna's Primary School Dromore, but despite coming from a relatively large primary school, naturally, I was still nervous about entering Loreto, the thought of making new friends, settling in, and having to adjust to a wider timetable and take on new subjects. However, as soon as I climbed the steps and entered through the front doors in September 2017, I immediately felt like I was exactly where I was meant to be and knew that it would not be long until Loreto felt like my new normal.

Settling in at Loreto is eased by a fantastic initiative implemented within the school. It involves each Year 8 pupil having a Year 12 Friend to guide them during their first term. I most certainly found it comforting to know that I had someone I could turn to if I was worried about anything and to have a familiar face that gave me a reassuring smile on the corridor during the first few weeks when navigating the new hallways which felt like a maze. To this day, I still remember my Year 12 Friend, Ciara, I will forever cherish her kindness towards me which helped me greatly and I will always be appreciative of her generosity and welcoming nature. You are never alone in Loreto and there are many individuals who are willing and ready to support you in this next chapter.

Every girl at Loreto receives exceptional support and education from highly qualified and dedicated teachers and support staff who work together to create a respectful, motivating environment. With the abundance of extracurricular activities offered by the school, each student's unique abilities and interests are nurtured, and there is something for everyone. I joined the student council and the prestigious school choir, and I participated in public speaking competitions. I also had the honour to partake in our recent school musical 'Sister Act – The Musical' which is without a doubt one of the most rewarding and fulfilling experiences I have had to date. The countless extracurricular activities offer a chance to broaden your horizons and discover new talents and passions within your own self.

As I near the conclusion of my Loreto Journey, I can truly relate to the anonymous quotation 'The memories of school days passed are the ones that make our hearts smile'. I reflect on the invaluable educational and personal development opportunities provided by Loreto. I can confidently say that the opportunities afforded to me here at Loreto have allowed me to develop into the individual I am today, and for that I will be eternally grateful. As I start preparing to embark on a new journey, I know that I have created life-long friendships in Loreto Grammar School. As you commence your new beginning, I encourage you to be open to enjoy the good days and persevere during any challenge. Enjoy the experiences and the laughter on your journey, for your time here will go by in a flash. The best is yet to come!

Tess
Head Girl 2023/2024

...a pupil centred school



"Do your best and God will help"

Mary Ward (1585 - 1645)

Loreto Grammar School...



...setting each student on a pathway to personal excellence, recognising different aptitudes and gifts.

...a caring, nurturing school

Pastoral Care

Pastoral Care is at the centre of our school ethos and it is guided by the Vice Principal for Pastoral Care and Welfare and Senior Teacher for Learner Centred Provision. Each Year Group is led by a Head of Year and every Form Class is supported by a Form Teacher. Pupils in a Form Class are further supported by Pastoral Monitors, Year 14 students on the Senior Leadership Team. Our role is to create a community based on mutual respect and understanding, where the student voice is valued, where parents are embraced as partners and where the academic, emotional, cultural and social wellbeing of our youth is of paramount concern. Section 4 of this prospectus provides detailed information regarding Pastoral Care provision in Loreto.



Ms. L. Ryan - Acting Vice Principal
Pastoral Care & Welfare 2023/2024.



Ms. S.J. Fahy - Vice Principal
Pastoral Care & Welfare



Our Pupil Welfare Officer is always available to help any student who is feeling unwell and to provide support and guidance to the students on their health and wellbeing.

Loreto Grammar School...



...providing opportunities for enjoyment
and a sense of achievement.

...an inspiring, motivating school

A School for the 21st Century

In Loreto Omagh we want all our students equipped to lead successful meaningful lives in this technological 21st Century. The rapid pace of change means a broad knowledge and transferable skills base is vital, along with competent, effective communication and information technology skills.

We aim to provide a curriculum that is:

- Broad and balanced
- Motivating and challenging
- Focused on maximising the academic and creative potential of each student
- Concerned with the spiritual, intellectual, moral, cultural and personal development of each student
- Tailored to the individual learning needs of the students
- Mindful of the statutory obligations regarding the N.I. Curriculum
- Devised to prepare students for the opportunities, responsibilities and experiences of adult life



Mrs M. Gavin Vice Principal - Curriculum, Learning & Teaching

- Enriched by community links and partnerships
- Centred on its responsibility to bring each young person closer to God.

Further information on the curriculum provided in Loreto Grammar School is provided in Section 3 on page 27.



Loreto Grammar School...



Mrs A. Mullan
Head of Year 8

A Happy, Caring School

My name is Mrs Mullan and I am Head of Year 8 in Loreto Grammar School. This means that I work with a team of five Form Teachers and the Year 14 Pastoral Monitors to ensure that each student transferring to Loreto makes a smooth transition. As a team we take great care to introduce Year 8 students into school life by spending time carefully guiding them as they begin this exciting new chapter.

// The teachers are very friendly and helpful. They understand how scary and difficult the transition to secondary school is for some pupils and they helped us to settle into Loreto easily because they answered all our questions and were patient, kind, and reassuring.

Pearl Og

// Hello, my name is Lottie, and I have been at Loreto for three months and I am very happy. It was a summer filled with people saying to me, 'Big school now' and 'So, Loreto in September' and these statements increased my anxiety. I spent a lot of the summer worrying about the transition to Loreto. I can now look back and confidently state that all my fears were unfounded. As soon as I entered Loreto, I was surrounded by teachers and fellow pupils who all eased my transition. I have a fantastic Year 12 Friend who visits me regularly and patiently answers all by questions.

If you are not in the same class as a friend, do not worry. You will make lots of new friends, and you can visit old friends at breaktime or lunchtime or they can visit you in your Form Room. I am enjoying life at Loreto, and you will too.

Lottie

Typical Year 8 Timetable 2023/2024

	9.05am - 9.15am	Period 1	Period 2	Period 3		Period 4	Period 5		Period 6	Period 7	Period 8	Period 9
Mon	Form Period	Music	Music	Drama	B	Maths	Maths	L	English	English	Literacy Support	French
Tues	Form Period	Geography	LLW	ICT	R	English	History	U	Irish	Spanish	Art & Design	Art & Design
Wed	P.D.	Science	Science	History	E	Geography	R.E.	N	P.E.	P.E.	Maths	English
Thurs	Form Period	H.E.	H.E.	History	A	R.E.	R.E.	C	French	Maths	Spanish	Geography
Fri	Form Period	Technology	Technology	English	K	Maths	Maths	H	Irish	R.E.	Science	Science

...a school that embraces change



"Show yourself at all times glad and joyful,
for almighty God loves a cheerful giver"

Mary Ward (1585-1645)

Loreto Grammar School...



...fostering in our students a generosity of spirit
and a desire to place their talents at the service of others.

...a school that respects everyone

Hello, my name is Grace, and I would like to tell you about my experience so far at Loreto Grammar school. Starting secondary school can seem like a daunting experience, which is exactly how I felt on my first day. However, rest assured, it was really the opposite. Everyone was so welcoming and supportive, including Mrs Mullan, the Head of Year 8, all the teachers, and my new Year 12 Friend. These people all helped to ease my nerves. In fact, I found the transition from a small primary school to Loreto extremely easy with the help of all these people.

Trust me, in Loreto there are so many amazing things to do and look forward to, from extra-curricular sporting, musical, and academic activities, to fun activities such as the Halloween Pageant and Loreto's Got Talent. There is definitely an activity to appeal to all the pupils' diverse interests. I know one worry I had before starting Loreto was about making new friends. I stressed that I would not be allocated to the same

Form Class as some of my close friends and that I would find it difficult to make new friendships. I quickly discovered that the girls in my Form Class were very kind and supportive, and I reminded myself that they were going through exactly the same transition as me. Even if you are not allocated to the same Form Class as some of your friends, you will still see them a lot more than you think! In the morning, at breaktime and at lunchtime you can visit your old friends in their Form Rooms, and you can take part in extra-curricular activities with them. You might be on the same bus as your friends, and you are sure to see them in the corridor and you will get the opportunity to say a quick hello or to give them a friendly wave. I am so happy I chose Loreto as my Post Primary school because I am finding life here very enjoyable and exciting.

I hope that you will enjoy life here as much as I do, and I cannot wait to see you all in September!

Grace



Loreto Grammar School...

// My name is Eimear, and I went to St Joseph's Drumquin. My primary school was quite small, so I was very nervous about coming to Loreto. On the first day we met our Year 12 Friends. My Year 12 Friend is Emma, and she is the best Year 12 Friend I could ever hope to have. She really helped me settle into Loreto because she answers all my questions, visits me in my Form Room frequently, and she is very kind. Coming to Loreto has really helped boost my confidence and I find it easy to speak to other pupils and the teachers. We have great fun in all our subjects, for example, in Home Economics we made apple puffs at Halloween, in Science we learnt how to light a Bunsen Burner and in Geography we learnt about countries and different cultures. I thought that I would have no interest in any extra-curricular activities in Loreto, but I can assure you there are activities and competitions that everyone can participate in including sport, music, art, creative writing, etc. I have just joined Loreto and already I am friends with all my class and with other girls in my split H.E. and Technology classes! I have loved my time at Loreto so far and I know for certain the best is yet to come. //

Eimear



...a school that stimulates curiosity and learning



"... providing opportunities for
Leadership Development and Formation"

Loreto Grammar School...



...promoting the importance of community learning opportunities so that students from an early age realise what contribution they can make as responsible citizens.

...celebrating experiences beyond the classroom

Sports Captain's Welcome

Hello everyone, my name is Bree and I am the Sports Captain for the academic year of 2023/2024.

Sport has always played a vital role in my life both in and out of school. Throughout my seven years at Loreto, the sporting opportunities presented to me have been plentiful. Sport is a fantastic way to build friendships throughout the school with not just the girls in your own year group but also with those older and younger. Through my involvement in Sport, I have developed leadership and teamwork skills and I have had the opportunity to extend my skillset through engaging in sports, new and already familiar to me, during my time at Loreto. During Key Stage 3 P.E., I discovered my love for Netball, and I had the privilege of representing the school in many tournaments with numerous medals and trophies won along the way.

During my time at Loreto, I have played on the school's various Gaelic teams. My love for Gaelic Football was heightened through playing for the school team with girls against whom I would normally compete at club level. In recent years, I have had the absolute privilege of captaining the school's Under 16 Team, leading to success at Ulster and All-Ireland level. This means the world to me and will be something I will carry with me far beyond my Loreto journey.



To me, being Sports Captain means that I have the chance to provide every girl in our school with many opportunities from which they can reap the benefits of sport. In Loreto there is something for everyone and examples include Netball, Gaelic Football, Horse Riding, Swimming, or Athletics. My aim is to promote a positive attitude surrounding sports within the school community. I believe that SPORT has five key values: Self-belief, Perseverance, Optimism, Resilience and Teamwork which provide a strong foundation to our development into young, courageous women prepared for life and the world of work. I believe that Sport and indeed, the wider provision, in Loreto Grammar School play a key role in nurturing these core values and empowering all students.

Bree
Sports Captain



Year 13 Outreach Programmes

As part of the Year 13 RE Programme all students are given the opportunity to take part in a weekly outreach programme which involves putting their faith into action by serving people in their local community.

The Outreach options are:

- Becoming a member of the Loreto Saint Vincent de Paul Group which involves raising awareness about helping the most vulnerable in our community, helping to organise our Christmas Hamper Appeal and working with our local Saint Vincent de Paul group.
- Becoming a First Communion Faith Friend which involves befriending a Primary 4 child in Holy Family Primary School and helping them to prepare for their First Holy Communion.
- Becoming a Confirmation Faith Friend which involves befriending a Primary 7 child in Holy Family Primary School and helping them to prepare for the Sacrament of Confirmation.
- Becoming a Friend to a child at Arvalee School & Resource Centre which involves building a friendship with a child, building communication skills by learning Makaton (sign language) and completing fun activities.
- Becoming a Friend to the Elderly which involves befriending the residents of Hillbank Fold and spending time completing fun activities with them such as bingo, board games and arts and crafts.
- Becoming involved in Parish Outreach which includes knitting for neo-natal units and organising coffee mornings for the local parishioners in St. Joseph's Hall.

Each option provides our students with an opportunity to interact with local people and to build friendships. Our students thoroughly enjoy this experience and benefit greatly from it.

Those students completing the Pope John Paul II Award can use their involvement in this programme to achieve up to 50% of their Social Hours.

A full list of all the school's extra-curricular activities and community links can be found in Section 3 Part 1.



...a school at the heart of the community



... inspiring our students to take advantage of opportunities to develop skills and qualities which they can use to promote justice and fairness in society.

Loreto Grammar School...



"Women in time to come will do much ".

Mary Ward 1585-1645

...a happy, friendly learning environment

We offer our students:

- A wide Curricular Experience
- Inclusive Ethos
- Learner-centred Provision
- Personal Development
- Global Interschool Networking
- A wide range of Extracurricular Activities including Music, Drama, Sport and Additional Learning Experiences
- Leadership Development and Formation
- Liturgical Experiences
- Faith and Spiritual Development
- Active Cross Community Involvement
- Educational Visits including International Educational Trips
- ICT Skills Training
- Business Educational Partnerships
- Learning for Life and Work including Careers Education, Information and Guidance
- Environmental Awareness
- Justice and Peace Awareness
- Pastoral Support
- Effective linkage between Special Educational Needs and the Whole-School Curriculum
- Learning Support and Targeted Intervention
- Mentoring Programmes including Peer Mentoring
- Health and Wellbeing Provision
- Valued Voice of the Learner Opportunities
- Counselling



Year 11 Students in Form Class with Marina - a Spanish Exchange Student who spent 11 weeks in Loreto during the Autumn Term.

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LORETO... MA





General Information

All information in this prospectus is accurate at the date of publication January 2024 but information is subject to change.

2.1

Information about the School

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History of the School

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Aims of Loreto Grammar School

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The Loreto Ethos

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School Uniform

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The School Year for Students 2024/2025

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Arrangements for Parental Contact with the School

2.8

Canteen Facilities

2.1 INFORMATION ABOUT THE SCHOOL

Voluntary	Grammar School
Girls	Age Range 11 – 18
Principal: Mrs S Cullinan	ROLL: 890
ADMISSIONS NO. 125	ENROLMENT NO. 890
Chairperson of the Board of Governors Ms Mary Murnaghan	

Copies of information on admissions to schools in this area are available from the EA, 1 Hospital Road, Omagh.

TRANSFER PROCEDURE 2023/2024

- School Intake Number - 117
- 117 Applications were received.

Loreto Grammar School is a Catholic Voluntary Grammar School for girls. The school caters for day students in the age range 11-18.

School Year	2021/22	2022/23	2023/24
Number on Roll	895	898	890
Number in Year 12	129	129	125
Number in Year 13	129	129	130
Number in Year 14	115	125	124
Attendance	93.0%	96.4%	

During the school year 2023/2024 there is one student in Year 12, two students in Year 13 and two students in Year 14 with a statement of Special Educational Needs.

Principals of the School:

1936 - 1938 Sister Assumption Halpenny
1938 - 1940 Sister Emmanuel Mc Dermott
1940 - 1959 Sister Teresa O'Neill
1959 - 1962 Sister Lurach Walsh
1962 - 1963 Sister Francis Jerome Sharkey
1963 - 1969 Sister Marguerite Sleator
1969 - 1971 Sister Berna Fahy
1971 - 1975 Sister Eileen Mc Erlean
1975 - 1980 Sister Barbara Falls
1980 - 1994 Sister Anne Mc Daid
1994 - 2000 Mr Colm O'Neill
2000 - 2020 Mrs Gráinne T. O'Hanlon
2021 - present Mrs Susan Cullinan

2.2 HISTORY OF THE SCHOOL

The Loreto Order

The Institute of the Blessed Virgin Mary was founded by Mary Ward (1585-1645). It introduced a new type of religious life for women.

With remarkable foresight, Mary Ward realised the apostolic influence of women in families, in public life and in the Church. She chose as her particular apostolate the education of girls. Her words "I hope in God it will be seen, that women in time to come will do much" give us a glimpse of her vision for the future. The 18th Century saw the spread and the development of the Institute on the Continent and in England.

It was introduced into Ireland by Frances Teresa Ball, who, having made her Novitiate in the Bar Convent, York, returned to Dublin in 1821 to establish the First House of the Irish Branch at Rathfarnham. She called it Loreto, the name by which all later foundations made from Rathfarnham are still known.

The Development of the School Building

In 1855 when Father O'Kane, Parish Priest of Omagh, asked Mother Teresa Ball for a community, Mother Felicitas Murray was appointed Superior and travelled up by stagecoach with five sisters. A house was rented in George's Street and a small school opened. Three years later a convent and free school were built on a site donated by a friend.

A link classroom block known as the 'Med-Way' was later built and served the needs of the school for many years.

An Assembly Hall, Science Room, Home Economics Room and Library were added in 1953.

The present Art Block (which was originally a Dormitory Wing) was built in 1960. From 1975 onwards it was used as classrooms and in 1986 it became the Art Department.

The 'Med-Way' was replaced by the present main school block in 1968-1970.

The major part of the present school building was officially opened in September 1970 and after the phasing out of the Boarding School in 1975, the conversion of the boarders' accommodation provided further classrooms.

By 1990 further plans were underway for another extension – more classrooms and Laboratory Block, All Weather Games Pitch, Refurbishment of Art & Design, Careers and Library Accommodation, Administration Block.

After the Omagh bomb in 1998, the Loreto Order wanted to make a gesture to the children of Omagh through the improvement of facilities for the disabled in the school. They negotiated with DENI part funding of the installation of an access lift to all floors of the main building. This was officially opened on the 7th November 2001 by Sister Rionach Donlon, the Provincial Head of the Loreto Order in Ireland.

On the 5th April 2001 Loreto Grammar School and Drumragh Parish celebrated the contribution made by the Loreto Sisters to education and the wider community. The occasion marked the closure of the Convent House in Brook Street as the Loreto Sisters moved to smaller premises on the Dublin Road in Omagh.

In 2005 the school was very proud to celebrate 150 years in education in Omagh.

In December 2015, 1 new modular suite of classrooms was opened and some classrooms in the main building were refurbished. The access route into the school was also re-designed providing a new traffic circulation area which increases safety. Funding was secured as part of the Department of Education's School Enhancement Programme. In September 2023, the school will celebrate 168 years in existence, influencing the holistic development of generations of young people.

Loreto Order change to Lay Leadership in Omagh

The first lay Principal Mr Colm O'Neill held Principalship from 1994-2000, after Sr. Anne Mc Daid retired to run Loreto House, a retreat centre in Linsfort in Co Donegal. The last teaching Loreto Sister, Sister Genevieve Mullarkey retired from the staff in June 2000. The last Loreto Sister, working in the school in the area of Office Administration, Sr. Geraldine Mc Aleer, was transferred to Dublin in August 2003.

Mrs Gráinne T. O'Hanlon was Acting Principal from August - December 2000 and was formally appointed as Principal in January 2001. Mrs O'Hanlon held Principalship until December 2020 and, in January 2021, Mrs Susan Cullinan became the third lay Principal of the school.

2.3 AIMS OF LORETO GRAMMAR SCHOOL

Recognising the inherent dignity and spirituality of every human person:

We aim:-

To provide a Christian environment where the student can experience and develop her Catholic faith.

To maximise the academic and creative potential of each student through provision of a broad and balanced curriculum.

To nurture and develop in each student a positive self-image.

To provide opportunities for experiencing enjoyment and a sense of achievement.

To equip each student with necessary skills and advice relevant to her life-style and future career.

To help each student to mature as an understanding, tolerant and responsible person.

To develop an appreciation in each student of her cultural heritage and an awareness of and respect for other cultural traditions.

To promote in each student a sense of belonging to and having an appreciation of and respect for the natural environment and the community, - immediate, local, national and world-wide.

Our mission statement "Striving for Excellence – the Loreto way"

will be achieved through nurturing our pupils' holistic: (spiritual, emotional, social, physical, and academic) development, empowering them to reach their potential, motivated as life-long learners and agents of change as future global citizens, forming young people of faith, of truth, of sincerity, seeking justice and freedom in joyful service for the greater glory of God.

2.4 THE LORETO ETHOS Rooted, Responsive, Relevant

Care of faith and education remain central to the Loreto tradition.

Sharing in the education mission of the Catholic Church, Loreto schools are called on to model and promote a philosophy of life based on belief in God, finding God in all things, striving to live out Gospel values, convinced of the dignity and destiny of each individual.

The Loreto school seeks the formation of the students in the Catholic faith, providing enriching experiences of prayer, liturgy, celebration of the Sacraments, reflection, social justice and leadership which nourish the integration of faith and life, the synthesis of faith and culture, and the link between faith and justice. The school provides Religious Education for the students in accordance with the doctrines, practices and tradition of the Catholic Church. The rhythm of the Church's liturgical year is marked and celebrated in the school.

The creation of a dynamic community where every student is valued equally and has a real sense of belonging is a priority in a Loreto school. Respectful relations between all members of the wider school community are nurtured. The Loreto school establishes contacts with parents and seeks to link with the local parish and with the local community.

While maintaining a Catholic ethos, Loreto schools welcome students of different faiths and of none. Multi-cultural and multi-faith dialogue is fostered. Inclusivity and the celebrations of diversity are hallmarks of a Loreto school.

A Loreto school in the Catholic tradition is called to respect the autonomy of academic subjects. In addition, the school must be outstanding with regard to the solid human, moral, scholastic and cultural formation of its students. The up to date preparation of young people for active and responsible participation in every area of social, economic and civic life is part of the essential mission of all Loreto schools.



2.5 SCHOOL UNIFORM

While wearing the school uniform a student represents this school. It is important that a student is dressed neatly in the FULL uniform. This is strictly monitored. It is advisable to have all items of uniform clearly marked with the student's name. Full uniform must be worn at all times and is a condition of each student's daily admission to this school. Parents/Guardians are asked for full support, ensuring their daughter adheres strictly to the uniform regulations.

The student must wear:

- blazer – this is compulsory. (In winter a DARK BROWN overcoat may be worn OVER the blazer)
- brown **knee length** skirt with double inverted pleats front and back
- primrose school shirt
- school clip-on tie. This is the only tie available from school suppliers
- V necked school jumper with a primrose strip - this is compulsory
- school scarf only
- dark brown tights are compulsory (unless medical exemption applies)
- plain, dark brown shoes – canvas shoes are not allowed
- jewellery must be discreet. (One small pair of earrings is allowed in the lower lobe of ears only)
- not allowed:
 - facial studs/piercings
 - nail varnish/false nails
 - make-up
 - rainbow coloured hair
 - canvas shoes

A new, short sleeve summer blouse can be worn with knee length socks in May/June. Tie/jumper will not be required with the new summer uniform. If pupils choose to wear the standard long sleeve blouse in May/June, a tie will be required.

Monitoring of uniform will continue throughout the year.

Compulsory P.E. Uniform

- Loreto P.E. shorts
- Loreto P.E. top
- Sport trainers/Gym shoes – no plimsolls
- Sport socks

The following items are also available to purchase but are not essential to the school PE uniform

- Loreto Hoodie
- Loreto Squad Top
- Loreto Pants

- **NB Track suit bottoms, sweat tops and trainers are to be worn ONLY for PE class.**
- **In contact sports, a gum shield must be worn.**

IN THE EVENT OF SPECIFIC MEDICAL CIRCUMSTANCES, PERMISSION FOR A STUDENT TO HAVE EXEMPTION FROM WEARING ANY ITEM OF THE SCHOOL UNIFORM MUST BE SOUGHT BY PARENTS, IN WRITING TO THE PRINCIPAL

2.6 THE SCHOOL YEAR FOR STUDENTS 2024/2025

The school day is 9:05am – 3:25pm.

At the time of this prospectus going to publication, the dates for holidays and staff training days for the School Year 2024/2025 had not been finalised. The school will inform parents/guardians of the dates for the School Year 2024/2025 as soon as this information is available from the EA.

2.7 ARRANGEMENTS FOR PARENTAL CONTACT WITH THE SCHOOL

- 1 Launch of Information, video and prospectus for prospective new Year 8 students and parents in January 2024
- 2 Open Evening - Thursday 25th January 2024
- 3 Launch of Information and Post 16 Booklet for prospective Year 13 students and parents in February 2024
- 4 Post 16 Information Event - Friday 9th February 2024
- 5 Registration and Induction Evening for parents of new Year 8 students – June 2024
- 6 Spiritual, Pastoral and Social Night for new Year 8 students and parents – October 2024 (TBC)
- 7 Parent-Teacher Meetings throughout the year provide parents with an opportunity to meet with subjects Teachers / Form Teachers / Head of Year / SMT.

Electronic reports are issued:

January	Year 14
January	Year 13
March	Year 12
February	Year 11
March	Year 10
June	Years 8 & 9

Consultations between parents and teachers/form teachers may be made, when necessary, by telephoning the school office for an appointment.

Concerns Parents / Guardians may make known to the school any concerns that they have about their child's safety by telephoning the school office and asking to speak to the designated teachers for Child Protection and Safeguarding Ms S.J. Fahy or Mrs J. Young.

In the absence of the Designated Teacher for Child Protection, the Deputy Designated Teacher will assume the Designated Teacher Role and a Vice Principal will undertake the role of Deputy Designated Teacher.

SIMS Parent App & IPAYIMPACT

Loreto Grammar School uses the SIMS Parent App which includes the following information: School Calendar and Key Dates, Information on your daughter's school profile including Timetable, Attendance, Assessment, Reports, Positive Achievements and School Activities.

Parents/guardians can also update contact details using this App.

The IPAYIMPACT system enables the secure, online collection of payments from parents/guardians for the canteen, school trips, PE uniform, etc. Parents/guardians receive automatic reminders when the account needs to be topped up. This removes the need for pupils to carry money to school.

Guidance on how to register for the SIMS Parent App and IPAYIMPACT will be provided to all parents/guardians.

2.8 CANTEEN ARRANGEMENTS

The school operates a cashless cafeteria system for the provision of school meals. A unique digital number is generated from a scan of the individual student's fingerprint. This number is stored on a secure server and when students want to purchase food from the cafeteria their finger is scanned and matched to the stored unique digital number which is linked to their account. Students, whose parents have opted not to participate in this system, will be issued with a PIN number. This PIN will be used by the student and the school takes no responsibility for misuse of the PIN.

The objectives of the cashless cafeteria are to:

- Provide a range of nutritionally balanced food for students;
- Widen the choice of food available to the students; and
- Enable students only to pay for the items selected.

At lunchtime each student can choose from:

- Three home-cooked meals – one rice or pasta dish, a vegetarian dish and another dish;
- A selection of vegetables, potatoes and side salads;
- A range of snack food, for example, sandwiches, soup and sausage rolls;
- A selection of fresh fruit, scones and tray bakes; and
- Hot and cold drinks.

Dinner break begins officially at 12.20 – 1.00 p.m. The canteen opens at 12.00 to allow Year 13 and Year 14 students to leave the library and study before 12.20pm. This ensures a more even flow of traffic throughout the lunch period. Students queue at the door in an orderly manner. Students pay for the items selected using their finger print or personal PIN number at tills located in the canteen. For students in receipt of free school meals, the value of a free meal - £2.80 (September 2023) is automatically credited to their account and the student can select food up to this value. If the value of the items exceeds £2.80, the student will have the difference deducted from their account at the till. Refunds are not available if the student does not spend the full value of the meal, the value of a meal or the surplus are not transferable to other students.

The school also operates a breakfast service between 8.35 – 8.55 each morning.

A range of sandwiches, tray bakes, fresh fruit and hot and cold drinks are also available during the mid-morning break. A teacher and three Lunchtime Supervisors supervise the canteen on a rota basis. They ensure that all students adhere to a high standard of behaviour. Hot drinks and soup are not to be removed from the Canteen. In the case of accidental spillage and/or breakage students should inform the canteen supervisor or teacher on duty. Students are expected to leave the floor and tables tidy at all times.

The school emphasises the importance of a balanced diet and a healthy lifestyle. The Food in School Policy is widely promoted to staff, pupils and parents.





Curriculum (Part 1)

All information in this prospectus is accurate at the date of publication January 2024 but information is subject to change.

The policies in this section are abbreviated.

Full policies are available from the school office on request.

3.1

Curriculum Policy

3.2

Extra-Curricular Activities

3.3

Community Links

3.1 CURRICULUM POLICY

Aims:

As an all girls, voluntary Catholic School, Loreto Grammar aims to provide a curriculum that is:

- Broad and balanced
- Motivating and challenging; relevant, enjoyable and engaging
- Focused on maximising the academic and creative potential of each student
- Concerned with the spiritual, intellectual, moral, cultural and personal development of each child
- Developing thinking skills and personal capabilities
- Tailored to the individual learning needs of the students
- Addresses the statutory obligations regarding the N.I. Curriculum
- Devised to prepare students for the opportunities, responsibilities and experiences of adult life
- Enriched by community links and partnerships
- Centred on its responsibility to bring each young person closer to God
- Creating a stimulating and safe learning environment which acknowledges and respects the uniqueness, individuality and dignity of each pupil.

Procedures

The school day begins at 9:00am. All students are in Registration Class with their Form Teacher from 9:05 – 9:15 am on Monday, Tuesday, Thursday and Friday. Period 1 begins at 9:15 and the school day finishes at 3:25pm. There are nine 35 minute periods on Monday, Tuesday, Thursday and Friday, with a 15 minute break at 10:50 – 11:05am. Lunch-time each day is scheduled from 12:20 – 1:05pm.

On Wednesday a 30 minute PD class is timetabled from 9:15 -9:35 am. On Wednesday break-time is from 11:05 – 11:20am. Lunch-time day is scheduled from 12:20 – 1:05pm.

Assembly

Year Group assemblies are arranged throughout the week. These foster a sense of group identity, community spirit and provide a forum for collective worship. Class members prepare a presentation based on a spiritual theme.

Junior Assembly

Every Friday morning during Registration Period (9.05 - 9.15am) the Junior School, Years 8, 9 and 10 gather together in the Assembly Hall for a special time of prayer and reflection.

Each class is given the opportunity to lead the assembly which is prepared during R.E. class by the R.E. teacher.

Each class is given the opportunity to lead the assembly which is prepared during R.E. class by the R.E. teacher.

Key Stage 3 Revised Curriculum

Key Stage 3 Provision

Each year group will be divided into five classes. These classes generally comprise 25-26 girls who study the following subjects. The curriculum at Key Stage 3 is in accordance with the Revised Curriculum statutory regulations phased in since September 2007. The information below for each year group is based on curricular provision 2023/2024. This is reviewed annually and is subject to change for 2024/2025.

Areas of Learning	Contributory Subjects
The Arts	Art & Design, Drama, Music
Language and literacy	English / English Literature With Media Education
Environment & Society	Geography History
The Arts	Art & Design, Drama, Music
Language and literacy	English / English Literature With Media Education
Environment & Society	Geography History

Areas of Learning	Contributory Subjects
Mathematics and Numeracy	Mathematics With Financial Capability
Modern Languages	French, Irish, Spanish
Physical Education	Physical Education
Science & Technology	General Science Technology and Design
Religious Studies	Religious Studies
Learning for Life and Work	Employability, Local and Global Citizenship, Personal Development, Home Economics
Cross Curricular Skills	Communication, Using Mathematics, Using ICT
Thinking Skills and Personal Capabilities	Managing Information, Thinking, Problem Solving, Decision Making, Being Creative, Working with Others, Self-Management
Special Educational Needs / Learning Support	Individualised support is provided for students with identified Special Educational Needs.
Registration Class	Pastoral Guidance and Support for all students

Year 8

These classes generally comprise 25-26 girls, who study 19 subjects as outlined below:

	Periods	%
Art & Design	2	4.35
Drama	1	2.17
English	5	10.87
Environment & Society X2	6	13.04
Home Economics	2	4.35
ICT	1	2.17
LLW-Local & Global Citizenship/Employability	1	2.17
Literacy Curriculum Recovery	1	2.17
Mathematics	6	13.04
Modern Languages X3	6	13.04
Music	2	4.35
P.E.	2	4.35
LLW/PD	1	2.17
Religious Studies	4	8.70
Science	4	8.70
Technology & Design	2	4.35
TOTAL	46	100.00

This is the Year 8 Curriculum Provision 2023/2024. It is subject to change.

Students have one thirty minute period per week of Personal Development and a 10 minute Registration Period each day. The Cross-Curricular Skills - Using ICT, Communication and Using Mathematics are delivered through the Areas of Learning in the Revised Curriculum.

Year 9

All the courses studied in Year 8 are continued to Year 9. These classes generally comprise 25-26 girls, who study 17 subjects as outlined below. Students have one thirty minute period per week of PD and a 10 minute Registration Period each day. The Cross-Curricular Skills - Using ICT, Communication and Using Mathematics are delivered through the Areas of Learning in the Revised Curriculum

	Periods	%
Art & Design	2	4.35
Drama	1	2.17
English	5	10.87
Environment & Society X2	6	13.04
LLW-Local & Global Citizenship/Employability	1	2.17
Home Economics	2	4.35
ICT	1	2.17
Mathematics	5	10.87
Modern Languages X2	8	17.39

3.1 CURRICULUM POLICY (CONTINUED)

Music	2	4.35
P.E.	2	4.35
LLW/PD	1	2.17
Religious Studies	4	8.70
Science	4	8.70
Technology & Design	2	4.35
TOTAL	46	100.00

Year 10

	Periods	%
Art & Design	2	4.35
Drama	1	2.17
English	5	10.87
Environment & Society X 2	6	13.04
Home Economics	2	4.35
ICT	2	4.35
LLW - Local & Global Citizenship/ Employability)	1	2.17
Mathematics	5	10.87
Modern Languages X 2	6	13.04
Music	1	2.17
P.E.	2	4.35
LLW/PD	1	2.17
Religious Studies	4	8.70
Science	6	13.04
Technology & Design	2	4.35
TOTAL	46	100.00

The Cross-Curricular Skills - Using ICT, Communication and Using Mathematics are delivered through the Areas of Learning in the Revised Curriculum. Students have one 30 minute period per week of PD and a 10 minute Registration Period each day.

Key Stage 4

At Key Stage 4 a range of General and Applied courses are offered. The school is working towards the delivery of the Entitlement Framework and is a member of the Omagh Learning Community. Loreto accommodates students from other schools and facilitates our students to attend subject classes in other schools to meet students' requirements.

The following GCSE subjects are available: (A – Applied, G – General).

Art and Design(A), Business Studies(G), Drama(A), Digital Technology(A), English Language(G), English Literature(G), French(G), Further Mathematics(G)*, Gaeilge(G)*, Geography(G), History(G), Home Economics/Food(A), Home Economics/Child Development(A), Irish(G), Learning For Life And Work(A), Leisure, Travel & Tourism(A), Mathematics(G), Music(A), Physical Education(A), Religious Education(G), Double Award Science(G), Single Award Science(G), Spanish(G), Technology and Design(A).

*These subjects are offered as Twilight Courses.

Drama is offered as a timetabled course and as a twilight course. Further Mathematics is offered during Year 11 to students who meet eligibility criteria as designated by the Mathematics Department.

Subjects may not be offered where a low uptake is anticipated in any given year. Compulsory subjects are - English Language, English Literature, Mathematics, Religious Studies, Science: Double Award, and one Modern Language. All students at Key Stage 4 have non-examination courses in P.E. and Learning for Life and Work. These classes generally comprise 19/22 students, who study 9 subjects as outlined in the next column:

Years 11 & 12		
	Periods	%
English Language & English Literature (2)	7	15.22
Double Award Science* (2)	10	21.74
Religion	5	10.87
Environment and Society	5	10.87
Maths	5	10.87
Modern Language	5	10.87
Option 1	5	10.87
CEIAG	1	2.17
P.E.	2	4.35
LLW/PD	1	2.17
TOTAL	46	100.00

* If a student is studying Science Single Award rather than Science Double Award, their class allocation is:

Science Single Award	5	10.87
LLW	5	10.87

GCSE students follow CCEA and OCN syllabi. The Key Elements, Cross-Curricular Skills and Thinking Skills and Personal Capabilities are delivered through the Areas of Learning, Learning for Life and Work and CEIAG.

Learning Support - where required, individual pupils may be offered bespoke qualification pathways, alternative to those listed.

Post 16

The curriculum at Post-16 encourages breadth of study and is complemented by a wide, challenging Enrichment Programme. At Post 16 we offer a range of general and applied courses. The school will meet the requirements of the Entitlement Framework for Post 16 and is currently a member of the Omagh Learning Community.

POST 16 - AS AND A' LEVELS: (A – Applied, G – General)

At Post 16 students choose from an extensive range of applied and general subjects offered by this school:

Art and Design(A), Biology(G), Business Studies(G), Chemistry(G), Design and Technology(A), Digital Technology (G), English Literature(G), Geography(G), Government and Politics(G), Health & Social Care(A), History(G), Irish(G), Life & Health Science(A), Mathematics(G), Nutrition and Food Science (G), Psychology(G), Religious Studies(G) and Sociology(G) and Spanish(G).

Post 16 subjects follow the new revised specifications as outlined in CCEA, AQA, WJEC or EDEXCEL Syllabi.

Please note other courses, including French, Music and Physics, are offered via the Omagh Learning Community. Please refer to the school's option pools in the relevant year. Also, subjects may not be delivered where a low uptake is anticipated in any given year.

BTEC Qualifications:

BTEC Level 3 Sport (A)

BTEC Level 3 Children's Play, Learning & Development (A)

BTEC Qualifications:

Introduction: BTEC stands for Business and Technology Education Council. BTECs are specialist work related qualifications which combine practical learning with subject and theory content. BTEC Qualifications at Level 3 are equivalent in standard to one A' Level The qualification is organised and awarded by Pearson within the BTEC Brand.

BTEC Level 3 National Extended Certificate in Sport

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

Delivery – four units are covered over two years.

Assessment - includes two external examinations and two internal assessed components.

3.1 CURRICULUM POLICY (CONTINUED)

BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

The content of this qualification has been developed in consultation with higher education to ensure it supports progression to higher education. In addition, employers and professional bodies have been involved in order to confirm that the content is appropriate for those interested in working in the Early Years Sector.

Delivery – Four core units completed over a two-year period. **No 'cash in' is available at the end of Year 13.**

Assessment – Two external examinations and two internally assessed components.

Learners must also complete 50 hours placement in an Early Years setting, to be arranged by students. At least one setting, should be with children from birth to 7 years 11 months.

Study Leave – parents/guardians will be informed in Term 2 if and when study leave will take place and the year groups involved.

POST-16 PROVISION IS AS FOLLOWS:

Year 13			Year 14		
	Periods	%		Periods	%
Option1	8	17.39	Option1	8	17.39
Option2	8	17.39	Option2	8	17.39
Option3	8	17.39	Option3	8	17.39
Option4	8	17.39	Option4	8	17.39
RE	4	8.70	RE	2	4.34
CEIAG	1	2.17	CEIAG	1	2.17
Science (x3)	3	6.51	Science (x3)	6	13.02
Mathematics	1	2.17	Mathematics	1	2.17
KS	2	4.34	PD	1	2.17
PD	1	2.17	Assembly	1	2.17
Assembly	1	2.17	PS	2	4.34
PS	1	2.17	TOTAL	46	100.00
TOTAL	46	100.00			

KEY SKILLS (KS) – Microsoft Office Specialist

AS students are all encouraged to gain experience and qualifications in Information Communications Technology. The MOS programme ensures students develop essential transferable skills that help to improve their learning and performance in education, training, work and life in general.

Microsoft Office Specialist (MOS) is a comprehensive, performance based Certification Programme to validate desktop computer skills using Microsoft Office 2019 and Office 365. MOS is recognised globally, as the number one credential to validate knowledge and skills, relating to the Microsoft Office systems. Different modules can be completed in Word, PowerPoint, Excel, etc. Microsoft Certification will increase a pupil's productivity, improve their job readiness and increase their employability capacity. In light of the success in MOS, Loreto has achieved the 'Centre of Excellence Award' from Prodigy for several years.

RELIGIOUS EDUCATION

Religious Education continues to be progressive and creative in its approach to faith and community building. R.E. offers students the opportunity to develop spiritually and to nurture positive attitudes and values. It is complemented by weekly assemblies and retreats and it is supported by the school chaplain. Students can pursue an academic course in Religious Studies at GCSE, AS and A2 Level.

Throughout Key Stage 3, Key Stage 4 and Post-16, R.E. Programmes are stimulating and challenging. In Year 13, all students are given the opportunity to participate in the Pope John Paul II Award. This award was created to commemorate Pope John Paul II who was committed to young people. Completion of the award involves taking an active part in parish life and developing links with the local community. It also acknowledges the leadership potential of young adult Christians.

STEM

STEM is an abbreviation for Science, Technology, Engineering and Mathematics. In a fast paced, dynamic business environment, employers need a workforce of problem-solvers, innovators, and inventors, who are self-reliant and able to think logically. STEM subjects infuse these attributes in young people and prepare them for life-long learning and the world of work. The core STEM subjects are Science, Biology, Chemistry, Physics, Technology and Mathematics - other subjects in the curriculum contribute to the STEM Agenda, such as Business Studies, Geography, Home Economics – Nutrition & Food Science and ICT / Digital Technology.

STEAM

Recent economic thinking has highlighted the need for Creativity in STEM development; subsequently there is a general acceptance among business and government leaders that greater convergence is needed between STEM and Arts based subjects e.g. Art & Design, English, Music, History & Modern Languages, in order to nurture creative thinking in future generations, hence the move from STEM to STEAM.

CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG)

Careers Education, Information, Advice and Guidance is provided at all Key Stages and students benefit from expert guidance through the services of specialist staff. In Loreto, we adopt a student-centred approach, which aims to equip students with the skills and confidence to make informed career decisions. The Careers Department utilise important links with outside agencies, such as the Northern Ireland Careers Service, Local Health Trusts, Work Inspiration NI, School Employer Connections, UCAS, CAO, SENTINUS, NISCA, Queen's University Belfast, Ulster University and many other Institutions of Further and Higher Education.

WORK EXPERIENCE

In-Person and virtual Work Experience/Shadowing opportunities are available to students in Key Stage 4 and Post 16. Administered, disseminated and monitored by the Careers Department, the aim is to provide the students with a platform from which to view the world of work. Learning takes place through observation and active participation, therein allowing students to view their current course of academic study in the context of employment and long-term career aspirations. In addition, students are afforded the opportunity to attend career appropriate workshops, lectures, taster days and seminars; they are also invited to apply to vocational initiatives, such as the Nuffield Research Placement programme.

YOUNG ENTERPRISE

The Young Enterprise group provides Year 13 students with the opportunity to experience the highs and lows of an everyday business by running a real business and working under the guidance of external advisors from the local business community. The Young Enterprise aim of "Learning by Doing" is very evident throughout the Company Programme with a strong emphasis on the importance of teamwork, listening to and respecting the ideas and opinions of others. It allows participating students to develop life skills and demands the use of initiative. The company also competes against the other schools in the district at externally judged trade fairs. Loreto Grammar School has built up a very strong tradition of success in this area of the programme.

In Loreto Omagh the Young Enterprise Company Programme inspires and equips our students to learn and succeed through enterprise. In a busy, active and thoroughly enjoyable scheme we have a long history of success throughout the years having held the Sperrin and Lakeland Area Winning Company and runner up position in Northern Ireland. The programme is not limited to Business Studies students, in fact it is of benefit to anyone wanting to enhance her skills base and taste the life of a Director of a business.



3.2 EXTRA-CURRICULAR ACTIVITIES

In keeping with the aims of Loreto Grammar School a wide range and variety of extra-curricular activities have been established, in which teacher and student involvement are appreciated in enhancing the sense of belonging to and outreach to the community. A list of current extra-curricular activities is outlined below.

Accelerated Reading Literacy Initiative	Year 8
Assertive Mentoring	All Year Groups
Athletics – cross country, indoor athletics, track and field	All Year Groups
Better Reading Partnership	Years 8-10
Book Fair	All Year Groups
Camp International Expedition	Years 11-13
Choir Senior Students	Years 10-14
Choir Junior Students	Years 8-10
Christmas Craft Fair – Art & Design	Years 9 & 11
Code Club	Years 8-12
Creative Writing Competitions	All Year Groups
Debating Group	Years 11- 14
Drama Club	Years 8-10
Eco - Group	All year Groups
Education 2 Enterprise	Year 11
Equestrian Team	All Year Groups
Eucharistic Adoration (Sacred Heart Church)	Post 16
Fermanagh Feis - History	Years 8-10
French Club	Years 8-10
Gaelic Year 8	Year 8
Gaelic Under 20; Under 16; Under 14	Years 9 -14
Geography Club	Years 8-10
Guitar Ensemble Group	All Year Groups
Heart Start	Year 8
Home Economics Seasonal Cookery Clubs	Years 8-10
Homework Club	All Year Groups
Hopeful Minds Taught Programme	Year 8
Hopeful Minds Trained Ambassadors	Years 13 & 14
Irish Club	Year 8
Irish Inter-Schools' Quizzes	Years 10 & 11
Irish Peer Teaching Led	Years 8-9
Irish Traditional Music Group	All Year Groups
JPIC Group (Justice, Peace & Integrity of Creation)	All Year Groups
Key Stage 3 Christmas Craft Fair	Years 9-10
LAMP (Loreto Assertive Mentoring Programme)	Years 8- 14
Literacy Prefects	Year 14
Mandarin Chinese	Years 8-14
Maths Challenge - Junior (JMC – Leeds University)	Years 8-10
Maths Challenge - Intermediate (JMC – Leeds University)	Years 11 & 12
Maths Peer Mentoring	Years 8-12
Maths Week Ireland	Years 8-10
Musical Theatre Group	All Year Groups
Netball Minor	Year 9
Netball Junior	Year 10
Netball Intermediate	Year 11 & 12
Netball Senior	Year 13 & 14
Numeracy Challenge	Years 8-10
Numeracy Day (NSPCC)	Years 8-10
Numeracy Clinics	Year 14
Organised for Success Programme	Year 8
Paediatric First Aid	Year 14
PALS (Play and Learn Skills)	Year 8
Pi Day	Years 8-10
Politics Club	Years 8 & 9
Pope John Paul II Award	Year 13
Prayer Group	All Year Groups
Primary School Art Programme	Year 13
Prop Making Workshop	Years 10 & 11
Public Speaking	All year Groups
Reading Club	Years 8-10
SENTINUS Robotics Roadshow	Year 9
Social Skills	All Year Groups
SocSwat	Year 13
South West College / Hanban Mandarin Chinese	Years 9-13
St. Vincent de Paul	Year 13
String & Woodwind Ensembles	All Year Groups
Student Council Representatives	All Year Groups
Traditional Music Group, Beginner and Intermediate	All Years Groups
UL2L (U Link to Learn)	Years 8-14
West Tyrone Feis – Poetry, Prose, Singing and Irish sections	All Year Groups
West Tyrone Feis – Art, Design & Craft Section	All Year Groups
World Book Day	Years 8-10
Year Group Ambassador Project	All Year Groups
Young Enterprise	Year 13
The EA Western Area provides peripatetic tutors. Currently we avail of the services of the Tutors for Strings, Woodwind, Voice, Guitar, Piano and Percussion. They operate a rotating timetable so that students do not miss the same class each week.	All Year Groups

** New activities are added as the year progresses and new ideas emerge.

3.2 EXTRA-CURRICULAR ACTIVITIES

Extra-Curricular Music at Loreto Grammar School

Loreto Music Department runs and facilitates a wide range of extra-curricular music activities, which aim to cater for as many tastes as possible, providing pupils with the opportunity to:

- 1) Meet like-minded pupils with a shared interest;
- 2) Work as teams to prepare for performance;
- 3) Explore and develop their knowledge of the repertoire.

Involvement in extra-curricular music also supports and reiterates curricular learning, as well as helping pupils to develop valuable life skills - such as time management skills, communication skills, presentation and performance skills, self-discipline and the importance of commitment.

There is an opportunity to participate in pupil-led musical extra-curricular activities – these are led by GCSE Music Pupils working to their musical strengths whilst also providing them with the opportunity to develop leadership, conducting and group management skills and other skills besides. Pupils involved in these are mentored by staff. Extra-Curricular activities include the broad categories of Choral, Instrumental and Musical Theatre.

Loreto's Great Choral Tradition

Loreto Music Department has a strong choral tradition of which it is rightly proud and performances by the choirs permeate school events – such as Open Night and Prize Night, and marking the school's calendar with performances at school liturgies. The choir may also perform within the Omagh community area – the Station Centre and

Main Street at Christmas time, for example, bringing sparkle and cheer! The Department traditionally has two choirs – Junior Choir Years 8 & 9 (non-auditioning) and Senior Choir Year 10, KS4 and KS5 (auditioning). The Senior Choir has competed locally, nationally and internationally to great acclaim and considerable success and the school is very proud of the achievements of the Senior Choir. The pupils really enjoyed the experience of travelling to Prague to compete and to travel as non-competitive participants, as well as all the joy and learning that goes with travelling with a peer-group.

Traditional Music

The school caters for beginner, intermediate and advanced traditional groups. Beginner and intermediate 'trad' group are pupil-led and open to all with an interest and are held during lunchtime. The 'Trad Concert' Group is an auditioning ensemble and rehearses afterschool. The 'Concert' group will be provided with opportunities to travel and play at competitions within this genre. A pupil led Accordion / Concertina Group was established in 2022/2023

Guitar Ensemble

This is a pupil-led group which has run during lunchtime providing pupils with the opportunity to develop all aspects of their playing in a friendly, supportive and informal setting.

Musical Theatre

The pupil-led Musical Theatre group is a joint initiative between the Music and Drama Departments. Pupils can rehearse during lunchtime and prepare songs from the musicals that appeal to them, as well as adding choreographed movement ready for performance.



3.3 COMMUNITY LINKS

Air Ambulance	Learnsparck	Pure in Heart Team, Dublin
Almac	Latimer Photography	Relax Kids N.I.
Arvalee School and Resource Centre	Livestock & Meat Commission	Renaissance Learning
Association for Science Education	Local Artists / Print Designers	REIM
Aware Mood Matters	Local Health Trusts	SAIL N. Ireland
Aware NI	Local Parishes	Sacred Heart College, Omagh
Bank of England	Local / Regional Employers	Scholastic Book Fair
Bank of Ireland	Loreto College, Coleraine	School Employer Connections (SEC)Ireland
BBC Radio Ulster Choir of the Year	Loreto Community in Ireland	Scouting
Beechcroft	Loreto Education Trust	Seamus Heaney HomePlace
Better Reading Partnership	Loreto, Letterkenny	Securus
Belfast Spanish Society	Loreto Peru	Sentinus
Blood Transfusion Service	Loreto Sudan	Share Centre, Lisnaskea
Breakthru	Lyric Theatre	Shared Education Projects
BringITOn	Macmillan Cancer	Skyzdalimit
British Heart Foundation	Magilligan Field Centre	Social Services
C2K	Marble Arch Caves & Global Geopark	Soroptomist International
CAMHS	Mary Ward International	South West College
Camps International Expeditions	McKenna Gallery	Special Olympics Ulster
Cancer Focus N.I.	Meadowbank Nursing Home	Spirit of Paul McGirr
CAFRE – Loughrey Campus	Mencap Saturday Club	Sporting Icons
CCEA	Middletown Centre for Autism	St. Joseph's Hall
Coca Cola Factory	Milk Bank – Lactation Consultant	St Vincent de Paul
Citizens Advice Bureau	Millennium Forum, Derry	STEM Module Bus & STEM Ambassador
CHARTER (Work Experience Programme)	Mindwise	Strabane Training Services
Children in Crossfire	Mood Matters	Stormont Links
Christian Brothers Grammar School, Omagh	Moy Park	Strule Arts Centre
Comhaltas Uladh	National Citizen Service	Strule Shared Educational Campus
Confucius	Nerve Centre, Derry	Teenage Cancer Trust
DAERA N. Ireland	New Driver N.I.	Terex/Finley Ltd.
Derry and Strabane District Council	N. I. Anti-Bullying Forum	The London Institute of Banking and Finance
Diocesan Catechetical Centre	N. I. Ambulance Service	Translink
Diocesan Youth Ministry	N. I. Assembly	Tree of Knowledge
Dairy Council N. I.	N. I. Athletics Association Federation	Trócaire
Drumragh Integrated College	N.I. Careers Service	The Ulster Herald
Dun Uladh Heritage Centre	N. I. Fire Service	Tyrone Constitution
Education Authority	N. I. National Athletics	Top Flight for Schools Ski Trip
Edmund Rice Camp	N.I. Relax Kids	Ulster American Folk Park
Electoral Office	N.I. Road Safe Roadshow	Ulster Cancer Foundation
Environmental YouthSpeak	NISCA	Ulster GAA
Eye for Education	NSPCC	Ulster Museum
Family Intervention Services	Omagh Academy	Volunteer N.I.
Familyworks Schools Counselling Service	Omagh Business Forum	W5
Fermanagh Feis	Omagh Cinema	UK Mathematics Trust
Fermanagh & Omagh District Council	Omagh Credit Union	UK Parliament
Foyle Group	Omagh Ethnic Community Group	Uni & Colleges of Further & Higher Educ.
Foyle Hospice	Omagh High School	Way2go: Alcohol Awareness
Gael Linn	Omagh Learning Community	Wayne Denner
Gaelscoil Links	Omagh Leisure Centre	Western Emergency Skills Training
Gaeltacht Summer Colleges	Omagh Lions Club	West Tyrone Feis
Gideon Bible Society	Omagh Literary Festival	West Tyrone MP
Grovehill Animal Trust	Omagh Rotary Club	Women's Aid
Guest Speakers – Careers Dept.	Omagh Today	Year 13 R.E. Outreach Programme
Hazel Wand	Omagh Youth Council	Young Enterprise
Helping Hands	Omagh Youth Centre	Young Writers
Holy Family PS	ORBA Health & Wellbeing	
Ignite Anti-Bullying	Outreach to Senior Citizens/ Fold Housing	
International School of Finance	Past Pupil Ambassadors	
Inter-School Debating	Patrick Kavanagh Poetry	
Irish Pilgrimage Trust	Picture Train	
Islamic and Jewish Communities	Pramerica Spirit of Community	
Knights of St. Columbanus	PSNI	

This list is not exhaustive but is indicative of our extensive outreach to the community.

3.3 COMMUNITY LINKS

Educational Visits

- Art Galleries
- Field Trips to geographical and historical locations
- Inter schools Conferences
- Foreign Countries: Italy, England, France, Spain, the Czech Republic, Cambodia, South Sudan and Zambia
- Geographical sites
- Historical sites
- Industries
- Jewish Synagogue
- Museums
- Theatre
- Universities and Colleges
- Work Experience Placements with local and regional businesses

Retreats

We recognise retreat experiences as an important part of our school life enhancing our curriculum provision. These are occasions when students are enabled to withdraw for a day, to find sacred space to reflect on life issues and to discover their value as children of God.

Students will be provided with information regarding their Retreat in school.

Shared Education

Planning is ongoing for the Strule Shared Education Campus (SSEC) Programme which will deliver a centre of excellence in terms of both achievement and the provision of facilities. The SSEC is a pioneering Programme which will provide a state of the art shared centre of learning which is designed to encourage cohesion, collaboration and partnership.

The SSEC will be a place where learning through shared experiences enhances the quality of education for all, promotes community cohesion and respects the ethos and identity of each school.

It will be a vibrant and inspiring place which will broaden horizons through facilitating access to a broad and balanced curriculum matched to pupils' needs to support pupil progression in life, further study, employment and training.







Curriculum (Part 2)

All information in this prospectus is accurate at the date of publication January 2024 but information is subject to change.

The policies in this section are abbreviated.

Full policies are available from the school office on request.

3.4

Sporting Activities

3.5

Homework Summary Policy

3.6

Relationships & Sexuality Summary Policy

3.7

ICT & Internet Summary Policy

3.8

Student Punctuality

3.9

Students Leaving School During the School Day for an Appointment

3.10

Student Attendance

3.4 SPORTING ACTIVITIES

2.4 SPORTING ACTIVITIES

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 P.E. 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	
Gymnastics	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.

A Ski-Trip is organised every year.

Facilities

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

Extra-Curricular School Teams 2023/2024

- Netball - Minor, Junior, Intermediate, Senior
- Gaelic Football - U.20, U.16, U.14, Year 8
- Athletics - Indoor, Track & Field, Cross Country (Years 8-14)
- Horse Riding (Years 8-14)

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

- Handball Teams
- Horse Riding (Years 8-14)
- Swimming Teams
- Tennis Team



3.5 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

3.5 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 access corrected work from another student or access work placed on the Microsoft Office Class Team.
- 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 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.

Procedure for Periods of Remote/Blended Learning

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

3.6 RELATIONSHIPS & SEXUALITY SUMMARY POLICY (UNDER REVIEW)

"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, Behavioural, Emotional and Wellbeing (SBEW), 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.



3.6 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.

3.7 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.
- The school also uses Securus. Securus is a Software System which helps us to ensure that our computer network is being used safely and in accordance with our ICT and Internet Policy. Securus has a library of words/phrases that are deemed unacceptable. A screen 'capture' is taken of every incident, showing what was displayed at the time, who was involved and when the incident took place. It monitors anything typed or viewed online. For example, if something is typed in PowerPoint, Outlook (emails) or Word but not saved/deleted, a screen capture will still be taken. Incidents flagged by Securus would include any evidence of bullying, inappropriate language, indicators of emotional distress, searches for harmful websites and so on.
- 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

3.7 ICT & INTERNET SUMMARY POLICY (CONTINUED)

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 Co-ordinators 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 & 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, including the use of Artificial Intelligence, and the avoidance of plagiarism.
- 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.
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3.7 ICT & INTERNET SUMMARY POLICY (CONTINUED)

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.





3.8 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?

- Arrive to school before 9am, in time for morning Registration.
- Arrive punctually to Assemblies, every timetabled class, and meetings.
- Avoid arriving to school after registration has closed at 9.15am, if you arrive late then you must sign in at the school office. This will be recorded as a "U" code and is classified as an unauthorised absence for the AM session, it can only be validated on SIMS when a note in the Student Planner, signed by your Parent/Guardian is presented to your Form Teacher.
- On entering a classroom late, excuse themselves by going to the teacher to explain why they are late and ask permission to join the class.

How can Parents/Guardians support us?

- Ensure that their daughter arrives at school on time before 9am and is at her Assembly/Form class for 9.05am.
- Be aware that if their daughter arrives to school between 9.05am and 9.15am, they will be marked Late.
- Understand that arrival after 9.15am without a validated explanation will be considered as an unauthorised absence and assigned a "U" code. This will remain as an unauthorised absence until a reason for their lateness is provided via a note in their planner or a phone call to the school office.

3.9 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 9am 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. The student must seek permission by showing this note to a V.P. or Senior Teacher on duty in the morning.
- 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. Arrange dental and medical appointments outside school hours.
- If your daughter must leave during the school day, telephone the school office before 9am 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.



3.10 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?

- Arrive to school before 9am, in time for morning Registration.
- Only be absent for unavoidable reasons.
- Provide a written explanation from their Parents/Guardians in their Student Planner for any absence. If a phone call to the school office was not made to explain the absence, this must be presented to your Form Teacher during Registration.
- As a matter of courtesy let your subject teacher(s) know in advance, if you know that you are going to be absent on a particular day.
- Find out either from the class teacher, Teams, OneNote 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 Senior Teacher for Raising Standards and Pupil Progress will:

- Interview students who have an attendance of less than 85%, without a valid reason, agree a plan of action, contact Parent/Guardian to offer support and strategies for improvement.
- Regularly communicate with Heads of Year and Form Teachers regarding attendance issues.
- Refer pupils, in conjunction with V.P. Pastoral Care and Welfare to the EWS.

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?

- Always inform the school if your daughter is absent and provide a reason, by phoning the school office on 028 8224 3633 before 9am on the first day of your daughter's absence from school, and

on subsequent days of absence – it is good practice to provide a written note in the ABSENCE SECTION of the Student Planner when your daughter returns to school.

- Provide a written explanation for any absence not reported to the school office, this 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, verification of an appointment (e.g. appointment card/letter) should be provided if possible.
- Take family holidays outside term time.
- Discuss any problems, reluctance or difficulties regarding your daughter's punctuality or attendance with your daughter's Head of Year to ensure that both you and your daughter receive the maximum support.
- Sign up and download the SIMS Parent App to monitor their daughter's attendance.

Parents/Guardians should note that:

- If your daughter's attendance falls to 85% for no valid reason, then the school is obliged to refer it to the EWS, Education Welfare Services.
- 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









Pastoral Care

All information in this prospectus is accurate at the date of publication January 2024 but information is subject to change.

The policies in this section are abbreviated.

Full policies are available from the school office on request.

4.1

Pastoral Care Summary Policy

4.2

Child Protection & Safeguarding Summary Policy

4.3

Anti-Bullying Summary Policy

4.4

SENDO Inclusion Summary Policy

4.5

Positive Behaviour Management Summary Policy

4.6

Drugs Education Summary Policy

4.1 PASTORAL CARE SUMMARY POLICY

As teachers in a Loreto school we accept the intrinsic pastoral nature of teaching. We recognise that the pastoral dimension is complementary to the academic and that both are necessary for effective learning and to enhance student progress. The school community expects that the relationships between students and students, students and staff, staff and staff are based on mutual respect, trust, caring and consideration for others, resulting in a highly motivated learning environment.

The pastoral system exists to achieve the following aims:

- 1 To provide a safe, caring and supportive atmosphere for all members of the school community.
- 2 To be sensitive and responsive to the needs of individuals and to offer sympathetic, confidential guidance when required.
- 3 To provide a network of personal contacts for all members of the school community.
- 4 To monitor learning across the curriculum in order to support each student to achieve the maximum of her potential.
- 5 To empower students with the required social and interpersonal skills, experiences knowledge and attitudes to develop active, self-confident, responsible members of society.
- 6 To liaise with parents/guardians and appropriate external agencies to support individuals in all aspects of their education.
- 7 To promote high standards of behaviour and self-discipline.
- 8 To create a stimulating and safe learning environment which acknowledges and respects the uniqueness, individuality and dignity of each pupil.

This is facilitated by the provision of a Vice Principal for Pastoral Care & Welfare, Senior Teacher for Child Centred Provision, Heads of Year and Form Teachers who have special responsibility for the welfare and guidance of the students.

Additional Provision

- A Pastoral Monitor Team (within the Senior Leadership Team) who act as mentors to class groups.
- A special induction programme is provided for Year 8 students. This programme introduces each Year 8 student to a Year 12 "FRIEND" who helps ease the transition into the new school environment and makes the student feel welcome and secure.
- All students are provided with an induction programme of ongoing pastoral theme events to facilitate their transition into each subsequent year group.
- Annual anti-bullying programmes across all year groups.
- A confidential counselling service is available in school provided by Familyworks Schools Counselling Service. Young people can self-refer to the counsellor or where concerns arise, members of staff will make a referral.
- Students access counselling to support them with a variety of issues; relationships, bereavements, self-esteem, anxiety or stress.
- Annual Wellbeing Events aimed at supporting students in their emotional and social well-being.
- A School Council comprising of representatives from each year group meet weekly to discuss ideas and school issues.
- Each student is provided with a 'Student Planner' to enable her to organise her school life and to develop links with parents/guardians.



4.2 CHILD PROTECTION AND SAFEGUARDING SUMMARY POLICY

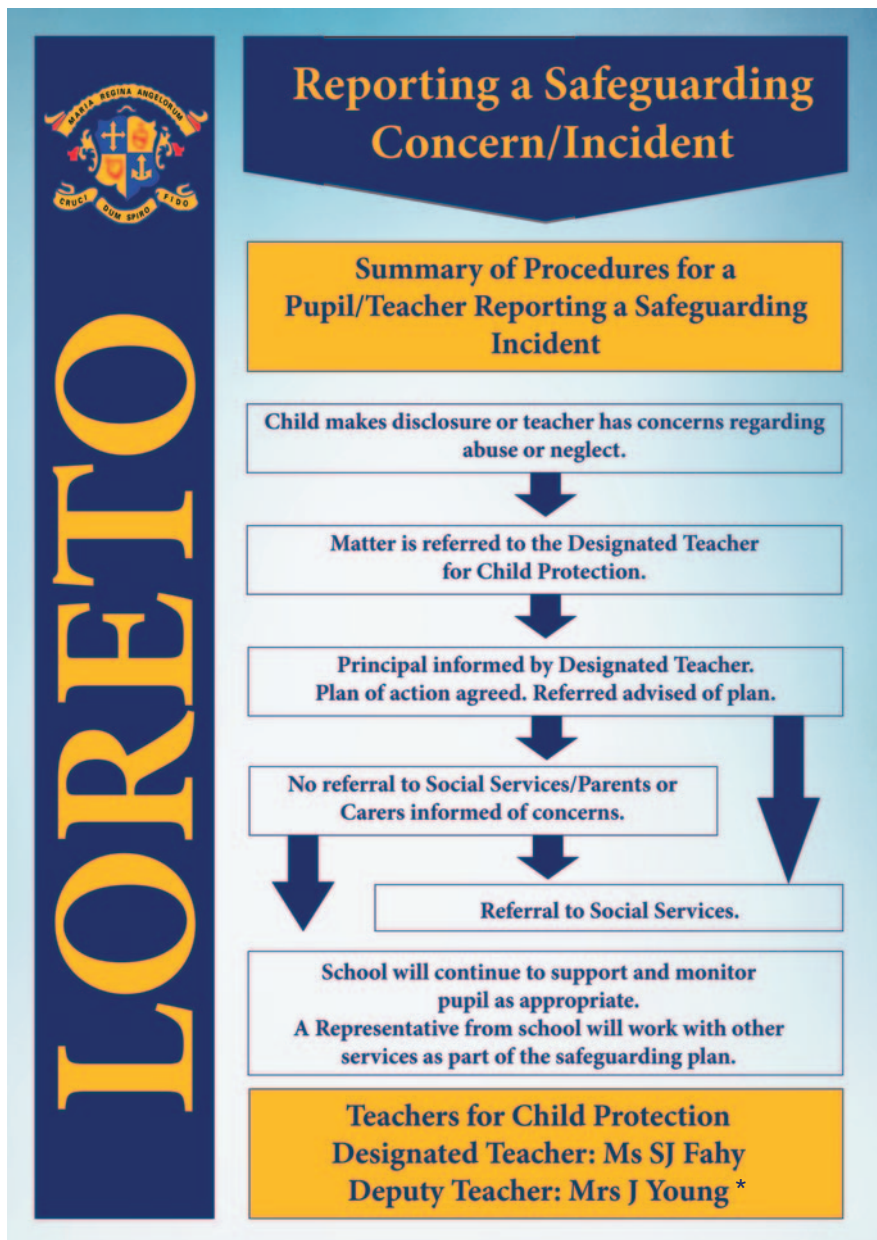
The School's Child Protection and Safeguarding Policy supports each student's development in ways which will foster security, confidence and independence. The School staff recognises that students have a fundamental right to be protected from harm and have their safety and well-being promoted. Students cannot learn effectively unless they feel secure, therefore Child Protection and Safeguarding is an intrinsic element of all aspects of the curriculum.

Procedures for Reporting Suspected (Or Disclosed) Child Abuse

The designated teachers for Child Protection and Safeguarding are **Ms SJ. Fahy** and **Mrs J. Young***. They assume responsibility for Child Protection and Safeguarding matters.

- If a student makes a disclosure to a teacher or other member of staff, which gives rise to concerns about possible abuse, or if a member of staff, parents/guardians have a concern about a student, **the designated teacher for Child Protection and Safeguarding will be informed**
- The designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action and ensure that a written record is made.
- The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the student, the matter needs to be referred to Social Services.
- **If there are concerns that the student may be at risk, the school is obliged to make a referral. The safety of a student is our first priority.**
- Unless the concerns are connected to a parent/guardian, the parents/guardians will be informed immediately.

Child Protection and Safeguarding Policy and Procedures A Summary



*In the absence of the Designated Teacher for Child Protection, the Deputy Designated Teacher will assume the Designated Teacher Role and a Vice Principal will undertake the role of Deputy Designated Teacher.

4.3 Anti-Bullying Summary Policy

The aim of this policy is to create a non-bullying ethos in Loreto Grammar School where the relationships between:

students and students
students and staff
staff and staff

will be based on mutual respect, trust, caring and consideration for others, rather than on power and strength.

STEPS FOR A "SHARED RESPONSIBILITY APPROACH"

- Student reports threatening behaviour incident to a member of staff.
- Report of incident made to Form Teacher/ Head of Year.
- Form Teacher/ Head of Year interviews student in distress as soon as possible.

Responses to Bullying Behaviour

In Loreto we aim to support the child who has experienced bullying as well as the young person who has displayed bullying type behaviours. We believe in the importance of a **restorative, rehabilitative and solution-focused** ethos and approach, which aims to **repair and support** young people – both the **target of the bullying behaviour** and the **pupil involved in the bullying behaviour**. We believe in the importance of **separating the pupil from the behaviour** and recognise that all behaviour is a form of communication.

To determine the level of severity of bullying behaviour which has occurred, staff involved will determine the following;

- The nature of the incident
- The frequency of the incident
- The duration of the behaviour
- The perception of the child being bullied.

The facts will be collated and clarified by, listening to the views of all, with a **no blame approach** and an awareness of/ sensitivity towards language employed. The undesirable / bullying behaviours will be identified and discussed fully with the individual / group involved. The aim will be to promote understanding from the perspective of the child who has been bullied, to encourage **responsibility** and find a **resolution**.

Parents/ Guardians of the child who has been bullied and the child engaging in bullying behaviours, will be informed at the earliest convenience and their support sought.

In deciding upon an intervention, all the facts will be taken into account, including the intent of harm, the severity of the incident, the willingness to take responsibility as well as whether there was any provocation.

A level of intervention will be identified in an attempt to support and resolve the issues presented.

It is important to remember that every bullying incident will be **individually assessed** and an **intervention** chosen which best meets the needs of all pupils. In Loreto, we work **collaboratively** to create a safe, happy and caring environment in which our students are encouraged to learn and achieve their potential, free from verbal, physical or emotional harm.

Antagonism/bullying or other forms of abuse against students relating to sex, gender or relationships will not be tolerated. **Homophobic bullying** in any form including any demonstration of negative attitudes towards persons of different sexual orientation or those who are perceived as such, will not be tolerated by the school and will be dealt with in line with this Anti-Bullying Policy.

We maintain clear chronological record keeping and follow EA guidelines for schools when using the SIMS Behaviour Management Module. Training on using **SIMS** for specifically Recording Bullying Incidents and the use of **BCAF (Bullying Concern Assessment Form)** is ongoing.

4.4 SENDO INCLUSION SUMMARY PROVISION

Special provision is made for students who cannot fully access the curriculum in the usual classroom situations, e.g. students with needs which require different or additional support. The Head of Special Educational Needs and Co-ordinator of Learning Support guides Special Educational Needs provision within the school.

A Special Educational Need may come under the following categories:

1. **COGNITION AND LEARNING (CL)** – Language, Literacy, Mathematics, Numeracy
2. **SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)**
3. **SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)**
4. **SENSORY (SE)**
5. **PHYSICAL NEEDS (PN)**

What do we do?

- Determine the nature of the difficulty and therefore the provision required. The following information may be used: medical reports, psychological reports, EA reports, cause for concern reports from teachers, parents or students, formative and summative assessment information, information from parents/guardians or previous schools.
- Involve parents/guardians at the earliest opportunity and keep them informed.
- Plan for and provide additional support, where necessary.
- Review the student's progress (based on twice yearly reports) to plan for future provision.
- Create Individual Personal Learning Plans which facilitate a collaborative approach in enabling the student to achieve their potential.

How can parents/guardians support us?

- Work in partnership with the school staff and other professionals involved with the student.
- Give help at home.
- Contribute to the development of Personal Learning Plans via the Evaluation process.
- Attend progress meetings with the Head of Special Educational Needs and Co-ordinator of Learning Support and/or Learning Support Teacher.
- Support the implementation of Personal Learning Plans.
- Be involved in monitoring progress at home and participate in the progress review
- Meet with the the Head of Special Educational Needs and Co-ordinator of Learning Support to discuss among other issues the needs of individual students. Parents/Guardians are also asked to indicate on the school entry form the information necessary on any disability or SEN a prospective student may have, together with a student and parental view on any reasonable adjustments a student may require to assist staff in understanding student needs.
- Respond when contacted if a referral or assessment indicates that a student has SEN. The parents/guardians are consulted with respect to background history, current and future needs and aspirations.

4.5 Positive Behaviour Management Policy

Loreto Grammar School promotes a positive approach to behaviour management based on respect for the rights of others. We seek to nurture in each student a positive self-image, helping her to mature as an understanding tolerant and responsible person. Our mission statement is "Striving for Excellence, the Loreto way." To fulfil this mission it is expected that the relationships between students and students, students and staff, staff and staff, are based on mutual respect,

trust, caring and consideration for others, resulting ultimately in a highly motivating learning environment. The promotion of positive behaviour management necessitates a collaborative partnership involving parent(s) / guardian(s), teachers and students to reach the highest possible standards of excellence.

We believe that the school should guide students towards appropriate behaviours, so they can enjoy school work and life to the full.

The school aims to provide a framework of affirmative, positive and caring discipline through effective and timely intervention. The school has a clear expectation that students, staff and parents will be courteous, polite, tolerant, and respectful of the views and values of others. The school recognises that students respond to encouragement and praise and measures are in place to guide students who do not adhere to the Code of Conduct.

INCENTIVES - One key objective of this policy is to encourage students to exhibit high standards of co-operation, respect, behaviour, organisation and work. We are committed to promoting self-discipline and enhancing student self-esteem by fostering high motivation levels in all students, recognising and rewarding positive behaviour. This is promoted in the following ways:

Frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded
KS3 Pastoral House system
Class teacher giving oral or written encouragement
Congratulations cards
Subject specific merit systems
Student Profiles
School Pastoral Notice Board highlighting achievements.
Prizegivings which recognise achievements e.g. academic, creative and community outreach
News bulletins to staff and parents
School Website and eMagazine
Local Press
Individual and whole class rewards
Attendance awards
Recognition on Social Media
Students achievements both in and out of school celebrated in Assemblies
Constructive and positive approaches to assessment, marking and evaluation
Personalised letters
Achievement Record
Certificates
Positive phone calls home
Use of SIMs to record positive achievements
Use of the House System to record achievements
Classroom Pastoral Notice Board highlighting achievements
'Celebration of Success' events by HOY, SMT and Principal

• **Outstanding Recognition** for individual students may be recorded for:

1 Notable Achievement	e.g. Student of the Month, Academic Work, Significant Sustained Effort, Competition success/Events
2 Commitment to Responsibility Roles	e.g. Peer Mentoring, Notable contribution to extra-curricular groups
3 Commitment to Leadership Roles	e.g. Prefect Duties, Member of Student Council, Senior Leadership Team
4 Commitment to the Spirit of Loreto	e.g. Respectful, A Friend to Everyone, Lives the Loreto Values of Justice, Sincerity, Joy, Truth and Freedom

- When a student has received **FOUR** positive achievements; the Form Teacher will record this in the Student Planner, to communicate with parents/guardians.
- At **EIGHT** positive achievements, the Form Teacher will communicate this to the student by card.
- When **TWELVE** positive achievements have been recorded, a letter will be forwarded to parents/guardians by the Head of Year.
- At **TWELVE** positive achievements, a celebratory letter is forwarded to parents/guardians from the Head of Year.
- When **SIXTEEN** positive achievements have been recorded, a week lunch 'queue skip' plus one card is issued.
- At **TWENTY** positive achievements, there is a positive phone call home from SMT.
- When **TWENTY-FOUR** positive achievements have been recorded, there is a celebration of success by the Head of Year.
- At **TWENTY-EIGHT** positive achievements, there is a celebration of success by SMT.
- When **THIRTY-TWO** positive achievements have been recorded, there is a celebration of success by the Principal.

CODE OF CONDUCT

The Code of Conduct outlines the regulations and expectations of the school. It is intended as a guide towards positive behaviour and self-discipline. The Code of Conduct covers the areas listed below and further detail can be found in the Student Planner or the full Code of Conduct can be obtained from the School Office on request.

- **SELF PRESENTATION:**
Reflected in adherence to school uniform regulations
- **PERSONAL BEHAVIOUR AND CONDUCT:**
Reflected in good language and manners both inside and outside the school.
- **INTERPERSONAL RELATIONSHIPS:**
Reflected in respect for self and others.
- **CARE FOR THE ENVIRONMENT:** Reflected in care for the classroom, the school and community environment, and the property of others.
- **HEALTH AND SAFETY:** Reflected in the regard for regulations and procedures which will ensure personal safety and well being of others.



4.6 DRUGS EDUCATION SUMMARY POLICY (Under Review)

This school believes that we should be a drug free community. Unfortunately, current research indicates that drug use both legal and illegal is rising amongst young people. As part of the school's Pastoral Care Policy for welfare of its students, we believe we have a duty to inform and educate children about drug use. Drugs are a reality in children's lives and schools share responsibility with parents and the community to educate students about the risks and consequences of drug use and misuse and to encourage them to make healthy, informed choices by increasing knowledge, challenging attitudes and practising skills.

The drugs education programme in this school aims to enable all our students 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. The programme followed is based on guidelines provided by DENI (2015/23 and 2014/25) and is sensitive to the age and experiences of our students. Teaching is based on an understanding that a variety of approaches should be used in order to develop students' self-esteem and promote positive attitudes in their relationships with others. The focus of the programme is to help students develop the skills necessary to assert themselves confidently and resist negative pressures and influences.

The following is a summary of the guidelines relating to drugs:

Medicines

The school recommends that parents/guardians provide written details of any medical condition that individual students may have including medication they are on. The need for administration of regular medication should be indicated on the relevant page in the Student Planner. Medicines / tablets / inhalers should not be brought to school unless accompanied by a letter from a parent/guardian and they will only be administered when it is absolutely necessary by the Student Welfare Officer under supervision.

Tobacco

No cigarettes should be brought into school by a student. In the event of a student being found with cigarettes on her person, the cigarettes will be confiscated, the parents/guardians will be informed and action will be taken in line with the school's Positive Behaviour Management Policy. The school operates a No Smoking Policy.

Alcohol

No alcohol should be brought into school by students or consumed by them on the school premises, while on school trips or in school uniform. In the event of a student being found with alcohol on her person the alcohol will be confiscated, the student's parents/guardians will be informed and action will be taken in line with the school's Positive Behaviour Management Policy.

Solvents

No solvents should be brought into school by students. The school will ensure that potentially harmful substances are stored safely and students are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluids and aerosol sprays are not allowed. Any student who abuses such substances on the school premises or on the way to and from school will be liable to action in line with the school's Positive Behaviour Management Policy.

Illegal Substances

No illegal substances, including vaping substances, should be brought to school or used on school premises. Should this happen then the designated teacher will deal with the incident according to school's Positive Behaviour Management Policy.

Legal Highs / Psychoactive Substances

No substance which fits this category should be brought into school, ingested within school grounds or passed between pupils. Should this happen the designated teacher will deal with the incident according to the school's Positive Behaviour Management Policy.

Procedures

The designated teacher for child protection and safeguarding will keep a record of any drug related incidents and deal with them according to the school's Positive Behaviour Management Policy. Evidence of drug use or possession of drugs will result in automatic suspension pending a full investigation of the matter.

What must a student do?

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

How can a parent/guardian support us?

- Support the school in the implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the drug education programme.
- Support their daughter if they have become involved in drugs.
- Parents/guardians of students who need to take prescribed medication in school must contact the designated teacher who will make arrangements for the students involved on an individual basis.
- Provide written details of any medical condition that their daughter may have including medication
- Ensure that medicines/tablets are not brought to school unless accompanied by a letter and given to the Head Special Educational Needs and Co-ordinator of Learning Support or Pupil Welfare Office to be administered. The only exception is an inhaler for asthma.







Admissions Criteria and Charging Policy

All information in this prospectus is accurate at the date of publication January 2024 but there may be some later changes.

The policies in this section are abbreviated.

Full policies are available from the school office on request.

5.1

*Year 8 Admissions Criteria September 2024

5.2

*Admissions Criteria for Years 9-12
for the School Year 2024/2025

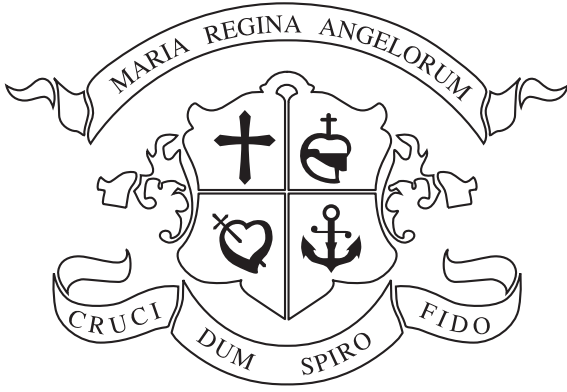
5.3

*Post 16 Admissions Criteria
for the School Year 2024/2025

5.4

Charging Policy

*Admissions Criteria may change in the light of new guidance material and to meet the needs of the school.



Voluntary Grammar School

Girls

Age Range 11 – 18

Principal: Mrs Susan Cullinan

Chairperson of the

Board of Governors: Ms Mary Murnaghan

Roll: 890

ADMISSIONS NO. 125

ENROLMENT NO. 890

Loreto Grammar School, Omagh, is a Catholic Grammar School for girls. This school wishes to accept girls who are most academically suitable for the type of education it offers and whose parents / guardians are in agreement with the Philosophy and Aims of the school.

Following the approval by the Department of Education, admission to the school to Year 8 in September 2024 will be via two routes.

Route 1 – Academic Selection.

Route 2 – Non-academic Selection.

Applicants can apply for both sets of admission routes.

In accordance with the 1997 Education Northern Ireland Order (Section 16 (4)) Loreto Grammar School, Omagh has been directed to select for admission all children resident in Northern Ireland at the time of their proposed admission before any child not so resident may be selected for admission.

Open Night – 25 January 2024

5.1 ADMISSIONS CRITERIA FOR YEAR 8 - SEPTEMBER 2024

To Parents/Guardians naming Loreto Grammar School, Omagh as a Preference on your child's Transfer Application.

A voluntary subscription of £70.00 per student per annum is requested with concessions for families - £70 for 1 child, £120 for 2 children and £150 for 3 or more children.

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

The Board of Governors sets the admissions criteria and has delegated the responsibility for applying these criteria to the Transfer Sub-Committee which includes the Principal.

ADMISSIONS 2024

Admission to the school to Year 8 will be via two routes. Applicants can apply for both sets of admission routes.

Route 1 – Academic Selection will apply to a maximum of 62 places. This route will be considered first with places allocated on the basis of the Total Standardised Age Score in the SEAG Entrance Assessment.

Route 2 – Non-academic Selection will apply to the remaining places being a minimum of 63 places.

After places have been allocated from Route 1 according to the admissions criteria for Route 1 all remaining applicants will be considered for admission via Route 2 along with any other applicants who applied to be considered for admission only by Route 2. The final 63 places will be selected from the total number of applicants using the admissions criteria for Route 2.

The allocation of 62/63 places for Routes 1/2 will alternate in successive years for the duration of 50% Academic Selection / Non-academic Selection.

ROUTE 1 – Academic Selection

The following information is relevant if you are making a claim for your child to be considered under **Special Circumstances** or **Special Provisions**. All claims for Special Circumstances and Special Provisions will be considered before the Transfer Sub-Committee begins to apply the admissions criteria.

Detailed information is available on www.loretogs.com

Parents/Guardians should carefully read this guidance.

Special Circumstances (Route 1)

This is relevant to children who have taken the SEAG Entrance Assessment and received a score on the basis of having sat **both** assessment papers.

An application for a School to apply Special Circumstances may be made if medical or other problems affected a pupil's performance in the SEAG Entrance Assessment.

On **27th January 2024**, results of the SEAG Entrance Assessment will be available and parents / guardians will be able to consider whether their child's performance in the assessment was adversely affected by the medical or other problems which she experienced just before or during the SEAG Entrance Assessment.

If a parent / guardian decides to proceed with a claim for Special Circumstances, they should complete an **SC Form** and upload details of their claim and the supporting evidence to the Education Authority (EA), through completion of the Post-Primary Transfer Application or attach to the Transfer Application Form in circumstances where a parent is unable to complete an online application.

Before parents / guardians submit the Post-Primary Transfer Application, they should ensure that:

- the outcomes achieved in the SEAG Entrance Assessment by their child have been recorded in the Application.
- the results information for their child which was downloaded from the dashboard from the SEAG website (seagni.co.uk) is uploaded with the Post-Primary Transfer Application or attached to the Transfer Application Form.
- the completed SC Form and all of the documentary evidence is securely uploaded with the Post-Primary Transfer Application or attached to the Transfer Application Form.

Parents / Guardians are advised to retain a copy of the SC Form and the documentary evidence they uploaded with the Post-Primary Transfer Application or attached to the Transfer Application Form.

Evidence required with a claim for Special Circumstances

Claims for Special Circumstances must have supporting evidence which usually includes **both**:

- a. details of the medical or other problems which occurred just before or during the Entrance Assessment with verification by an appropriate professional;
- b. verifiable educational evidence to show that the Total Standardised Age Score (TSAS) achieved in the SEAG Entrance Assessment does not correspond to the academic ability of the child because she experienced medical or other problems just before or during the time of the Entrance Assessment.

Medical or Other Problems

If the medical problem is other than of a short duration, parents / guardians must ask the **medical practitioner or appropriate professional** to provide a letter on headed notepaper which explains the medical condition and how it could have affected their child in the SEAG Entrance Assessment.

Where the problem is of a non-medical nature, parents/guardians must provide documentary evidence, verified by an appropriate professional, of its existence and its effect on their child.

Educational Evidence

All claims for Special Circumstances must include objective and relevant educational evidence to show that the medical or other problem experienced by the child at or around the time of the SEAG Entrance Assessment caused her to underachieve in the SEAG Entrance Assessment. Parents/Guardians are responsible for providing this educational evidence which must be sufficient to enable the Transfer Sub-Committee of the Board of Governors to reach a decision on any adjustment to the Total Standardised Age Score achieved by their child in the SEAG Entrance Assessment.

Parents/Guardians should provide all of the results from their child's school administered standardised tests in English/Literacy and Mathematics/Numeracy which she has taken since the beginning of the Key Stage 2 period. Parents/Guardians may include their child's school reports for P5 and P6 if they show the results of standardised tests. All standardised tests should be named.

Some of these results may have been provided by the child's Primary School on previous school reports. If parents/guardians are using results from their child's school reports in support of their claim, the reports should be uploaded with the Post-Primary Transfer Application or attached to the Transfer Application Form.

Parent/Guardian rights to this information is legislated for by:

- Education (Pupil Records and Reporting) Regulations (Northern Ireland) 2009
- Data Protection Act 1998

Parents/Guardians may provide any other appropriately verified educational evidence, for example results of standardised reading tests, spelling tests, verbal or non-verbal reasoning tests for the consideration of the Transfer Sub-Committee of the Board of Governors by uploading reports with the Post-Primary Transfer Application or attaching to the Transfer Application Form.

Providing the documentary evidence, as described, is the responsibility of the parent/guardian and is vital to allow the Transfer Sub-Committee to give full consideration to a claim for Special Circumstances.

The Transfer Sub-Committee will examine each application for Special Circumstances and

1. Decide if the child is eligible for Special Circumstances;
2. If eligible, determine a score for the child, based on the assessment of all available evidence.

The score following consideration of Special Circumstances as detailed above, will determine the position of the child in the rank order of all Route 1 applications.

The submission of false or incorrect information will result in either the withdrawal of a place or the inability of the school to offer a place.

For guidance on how to upload documentary evidence to support the claim for Special Circumstances, see www.loretogs.com

Special Provisions (Route 1)

A candidate may request Special Provisions, where the candidate:

- i. has received more than half of their education** outside Northern Ireland; or
***based on the time from the start of Primary 1 (1st September 2017) to the 28th February 2024 i.e. more than 3 years and 3 months.*
- ii. wishes to transfer to a post-primary school that uses the SEAG Entrance Assessment from a school outside Northern Ireland; or
- iii. due to serious medical or other problems which are supported by appropriate documentary evidence or for a demonstrably valid reason also supported by appropriate documentary evidence, was EITHER unable to sit the SEAG Entrance Assessment OR has an estimated outcome because they only sat one of the two Entrance Assessment papers.

Making a claim for Special Provisions

If Parents / Guardians are making a claim for **Special Provisions** on the grounds that their child fulfils **criteria (i)** above, they should obtain a letter on school headed notepaper from their child's current primary school, signed by the school Principal, which shows the total dates of their child's education within Northern Ireland.

If making a claim for **Special Provisions** on the grounds that your child fulfils **criteria (ii)** above, they should obtain a letter on school headed notepaper from their child's current primary school, signed by the school Principal, which confirms their child's home address outside Northern Ireland.

If making a claim for **Special Provisions** on the grounds that their child fulfils **criteria (iii)** above, they should provide a letter from their child's GP or Medical Consultant or another appropriate professional indicating the nature of the serious medical problems or reason for the absence and/or how it prevented their child from sitting the SEAG Entrance Assessment or from taking either Paper 1 or Paper 2.

Parents / Guardians who decide to proceed with a claim for Special Provisions should complete an **SP Form** and upload details of their claim and the supporting evidence to the Education Authority (EA), through completion of the Post-Primary Transfer Application or by attaching to the Transfer Application Form.

Educational Evidence

The following are examples of the type of educational evidence considered appropriate:

- (i) your child's performance in English (or Irish in Irish-medium schools) and Mathematics in standardised tests.
- (ii) your child's relative performance in English (or Irish in Irish-medium schools) and Mathematics in relation to other pupils in her class. This could take the form of results in internal school tests, transfer practice papers and standardised tests from the beginning of KS2 compared to the results for the same tests of all other unnamed members of the P7 class.

If the school decides that further assessment of educational evidence is required, the school will arrange an agreed date for this assessment. The assessment will be administered by a suitably qualified person and you will receive a report on your child's assessment outcomes. Please note, that this report may be shared with other schools listed on the post-primary transfer application form.

The Transfer Sub-Committee will examine each application for Special Provisions and

3. Decide if the child is eligible for Special Provisions;
4. If eligible, determine a score for the child, based on the assessment of all available educational evidence.



5.1 ADMISSIONS CRITERIA FOR YEAR 8 - SEPTEMBER 2024 (CONTINUED)

The score following consideration of Special Provision as detailed above, will determine the position of the child in the rank order of all Route 1 applications.

For guidance on how to upload documentary evidence to support the claim for Special Provisions, see www.loretogs.com

It is the responsibility of parents/guardians to ensure that information relating to Special Provisions, or Special Circumstances, or indeed information regarding the existence of any other relevant factor(s), is given on or appended to the child's Post-Primary Transfer Application as described.

The submission of false or incorrect information will result in either the withdrawal of a place or the inability of the school to offer a place.

If parents/guardians require further assistance, they should not hesitate to contact the school.

ADMISSIONS CRITERIA 2024 FOR YEAR 8 AND AFTER THE BEGINNING OF THE SCHOOL YEAR

Route 1 - Academic Selection will apply to a maximum of 62 places. This route will be considered first.

SEAG Entrance Assessment Results

In assessing academic ability, Loreto Grammar School, Omagh will use the **Total Standardised Age Score** achieved by pupils completing the SEAG Entrance Assessment on Saturday 11 November 2023 and Saturday 25 November 2023, or any adjusted score following application for Special Circumstances, or a score determined as a result of Special Provisions.

Parents/guardians must state the Total Standardised Age Score achieved and attach a copy of the statement of results which they receive on Saturday 27 January 2024 to the Post-Primary Transfer Application.

The Board of Governors has determined that if the number of applicants for admission via Route 1 is greater than 62 then the following criteria will be applied sequentially in the order set down to admit 62 girls to the school.

1.1 Applicants in rank order of achievement based on the Total Standardised Age Score achieved in the SEAG Entrance Assessment set by the school or scores as determined by the Board of Governors in respect of Special Circumstances or Special Provisions. Higher scores will precede lower scores.

1.2 If there are more applicants with a particular Total Standardised Age Score than places remaining, then these applicants will be selected on the basis of the initial letter of the surname as it appears on the birth certificate, in the order set out below:

S C B O Q J O' R F H T K M X L N E U I Z W Mac A Y Mc D P G V

The order was determined by a random selection of initial letter/component of surname (Mac/Mc/O'). In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order (a,b,c...). In the event of two identical surnames the alphabetical order of the initial letter of the forename, as it appears on the birth certificate, will be used. In the event of forenames beginning with the same initial letter the subsequent letters of the forename will be used in alphabetical order. Only the first forename will apply.

(ii) **If applicants have identical surnames and forenames, they will be placed in rank order of the eldest child by date of birth as stated on their birth certificate and admitted in this order. The priority of eldest / youngest child will alternate in subsequent years.**

1.3 If, after 1.2(i) and 1.2 (ii) any applicants still tie for a final place, the place(s) will be allocated by random computerised selection.

Route 2 –Non-academic Selection will apply to the remaining places being a minimum of 63.

Applicants who apply for selection via Route 1, but do not obtain a place, will automatically be considered with applicants who have applied via Route 2. If the number of applicants for Route 2 exceeds the number of available places, then the following criteria will be applied sequentially in the order set down below.

2.1 Applicants who name Loreto Grammar School as 1st Preference on the Transfer application.

2.2 Applicants who, at the date of application, have a child of the family* currently enrolled at the school.

*The phrase "child of the family" includes e.g. A child born to a married couple or to a couple in a civil partnership; A child born to a co-habiting couple; A child born to a single parent; A child of either/any of those people by a previous marriage, civil partnership or relationship; An adopted or fostered child; A child looked after; A situation where for example an orphaned cousin is being brought up with a family or individual.

The child should be a child of the family as at the date of application.

2.3 Applicants who, at the date of application, are the first child of the family to be eligible to apply for admission to Loreto Grammar School, Omagh. This criterion includes:**

- (i) A child who has an older sibling who could not attend mainstream Post-Primary school, for example who attends a special school.
- (ii) A child whose family has moved residence and who is the first child in the family eligible to apply for admission to Loreto Grammar School, Omagh.

** The phrase "first child in the family" includes twins, or other multiple births.

Documents which may be used to verify first child or sibling relationships* include:

*A letter from a member of the Clergy, Solicitor, or Public Servant such as a Health or Education professional directly involved with the family. The letter should be on headed paper and attached to the Transfer Application/Application Form.

2.4 Applicants who, at the date of application, are a Child Looked After:

- (i) Child Looked After is defined by the Children (NI) Order 1995 as children "who are in the care of a Trust or who are provided with accommodation by a Trust."
- (ii) Accommodation may be in a residential home, residential school, foster placement or in a family placement with a relative or occasionally at home.

2.5 In the event of over subscription in any one of the criterion 2.1, 2.2 or 2.3 or 2.4, when applied in the order set, the selection of available places will be carried out using the following method of random selection:

(i) **Applicants will be selected on the basis of the initial letter of the surname as it appears on the birth certificate, in the order set out below.**

S C B O Q J O' R F H T K M X L N E U I Z W Mac A Y Mc D P G V

The order was determined by a random selection of initial letter/component of surname (Mac/Mc/O'). In the event of surnames beginning with the same initial letter/component the subsequent letters of the surname will be used in alphabetical order (a,b,c...). In the event of two identical surnames the alphabetical order of the initial letter of the forename as it appears on the birth certificate, will be used. In the event of forenames beginning with the same initial letter the subsequent letters of the forename will be used in alphabetical order. Only the first forename will apply.

(ii) If applicants have identical surnames and forenames, they will be placed in rank order of the eldest child by date of birth as stated on their birth certificate and admitted in this order. The priority of eldest / youngest child will alternate in subsequent years.

2.6 If, after 2.5(i) and 2.5(ii) any applicants still tie for a final place, the place(s) will be allocated by random computerised selection.

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 30 January 2024 at 12 noon (GMT) and an application submitted by the closing date of 22 February 2024 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 22 February 2024 and up to 4pm on 4 March 2024 will be treated as a late application.

Verification of all Information

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information within any any Post-Primary Transfer Application / Transfer Application Form.

It is the responsibility of parents/guardians to ensure:

- The Post-Primary Transfer Application is correctly completed.
- Any claim for Special Circumstances or Special Provisions is properly documented as described in detail above and in guidance documentation provided by the school.
- The provision of any required verification documents within specified deadlines.

Any one of the following documents can verify child's age or name.

- Child's Birth Certificate;
- Letter awarding Child Benefit to the child or another letter relating to this benefit;
- Child's Medical Card;
- Child's passport;
- Child's adoption certificate.

If the requested evidence is not provided with the Post-Primary Transfer Application or to Loreto Grammar School, Omagh by the deadline specified by the Board of Governors, this will result in the withdrawal of an offer of a place or the inability of the school to offer a place. Similarly, the submission of false or incorrect information, or information which appears to be false or misleading in any material way or the failure to provide any requested verifying documents within the deadline set by Loreto Grammar School, Omagh will result in either the withdrawal of a place or the inability of the school to offer a place. Parents/Guardians are advised to retain a copy of all documentation.

Year 8 Waiting List Policy

Applications made for a particular academic year will be considered only for entry in that year. Thereafter, applicants will be required to make a new application for any subsequent year.

Any student who has not initially gained a place in Year 8 will automatically remain on the Year 8 Waiting List.

In the event of a place becoming available following the beginning of the school year the criteria for entry via Route 2 will be applied to award the place.

NUMBERS OF APPLICATIONS AND ADMISSIONS

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2021/22	125	173	136*
2022/23	125	149	127*
2023/24	125	118	117*

*Total admissions include statemented pupils and / or pupils admitted following an appeal

5.2 ADMISSIONS CRITERIA FOR YEARS 9-12 - SEPTEMBER 2024

The Admission Criteria for Years 9-12 is available in the School Prospectus or from the school office on request.

Pupils will be considered for enrolment in Years 8-12 provided that:

- The school does not exceed its enrolment number.
- Places are available in the particular year group

If, at the time of consideration of the application, there are more eligible applicants than places available, **the criteria, as per the order outlined for Route 2 Admission to Year 8 2024* will be applied.**

Please note: This school has emphasis on academic achievement and progression within a broad curriculum and each pupil will be supported to achieve her best.

*See Admissions Criteria, Route 2 2024, published in Prospectus 2024/25



5.3 POST 16 ADMISSIONS CRITERIA - SCHOOL YEAR 2024/2025

In striving for excellence and meeting the aims of Loreto Grammar School all Post 16 students will study a minimum of 3 Advanced Level subjects and engage in the Post 16 Religious Education programme and bespoke Key Skills provision.

CRITERIA for ADMISSION

- 1.1 The school does not exceed its enrolment numbers.
- 1.2 Places are available in the year and subject groups.
- 1.3 **Applicants have achieved at least 6 GCSE passes with a minimum value of 240 points using the following C2K examinations system:
A*/ 9=58 points, A / 8 /7=52 points, B / 6=46 points, C* / 5=43 points, C / 4=40 points**
- 1.4 It is the responsibility of the student to ensure she obtains a GCSE in the required subject areas e.g. English and Mathematics, for entry to third level education. The school will offer support to the student in this process where possible.
- 1.5 Applicants must have a positive record of Conduct, Attendance, Punctuality and Attitude during their previous years of secondary education.
- 1.6 A rank order, using the point system at (1.3) will be implemented to fill any remaining places.

Entry to Post 16 Subject Areas

- 2.1 All applicants in Post 16 must complete the school's Post 16 Application Form and those meeting the criteria for admission to the school will be interviewed by a member of staff.
- 2.2 Applicants must have confirmation of their DOB, Qualifications and Attendance record for Year 12 (Registration Certificate - printout from Attendance Module).
- 2.3 *Applicants who have achieved an additional GCSE or equivalent qualification must provide official confirmation of the result at the interview for entry to Post 16, so that the total point score can be amended. Qualifications obtained externally, not through provision at Loreto Grammar School (including Omagh Learning Community), can contribute to points for entry but cannot be included in Loreto Grammar School's Data Analysis, Publications or Awards.*
- 2.4 Applicants will be asked to consider 3 subjects in the first instance for Advanced Level from the school's option pools with reserve areas in the event they are unable to be placed in a subject area.
- 2.5 Where there are more applicants to subject classes than there are places available, the following procedures will be applied:
*(a) Those who have chosen 4 subjects, and have the particular subject as their 4th preference, will be removed (and asked to choose a different 4th preference);
(b) The total number of GCSE points score will be applied;
(c) The individual subject entry requirements will be applied.*
- 2.6 Students who cannot be placed in their first choice subject/s will be given choices in the reserve subject/s.
- 2.7 Students who have secured admission to Post 16 with above 414 points may consider taking a 4th Advanced Level subject from the remaining option pool.

The above criteria may change dependent on the availability of places.

Note Subject Offer

- 3.1 Applicants must have forms and official confirmation of results submitted to the school immediately after receiving GCSE results.
- 3.2 Applicants will be given **confirmation of acceptance** into Post 16 and into subject classes only after all applicants are interviewed.
- 3.2 It is essential that applicants to this school and parents/guardians indicate an acceptance of the school ethos, all school regulations and a willingness to observe them.
- 3.3 Loreto Grammar School is a Voluntary Grammar School and all parents should be aware that: Voluntary Subscription of £70 per student per annum is requested with concessions for families - £70 for 1 child, £120 for 2 children and £150 for 3 for more children.
- 3.4 It is compulsory to wear the school uniform.

AS and A LEVELS:

At Post 16 students choose from an extensive range of applied and general subjects offered by this school:

Art and Design(A), Biology(G), Business Studies(G), Chemistry(G), Design and Technology(A), Digital Technology (G), English Literature(G), Geography(G), Government and Politics(G), History(G), Health & Social Care(A), Irish(G), Life & Health Science(A), Mathematics(G), Nutrition and Food Science (G), Psychology(G) Religious Studies(G) Sociology(G) and Spanish (G)

BTEC Qualifications:

BTEC Level 3 National Extended Certificate in Sport
BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

Please note:

The above list of AS and A Levels is subject to change. Additional subjects including, French, Music and Physics, may be offered via the Omagh Learning Community. Please refer to the school's option pools in the relevant year.

Subjects may be transferred to the Omagh Learning Community or not offered where a low uptake occurs in any given year.

KEY SKILLS- ICT (A) – Microsoft Office Specialist

AS students are all encouraged to gain experience and qualifications in the Key Skill of Information Communications Technology. The Key Skill programme ensures students develop essential transferable skills that help to improve their learning and performance in education, training, work and life in general. The Key Skill offered to all Year 13 students is ICT.

Microsoft Office Specialist (MOS) is a comprehensive, performance-based Certification Programme to validate desktop computer skills using Microsoft Office 2019 and Office 365.

MOS is recognised globally, as the number one credential to validate knowledge and skills, relating to the Microsoft Office systems. Different modules can be completed in Word, PowerPoint, Excel, etc. Microsoft Certification will increase a pupil's productivity, improve their job readiness and increase their employability capacity.

Extra Places

Criteria for **Extra Places** made available by the Department of Education for admission into Year 13 (Sixth Form). The Department of Education may, in response from a school on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as outlined above) and shall be allocated in the order determined by the criteria to be applied in the order set down:

1. Pupils who have most recently completed Year 12 in Loreto Grammar School, Omagh.
2. Pupils from other schools where admission to an **Extra Place** at Loreto Grammar School, Omagh has been agreed by the Department of Education*

*Parents should note how the Department of Education will, in response to a school's request, increase the school's enrolment number in order to allow an extra Post 16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their Post 16 course choices at a suitable school without undertaking an unreasonable journey (i.e. a journey that by public transport would be over an hour from where the young person lives.) If DE finds that no other suitable school may provide all of the Post 16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

What is a school of a type suitable for a pupil?

To determine this DE first considers all schools to be one of four types: denominational, non-denominational, Integrated, Irish-Medium. A school requesting an extra place for a Post 16 pupil will belong to one of these four types and DE will consider any other school or school from this type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the pupil attended in Year 12.



5.4 CHARGING AND REMISSIONS POLICY 2024/2025

In striving for excellence, within budgetary constraints, Loreto Grammar School Omagh will charge for the following:

1. Board and lodging on residential visits.
2. Contributions towards the cost of participation in educational and sporting activities or visits.
3. Costs associated with the provision of individual 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.
4. Costs re Examinations
 - i. The cost of entering a student for a non-approved public examination and for preparing the student for that examination outside school hours.
 - ii. The cost of entering a student to re-sit an approved public examination where no further preparation has been provided by the school.
 - iii. The cost of entering a student for public examinations at Post 16 for a second or subsequent sitting.
 - iv. Fees for late entry and late withdrawal from Public Examinations after the closing dates.
 - v. Fees for late amendments to examination entries requested by the student.
 - vi. Entry fees which have been paid by the school and where the student has failed to turn up.
 - vii. Certification charges if students wish to obtain a certificate for AS results following a Re-sit.
 - viii. Costs for re-scrutiny of examination results if such a re-scrutiny is requested by the parents.
5. The cost, in cash or in kind, of ingredients, consumables or materials needed for practical subjects (such as Home Economics, Technology & Design and Art & Design) where necessary.
6. The cost of printing credits over and above the allocation designated to the pupils at the beginning of a school year.
7. 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 students for an approved public examination or for the purposes of meeting the statutory requirements imposed by Article 11(i)(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.
8. A voluntary subscription of £70.00 per student per annum is requested with concessions for families - £70 for 1 child, £120 for 2 children and £150 for 3 or more children.
9. Damage/loss to school property resulting from improper behaviour on the part of the students.

Please Note: Requests for refunds should be made to the school in writing and will be given due consideration.







PERFORMANCE IN PUBLIC EXAMINATIONS

All information in this prospectus is accurate at the date of publication January 2024 but there may be some later changes.

6.1

Performance in Public Examinations
2020/2021 to 2022/2023 Grammar Schools

6.2

Analysis of Examination Results Summer 2023 - Year 14

6.3

Analysis of Examination Results Summer 2023 - Year 13

6.4

Analysis of Examination Results Summer 2023 - Year 12

6.5

Leaver's Percentages & Destinations - June 2023

6.1 PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2020/2021 TO 2022/2023 GRAMMAR SCHOOLS

Performance Indicator	2020/2021		2021/2022		2022/2023	
	Loreto Grammar School	N.I. Grammar School Average	Loreto Grammar School	N.I. Grammar School Average	Loreto Grammar School	N.I. Grammar School Average*
Percentage of all Year 12 pupils achieving 5 or more GCSEs at Grades A* - C (Or equivalent) ²	100	NA	99.21	NA	96.83	
Percentage of Year 12 pupils achieving 7 or more GCSEs at Grades A* - C (Or equivalent) ²	99.2	NA	98.41	NA	92.86	
Percentage of all Year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English & GCSE Mathematics	100	NA	(99.21)	NA	93.65	
Percentage of all pupils in Year 12 entitled to free school meals achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English & GCSE Mathematics	100	NA	100	NA	80	
Percentage of pupils entered for A levels achieving 2 or more A' Levels at Grades A* - E (Or equivalent) ^a	100	NA	100	NA	100	
Percentage of pupils entered for A levels achieving 3 or more A' Levels at Grades A* - C (Or equivalent) ³	96.49	NA	79.46	NA	89.43	

¹ Excludes students with statements of Special Educational Needs

² Figures include Intermediate GNVQ Part 1 Qualifications

³ A-Level figures include those students who achieved General Certificate of Education passes at Grades A*-C.

^a A-Level figures include those students who achieved General Certificate of Education passes at Grades A*-E.

N.I. Grammar School Averages had not been released before the Prospectus was published.

6.2 ANALYSIS OF EXAMINATION RESULTS SUMMER 2023 - YEAR 14

A-Level (not including private entries)

123 Girls entered for 376 exams

Grade	A*	A	B	C	D	E	U	X
Number	74	121	117	50	13	1	0	0
%	19.68	32.18	31.12	13.30	3.46	0.27	0	0

These figures give an overall pass rate (A-E) of 100%

110 girls, 89.43% obtained 3 A-levels with Grade A* - C

122 girls, 99.19% obtained at least 3 A-Levels with Grade A* - E

123 girls, 100% obtained at least 2 A-Levels with Grade A* - E

123 girls, 100% obtained at least 1 A-Level with a grade A* - E

51.86% of all grades obtained at this level were A*, A

82.98% of all grades obtained at this level were A*, A or B

• 8 girls achieved 3 A* grades or better

• 4 girls achieved 4 or more A Levels with Grades A*/A

• 37 girls obtained 3 or more A-Levels with a grade A* or A

• 61 girls achieved at least 2 Grade As or above at this level

• 93 girls achieved at least 1 Grade A or above at this level

2023 A2 Grade Analysis (Percentage)

Subject	Entries	A*	A	B	C	D	E	U	X%	Grade A* - C%	NI Avg A* - C%
Art & Design	13	7.69	23.08	53.85	15.38	0.00	0.00	0.00	0.00	100.00	
Agriculture (OLC)	3	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Biology	48	14.58	25.00	37.50	14.58	8.33	0.00	0.00	0.00	91.7	
Business Studies	17	5.88	29.41	41.18	23.53	0.00	0.00	0.00	0.00	100.00	
BTEC CPLD ¹	3	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
BTEC Construction (OLC)	3	33.33	33.33	0.00	33.33	0.00	0.00	0.00	0.00	100.00	
BTEC CDMP ²	5	60.00	0.00	0.00	40.00	0.00	0.00	0.00	0.00	100.0	
BTEC Sport	13	53.85	30.77	0.00	15.38	0.00	0.00	0.00	0.00	100.00	
Chemistry	29	24.14	31.03	20.69	10.34	10.34	3.45	0.00	0.00	86.2	
Design & Technology	11	0.00	9.09	18.18	54.55	18.18	0.00	0.00	0.00	81.8	
Digital Technology	8	0.00	50.00	37.50	0.00	12.50	0.00	0.00	0.00	87.5	
Engineering (OLC)	2	0.00	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
English Literature	18	16.67	38.89	38.89	5.56	0.00	0.00	0.00	0.00	100.0	
Geography	33	36.36	27.27	21.21	12.12	3.03	0.00	0.00	0.00	96.97	
Government & Politics	8	12.50	37.50	37.50	12.50	0.00	0.00	0.00	0.00	100.00	
Health & Social Care	57	8.77	40.35	43.86	7.02	0.00	0.00	0.00	0.00	100.0	
History	18	5.56	50.00	33.33	11.11	0.00	0.00	0.00	0.00	100.0	
Irish	3	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
Mathematics	20	45.00	30.00	25.00	0.00	0.00	0.00	0.00	0.00	100.0	
Music (OLC)	1	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.0	
Nutrition & Food Sc.	6	0.00	16.67	16.67	50.00	16.67	0.00	0.00	0.00	83.3	
Physics	1	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Psychology	16	25.00	43.75	25.00	6.25	0.00	0.00	0.00	0.00	100.0	
Religious Studies	18	16.67	38.89	22.22	22.22	0.00	0.00	0.00	0.00	100.0	
Sociology	14	28.57	7.14	35.71	21.43	7.14	0.00	0.00	0.00	92.9	
Software Sys Dev. OLC	1	0.00	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Spanish	7	0.00	14.29	85.71	0.00	0.00	0.00	0.00	0.00	100.00	

¹ Children's Play Learning & Development

² Creative Digital Media Production

N.I. Grammar Averages had not been released before the Prospectus was published.

6.3 ANALYSIS OF EXAMINATION RESULTS SUMMER 2023 - YEAR 13

DENI Statistics based on 3 AS-Levels with Grades A-C
(37 students do not have full set of results re. BTEC & Linear Subjects)

129 students entered for examinations

76 students out of 129 – 58.9% achieved the 3 A-C standard.

86.2% of 92 pupils with 3 results have 3 A-C

Overall Pass Rate of 3 Grade A-E of 71.32% (92/129)

(95 pupils – 3 grades. 80% achieved 3 A-C)

Grade	A	B	C	D	E	U	X
Number (excl BTEC)	166	106	58	25	6	5	3
%	45	28.7	15.7	6.8	1.6	1.4	0.8

AS Level Grade Analysis (Percentage)

Subject	Totals	A	B	C	D	E	U	N	X	Grade A - C	NI Average
Art & Design	5	40.0	60.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Biology	58	41.4	29.3	17.2	3.4	6.9	1.7	0.00	0.00	87.9	N/A
Business Studies	15	33.3	33.3	13.3	20.0	0.00	0.00	0.00	0.00	80.0	N/A
Chemistry	33	36.4	18.2	18.2	18.2	6.1	3.0	0.00	0.00	72.7	N/A
Digital Technology	4	0.00	50.0	0.00	50.0	0.00	0.00	0.00	0.00	50.0	N/A
English Literature	15	40.0	26.7	26.7	0.00	0.00	0.00	0.00	6.7	93.3	N/A
Env. Tech. (OLC)	4	75.0	25.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Geography	37	73.0	16.2	8.1	0.00	0.00	2.7	0.00	0.00	97.3	N/A
Government & Politics	11	45.5	27.3	27.3	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Health & Social Care	72	41.7	45.8	9.7	1.4	0.00	0.00	0.00	1.4	97.2	N/A
History	20	35.0	45.0	15.0	5.0	0.00	0.00	0.00	0.00	95.0	N/A
Irish	5	100.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Mathematics	26	38.5	15.4	30.8	15.4	0.00	0.00	0.00	0.00	84.6	N/A
Music (OLC)	3	66.7	0.00	33.3	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Nutrition & Food Sc.	5	60.0	20.0	20.0	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Physics	4	100.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Psychology	24	33.3	25.0	12.5	16.7	0.00	8.3	0.00	4.2	70.8	N/A
Religious Studies	18	55.6	27.8	16.7	0.00	0.00	0.00	0.00	0.00	100.0	N/A
Sociology	7	42.9	0.00	28.6	28.6	0.00	0.00	0.00	0.00	71.4	N/A
Spanish	3	0.00	33.3	66.7	0.00	0.00	0.00	0.00	0.00	100.0	N/A

6.4 ANALYSIS OF EXAMINATION RESULTS SUMMER 2023 - YEAR 12

GCSE (not including private entries)

- 126 girls entered for 1142 examinations
- Overall Pass rate of 92.91%
- 117 - 91.41% students achieved 7 or more GCSE with Grade A*-C
- 122 girls - 95.31% obtained 5 or more GCSE's with a Grade A*-C
- 73 girls - 57.03% obtained 7 or more GCSE's with a Grade A*-B Grades.
- 126 girls - 100% obtained 1 or more GCSE with a Grade A*-G
- 1 girl achieved 10A*
- 4 girls achieved 9A*
- 19 girls achieved 9 or more A*/A

Analysis of GCSE Grades

Grade	A*	A	B	C*	C	D	E	F	G	U	X
Number	200	337	277	153	94	53	19	5	2	1	1
%	17.51	29.51	24.26	13.40	8.23	4.64	1.66	0.44	0.18	0.09	0.09

GCSE Grade Analysis (Percentage)

Subject	Entries	*A	A	B	C*	C	D	E	F	G	U	X	Grade A*-C	NI Average
Art & Design	18	0.00	38.89	38.89	11.11	11.11	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Business Studies	35	8.57	20.00	20.00	28.57	8.57	8.57	5.71	0.00	0.00	0.00	0.00	85.7	
Design & Technology	21	9.52	42.86	14.29	23.81	9.52	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Digital Technology	7	42.86	14.29	14.29	28.57	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Drama (OLC)	6	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Drama & Theatre	1	0.00	0.00	100.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
English Language	126	18.25	44.44	26.19	7.94	2.38	0.79	0.00	0.00	0.00	0.00	0.00	99.2	
English Literature	125	25.60	34.40	27.20	10.40	1.60	0.00	0.80	0.00	0.00	0.00	0.00	99.2	
French	45	2.22	13.33	26.67	13.33	15.56	17.78	6.67	4.44	0.00	0.00	0.00	71.1	
Geography	39	58.97	28.21	10.26	2.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
History	42	38.10	26.19	21.43	7.14	0.00	4.76	2.38	0.00	0.00	0.00	0.00	92.9	
H.E. (Food)	10	20.00	60.00	10.00	0.00	0.00	0.00	10.0	0.00	0.00	0.00	0.00	90.0	
H.E. (Child Dev.)	48	25.00	31.25	31.25	6.25	4.17	0.00	2.08	0.00	0.00	0.00	0.00	97.9	
Irish	25	16.00	8.00	4.00	4.00	36.00	24.00	8.00	0.00	0.00	0.00	0.00	68.0	
Mathematics	126	9.52	32.54	25.40	19.84	7.14	3.17	2.38	0.00	0.00	0.00	0.00	94.4	
Mathematics (Further)	18	38.89	38.89	16.67	5.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Music	7	14.29	57.14	14.29	0.00	14.29	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Religious Studies	106	13.21	43.40	23.58	13.21	2.83	2.83	0.00	0.00	0.00	0.00	0.94	96.2	
P.E. (Exam.)	19	21.05	26.32	31.58	15.79	5.26	0.00	0.00	0.00	0.00	0.00	0.00	100.0	
Spanish	48	6.25	4.17	18.75	12.50	18.75	27.08	4.17	2.08	4.17	2.08	0.00	60.4	
Science	125	20.0	21.6	21.6	20.80	12.00	3.20	0.80	0.00	0.00	0.00	0.00	96.0	
(Double Award)	125	10.40	24.80	19.20	16.00	20.80	7.20	1.60	0.00	0.00	0.00	0.00	91.2	

Religious Studies (OCN)	Entries	Pass
Level 2 Certificate	18	100%
Level 2 Award	2	100%

X Grade indicates a result has not been issued.

N.I. Averages had not been released before the Prospectus was published.

6.5 LEAVERS' PERCENTAGES & DESTINATIONS – JUNE 2023

Year	Number of Leavers	Percentage of Leavers
14	123	100
13	6	4.0
12	14	9.3
<12	8	5.3

	Number	Percentage
Leavers after Year 12 with 5 or more GCSEs at grades A*-C including GCSE English and GCSE Mathematics	9	6.9
Leavers after Year 12 entitled to free school meals with 5 or more GCSEs at grades A*-C including GCSE English and GCSE Mathematics	4	3.1

Destination of Leavers	Year 14	Year 13	Year 12
Percentage of pupils who transferred to another school	/	0.8	0.8
Percentage of pupils who entered further education	/	4.0	8.6
Percentage of pupils who entered higher education	92.6	/	/
Percentage of pupils who entered an apprenticeship	3.3	/	/
Percentage of pupils who entered a training programme	/	/	/
Percentage of pupils who took up full time employment	0.8	/	0.8
Percentage of pupils who took up full time voluntary work	/	/	/
Percentage of pupils who do not fall into any of the above categories and took up part time employment	/	/	/
Percentage of pupils who do not fall into any of the above categories	3.3	/	0.8



“Do good, and do it well” - Mary Ward (1585 - 1645)



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