

LORETO



LORETO

Grammar School, Omagh

Rooted, Responsive, Relevant

Prospectus 2026 / 2027

Loreto Grammar School...

Mass of Thanksgiving - 22nd October 2025

Celebrating 170 Years - Loreto Convent / Grammar School, Omagh - 1855-2025.



...making young dreams possible

Welcome to Loreto Grammar School

...continuing the legacy of 170 years of faith,
education and service in Omagh.

Mrs S. Cullinan
Principal



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 (170 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, echoed in the words of our foundress: "Do not bury your talents which God has lent you to be used in His service." (Mary Ward 1585-1645)

This philosophy is fully reflected in our whole-school Pastoral Theme and student focus for 2025-26: "SHINE-Sharing, Happy, Inclusive, Nurtured and Empowered."

In addition to an overview of the diverse range of curricular, outreach and extra-curricular experiences, this Prospectus encapsulates the vibrancy, engagement and joy celebrated by students and staff, and the community. Positive, respectful relationships 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 society, is innovative, progressive and transformative, committed to preparing students for living and work, empowering future leaders and agents of change.

Prospectus information can be easily accessed in the various sections.

- Section 1 - 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.

The policy summaries provide an insight to our working framework which ensures that every student is nurtured and supported within a safe, caring environment to progress and and achieve excellence in her personal best.

Our "embracing-all" philosophy of Loreto education is first and foremost child-centred, welcomes all denominations and places your child, her needs and aspirations at the heart of all we do.

I look forward to welcoming our 2026 intake who will bring a new energy and dynamic to Loreto Grammar School in Omagh, as we continue the journey and legacy of Mother Teresa Ball who brought Loreto Education to Ireland: "Seek truth, love what is good, strive for excellence."

Mrs Susan Cullinan
Principal



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Chairperson of the
Board of Governors
Mr. F. Sweeney



Head Girl's Welcome

Hello everyone! My name is Dearbhaile, and I am honoured to be Loreto's Head Girl for 2025/2026.



"Making Young Dreams Possible" beautifully encapsulates the educational journey that awaits pupils at Loreto Grammar School. The enriching experience of life here is rooted in the vibrant heritage of the Loreto values which, in this special 170th Jubilee Year, continue to inspire us to be confident young women who in doing good, will lead fulfilling lives.

The wonderful seven years that I have spent at Loreto Grammar School have gone by in a blink! It feels like only yesterday that I was swapping the uniform of Saint Caireall's PS in Aghyaran for the Loreto uniform. I am sure that many of you are having the same feelings that I had seven years ago. Coming from a small school, I was quite nervous, wondering if I would make new friends and how I would adjust to new subjects and teachers. Well, since then, Loreto has become so much more than a school to me; it is where I have learned, laughed, grown up, and made the kind of friendships I know I will treasure for life. I am proud to say Loreto has helped make me who I am.

At Loreto, you will be warmly welcomed by both staff and older pupils who will help you to settle and feel comfortable in the school. From your first week, you will take part in fun activities that make it easy to build friendships across classes. Loreto girls always take care of each other.

Of course, learning and teaching is a priority here with dedicated staff who are supportive, caring, and committed to helping you reach your full potential. You will always receive help and support from our exceptional Pastoral Care Team which includes your new Form Teacher and Head of Year. No matter who you are or where you come from, you will feel that you belong in Loreto.

There is so much more to Loreto than just what happens in the classroom as the school offers a wide range of extra-curricular activities, including musical groups, choirs, sporting groups and teams, debating, public speaking, Student Council, the Environment Group, the Greenfingers Gardening Group and numerous clubs and lunchtime activities including scavenger hunts, bingo and Just Dance. This wide variety of activities ensures that every student finds a place to thrive, connect, and grow in confidence. You will enjoy taking part in the many opportunities to reach out in friendship to our local communities through initiatives such as Saint Vincent De Paul and your contribution to Loreto Rumbek will profoundly touch the lives of children in South Sudan.

The class of 2026 will soon leave Loreto as blessed and thankful, humble and proud, confident young women who are indebted to the staff of this school. With the help of our families, they have guided us and challenged us in the pursuit of excellence to be the best versions of ourselves; resourceful, independent, honest, resilient and caring young women who value truth and justice.

As you begin your Loreto journey in September 2026, I encourage you to believe in yourself, make a memory of every single moment and cherish the gift of friendship. Wear our school crest with pride, close to your heart, and trust in its message of hope, kindness and love. The Loreto Way will give you the courage to follow your dreams. One day you too will leave Loreto, but Loreto will never leave you.

Dearbhaile
Head Girl 2025/2026

...a pupil centred school



Mission Statement

"Striving for excellence - the Loreto way"

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. SJ. 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.

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 provide a curriculum for all that is:

- Learner-centred, inclusive, forward looking and equitable
- 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, living and work



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.

// Hello, my name is Grace, and I am in 8a1. I have been a student at Loreto for almost 2 months and I have enjoyed every minute. I would highly recommend this school because I am happy and have settled into school life easily.

I really like my Form Teacher. She is very caring and supportive. On the first day, the Principal, the Head of Year and our Form Teacher all made me feel very welcome, and this helped me to relax and reduced my anxiety. My Year 12 Friend also helped me to settle into the school as she answered all my questions. The Friends Programme lasts for 8 weeks and during this time your special Year 12 Friends will visit you a number of times each week and check that you are feeling happy, and they will tell you things to do and answer all your queries.

My Form Class is brilliant, and I have so many new friends in such a short space of time. I have made friends in my Form Class, my split subject classes and through the wide range of extra-curricular activities on offer. My favourite subject is P.E. but we study nineteen subjects and many of them I have never studied before, e.g. LLW, Home Economics and Drama. I love learning all the new skills and information.

I really enjoyed the non-competitive Year 8 Gaelic Blitz. Students were randomly chosen to participate, and it was great fun. We won all our matches, and it was a great opportunity to make new friends.

I am really enjoying Loreto, and I hoped to see you in September. //

Grace

Typical Year 8 Timetable 2025/2026

	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	Geography	History	Maths	B	R.E.	R.E.	L	H.E.	H.E.	Science	Science
Tues	Form Period	LLW	Irish	Drama	R	Geography	Maths	U	Spanish	English	Technology	Technology
Wed	P.D.	English	English	Maths	E	History	R.E.	N	Science	Science	Art & Design	Art & Design
Thurs	Form Period	P.E.	P.E.	History	A	Music	Music	C	Maths	French	English	Geography
Fri	Form Period	French	R.E.	Literacy Support	K	Maths	Maths	H	Spanish	Irish	ICT	English

...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

As soon as I walked through the door of Loreto, I knew I had made the right school choice. Everyone was so kind and welcoming from the teachers to the pupils. My name is Mairead, and this is the start of my Loreto journey. At first, I was nervous in case I would not know anyone in my Form Class but some girls from my primary school are in my class, and I very quickly made new friends in my class and in my split classes as well. During our Year 8 Induction Day, we played games and participated in group activities that helped us to get to know all of the other girls in the class. By home time, I knew so many new girls and they are all my friends now.

Loreto is a calm and happy community of students and staff, and I know all the teachers in the school will help and support me if I have any worries, especially my Form Teacher and my Head of Year. I am loving my Loreto journey. I have formed strong friendships, and I enjoy studying all the subjects. I am excited to participate in extra-curricular activities and am really looking forward to the Halloween Pageant and Loreto's Got Talent at Christmas.

Mairead



Hello, my name is Louise, and my Year 8 experience has been amazing to date. My Year 12 Friend really helped me to settle into Loreto and I love our fun chats together.

In Year 8, we study three different languages – Spanish, French and Irish. I am really enjoying learning these new languages and French is my favourite so far!

My top tips for a successful and happy Year 8 are:

- Pack your bag the night before.
- Try to complete your homework the day you get it unless you are extremely busy.
- Always try your best.
- Be a good friend.

Louise

Loreto Grammar School...

“ Hello, my name is Ava. I wanted to write this reflection because I remember reading all the Year 8 Reflections in last year’s Prospectus and they helped me feel so at ease before starting Loreto.

I was nervous about starting a new school and travelling to Omagh on the bus. With hindsight, I can now say “Please do not be worried.” I have settled easily into Loreto because everyone has been so nice and welcoming. My Year 12 Friend was helpful and kind, and she lives in the same town as me, which was very comforting as she was on the same bus as me and checked that I was ok.

I love my Form Class, and I have made good friends in my class already. At lunch time we participate in lots of different activities, including Charades, Origami, Scavenger Hunt, Bingo, Yellow Theme Quiz and Arts & Crafts to name just a few, and they are all so much fun. I especially love Just Dance and the Musical Theatre Group. I am also really enjoying the Junior Choir. These activities have helped me to make new friends and to feel happy and part of the school.

I was worried about finding my way around the school and I did have to ask a few of the older girls where to go once or twice, but they were all so nice and helped my classmates and I. This is also something that you should not worry about, and I promise that within a week, you will know your way around the school.

The school canteen also needs a special mention as I love the wide variety of food and treats on offer. I am really enjoying the new subjects that I am studying for the first time, for example, Technology & Design and Home Economics. My favourite subjects are Science and Drama.

I am looking forward to the years ahead in Loreto, having new experiences and taking advantage of all the different opportunities that are open to me such as joining the Creative Writing Club, the Debating Club, participating in Public Speaking Competitions or in a wide variety of sports. It is very exciting being a student at Loreto.

I am also looking forward to meeting you in Year 8 in September 2026. You will love it here. ”

Ava



...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.

Sports Captain's Welcome

Hello everyone! My name is Sarah and I am delighted to be Loreto's Sports Captain for 2025/2026.

Sport has always played a significant part in my life, both at school and outside of school. Over my seven years at Loreto, I have embraced the many sporting opportunities available, including cross-country, athletics, netball, and swimming.

What I have valued most is how sport brings people together. Being part of various teams has allowed me to connect with students across all year groups, while also developing my confidence, leadership, and teamwork skills. Sport has pushed me to challenge myself and grow in areas about which I am passionate, creating some of my most memorable experiences at Loreto.

Running, in particular, has become a real passion. What started as cold, muddy races in Winter soon became something to which I looked forward to every year, especially with my teammates by my side. A highlight was last year when our cross-country team won the Schools' Ulster Championship and qualified for the All-Ireland finals - a proud moment that reflected our collective dedication and hard work.

My involvement in sport has also taught me valuable life skills that extend far beyond the playing field. Balancing four AS Level subjects with my sporting commitments has helped me develop excellent time management skills, and sport has played a key role in building my

resilience and interpersonal abilities. It has provided a healthy outlet for stress, allowing

me to stay focused and composed during intense study periods. These qualities have been essential in helping me navigate both academic challenges and the demands of competitive sport.

Sport is a major part of life at Loreto, with options ranging from Netball, Gaelic Football, Handball, Horse-riding, Athletics, Swimming and many more. Everyone is encouraged to participate, regardless of ability. This year, I am proud to serve as a sporting role model, committed to leading by example and to motivating others to get involved and enjoy the benefits of staying active. It is a privilege to contribute to Loreto's sporting legacy, and I am grateful for the opportunities the school has given me throughout my journey. You too, can look forward to opportunity, skill and leadership development, challenge, success and celebration, and most on all - fun and friendship through sport at Loreto!

Sarah
Sports Captain



Loreto Intermediate Netball Team (2025/26).
Proud winners of the Northern Ireland Schools' Shield Finals 2025.

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 a Social Justice in Action Group which involves raising awareness about helping the most vulnerable in our community, helping to organise our Christmas Saint Vincent de Paul Hamper Appeal and working to promote the work of Trocaire by becoming a Trocaire Ambassador.
- 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 our Knitting for Neo-Natal Group which involves learning to knit hats for premature babies in local neo-natal units.

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, a Curriculum for all
- Ethos centred on Equity, Diversity, and Inclusion
- 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 and Digital Skills
- Business Educational Partnerships
- Learning for Living and Work including Careers Education, Information and Guidance
- Awareness of Environment, Society and Economy
- 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, Wellbeing and Keeping Safe Provision
- Valued Voice of the Learner Opportunities
- Counselling



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General Information

All information in this prospectus is accurate at the date of publication December 2025 but information is subject to change.

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Information about the School

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History of the School

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2.8

Canteen Facilities

2.1 INFORMATION ABOUT THE SCHOOL

Voluntary	Grammar School
Girls	Age Range 11 – 18
Principal: Mrs S. Cullinan	ROLL: 892
ADMISSIONS NO. 125	ENROLMENT NO. 890
Chairperson of the Board of Governors: Mr F. Sweeney	

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

TRANSFER PROCEDURE 2025/2026

- School Intake Number - 129
- 141 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	2023/24	2024/25	2025/26
Number on Roll	890	873	892
Number in Year 12	125	128	134
Number in Year 13	130	127	133
Number in Year 14	124	120	122
Attendance	91.4%	91.1%	

During the school year 2025/2026 there are five students in Year 12, two students in Year 13 and one student 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 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 October 2025, the school proudly celebrated 170 years in education in Omagh, 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.



"Learn, Grow, Succeed".

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/Carers 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 throughout the year (unless medical exemption applies)
- Knee length socks only with the summer uniform in May/June
- 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
 - Gel/fake nails, nail varnish and 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 and tights 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 2026/2027

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 2026/2027 had not been finalised. The school will inform parents/carers of the dates for the School Year 2026/2027 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/carers in December 2025 and January 2026
- 2 Open Evening – Thursday 22nd January 2026
- 3 Launch of Information and Post 16 Booklet for prospective Year 13 students and parents/carers in March 2026
- 4 Post 16 Information Event – Thursday 19th March 2026
- 5 Registration and Induction Evening for parents/carers of new Year 8 students – June 2026
- 6 Spiritual, Pastoral and Social Night for new Year 8 students and parents/carers – October 2026 (TBC)
- 7 Parent/Carers – Teacher Meetings throughout the year provide parents/carers 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
March	Year 11
June	Years 8, 9 & 10

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

Concerns Parents / Carers 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 SJ. Fahy, Mrs J. Young & Mrs M. Gavin.

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/Carers can also update contact details using this App.

The IPAYIMPACT system enables the secure, online collection of payments from parents/carers for the canteen, school trips, PE uniform, etc. Parents/carers 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 Year 8 parents/carers and to the parents/carers of new students in other year groups in September 2026.

*C2K/SIMS is to be replaced by EdIS/Bromcom (Date TBC)

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 hall 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 2025) 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/carers.





Curriculum (Part 1)

All information in this prospectus is accurate at the date of publication December 2025 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 2025/2026. This is reviewed annually and is subject to change for 2026/2027.

Areas of Learning	Contributory Subjects
The Arts	Art & Design, Drama, Music
Language and literacy	English / English Literature
Environment & Society	With Media Education
Geography	
History	
The Arts	Art & Design, Drama, Music
Language and literacy	English / English Literature
Environment & Society	With Media Education
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 x3	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 2025/2026. 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

Year 9 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	2	4.35
English	5	10.87
Environment & Society X2	6	13.04
LLW-Local & Global Citizenship/Employability	1	2.17
Home Economics	2	4.35
ICT	2	4.35
Mathematics	5	10.87
Modern Languages X2	6	13.04
Music	2	4.35

3.1 CURRICULUM POLICY (CONTINUED)

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 classes comprise 25-26 girls, who study 17 subjects as outlined below.

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.

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

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.

The following GCSE/OCN 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), Gaelic(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), Performance Skills(A) Level 2, OCN Application of Number(G), OCN Communication(A), OCN Religious Studies(A).

*Subject offered as a Twilight Course.

Drama is offered as a timetabled course and as a twilight course.

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 & Single Award. All students at Key Stage 4 have non-examination courses in P.E. and Personal Development.

These classes generally comprise 19/22 students, who study 9 subjects as outlined below:

Years 11 & 12		
	Periods	%
English Language & English Literature (2)	7	15.22
Double Award Science* (2)	10	21.74
Single Award Science	5	10.87
Religion	5	10.87

Mathematics	5	10.87
Option 1	5	10.87
Option 2	5	10.87
Option 3	5	10.87
CEIAG	1	2.17
P.E.	2	4.35
PD	1	2.17
TOTAL	46	100.00

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

Science Single Award	5	10.87
LLW	5	10.87

GCSE students follow CCEA and OCN specifications.

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) SA, Health and Social Care(A) DA, 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, WJEC or Pearson's BTEC 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. Subjects may be transferred to the Omagh Learning Community or not offered where a low uptake occurs in any given year. Loreto accommodates students from other schools and facilitates our students to attend subject classes in other schools to meet students' requirements.

BTEC Qualifications (Pearson's):

BTEC Level 3 Sport

BTEC Level 3 Children's Play, Learning & Development. Year 14 2026/2027. This qualification is changing to AAQ BTEC Level 3 Early Childhood Development in 2026/2027 for Year 13.

BTEC Level 3 Travel & Tourism

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 awarded by Pearson within the BTEC Brand.

BTEC Level 3 National Extended Certificate in Sport

Students complete all of the following units during this course: Anatomy & Physiology (External Examination), Fitness Training & Programming for Health, Sport & Wellbeing (External Examination), Professional Development in the Sport's Industry (Internal Assessment).

Students also study one additional unit, which is assessed internally, from the following list:

Sports Leadership, Application of Fitness Training, Sports Psychology, or Practical Sports Performance.

3.1 CURRICULUM POLICY (CONTINUED)

BTEC Level 3 National Extended Certificate in Early Childhood Development (AAQ) Year 13 2026/2027

Students complete the following four mandatory units:

Children's Development – growth and development from birth to age 8 (external exam).

Keeping Children Safe – safeguarding and child protection (external exam).

Play and Learning – theories of play and planning activities (internal assessment).

Research and Reflective Practice – research skills and reflective evaluation (internal assessment).

Students are recommended 50 hours work placement in an early years setting.

BTEC National Extended Certificate Travel & Tourism

Students complete all of the following units during this course:

The World of Travel and Tourism (External Examination), Global Destinations (External Examination), Principles of Marketing in Travel and Tourism (Internal Assessment).

Students also study one additional unit, which is assessed internally, from the following list:

Visitor Attractions or Events, Conferences and Exhibitions.

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
Geography	1	2.17	PD	1	2.17
KS	2	4.34	Assembly	1	2.17
PD	1	2.17	PS	2	4.34
Assembly	1	2.17	TOTAL	46	100.00
PS	1	2.17			
TOTAL	46	100.00			

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

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 365 Applications. MOS is recognised globally, as the number one credential to validate knowledge and skills, relating to the Microsoft 365 Applications. 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, Health Trusts, UCAS, CAO, SENTINUS, 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
Carbon Literacy Training	Year 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
Cross Country	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
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
Languages Christmas Crafts	Years 8 & 9
LAMP (Loreto Assertive Mentoring Programme)	Years 8- 14
Life Skills	Year 14
Literacy Prefects	Year 14
Mandarin Chinese	Years 8-14
Maths Challenge - Junior (JMC – Leeds University)	Years 9
Maths Challenge - Intermediate (JMC – Leeds University)	Years 11
Maths Peer Mentoring	Years 10
Maths Week Ireland	Years 8-10
Mole Day Celebration	Years 12-14
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 Prefects	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
Rightful Presence Programme Arvalee	Years 10-14
Science Week	Years 8-14
Shared Education for Positive Innovation Programme (SEPI)	Year 13
SistersIN	Year 13
SENTINUS Robotics Roadshow	Year 9
Social Skills	All Year Groups
SocSwat Peer Support	Year 13
South West College / Hanban Mandarin Chinese	Years 9-13
St. Vincent de Paul	Year 13
String & Woodwind Ensembles	All Year Groups
Strule Careers Event	Year 13
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

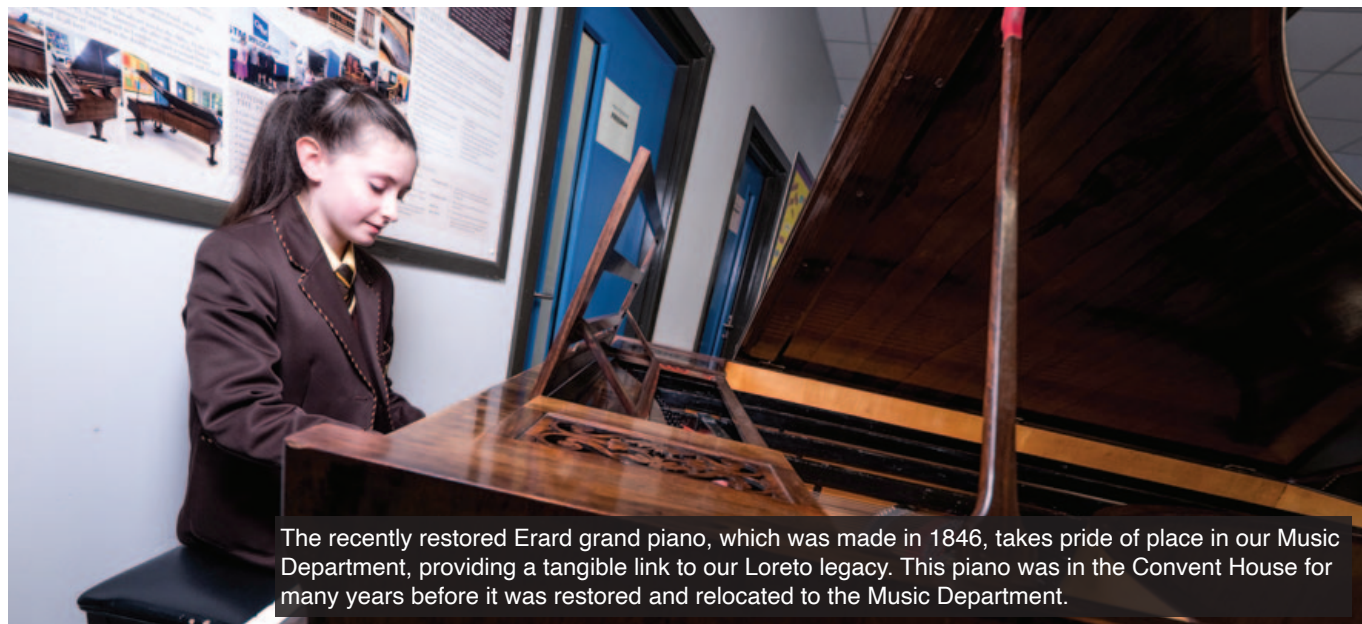
calendar with performances at school liturgies. The choir may also perform within the Omagh community area – the Station Centre and Main Street at Christmas time, for example, bringing sparkle and cheer! The Department traditionally has two choirs – Junior Choir Years 8 & 9 (non-auditioning) and Senior 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 intermediate and advanced Traditional Groups. There are a number of very talented traditional musicians in the school, who have competed and won at All-Ireland level, and they share their expertise with other members of the Traditional Groups. The Intermediate 'Trad' Group is led by two senior pupils and open to all students who have approximately 2-3 years experience of playing traditional music. The formal Traditional Group is an auditioning ensemble and they rehearse afterschool and play at school events, such as Prizegiving, Open Night and School Concerts.

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.



The recently restored Erard grand piano, which was made in 1846, takes pride of place in our Music Department, providing a tangible link to our Loreto legacy. This piano was in the Convent House for many years before it was restored and relocated to the Music Department.

Educational Visits

- Art Galleries
- Field Trips to geographical and historical locations
- Inter schools Conferences
- Foreign Countries: Italy, England, France, Spain, Iceland, 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.

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

3.4 SHARED EDUCATION

Shared Education

The highly anticipated Strule Shared Education Campus (SSEC) is planned to open and be fully operational in September 2028. This flagship project will deliver a centre of excellence in terms of both achievement and the provision of facilities for 4,000 pupils in Omagh and the surrounding area. The SSEC is a pioneering Programme which will provide a state-of-the-art shared centre of learning which is designed to encourage inclusion, reconciliation and educational collaboration and partnership between all the partner schools. It will be a centre where learning through shared experiences enhances the quality of education for all, promotes community cohesion whilst respecting the ethos and identity of each school. The SSEC will be vibrant and inspiring, and will broaden horizons through facilitating access to a broad and balanced curriculum matched to pupils' needs, enabling support and pupil progression in life, further study, employment and training.

In September 2024, the Minister for Education, Mr Paul Givan and the Permanent Secretary, Dr Mark Browne formally launched the Strule Shared Education Campus Go-Live programme in the Silverbirch Hotel Omagh. Students, Staff and Principals from all partnership schools attended and spoke of their delight and shared aspirations for the future, sharing their views with community and educational stakeholders.

In May 2025, the 'Cutting of the Sod Event' took place at the Strule site, led by the First Minister Michelle O' Neill, Emma Little Pengelly and Paul Givan. Pupil representatives from all the schools migrating to Strule performed a joint choral performance, followed by a visit to the actual site, of which they will soon be part.

Design meetings, shared student council meetings and coordinator links are all taking place in preparation for this exciting transition.



Strule Shared Education Campus Partnership Schools:

Arvalee School and Resource Centre, Loreto Grammar School, Omagh Academy, Omagh Christian Brothers Grammar School, Omagh High School, Sacred Heart College.







Curriculum (Part 2)

All information in this prospectus is accurate at the date of publication December 2025 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
Dance	Athletics
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 2025/2026

Netball - Year 8, Minor, Junior, Intermediate, Senior
 Gaelic Football - U.20, U.16, U.14, Year 8
 Athletics - Track & Field, Cross Country (Years 8-14)
 Horse Riding (Years 8-14) - under strict supervision of parent/carer.

Entry into School Competitions for the sports listed below is conditional upon parents/carers assuming full responsibility and support throughout the event.

Handball Teams, Soccer Teams, Swimming Teams, Tennis Team



3.5 HOMEWORK SUMMARY POLICY (UNDER REVIEW)

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/carers 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 / carer will be asked to come to the school to discuss the issue.

Involvement of Parents / Carers

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

- Parents / Carers 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 / carers and students are asked to ensure that part-time jobs do not impinge on homework and study sessions.
- Parents / carers 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 / carers have any concern about homework, they can record this in the Comments/Reminder section in the Student Planner, or they might prefer to contact the Subject Teacher or

3.5 HOMEWORK SUMMARY POLICY (CONTINUED)

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/Carers should inform the Form Teacher of any changes in the child's circumstances which may affect learning.
- Parents/Carers 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 / carers, 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 / carers 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

"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/carers. We aim to support and help parents/carers 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/carers.

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/carers 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, Addressing Bullying Type Behaviour, 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 September 2024 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.



*" From little seeds, big seeds will grow,
In classrooms filled with what we know.
With every lesson, we ascend,
New friendships made, that will transcend. "*

From "A Story of Joy", composed by Mrs G. McGirr, Head of Music Department for our 170th Anniversary.

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 relationships, 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 / Carers 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 / Carers

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/carers to download.
- Parents / Carers 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 365 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 Carers

While in school, teachers will guide students toward appropriate materials on the Internet. Outside of school, parents or carers 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/Carers should:

- Sign the Parent/Carer 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, or when taking part in school visits, field trips or outside activities (BYOD).
- Ensure there is adequate insurance coverage in place to cover the cost of replacement or repair of the student's personal device in the event of loss, damage or theft that occurs on school premises or when taking part in school visits, field trips or outside activities (BYOD).
- 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.
-

3.7 ICT & INTERNET SUMMARY POLICY (CONTINUED)

5. Commercial content, provided under licence via MY-SCHOOL has its own Terms and Conditions. You must comply with all such regulations. If you intend to use content in ways other than those expressly permitted you must obtain prior permission from its owner(s). Copyright infringement is a criminal offence.
6. Content within MY-SCHOOL may contain hyperlinks to external resources. C2K is not responsible and shall not be liable for the availability, nature or use of any external content or the policies of linked websites.
7. Personal information about any living person must not be published through MY-SCHOOL or the associated services without express prior permission from the person concerned.
8. Names, images and logos identifying C2K/ MY-SCHOOL or third parties and their products and services are subject to copyright, design rights and trademarks and may not be copied or used without permission. All Rights Reserved.
9. All pupils participating in a video or web conferencing session must have the written parental consent in compliance with the image management section of the school's child protection & safeguarding and data protection policies.
10. Adults should be notified prior to the start of a video or web conferencing session that the session may/will be recorded. By joining a session, a participant is accepting these conditions unless they advise the meeting organiser in advance.
11. Video or web conferencing sessions should be terminated once the session has ended and a device secured if left unattended during the session.
12. Online course room tutors should ensure that learner and guest accounts are used appropriately. Supervision of course rooms is the responsibility of the course room tutor(s).
13. C2K is committed to safeguarding each user's privacy online. Notwithstanding, you are notified that Course room tutors may track usage of their course material and that C2K may monitor usage to maintain system integrity and to ensure that the system is used legally. Monitoring, however, cannot be guaranteed in all circumstances.
14. C2K supports the rights of copyright owners and does not tolerate reckless or deliberate copyright infringement. Copyright material of third parties must not be used without specific authorisation. Copying material to a hard disk or removable disk, printing, distributing or sharing copyright material by electronic means may give rise to personal liability, despite the belief that the use of such material was permitted.
15. By using MY-SCHOOL and its associated services you are considered as understanding and agreeing to the terms published here (and any revisions/additions as C2K may post to these Terms & Conditions at any time).

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

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

**C2K/SIMS is to be replaced with EdIS/Bromcom (Date TBC)*





Ski Trip to Pinzolo Italy, January 2025.

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/Carer 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/Carers 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/carers must telephone the school office before 9am on the morning of the appointment. The student must also have a signed note from parents/carers 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 / carer to the Form Teacher at the next weekly attendance record review and update.

How can Parents/Carers 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 95%. Parents/Carers 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/Carers in their Student Planner for any 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/Carer 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/Carers 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.
- Provide a written explanation for any absence. 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/Carers 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





"Joy in the Journey".

Kerið Volcanic Crater Lake
Year 14 Geography Educational Visit, Iceland - September 2025.





Pastoral Care

All information in this prospectus is accurate at the date of publication December 2025 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

SEND 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/carers and appropriate external agencies to support individuals in all aspects of their education.
- 7 To promote high standards of behaviour and self-discipline within a restorative framework.
- 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 HOPE 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/carers.
- The Senior Prefect Team plays a pivotal role in the life of our school, embodying the values and ethos we strive to instill in all our students. This dedicated group of students is entrusted with a variety of responsibilities that not only enhance their personal development but also contribute significantly to the school community.
- The Junior Leadership Team serve as ambassadors, representing the school with pride and integrity, and act as role models for their peers. This experience fosters a sense of responsibility and prepares them for future leadership roles, both within and beyond the school setting.



4.2 CHILD PROTECTION AND SAFEGUARDING SUMMARY POLICY

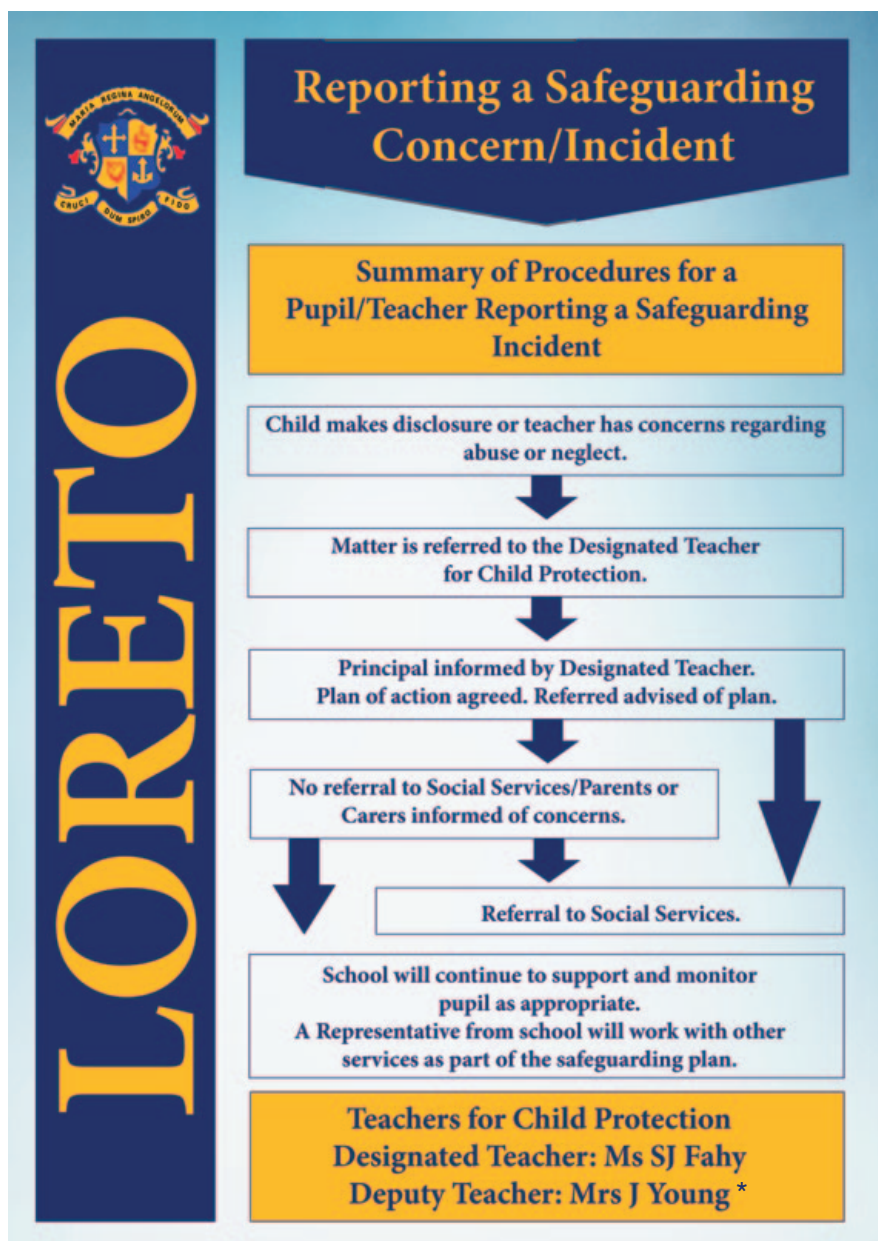
The School's Child Protection and Safeguarding Policy supports each student's development in ways which will foster security, confidence and independence. The School staff recognises that students have a fundamental right to be protected from harm and have their safety and well-being promoted. Students 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, Mrs J. Young and Mrs M. Gavin.** 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/carers 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/carer, the parents/carers 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 Addressing Bullying Type Behaviour Policy

Policy Aim

We acknowledge that bullying can affect students' well-being. Our goal is to foster a safe and inclusive environment where all stakeholders work together to address concerns related to bullying, guided by the Addressing Bullying in Schools Act (NI) 2016.

1. In this Act "bullying" includes (but is not limited to) the repeated use of:
 - (a) any verbal, written or electronic communication,
 - (b) any other act, or
 - (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.
2. For the purposes of subsection (1), "act" includes omission. In line with The Addressing Bullying in Schools Act (NI) 2016, Loreto Grammar School, uses the legal definition of bullying as outlined below:

What is Bullying Behaviour?

We define bullying behaviour using the mnemonic TRIP, which includes:

- Targeted behaviour at specific pupils or groups.
- Repeated actions over time.
- Intended harm, either physical or psychological.
- Psychological/Physical distress or harm



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/carers or previous schools.
- Involve parents/carers 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/carers 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 Head of Special Educational Needs and Co-ordinator of Learning Support to discuss among other issues the needs of individual students. Parents/Carers 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/carers 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) / carer(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, caring and positive behaviour management 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

Celebrating Success, Effort and Progression: Key Stage 3

- When a student has received **FIVE** positive achievements; the Form Teacher will record this in the Student Planner, to communicate with parents/carers.
- At **TEN** positive achievements, the Form Teacher will communicate this to the student and parents/carers by Postcard.
- When **FIFTEEN** positive achievements have been recorded, a celebratory letter will be forwarded to parents/carers from the Head of Year.
- When **TWENTY** positive achievements have been recorded, a week lunch 'queue skip' plus one card is issued by SMT.
- At **TWENTY-FIVE** positive achievements, there is a positive phone call home from SMT.
- When **THIRTY** positive achievements have been recorded, there is a celebration of success by the Head of Year.
- At **THIRTY-FIVE** positive achievements, there is a celebration of success by SMT.
- When **FORTY+** 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

We believe that Loreto Grammar School, Omagh has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a drugs education programme in our curriculum. This school sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well-being of our pupils and staff. We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills.

The drugs education programme (a core component of our preventative curriculum) 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.

Loreto Grammar School, Omagh Drugs Education Policy is a statutory document, in accordance with Drugs: Guidance for Schools in Northern Ireland Revised Edition 2015. The policy follows the guidance given in the CCEA Drug Education Policy Document. 'The purpose of a Drugs Education Programme, is to provide opportunities for young people to acquire knowledge, understanding and skills which enable them to consider the effects of drugs and other substances on themselves and on others. It enables them to make informed and responsible decisions about the use of such substances within the context of a healthy lifestyle.' [DENI Misuse of Drugs - 1996]

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

Medicines

The school recommends that parents/carers 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/carer 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/carers 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/carers 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/carer 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/Carers 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 Officer to be administered. The only exception is an inhaler for asthma.





Years 10 & 11 French Department Educational Visit to Paris - March 2025



Admissions Criteria and Charging Policy

All information in this prospectus is accurate at the date of publication December 2025 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 2026

5.2

* Admissions Criteria for Years 9-12
for the School Year 2026/2027

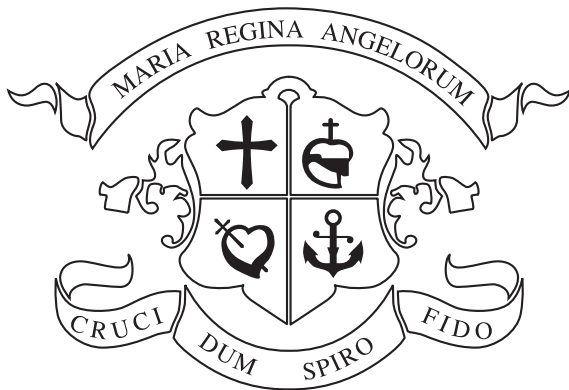
5.3

* Post 16 Admissions Criteria
for the School Year 2026/2027

5.4

Charging Policy

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



Loreto Grammar School, Omagh, is a Catholic Grammar School for girls which welcomes children from all denominations. 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 2026 will be via two routes.

Voluntary Grammar School

Girls

Age Range 11 – 18

Principal: Mrs Susan Cullinan

Chairperson of the

Board of Governors: Mr. Frank Sweeney

Roll: 892

ADMISSIONS NO. 125

ENROLMENT NO. 890

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 – 22 January 2026

5.1 ADMISSIONS CRITERIA FOR YEAR 8 - SEPTEMBER 2026

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 2026

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 **24th January 2026**, 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**:

- details of the medical or other problems which occurred just before or during the Entrance Assessment with verification by an appropriate professional;
- 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

- Decide if the child is eligible for Special Circumstances;
- 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.loreto.org

Special Provisions (Route 1)

A candidate may request Special Provisions, where the candidate:

- has received more than half of their education** outside Northern Ireland; or
***based on the time from the start of Primary 1 1st September 2019 to the 28th February 2026 i.e. more than 3 years and 3 months.*
- wishes to transfer to a post-primary school that uses the SEAG Entrance Assessment from a school outside Northern Ireland; or
- 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:

- your child's performance in English (or Irish in Irish-medium schools) and Mathematics in standardised tests.
- 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

- Decide if the child is eligible for Special Provisions;
- 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 2026 (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 2026 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 15th November 2025 and Saturday 22nd November 2025, 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 24th January 2026 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:

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

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.

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

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.

2.7 If, after criteria 2.1-2.6 have been applied and places remain, applicants who have not named Loreto Grammar School as 1st preference on the Transfer Application Form will be considered and criteria will be applied sequentially in the order set down in 2.1-2.6 above.

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 27th January 2026 at 12 noon (GMT) and an application submitted by the closing date of 19th February 2026 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 19th February 2026 will be treated as late.

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 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
2023/24	125	118	117
2024/25	125	114	110
2025/26**	125	141	132

** The Total Admissions for 2025/26 includes all Year 8 children admitted to the school including those with a statement of special educational needs.

5.2 ADMISSIONS CRITERIA FOR YEARS 9-12 - SEPTEMBER 2026

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:

- (i) The school does not exceed its enrolment number.
- (ii) 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 2026* 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 2026, published in Prospectus 2026/27



5.3 POST 16 ADMISSIONS CRITERIA - SCHOOL YEAR 2026/2027

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 5 GCSE passes with a minimum value of 200 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/carers 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 or 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 SA (A), Health & Social Care DA (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 Early Childhood Development (AAQ) Year 13 2026/27
BTEC Level 3 National Extended Certificate in Travel & Tourism

Please note:

The above lists of AS/A Level subjects and BTEC Courses are 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 365 Applications.

MOS is recognised globally, as the number one credential to validate knowledge and skills, relating to the Microsoft 365 Applications. 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.



"Sharing, Happy, Inclusive, Nurturing, Empowered".

5.4 CHARGING AND REMISSIONS POLICY 2026/2027

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 December 2025 but there may be some later changes.

6.1

Performance in Public Examinations
2022/2023 to 2024/2025 Grammar Schools

6.2

Analysis of Examination Results Summer 2025 - Year 14

6.3

Analysis of Examination Results Summer 2025 - Year 13

6.4

Analysis of Examination Results Summer 2025 - Year 12

6.5

Leavers' Percentages & Destinations - June 2025

6.1 PERFORMANCE IN PUBLIC EXAMINATIONS¹ 2022/2023 to 2024/2025 GRAMMAR SCHOOLS

Performance Indicator	2022/2023		2023/2024		2024/2025	
	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	96.83	97.6	98.36	96.6	99.2	*
Percentage of Year 12 pupils achieving 7 or more GCSEs at Grades A* - C (Or equivalent) ²	92.86	94.4	92.62	91.4	92.8	*
Percentage of all Year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English & GCSE Mathematics	93.65	95.9	90.16	94.2	93.6	*
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	80	98.6	83.3	87.0 (female) 84.1 (all)	92.8	*
Percentage of pupils entered for A levels achieving 2 or more A' Levels at Grades A* - E (Or equivalent) ^a	100	99.6	100	99.6	100	*
Percentage of pupils entered for A levels achieving 3 or more A' Levels at Grades A* - C (Or equivalent) ³	89.43	83.8	83.87	79.9	73.28	*

² Figures include Intermediate GNVQ Part 1 Qualifications

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

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

* Not available before Prospectus was published

6.2 ANALYSIS OF EXAMINATION RESULTS SUMMER 2025 - YEAR 14

A-Level (not including private entries)

116 Girls entered for 351 exams

Grade	A*	A	B	C	D	E	U	X
Number	36	82	111	82	30	9	1	0
%	10.26	23.36	31.62	23.36	8.54	2.56	0.28	0

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

85 girls, 73.27% obtained 3 A-levels with Grade A* - C

113 girls, 97.41% obtained at least 3 A-Levels with Grade A* - E

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

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

33.62% of all grades obtained at this level were A*, A

65.24% of all grades obtained at this level were A*, A or B

• 1 girl achieved 3 A* grades or better

• 1 girl achieved 4 or more A Levels with Grades A*/A

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

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

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

2025 A2 Grade Analysis (Percentage)											
Subject	Entries	A*	A	B	C	D	E	U	X%	Grade A* - C%	NI Avg A* - C%
Art & Design	3				33.33	66.67				33.33	92.20
Biology	45	6.57	22.00	35.56	15.56	10.87	6.57	2.17		79.69	86.40
Business Studies	16	6.25		31.25	31.25	25.00	6.25			68.75	85.90
BTEC Agricultural Sc. (OLC) 1	1	100								100	NA
BTEC Applied Sc. (OLC)	1		100							100	NA
BTEC CPLD ¹	15	6.67	60.00		33.33					100	NA
BTEC CDMP ² (OLC)	3				100					100	NA
BTEC Engineering (OLC)	1	100								100	NA
BTEC Sport	19	52.63	42.11		5.26					100	NA
Chemistry	23	8.70	52.17	30.43	4.35	4.35				95.65	87.20
Design & Technology	8		12.50	12.50	50.00	12.50	12.50			75.00	74.00
English Literature	20	5.00	10.00	45.00	40.00					100	91.20
Geography	32	15.63	43.75	25.00	15.63					100	90.30
Government & Politics	5	20	40		20	20				80.00	85.40
Health & Social Care	60		6.67	61.67	31.67					100	93.20
History	18	16.67	5.56	22.22	22.22	27.78	5.56			66.67	87.00
Irish	3			100						100	92.90
Mathematics	18	16.67	38.89	22.22	16.67	5.56				94.44	79.10
Music (OLC)	1				100					100	86.80
Nutrition & Food Sc.	13	7.69	7.69	23.08	46.15	15.38				84.62	92.00
Physics (OLC)	1		100							100	77.70
Psychology	19	10.53	15.79	42.11	15.79	15.79				84.21	82.50
Religious Studies	12	8.33	25.00	33.33	16.67	8.33	8.33			83.34	87.90
Sociology	8		12.50		12.50	50.00	25.00			25.00	83.80
Spanish	2	50.00	50.00							100	97.00

¹ Children's Play Learning & Development

² Creative Digital Media Production

* CCEA Average compared against males & females in all schools

NI Average provisional from JCQ (Female Data used)

6.3 ANALYSIS OF EXAMINATION RESULTS SUMMER 2025 - YEAR 13

DENI Statistics based on 3 AS-Levels with Grades A-C
(22 students do not have full set of results re. BTECs)

127 students entered for examinations

60 students out of 125 – 48.00% achieved the 3 A-C standard.

1 pupil has only 1 result (2 BTEC results) & 1 pupil has 1 AS result.

103 of 125 pupils with 3 results have 3 A-C = 58.25%

Overall Pass Rate of 3 Grade A-E of **(76.0% out of 125)**

Grade	A	B	C	D	E	U	X
Number (excl BTEC)	94	108	81	48	20	13	0
%	25.82	29.67	22.25	13.19	5.49	3.57	0

AS Level Grade Analysis (Percentage)											
Subject	Totals	A	B	C	D	E	U	N	X	Grade A - C	NI Average
Art & Design	10		10.00	20.00	20.00	50.00				30.00	89.30
Biology	50	22.00	20.00	28.00	18.00	8.00	4.00			70.00	76.30
Business Studies	14	7.14	35.71	14.29	28.57	7.14	7.14			57.14	84.80
Chemistry	32	21.88	28.13	18.75	18.75	3.13	9.38			68.75	76.30
Digital Technology	6		33.00	50.00	16.67					83.33	72.10
English Literature	17	29.41	64.71	5.88						100.0	94.30
French (OLC)	1		100.0							100.0	93.40
Geography	38	39.47	34.21	18.42	2.63	5.26				92.11	78.80
Government & Politics	11	27.27	45.45	9.09	18.18					81.82	71.70
Health & Social Care	50	22.00	52.00	24.00	2.00					98.00	86.90
History	26	34.62	26.92	23.08	7.69		7.69			84.62	75.20
Irish	4	25.00	50.00	25.00						100	89.20
Life & Health Science	11	18.18	18.18	54.55	9.09					90.91	65.20
Mathematics	30	43.33	6.67	13.33	26.67	10.00				63.33	82.00
Nutrition & Food Science	10	30.00	10.00	30.00	10.00	10.00	10.00			70.00	79.60
Physics (OLC)	5	20.00		40.00			40.00			60.00	74.40
Psychology	36	16.67	16.67	27.78	27.78	5.56	5.56			61.11	NA
Religious Studies	9	55.56	33.33	11.11						100	84.40
Spanish (OLC)	1	100								100	90.1
Technology & Design	3		66.67			33.33				66.67	87.80

6.4 ANALYSIS OF EXAMINATION RESULTS SUMMER 2025 - YEAR 12

GCSE (not including private entries)

- **125** (Pi Cohort) girls entered for examinations
- Overall Pass rate of (A-C) **94%**
- **115 - 92.8%** students achieved 7 or more GCSE with Grade A*-C
- **122 girls 99.2%** obtained 5 or more GCSE's with a Grade A*-C
- **71 - 56.8%** obtained 7 or more GCSE's with a Grade A*-B Grades.
- **125 girls 100%** obtained 1 or more GCSE with a Grade A*-G
- **0** girl achieved 10A*
- **1** girls achieved 9A*
- **9** achieved 9 or more A*/AA

Analysis of GCSE Grades

Grade	A*	A	B	C*	C	D	E	F	G	U	X
Number	129	387	269	166	114	57	8	4	0	0	0
%	11	34	24	15	10	5	0.7	0.4	0	0	0

GCSE Grade Analysis (Percentage)

Subject	Entries	*A	A	B	C*	C	D	E	F	G	U	X	Grade A*-C	NI Average
Art & Design	19		10.50	26.30	15.80	5.26	36.80	5.26					57.9	87.60
Business Studies	23	4.35	17.40	26.10	17.40	8.70	21.70	4.35					73.9	84.20
Design & Technology	11	27	55	18									100	87.10
Digital Technology	6	33	67										100	87.60
Drama	9		11	56	33								100	90.70
English Language	128	16	41	28	13	2.4							100	88.60
English Literature	126	13	38	28	16	4	1.6						98	98.60
French	35		11	20	17	26	26						74	88.00
Gaeilge	3	33.33	33.33	33.33									100	91.40
Geography	49	37	39	10	8.2	6.1							100	86.70
History	42	21	48	14	5	10	2						98	85.50
H.E. (Food)	18	11	50	11	17	11							100	87.20
H.E. (Child Dev.)	45	6.67	48.9	28.9	11.1	2.22	2.22						97.8	75.90
Irish	21	5	14	29	19	10	14	5	5				76	95.90
LLW	11		9.1	36	18	18	9.1	9.1					82	85.40
LTT	7			43		29	14	14					71	65.90
Mathematics	128	6.3	45	20	13	7.9	6.3		1.6				92	72.40
Music	12		17	58	25								100	91.50
Religious Studies	113	16	49	18	8.8	4.4	3.5		0.9				96	88.10
Religious Studies (OCN)	14					100							100	100
P.E. (Exam.)	24	17	42	29	8.3	4.2							100	89.50
SA Science	12		17	25	8	33	17						83	72.30
Spanish	52		10	19	37	25	10						90	94.50
Science (Double Award)	115	20.3	54	52	37	27.1	6.9	2.6					95	90.1

CCEA average compared against all school for both males & females

NI Female Average provisional as per JCQ

6.5 LEAVERS' PERCENTAGES & DESTINATIONS – JUNE 2025

Year	Number of Leavers	Percentage of Leavers
14	115	87.8
13	4	3.1
12	7	5.3
<12	5	3.8

	Number	Percentage
Leavers after Year 12 with 5 or more GCSEs at grades A*-C including GCSE English and GCSE Mathematics	0	2.3
Leavers after Year 12 entitled to free school meals with 5 or more GCSEs at grades A*-C including GCSE English and GCSE Mathematics	3	0

Destination of Leavers	Year 14	Year 13	Year 12
Percentage of pupils who transferred to another school	0	0	0.8
Percentage of pupils who entered further education	3.8	2.3	4.6
Percentage of pupils who entered higher education	72.5	0	0
Percentage of pupils who entered an apprenticeship	2.3	0	0
Percentage of pupils who entered a training programme	0	0	0
Percentage of pupils who took up full time employment	3.1	0	0
Percentage of pupils who took up full time voluntary work	0	0	0
Percentage of pupils who do not fall into any of the above categories and took up part time employment	0	0	0
Percentage of pupils who do not fall into any of the above categories	6.1	0.8	0



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



"Faith, Education and Service through the generations".

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