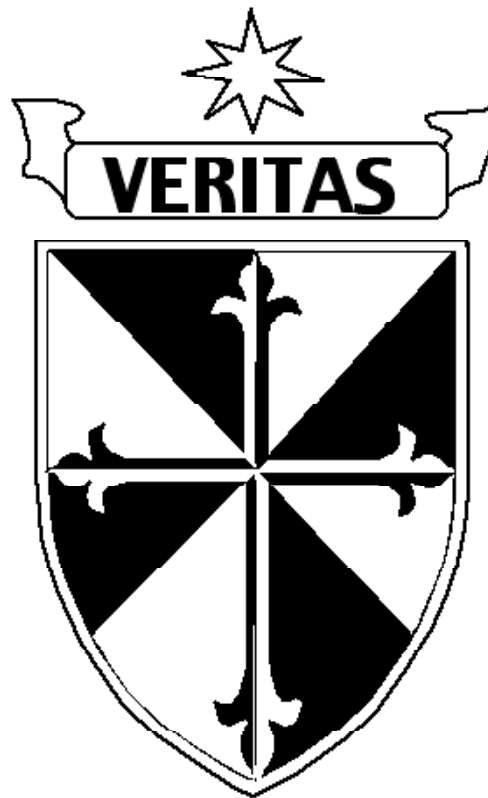


# DOMINICAN COLLEGE FORTWILLIAM



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***REPORT OF THE BOARD OF GOVERNORS TO PARENTS  
FOR THE YEAR 2017-2018***

# **DOMINICAN COLLEGE FORTWILLIAM**

## **BOARD OF GOVERNORS**

January 2014- January 2018

**Chairperson:** Mrs Sheila Crea

**Secretary:** Miss S McGahan

**Clerk to the Board of Governors:** Mr D Boyd

### **Trustee Representatives**

Mr David McGowan

Mr Peter O'Brien

Mrs Sheila Crea

### **Nominated By DENI**

Mr Ciaran O'Grady

Mrs Dympna Thornton

Miss Mairead O'Neill

### **Elected Parent Governor**

Dr John Higgins

### **Elected Teacher Governor**

Mr Gareth Mason

### **Co-opted Members**

Mr Donagh Finnegan

Fr Colin Grant

## DOMINICAN COLLEGE FORTWILLIAM STAFF LIST 2017-2018

<b>Headmistress</b>	Miss S McGahan	MGA
<b>Vice Principal</b>	Mr S Hughes Mrs L Catney	HUH CAT
<b>Senior Teachers</b>	Dr R Butler Miss B Chambers Mr C Devlin Mrs M Reid	BUT CHA DEL REI
Miss C Agnew	AGN	
Mrs C Boyle	BOL	
Miss K Breen	BRE	
Miss F Breslin	BRL	Miss A Mulholland
Mrs R Browne	DOW	Mrs E O'Halloran
Mrs M Buick	BUI	Mr P O'Loan
Mrs R Campbell	CAM	Mr K O'Neill
Mrs D Clarke	CLA	Mr P O'Reilly
Mrs E Conlon	CNN	Mrs C Purdy
Mr J Connolly	JCO	Mrs C Quinn
Miss M Conwell	COE	Dr C Robinson
Ms C Crawley	CRA	Mr J Rogers
Mrs C Creagmile	CRE	Mrs D Royal
Mr J Donnelly	JDO	Miss C Teer
Mr D Gallagher	GAL	Mrs A-M Toal
Mrs L Galway	COY	Miss F Vallely
Mrs J Hunter	HUT	Mrs J Webb
Mr S Jenkins	JEN	
Miss A Jordan	JOR	
Mr C Lyons	CLY	<b><u>PART TIME</u></b>
Mr S Mailey	SMA	Mrs E Dillon
Mr G Mason	MAS	Mrs E Caraher
Mrs U McAteer	MAT	Mrs C Culshaw
Mrs K McCaffrey	MCY	Mrs C Doherty
Mrs K McCann	YOU	Miss K Hamill
Ms G McCarthy	MCT	Mrs A Hildebrand
Mrs ME McCready	MCC	Mrs C Mazs
Miss L McGlinchey	LMY	Mrs M Mulligan
Mr M P McKenna	MKN	Mrs C Niblock
Ms K McKibbon	MCK	Mrs H Robinson
Dr C McLaughlin	MLA	Mrs A Simpson
Miss A McParland	MCP	
Mrs M Monaghan	MON	<b><u>JOB SHARE</u></b>
Mrs G Morrison	STE	Ms M McKeon
		Mrs A Hughes

## REPORT OF THE BOARD OF GOVERNORS

The Board of Governors of Dominican College is pleased to present to you the Annual Report for the academic year 2017-18. This Report is produced in accordance with the requirements of the Education Reform Order (1988 Art. 125) and is available to all parents. It is hoped that this Report will provide valuable information on the life and work of the school over the preceding year.

Ultimate responsibility for the overall management of the school lies with the Board of Governors. The Governors met four times in the school year. Members of the 4 sub-committees, Finance, Salaries, Salary appeals and Discipline Committees met as required throughout the year.

Pupil Enrolment: The School's enrolment for the Academic Year 2017-18 was 1050. This number included a Year 8 enrolment of 150.

The total numbers enrolled on 7<sup>th</sup> October 2017, the Official School Census date, was 1001.

School Staffing: Principal, 53 Full-time teaching staff, 11 part-time teaching staff, 2 job-share teaching staff.

### ETHOS AND AIMS OF THE SCHOOL

As a Catholic school, the Christian ethos of Dominican College permeates the life and work of the school and is reflected in its aims:

- *We appreciate the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community and the environment.*
- *We aim to create a safe, stable and harmonious atmosphere within which the values of truth freedom, trust and responsibility are honoured.*
- *Within the context of a purposeful learning community, and recognising the uniqueness of each individual, we aim to offer curriculum which enables every student to reach her full potential: spiritually, academically, morally, socially and aesthetically.*
- *We aim to promote the school's traditional appreciation of culture and the arts.*
- *We endeavour to equip all of our pupils with the self-confidence and skills, which will enable them to make informed and responsible choices in life and appreciate the value of the contribution they can made to society.*
- *We encourage parental support in promoting the ethos and aims of the school and in building up the life of the school community.*

The Board of Governors believes that these general aims provide a framework which indicates what the school believes in, what it aims to do for our pupils and the values we hope they will espouse. The whole curriculum, taught in the classroom and beyond, is designed to achieve these ends.

## **PARENTS AND DOMINICAN COLLEGE**

The aim of education in Dominican College Fortwilliam is to enable each pupil to reach her full potential spiritually, academically, morally and socially. We work in partnership with parents to ensure each pupil has the best possible opportunity to realise this aspiration.

Parents are the first educators of our children. Their co-operation and support is a vital element in this process. We therefore welcome opportunities which encourage parental involvement. These include Parent Teachers Meetings, Induction Evenings and Option Days. Careers Conventions, Prize Day, concerts, plays and lectures provide further occasions to strengthen this link. Our regular Masses during the academic year give us the opportunity to thank God for our successes and to seek continued guidance for staff and pupils. Our web page is a valuable way of keeping everyone informed about life in Dominican College Fortwilliam.

This report provides occasion for thanking you, the parents, for your ongoing support of the school. The attendance of so many parents and past pupils at our functions during the year gives us great encouragement.

In conclusion, the Governors of the school would like to thank the whole staff for their unfailing commitment to the life and work of Dominican College.

*Mrs Sheila Crea*

Chairperson of the Board of Governors

## RELIGIOUS EDUCATION DEPARTMENT 2017-18

*Religious Education is central to the ethos of Dominican College, Fortwilliam. We, as a department, see our primary function as enabling each individual to grow in her relationship with Christ. Our aim is to help our pupils mature in their faith. We wish to help our pupils arrive at a point in their faith journey where they can make personal the choices made for them at baptism. We encourage pupils to appreciate their own religious values and traditions whilst respecting the traditions of others, and challenge them to live out the Christian values in their daily lives. We want them to be sure of their identity and worth as individuals created in the image and likeness of God.*

*The RE Department plays a pivotal role within the school and this can be seen in the wide variety of events which take place throughout the academic year including liturgical events, prayer services, charitable fundraisers and retreats. These help to enrich our pupils' appreciation of their faith, the importance of prayer and to raise their awareness of Catholic teaching on Social Justice.*

It was a pleasure to accompany the John Paul II Award students to The Faith and Life Convention in Our Lady and St Patrick's College Knock, Saturday September 24<sup>th</sup> 2017. The students were given the opportunity to join with Living Youth and discuss faith issues in workshops and to feedback their concerns and hopes with Bishop Noel Trainor, who joined them for the afternoon session.

The RE Department also marked the International Day of Peace with a number of assemblies and prayer services.

Our Opening School Mass took place on Friday 29<sup>th</sup> September 2017. Year 8 and 9 pupils, along with their tutors, gathered in our school chapel to celebrate Mass led by Fr. Pat McLaughlin. Year 10 – 14 pupils gathered for Mass in St Gerard's Church, which was led by Fr. Cassidy. An Opening Mass for Year 8 pupils and their parents took place on 12<sup>th</sup> October 2017. This Mass was celebrated by Fr. Brendan Mulhall. In the Dominican tradition, these were fitting celebrations to commence the school year.

The liturgical celebrations continued with morning Mass at the beginning of each month. These Masses were celebrated by Fr. Cassidy and Fr. McLaughlin, to whom we are extremely grateful for their continual support and assistance.

The Sacrament of Reconciliation was held in the school chapel on 27<sup>th</sup> February and all pupils were offered the opportunity to attend. We also welcomed staff and pupils to participate in Eucharistic Adoration which took place each Friday (at lunchtime) during the Lenten season. This was a new experience for many of our pupils and offered them a quiet space to pray and reflect.

We celebrated the Month of the Rosary in October by inviting each class with their RE teacher to come to the chapel and pray a decade of the Rosary. Copies of the mysteries were provided at the door of the church to support the girls in following the structure of the prayer.

Year 12 pupils were invited to attend a presentation on the Sanctity of Life by the Life-Works organisation on Tuesday 17<sup>th</sup> October. This not only encouraged them to consider social justice for the unborn, but also went some way in preparing them for their GCSE Ethics paper.

All year 10 pupils were offered the opportunity to attend one day retreats in Clonard Monastery. These took place during November and we would like to take this opportunity to thank the

Dominican Sisters, Cabra and the Dominican Ministry Fund for their generous financial support of our retreat programme.

Our pupils once again showed their generosity during Advent through their support of the Blythswood Shoe Box Appeal (Year 13 pupils) and the St Vincent de Paul Christmas Appeal. Both charities were delighted at the goodwill and support shown by our pupils, staff and parents.

Academically, Religious Education continues to thrive and our level of attainment is of a high standard. We were delighted to see that all our A2 pupils once again achieved 100% A\*-C.

Holocaust Memorial Day was highlighted within the school with a number of events led by the RE Department throughout January. This included the delivery of Holocaust focused RE lessons, assemblies and cross curricular cooperation with the Drama Department and their inclusion of the Holocaust theme in Year 10. Some of this work was showcased during Open Day.

The General RE programme for A-Level pupils continued to flourish in our school with pupils given the opportunity to develop their faith and awareness of social justice in the world today. Guest speakers from a range of agencies visited our school and delivered insightful, informative and interesting presentations on a range of social issues. These speakers included Michelle Gault from the Christmas Shoe Box appeal and representatives from Trocaire.

Many of our Year 13 and 14 students completed their Youth Alpha course through Living Youth in Berry Street, this contributed toward the completion of their JP II Award.

Two students (Martina McIvor and Anna Ramzy) also availed of the opportunity to accompany the sick to Lourdes over the Easter break 2018. They found this a spiritually uplifting experience, so much so that both students intend to return to Lourdes to accompany the sick once again, to this spiritual site.

The generosity of our school community was exemplified with the impressive total of £6000 raised during the annual Trócaire Lenten Campaign. Assemblies for Junior and Senior pupils were organised to launch our Lenten campaign with Trócaire staff delivering an excellent presentation on the work of Trócaire. The SVP society continued to flourish in our school with a range of events taking place: the Year 8 Spellathon (which raised £1667), the always popular Christmas Toy Appeal, 48 Christmas hampers were donated and finally the Titanic Quarter Fun Run.

This was the seventh year of the Pope John Paul II Award in our school and it continues to ignite immense interest and participation from our Year 13/14 pupils. A group of 37 candidates attended the celebration ceremony to receive their Pope John Paul II Awards.

This was a momentous occasion for staff, pupils and their parents and we as a department endeavour to allow this Award to grow and flourish in our school.

Our John Paul II pupils played an important part of the liturgical life of the school. We were delighted to train, with the guidance of Sr. Jacqueline O'Reilly OP, our two sacristan assistants. We also commissioned four Year 14 Eucharistic Ministers at a special commissioning Mass held on Wednesday 30<sup>th</sup> May. These girls serve as role models and have played an important part in our organisation of Masses and religious services throughout the year.

**Staff Development Days**  
**2017-2018**

Day 1	24 <sup>th</sup> August 2017	Literacy and Numeracy Project PRSD Food in Schools UCAS Homework Policy Departmental Analysis of results
Day 2	25 <sup>th</sup> August 2017	Role of Tutor and Tutor materials Tutor Materials / SHAHRP information session HOD & HOY meetings
Day 3	28 <sup>th</sup> August 2017	Departmental Meetings Tutor Meetings
Day 4	15 <sup>th</sup> November 2017	GL Information Session Departmental Review
Day 5	3 <sup>rd</sup> January 2018	Safeguarding and Child Protection Data and Target Setting Departmental Review Marking and Reporting
Day 6	8 <sup>th</sup> February 2018	Staff Meeting SNAG Update HOY/HOD meetings Departmental Planning
Day 7	9 <sup>th</sup> February 2018	Tutor Meetings Departmental Planning
Day 8	16 <sup>th</sup> March 2018	Staff Meeting Departmental Work
Day 9	28 <sup>th</sup> May 2018	Staff Health and Wellbeing day



### Diary of Internal Events 2017/18

Date (from)	Date (to)	Event	Year Group	No of Pupils	Time	Venue	Teacher Responsible
28/08/2017		China Trip Parents Meeting	1, 14	44	15.15-16.15	Lecture Theatre	M Reid
28/08/2017		Parent Meeting for China Trip	13, 14	44	15.15-16.15	Lecture Theatre	M Reid
04/09/2017		University Application Process - Info Session	14	N/A	19.30-20.30	Aquinas	F Vallely/C Devlin
05/09/2017		Year 8 Induction Evening	8	N/A	19.30-20.30	Aquinas	L Catney/A McParland
06/09/2017		Betty for Schools Lesson	8	76	13.20-14.20	Aquinas	C Niblock/A McParland
06/09/2017		Year 11 Induction Evening	11	N/A	19.30-20.30	Aquinas	L Catney/C Creagmile
07/09/2017		Betty for Schools Lesson	8	76	10.30-11.30	Aquinas	C Niblock/A McParland
07/09/2017		Year 13 Induction Evening	13	N/A	19.30-20.30	Aquinas	L Galway/G McCarthy
11/09/2017	13/09/2017	Betty Bus	8	152	Various	Carpark	G McCarthy
12/09/2017		Year 12 Pupil Induction	12	152	09.10-09.35	Aquinas	D Royal
12/09/2017		Year 14 Personal Statement Workshop	14	130	09.00-10.15	Lecture Theatre	F Vallely/L Galway
14/09/2017		JPII Award - Living Youth	13	140	14.20-14.50	Aquinas	C Niblock/G McCarthy
15/09/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
19/09/2017		Talk on Learn to Code Programme	13, 14	250	09.00-09.15	St Mary's	C Devlin
19/09/2017	20/09/2017	Year 8/Year 11 Photographs	8, 14	300	13.20- 15.20	Boardroom	B Chambers
20/09/2017		Mentor Training	13 & 14	30	09.10-15.20	Aquinas	L Galway
22/09/2017		Mentor Training	13 & 14	30	09.10-15.20	Aquinas	L Galway
22/09/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
26/09/2017		Year 12 Personal Statement Workshop	12	150	09.00-09.40	Aquinas	F Vallely
27/09/2017		SHARHP	14	100	14.20-15.20	Lecture Theatre	L Galway
28/09/2017		Road Safety PSNI	13	155	14.20-15.20	Aquinas	G McCarthy

02/10/2017		Talk from Local Entrepreneur	12	45	11.00-12.00	Lecture Theatre	E O'Halloran
04/10/2017		Year 9 Vaccinations (1st Session)	9	150	09.00-12.40	Aquinas	L Catney/C Creagmile
04/10/2017		Shoebox Appeal Presentation	13	155	11.00-11.30	Lecture Theatre	C Niblock
05/10/2017		SHAHRP	13	155	14.20-15.20	Aquinas	G McCarthy/L Catney
05/10/2017		GL Entrance Examination	N/A	3	12.30-15.30	B19	M Reid
06/10/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
10/10/2017		Gaisce/JAI Presentation	12	30	15.20-18.00	Siena	C Devlin
11/10/2017		Love for Life	11 & 14	160 & 110	10.30-15.20	Aquinas	G McCarthy/ L Catney
12/10/2017		GCSE PE Residential Parent Presentation	11	N/A	18.00-18.30	Lecture Theatre	C Quinn
13/10/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
13/10/2017		Health Promotion Campaign	14	5	14.00-14.30	HE5	M E McCreedy
16/10/2017		Junior Prize-Giving	9, 10, 11	150	14.00-15.20	St Mary's	S McGahan/M McKenna
18/10/2017		General RE Talk	13	120	10.00-11.30	Lecture Theatre	C Niblock
20/10/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
23/10/2017	24/10/2017	Cross Phase Transition (PS Collaboration)	N/A	78	09.00-14.00	Aquinas	G Morrison/C Boyle
23/10/2017		GCSE French CA Speaking Test	12	18	09.00-15.20	L6	K Hamill
23/10/2017		GCSE French CA Speaking Test	12	15	09.00-15.20	L5, L6	C Crawley
25/10/2017		GCSE French CA Speaking Test	12	18	09.00- 11.00	L6	K Hamill
25/10/2017		GCSE French CA Speaking Test	12	15	09.00-11.30	L5, L6	C Crawley
25/10/2017		GL Familiarisation Session	N/A	N/A	16.15-17.30	Aquinas+Classrooms	C Devlin
26/10/2017		GL Familiarisation Session	N/A	N/A	16.15-17.30	Aquinas+Classrooms	C Devlin
27/10/2017		Year 8 Halloween Fancy Dress	8	150	11.00-15.20	Aquinas	A McParland
06/11/2017	07/11/2017	GCSE Spanish CA Speaking	12	47	09.15-15.20	L5, L6	J Rogers
07/11/2017		Class Photos	All	All	09.00-15.20	Aquinas	M McKenna
08/11/2017	10/11/2017	November 2017 Examination Series	12	74	Various	St Mary's	C Devlin
09/11/2017		First Aid Training	13, 14	24	14.20-15.20	Aquinas	L Galway
09/11/2017		Talk on Translink Youth Cards	13	150	14.20-15.20	Aquinas	G McCarthy

10/11/2017		NBALC Events Sub-Committee Meeting	N/A	N/A	10.00-11.30	Boardroom	S Jenkins
13/11/2017		University Roadshow	13	150	13.20-15.20	Aquinas	F Vallely/M Monaghan
21/11/2017	23/11/2017	GCSE HE Controlled Assessment	11	14	09.00-13.25	HE1	B Chambers
28/11/2017		FISCA Rehearsal	9-14	40	09.30-15.20	Aquinas	M McKeown
29/11/2017		Lord Mayor Q&A Session	11,13,14	150	14.20-15.20	Lecture Theatre	S Jenkins
18/12/2017		Senior Prize-Giving	13, 14	150	14.00-15.20	St Mary's	M Mckenna
19/12/2017		Year 8 Achievement Assembly	8	150	09.30-10.15	St Mary's	A McParland
05/01/2018	22/01/2018	January Exam Series	12, 13, 14	155	Various	St Mary's	C Devlin
08/01/2018		Year 13 NUI Galway Talk	13	130	13.20-14.20	Aquinas	F Vallely
15/01/2018		Year 13 UU Talk	13	130	13.20-14.20	Aquinas	F Vallely
15/01/2018		Robotics Roadshow	10	150	09.10-14.20	Aquinas	A Hildebrand
17/01/2018		USA Trip (Politics) Parents Information Session	13/14	18	18.00-19.00	C6	S Jenkins
18/01/2018		AS MIA Mock Examination	13	8	09.45-12.45	B12	C Lyons
24/01/2018		A2 MIA Mock Examination	14	14	09.45-12.45	B12	C Lyons
26/01/2018		Mock MMI Sessions for Nursing/Midwifery	14	45	09.00-15.20	Aquinas	FV/MEMcC/AT
29/01/2018		Sentinus Bring IT On - Careers Presentation	13	14	11.00-12.00	B12	C Lyons
30/01/2018		Year 14 Photograph	14	100	09.00-10.00	Aquinas	L Galway/B Chambers
31/01/2018		Year 14 SMUBC Mock Interviews	14	9	13.20-15.20	S3, P3	F Vallely
01/02/2018	02/02/2018	GCSE Irish Orals	10, 12	27	09.00-15.20	L6	J Connolly
05/02/2018	07/02/2018	LMC Cookery Demonstration	10	151	09.00-15.20	HE1	B Chambers
05/02/2018		Year 13 Liverpool NUI Galway Talk	13	140	13.20-14.20	Aquinas	F Vallely
06/02/2018		Life-Works Presentation	12	150	13.50-15.20	Aquinas	C Niblock
06/02/2018		Year 12 Subject Talks from HODs	12	150	09.00-10.20	Aquinas	F Vallely
08/02/2018		Ski Trip Parent Information Evening	9 - 13	40	18.00-19.30	Lecture Theatre	R Campbell
09/02/2018		Year 12 Options Day	12	150	12.30-15.20	Aquinas/St Mary's/Siena	C Devlin

19/02/2018		Year 13 LJMU University Talk	13	140	13.20-14.20	Aquinas	F Vallely
20/02/2018		Conradh na Gaeilge Lecture- Our Shared Heritage	10 - 14	Various	Various	L2	J Connolly
21/02/2018	23/02/2018	February 2018 Examination Series	11, 12	Various	09.00-11.00	St Mary's/L6	C Devlin
22/02/2018		A2 Drama Practical	14	10	16.00-18.00	Lecture Theatre	D clarke/J Webb
22/02/2018		Business Studies Speaker	12	21	10.30-11.30	B17	A Mulholland
26/02/2018		Year 13 Liverpool Hope University Talk	13	140	13.20-14.20	Aquinas	F Vallely
27/02/2018		Michaela Foundation Volunteer Talk	14	100	09.00-09.40	Lecture Theatre	M Conwell/L Galway
28/02/2018		Trocaire Guest Speaker	13	140	10.30-11.30	Lecture Theatre	C Noblock
01/03/2018	02/03/2018	GCSE Irish Orals	10, 12	27	09.00-15.20	L6	J Connolly
07/03/2018		Year 11 Vaccinations	11	150	09.00-12.40	Aquinas	L Catney/C Creagmile
07/03/2018		Year 10 Careers Talk	10	75	09.00-10.20	Lecture Theatre	F Vallely
07/03/2018		Year 10 Careers Talk	10	75	14.20-15.20	Lecture Theatre	F Vallely
12/03/2018		Michaela FoundationTalk	13	140	13.20-14.20	Aquinas	F Vallely/M Monaghan
13/03/2018		GCSE Art & Design Examination	12	50	09.10-15.20	C1, C2, C3	M Mulligan
13/03/2018		Distribution of Student Finance Packs	14	100	09.00-09.40	Lecture Theatre	F Vallely/L Galway
16/03/2018		Year 10 Options Day	10	150	11.45-15.20	Aquinas/St Mary's/Siena	C Devlin
20/03/2018		AS Drama Practical	13	11	All Day	D2	J Webb
21/03/2018		A2 Drama Practical	14	10	All Day	Lecture Theatre	D Clarke/J Webb
21/03/2018		GCSE Art & Design Examination	12	50	09.10-15.20	C1, C2, C3	M Mulligan
21/03/2018		GCSE English Speaking and Listening	12	18	13.00-15.30	Trophy Room	C Boyle
21/03/2018		Year 9 Ceili	9	150	13.20-15.20	St Mary's	F Breslin
22/03/2018		A2 Drama Practical	14	10	All Day	Lecture Theatre	D clarke/J Webb
22/03/2018		AS Art & Design Examination	13	10	09.10-15.20	C1, C2	M Mulligan
23/03/2018		AS Drama Practical	13	11	All Day	Lecture Theatre	J Webb
26/03/2018		Year 8 Translink Safety Bus	8	150	09.00-14.00	Sports Hall Driveway	A McParland
26/03/2018		Modern Scottish Universities Tour Talk	13	140	13.20-14.20	Aquinas	F Vallely
27/03/2018		A2 Art & Design Examination	14	10	09.00-19.00	C1, C2	M Mulligan

27/03/2018		Concert for Trocaire	13	130	09.00-09.40	Lecture Theatre	G McCarthy/E Conlon
27/03/2018		Easter Services X 2	11/12	150/150	09.10-10.40	Chapel	C Niblock/E Carraher
28/03/2018		Easter Services X 2	8/9/10	150/150/150	09.10-11.30	Chapel	C Niblock/E Carraher
29/03/2018		GL Special Provision Assessment	N/A	2	09.00-11.15	B1, B2	R Butler
11/04/2018		GCSE PE Moderation	12	22	09.00-12.40	Sports Hall	R Campbell
11/04/2018		GCSE PE External Moderation	12	22	09.00-12.40	Sports Hall	R Campbell
13/04/2018		GCSE PE Moderation	12	22	09.00-12.40	Sports Hall	R Campbell
13/04/2018		GCSE PE External Moderation	12	22	09.00-12.40	Sports Hall	R Campbell
16/04/2018		QUB Nursing and Midwifery Pilot	14	12	11.30-12.40	S3	F Vallely
18/04/2018		AS Art & Design Examination	13	10	09.10-15.20	C1, C2	M Mulligan
19/04/2018		Jiving Event - Health Promotion Week	8	150	09.10-15.00	St Mary's	M Conwell
19/04/2018		Jiving Event - Health Promotion Event	8	150	09.00-15.30	St Mary's	M Conwell
20/04/2018		Senior Assembly	11-14	550	09.00-09.10	St Mary's	S McGahan/C Niblock
23/04/2018		Junior Assembly	8-10	450	09.00-09.10	St Mary's	S McGahan/C Niblock
26/04/2018		Junior Maths Challenge	9	60	09.00-10.15	Aquinas	G Morrison
26/04/2018		A2 Art & Design Examination	14	10	09.10-15.20	C1, C2	M Mulligan
01/05/2018		AS Chemistry Practical	13	27	09.00-14.00	A8/A4	C Purdy/J Donnelly
01/05/2018	22/06/2018	Summer Examination Series	11-14	Various	Various	Sports Hall	C Devlin
02/05/2018		AS Physics Practical	13, 14	15	12.00-15.20	A3	C Robinson/C Devlin
02/05/2018		GCSE T&D Moderation	N/A	N/A	10.30-15.20	T2	A Hildebrand
02/05/2018		A2 Music Practical	14	2	12.00-14.00	Boardroom	M McKeon
03/05/2018		AS Physics Practical	13, 14	15	09.00-11.00	A3	C Robinson/C Devlin
03/05/2018		GCSE Gaeilge Moderation	12	6	12.00-13.30	L2	J Connolly
03/05/2018		GCSE Music Practicals	12	15	09.30-15.30	Boardroom	M McKeon
03/05/2018		AS Spanish Speaking	13, 14	7	11.30-15.30	L5, L6	J Rogers
08/05/2018		Year 9 Vaccinations (2nd Session)	9	150	09.00-12.40	Aquinas	L Catney/C Creagmile
08/05/2018		A2 Physics Practical	14	6	12.00-15.20	A1	C Robinson/K McKibbin

09/05/2018	10/05/2018	Applied Business Studies CA	13	26	09.15-15.30	B17	A Mulholland
09/05/2018		A2 Physics Practical	14	6	09.00-11.00	A1	C Robinson/K McKibbin
09/05/2018		GCSE Art & Design Moderation	N/A	N/A	09.15-15.00	C1	M Mulligan
09/05/2018		AS Spanish Speaking	13	8	11.15-15.20	Boardroom	J Rogers
10/05/2018		Year 14 assembly	14	100	09.00-10.30	Aquinas	L Galway
10/05/2018		A2 Chemistry Practical	14	11	09.00-11.00	A4	C Purdy/F Breslin
10/05/2018		Break for Year 14 Pupils and Staff	14	100	10.10-10.30	Bistro	L Galway
10/05/2018		GCSE Irish listening	10, 12	26	09.00-10.30	L4, L6	J Connolly
11/05/2018		Applied General Business CA	13	1	10.30-12.40	B17	A Mulholland
11/05/2018		AS Irish Orals	13	10	12.00-15.30	L 6	J Connolly
14/05/2018		AS Music Practicals	13	9	12.30-15.30	Boardroom	M McKeon
14/05/2018		AS Spanish Listening	13/14	23	09.15-09,55	B12, B16	J Rogers
15/05/2018		GCSE French Listening	12	40	09.00-10.10	L Corridor	K Hamill
16/05/2018		Year 8 & 9 PTM	N/A	N/A	09.00-15.20	St Mary's/Aquinas	C Devlin
17/05/2018		PTM and PTE Entrance Examination	N/A	N/A	09.00-12.00	B19	M Reid
18/05/2018		A2 Spanish Speaking	14	9	9.15-15.20	Boardroom	J Rogers
21/05/2018	22/05/2018	Year 9 Financial Capability Event 2018	9	75/75	09.00-14.00	Aquinas	G Morrison
21/05/2018		A2 French Oral	14	5	12.00-15.30	L4, L6	K Hamill
23/05/2018		A2 Irish Orals	14	4	11.00-14.20	L6	J Connolly
24/05/2018		AS Art Moderation	N/A	N/A	09.15-14.00	C1	M Mulligan
29/05/2018		St Therese PS p& Retreat	N/A	N/A	09.00-15.00	Chapel, 6th Form Area etc	L Catney
30/05/2018		Mass + Commissioning of Eucharistic Ministers	Various	6	08.30-10.00	Chapel/Boardroom	C Niblock
31/05/2018		A2 Art Moderation	N/A	N/A	09.15-14.00	C1	M Mulligan
06/06/2018		GCSE Spanish Listening	12	43	09.15-11.00	L4/L6	J Rogers
11/06/2018		A2 Spanish Listening	14	9	09.15-10.00	B12	J Rogers
11/06/2018	13/06/2018	P7 Induction Sessions	N/A	N/A	Various	Aquinas	S McGahan
19/06/2018		GL Information & Registration Evening	N/A	N/A	19.00-20.00	Aquinas	R Butler
26/06/2018		Year 11 Barclays Life Skills etc	11	110	09.00-11.30	Aquinas	F Vallely

## Diary of Educational Visits 2017/18

<b>Date (From)</b>	<b>Date (To)</b>	<b>Destination</b>	<b>Year Group</b>	<b>No of Pupils</b>	<b>Time (If Applicable)</b>	<b>Teacher Responsible</b>
06/09/2017	07/09/2017	Magilligan Field Centre - Geography Field Trip	12	21	N/A	P O'Loan
12/09/2017		St Mary's University College - Careers Trip	14	25	13.00-15.00	F Vallely
13/09/2017	14/09/2017	Magilligan Field Centre - Geography Field Trip	12	27	N/A	C Creagmile
20/09/2017		Clonard Retreat Centre - JP2 Group	13	30	09.00-15.30	P O'Reilly
12/10/2017		David Keir Building - Geography Trip	14	4	07.30-18.30	M Reid
16/10/2017	18/10/2017	Delamont OEC - PE Field Trip	11	16	N/A	C Quinn
20/10/2017		Murlough Sand Dunes - Geography Field Trip	13	21	09.00-15.35	R Butler
27/10/2017	02/11/2017	China - Geography Trip	10-14	40	N/A	M Reid
10/11/2017		BRA - Careers	14	4	12.30-15.20	F Vallely
14/11/2017		Clonard Retreat Centre - 10B	10	26	09.00-15.30	P O'Reilly
15/11/2017		Clonard Retreat Centre - 10D	10	26	09.00-15.30	P O'Reilly
16/11/2017		Clonard Retreat Centre - 10C	10	26	09.00-15.30	P O'Reilly
17/11/2017		Clonard Retreat Centre - 10E	10	26	09.00-15.30	P O'Reilly
20/11/2017		Clonard Retreat Centre - 10A	10	26	09.00-15.30	P O'Reilly
21/11/2017		Clonard Retreat Centre - 10F	10	26	09.00-15.30	P O'Reilly
28/11/2017		Ulster Museum - Art Trip	13, 14	20	10.30-14.20	M Mulligan
29/11/2017		QFT - Irish Trip	13	11	09.00-15.30	J Connolly
06/12/2017		St George's Market - Business Studies Comp	13	6	09.00-15.00	E O'Halloran
14/12/2017		Belfast City Hall - Choral Competition	10-14	28	11.30-15.30	M McKeon
17/01/2018		QUB - Careers	13	20	09.00-13.30	F Vallely
24/01/2018		Grand Opera House - English Trip	12	97	12.30-16.00	C Boyle
25/01/2018		Stormont Hotel - Choral Performance	9-14	28	17.30-20.45	M McKeon
06/02/2018		NI Assembly - Politics Trip	11, 13	43	09.10-12.40	S Jenkins
07/02/2018		Kennedy Centre - Business Studies Comp	13	6	09.00-14.00	E O'Halloran
08/02/2018	15/02/2018	USA - Politics Trip	13, 14	18	N/A	S Jenkins
14/03/2018		Seamus Heaney Centre - English Trip	13	34	09.00-15.20	C Boyle
24/03/2018	31/03/2018	Andalo, Italy (Ski Trip)	9 - 14	40	N/A	R Campbell
26/03/2018		QUB Computing Building	11	6	10.00-15.00	C Lyons

28/03/2018		Dublin - History Trip	14	14	07.20-20.00	G Mason
29/03/2018		Mourne Mountains - GAISCE	12	30	All Day	C Devlin
20/06/2018		Derry - History Trip	11	52	07.30-16.30	G Mason
24/06/2018	27/06/2018	Oxford University	13	3	N/A	C Lyons
25/06/2018	27/06/2018	Mourne Mountains - GAISCE	12	30	N/A	C Devlin
26/06/2018		Dublin - Business Studies Trip	11	40	09.30-20.00	E O'Halloran



## Extra-Curricular Activities 2017- 2018

Day	Time	Venue	Extra-Curricular Activity	Teacher in Charge	Year Group
Monday	10.10- 10.30am	Library	Borrowing Books	B Cunningham	Year 11
	12.00-12.40pm	T4	Lunch Club	Mrs Robinson	8-10
	12.00-12.40pm	B1	Maths Mentoring	Mrs Morrison	8&9
	12.40-1.20pm	B19	Business Studies BUG Club	Mrs E O'Halloran	11 &12
	1.00-1.20pm	Lecture Theatre	Senior Choir	Mrs M McKeon	11-14
	3.20-4.15pm	S1	Music Theory (Grades 1-5)	Mrs M McKeon	
	3.30-5.00	UUJ	Gaelic Football	Miss Conwell/Mr McVicker	11 & 12
	3.30-4.30	Sports Hall/St Marys	Netball	Mrs C Quinn	8
	3.30-4.30	Fitness Suite	Fitness	Mrs R Campbell	13&14
	3.30-5.00pm	UUJ	Camogie	Miss Conwell/Mr McVicker	9&10
Tuesday	8.20-8.50am	C15	Minnie Vinnies (Junior SVP)	Ms C Agnew	8-10
	9.00-9.40am	St. Mary's Hall	Junior Orchestra	Mrs McKeon	8-10
	10.10 – 10.30am	Library	Year 14 Book Club	Mrs B Cunningham	Year 14
	12.10-12.40pm	S1	Junior Traditional Group	Mrs A Hughes	8-10
	12.40-1.20pm	C16	Senior SVP/JPII	Mrs C Niblock	11-14
	1.00-1.20pm	S1	Senior Traditional Group	Mrs A Hughes	11-14
	3.20-4.15pm	Lecture Theatre	Chamber Choir	Mrs Mc Keon	
	3.30-5.00pm	Girdwood	Gaelic Football	Miss M Conwell	8
	3.30-5.00pm	Girdwood	Gaelic Football	Miss M Conwell	9 & 10
	3.30-4.30pm	St Mary's	Circuits	Miss S Lyons (Placement Student)	9-14
3.30-5.00pm	Girdwood	Camogie	Miss Conwell/Mr McVicker	11 & 12	
3.30-6.00pm		Joint Award – GAISCE (Once a month)	Mr Devlin	11-14	
	10.10– 10.30am	Library	Borrowing Books	Mrs B Cunningham	Year 12

<b>Wednesday</b>	12.40-1.20pm	T4	Lunch Club	Mrs H Robinson	11-14
	1.00-1.20pm	Lecture Theatre	Senior Choir	Mrs McKeon	11-14
	1.00-1.20pm	P4	Intermediate Quartet	Mrs Hughes	11-14
	3.20-4.30pm		Athletics	Mrs C Quinn	8-14
	3.30-4.30pm	Sports Hall	Badminton	Miss R Campbell	8-12
	3.20-4.30pm	St Mary's Hall	Table Tennis	Mrs R Campbell	8-14
<b>Thursday</b>	10.10 – 10.30am	Library	Borrowing Books	Mrs B Cunningham	Year 13
	12.00-12.40pm	B10	Junior Debating Club – 28th September -29 <sup>th</sup> March 2018	Mrs R Browne	8-10
	12.00-12.40pm	B3	Maths Mentoring	Mrs G Morrison	8&9
	12.10-12.40pm	Lecture Theatre	Junior Choir	Mrs McKeon	8-10
	12.10-12.40pm	P4	Junior Flute Ensemble	Mrs McKeon	8-10
	12.10-12.40pm	P4	Junior Clarinet Ensemble	Mrs McKeon	8-10
	12.10 -12.40	B11	Scribbles Creative Writing Club	Mrs C Boyle	8-10
	12.15 – 12.40pm	L4	French Club (begins 3 <sup>rd</sup> October 2017)	Miss K Hamill / Fabienne Nugier	8 & 9
	1.00-1.20pm	B9	Magazine/Yearbook team	Mr M.P.McKenna	13 & 14
	1.00-1.20pm	P4	Senior Flute Ensemble	Mrs McKeon	11-14
	1.00-1.20pm	P4	Senior Clarinet Ensemble	Mrs McKeon	11-14
	3.20-4.15pm	S1	Concert Band	Mrs McKeon	
	3.20-4.15pm	P4	Senior Quartet	Mrs Hughes	11-14
	3.30-4.30pm	Sports Hall	Netball	Mrs C Quinn	9 &10
<b>Friday</b>	12.00-12.40pm	B2	Junior Maths Challenge	Mrs G Morrison	9
	12.00-12.40pm	C11	Junior History Club	Mrs A Simpson	8-10
	12.10-12.40pm	P4	Junior String Quartet	Mrs McKeon	8-10
	12.40-1.20pm	T4	Sociology Club	Mrs H Robinson	13 & 14
	1.00-1.20pm	Aquinas Hall	Senior Orchestra	Mrs McKeon	11-14
	3.20-4.30pm	Sports Hall	Camogie	Miss Conwell	8

## Careers Department Events 17-18

<b>Professional Development Courses (INSET)</b>				
Course Title	Date	Attended By	Organising Body	Brief Outline/Evaluation
Careers Teachers Talk	06/09/17	F. Valley & M.E. McCready	Ulster University	Ulster University Open Day update on university/course changes.
Careers Teachers Talk	08/09/17	F. Valley & M.E. McCready	Queen's University Belfast	Queen's University Open Day update on university/course changes.
NBALC CEIAG Sub-Group Meeting	17/09/17	F. Valley	NBALC	Planning meeting and training update.
NISCA Autumn Conference	23/11/17	F. Valley	NISCA	NISCA Conference –government, employer and university talks.
NBALC CEIAG Sub-Group Meeting	16/01/18	F. Valley	NBALC	Planning meeting and training update.
Careers Teachers Briefing	06/02/18	F. Valley	Queen's University Belfast	Planned changes in interaction with schools.
NBALC CEIAG Sub-Group Meeting	12/03/18	F. Valley	NBALC	Planning meeting and training update.
Careers Teachers Briefing	24/05/18	F. Valley	Queen's University Belfast	Planned changes in courses and entry requirements.
NISCA Summer Conference	30/05/18	F. Valley	NISCA	NISCA Conference –government, employer and university talks.
Careers Teachers' Conference	07/06/18	F. Valley	Ulster University	Planned changes in courses and entry requirements
NBALC CEIAG Sub-Group Meeting	08/06/18	F. Valley	NBALC	Planning meeting and training update.
Regional Teachers' Conference	19/06/18	F. Valley	University of Oxford	Talks on university facilities and application process.

<b>Educational Visits</b>			
Activity	Date	Pupils involved	Brief Outline/Evaluation
University Open Day	12/09/2017	Year 14	St. Mary's University College Belfast Open Day.
MMI in BRA	10/11/17	Year 14	Multi-Mini mock interviews for Medicine, Dentistry & Veterinary Science

<b>Internal Events</b>				
<b>Activity</b>	<b>Date</b>	<b>Attended By</b>	<b>Organising Body</b>	<b>Brief Outline/Evaluation</b>
Year 13 Induction	01/09/2017	Year 13	DC	Year 13 Work Experience & Careers Induction Day
Year 14 UCAS Talk for Parents	04/09/17	Parents	DC	Talk to parents on how the university application process works.
Year 13 Induction Evening	07/09/17	Parents	DC	Talk to parents on how the work experience process works.
Personal Statement Workshop	12/09/2017	Year 14	University of Stirling	Presentation to pupils on how to write a personal statement.
University Roadshow	13/11/2017	Year 13	Education Recruitment & Marketing	Presentation, exhibition and competitions.
QUB Pathways Talk	20/11/17	Year 13	QUB	Introduction to the Pathways Programme
Trinity College Dublin Talk	27/11/17	Year 13	TCD	Talk on courses and facilities
QUB Talk	04/12/17	Year 13	QUB	Talk on courses and facilities
UU Talk	15/01/18	Year 13	UU	Talk on courses and facilities
Newcastle Medicine & Dentistry Talk	05/02/18	Year 13	Newcastle University	Talk on courses and application processes for Medicine and Dentistry
Dublin city University Talk	05/02/18	Year 13	DCU	Talk on courses and facilities
MMIs for Nursing & Midwifery Applicants	26/01/2018	Year 14	DC & BRA	Multi-Mini Mock Interviews for Nursing & Midwifery
BMC Talk	29/01/18	Year 13	Belfast Metropolitan College	Talk on courses and facilities
Mock Interviews for Teaching Applicants	31/01/2018	Year 14	DC	Mock interviews for Teacher Training
Year 12 Options Talks	06/02/2018	Year 12	DC & Careers Service NI	Head of Department talks on subject/qualification information.
LJMU Talk	19/02/18	Year 13	Liverpool John Moores University	Talk on courses and facilities
Liverpool Hope Talk	26/02/18	Year 13	Liverpool Hope University	Talk on courses and facilities
NUI Galway Talk	05/03/18	Year 13	NUI Galway	Talk on courses and facilities
Year 10 Options Talks	07/03/2018	Year 10	DC & Careers Service NI	Head of Department talks on subject/qualification information.
Michaela Foundation Talk	12/03/18	Year 13	Michaela Foundation	Talk on volunteering opportunities.
Modern Scottish University Tour Talk	26/03/18	Year 13	Scottish University Tour	Talk on courses and facilities

Nursing & Midwifery Selection Pilot Scheme	16/04/2018	Year 14	QUB & Identity Exploration	Trial of the new Nursing & Midwifery selection process.
Barclays LifeSkills Social Media & Communication and Body Language Session	26/06/18	Year 11	Barclays & Business in the Community	Interactive session on risks associated with social media and body language for interviews.

### **Other External Visits Facilitated by the Careers Department**

<b>Activity</b>	<b>Date</b>	<b>Pupils involved</b>	<b>Brief Outline/Evaluation</b>
University Open Day	06/09/2017	Year 14	Ulster University Open Day.
University Open Day	08/09/2017	Year 14	Queen's University Open Day.
Work Inspiration Workshop	10/11/2017	Year 13	Visit to AV Browne advertising agency.
MMIs for Early Applicants	10/11/2017	Year 14	Multi-Mini Mock Interviews for Medicine, Dentistry & Veterinary Science at BRA.
Work Inspiration Workshop	13/11/2017	Year 13	Visit to Pinsent Masons international law firm.
Midwifery Careers Day	14/11/2017	Year 13	Open Day at the Ulster Hospital.
Pharmacy Open Day	21/11/2017	Year 13	Open Day at Belfast Health & Social Care Trust at Belfast City Hospital.
Physiotherapy Open Day	21/11/2017	Year 13	Open Day at Belfast Health & Social Care Trust at Musgrave Park Hospital.
Law Inspiration Workshop	22/11/2017	Year 13	Visit to Baker McKenzie international law firm.
Work Inspiration Workshop	23/11/2017	Year 13	Insight into engineering at Montupet.
Occupational Therapy Open Day	23/11/2017	Year 13	Open Day at Belfast Health & Social Care Trust at Musgrave Park Hospital.
Mental Health Nursing Open Day	28/11/2017	Year 13	Open Day at Belfast Health & Social Care Trust at Clady Villa, Knockbracken.
Engineering Overview	4-6/12/2017	Year 13	Insight into engineering at Bombardier.
QUB Pathways Programme	Jan 2017-Dec 2018	Year 13	QUB Pathways Opportunities Programme – widening participation events.
My Kinda Future	02/02/2018	Year 14	Deloitte Insight Day.
Medicine at Queen's	21/02/2018	Year 13	Open Day at QUB School of Medicine.
Legal Work Inspiration Law Conference	06/03/2018	Year 13	Visit to DWF law firm.
Work Inspiration Workshop	12/03/2018	Year 13	Visit to Pinsent Masons international law firm.
Engineering Overview	13/03/2018	Year 13	Insight into engineering at Survitec
Speech & Language Therapy Open Day	20/03/2018	Year 13	Open Day at Belfast Health & Social Care Trust at the Royal Victoria Hospital.
Dentistry Open Day	26/04/2018	Year 13	Open Day at QUB School of Dentistry at the Royal Victoria Hospital.

## Sports Diary 2017-18

<b>Sports Diary 2017-18</b>			
<b>September</b>			
1 <sup>st</sup> -3 <sup>rd</sup>	Athletics	UK School Games, Loughborough	
19 <sup>th</sup>	Athletics	Ulster Schools Athletics executive meeting	
29 <sup>th</sup>	Athletics	South Antrim District Schools AGM	
<b>October</b>			
6 <sup>th</sup>	Camogie	U16 Blitz, St Galls GAC	Lost 3 games
11 <sup>th</sup>	Gaelic Football	St Louis Ballymena	Lost 1.5 to 4.8
24 <sup>th</sup>	Netball Match	Dominican Year 9 v Glengormley High	Won 3-2
24 <sup>th</sup>	Gaelic Game	Dominican v Thornhill	3.6 to 7.6
<b>November</b>			
8 <sup>th</sup>	Gaelic Game	Dominican v Donaghmore	Lost 0.1-5.10
19 <sup>th</sup>	Netball Match	Dominican Year 9 v Ballymena	Lost 17-7
20 <sup>th</sup> -22 <sup>nd</sup>	GCSE	Rock Climbing, Delamont	
22 <sup>nd</sup>	Gaelic	Year 8 Gaelic Blitz	Won 4 games
23 <sup>rd</sup>	Netball Match	Dominican Year 9 v Belfast High	Lost 16-6
	Netball Match	Dominican Year 11 v Belfast High	Lost 24-14
<b>December</b>			
1 <sup>st</sup>	Netball Match	Dominican Year 11 v B.R.A	Won 20-4
	Netball Match	Dominican Year 9 v B.R.A	Lost 10-6
<b>January</b>			
11 <sup>th</sup>	Netball Match	Dominican Year 9 v Carrickfergus	Won 13-1
	Netball Match	Dominican Year 10 v Carrickfergus	Lost 29-10
	Netball Match	Dominican Year 10 v B.R.A	Won 6-4
<b>February</b>			
6 <sup>th</sup>	Athletics	District Schools Cross Country (Ormeau park) Lauren Strange (yr14), Ciara O'Rawe (yr12), Eimear O'Brien (yr11), Rosie Roberts (yr10) and Emma McBrien (yr9) qualified for Ulster finals	
21 <sup>st</sup>	Athletics	Ulster Schools Cross Country finals (Mallusk) Eimear McBrien and Emma McBrien qualified for Irish Finals	
<b>March</b>			
5 <sup>th</sup>	Netball Match	Dominican Year 8 v Bloomfield	Won 9-2
8 <sup>th</sup>	Gaelic	U14 Gaelic Game v Colaite Fesite	Lost 2.8-3.10
10 <sup>th</sup>	Athletics	Irish Schools Cross Country Finals	
12 <sup>th</sup>	Gaelic	U14 v St Louises / St Benedicts	Won both games
23 <sup>rd</sup>	Gaelic	U14 v Victoria	1.10- 3.12
24 <sup>th</sup> -31 <sup>st</sup>	Ski Trip	Andalo, Italy	
26 <sup>th</sup>	Netball Match	Dominican Year 8 A v B.R.A	Lost 7-3
	Netball Match	Dominican Year 8 B v B.R.A	Won 6-1
27 <sup>th</sup>	Camogie	Year 8 Indoor Camogie Blitz	Won 1 - lost 2
29 <sup>th</sup>	Netball Match	Dominican Year 8 v Methody	Lost 8-9
<b>April</b>			
23 <sup>rd</sup>	Netball	Belfast Yr 8 Netball finals	

27 <sup>th</sup>	Athletics	London Mini Marathon- Eimear McBrien representing N Ireland	
May			
8 <sup>th</sup>	Athletics	District B Minor and Junior Emma )Brien (yr9, 800m) and Rosie Roberts yr10 1500m) qualified for Ulster Finals	
12 <sup>th</sup>	Athletics	District B Inter and Senior Ciara O'Rawe (yr12, 3000m) and Eimear McBrien (yr11, 1500m and 3000m) qualified for Ulster Finals.	
15 <sup>th</sup>	Netball	Netball AGM	
15 <sup>th</sup>	Gaelic	Year 8 Gaelic Blitz (Owenbeg)	Won 1 lost 2
18 <sup>th</sup> -19 <sup>th</sup>	Athletics	Ulster Schools Championships- Antrim. Ciara O'Rawe and Eimear McBrien qualified for Irish Finals	
23 <sup>rd</sup>	Gaelic Football	Ulster Ladies AGM	
June			
1 <sup>st</sup> -2 <sup>nd</sup>	Athletics	Irish Schools Championships- Tullamore Eimear McBrien and Ciara O'Rawe.	
15 <sup>th</sup> -19 <sup>th</sup>	Rounders	Yr 8,9 and 10 inter class rounders tournaments	

**DOMINICAN COLLEGE FORTWILLIAM**  
**SPECIAL EDUCATIONAL NEEDS PROVISION**

As part of its statutory duty under Article 4(2) of the Education (N Ireland) Order 1996, the appointed Special Education Needs Co-ordinator ensures the day-to-day operation of the school's Special Educational Needs Policy.

SENCo implements the Code of Practice on the Identification and Assessment of Special Education Needs and maintains a Special Educational Needs Register.

SENCo is responsible for liaison with parents of children who may experience special educational needs at some time in their school careers.

School procedures are in place to identify pupils with special educational needs. The school's approach for dealing with special educational needs is embedded within existing good classroom practice and within the pastoral care dimension of the school. It is the aim of the school to identify pupils with special educational needs as early as possible, providing full access to a broad curriculum and ensuring that all pupils, identified as having special educational needs, feel valued, maintain a positive self-image and are supported in achieving their full potential.

In the school year 2017-2018 there were 81 pupils on the Special Educational Needs Register. 49 of these had Cognitive and Learning needs (primarily Specific Literacy Difficulties), 12 had medical conditions including four with complex / combined conditions and syndromes, 8 had sensory needs, 6 had communication and interaction needs and social and behavioural needs 3 pupils with a visual impairment 3 pupils with hearing impairments 6 pupils who suffers from mental health issues which can impact learning.

There were seven statemented pupils on the Register, six of whom are supported by classroom assistants. There is close liaison with external agencies such as the educational boards, counselling services, adolescent and mental health services, peripatetic support service for the hearing impaired and other professional services.

Where appropriate, access arrangements are provided in both internal and external examinations for those students on the Register.

A part-time specialist support teacher supports pupils from year 8 to year 14. Mrs Kane continues to fill this position as learning support mentor.

Classroom and general assistants were:

Mrs D Johnston

Mrs M Dalzell

Mrs H O'Hara

Mrs G McConnell

Mrs B McAreavey

Ms M McGowan



### **Security of Pupils, Staff and Premises.**

The security of all those using Dominican College was integral to the design of the new building. We recognise that attacks on pupils or staff, whilst rare, can have a very significant effect on the rest of their lives. All pupils and staff are made aware of the need for vigilance in the vicinity of the school. The pupils and staff are aware of the physical arrangements concerning security, such as, when certain doors may be used.

Parents collecting children during the school day can only do so from a controlled area.

The first line of security is a fence which surrounds the entire school. There are three gates which are open during the day but locked in the evening. Before school in the morning, during lunchtime and after school in the afternoon almost all the doors may be used to access the school building. During class-time access to the school is via the Main Door only. This door is controlled by a secretary and a fixed security camera. Queues for buses are all within the school grounds.

The fire alarm, which takes the form of a continuous bell, sounds throughout the entire building. When the alarm sounds all internal fire doors close and the gas supply e.g. to laboratories is stopped. The lifts are fitted with internal phones.

In the evening the doors are protected by alarms and there is also an intruder alarm. A security officer patrols the school. Cameras positioned at strategic points around the school continuously film the grounds.

### **Provision at the School for pupils with a Disability**

Dominican College is a 3 storey building linked to two existing buildings. The new building has been designed to mediate between the existing levels by using ramps and two lifts. With the exception of the existing listed steps to the administration building level access has been achieved to all areas of the school. A discreet lift is provided to assist access to the assembly hall stage and the reception desk is suitable for wheelchair users. Disabled toilet facilities are also available.

Elsewhere in the building contrasting nosings have been fitted to stairs to assist those with impaired sight while hold open devices have been fitted to regularly used fire doors to assist free movement.

Risk assessment was carried out by Visual Support from the EA to assess the risk of movement around the building for those pupils with a visual impairment.

### **Compliance with relevant legislation.**

SEN and Access Arrangements Policies updated in 2017 and uploaded onto school website.

Staff handbook updated.

All stages of COP are identified and highlighted throughout all documentation.

### **This is evidenced by:**

Up to date policies.

Staff handbook available through private 9.

### **Identification of need (involvement of parents; effectiveness of referral system; use of data/assessments)**

Data capture forms at year 8.

Primary school 'History of Need'.  
PTM PTE screening year 8-10  
CAT scores year 10 onwards.  
Year Head analysis after Christmas and summer tests.  
Continuous assessments throughout school using tracker analysis on SIMS.  
Parental concern via teacher or Senco.  
Teacher concern via the in school referral system.

**As evidenced by:**

Information available through SIMS.  
Scores, SEN details, EPs, Trackers.  
Concern form proformas.  
Pupil profiles available in private 9.

**Impact of the school's policy for SEN and the SEN register on the pupils:**

Raises awareness of pupil need.  
Supports the general aims of the school and in particular to ensure that all students reach their highest personal, intellectual and academic ability of which they are capable.  
The impact of the register and policy also ensures that the requirements of identified pupils who may have special needs, either throughout or at any time during their school career are addressed.  
Provision mapping is completed and shared with all HODs to help support the register.

**As evidenced by:**

Provision mapping.  
Advice to staff.  
EPs.  
Results analysis.

**Maintenance and review of SEN Register**

Updated regularly. SEN register is updated and reviewed once a year following progress meetings and gathering whole school assessment data.  
Annual reviews for all those who have statements.  
Eps reviewed annually.  
Continued progress through tracker assessments can trigger assessment or re-assessment regarding removal or change of status of learners placed on register.

**As evidenced by:**

SEN register on Private 9.  
SIMS SEN information up to date and reviewed regularly.  
Annual review documentation.  
Education plans reviewed.  
Provision mapping.

**Interventions outside of the classroom**

1:1 Literacy support  
Peer mentoring  
Maths mentoring  
Literacy support club  
Small group teaching  
Afterschool support

Library afterschool with teachers

**Prioritised through:**

Teacher referral,  
SENco referral.  
Parental concern,  
History of need,  
Data capture forms, assessment through learning support teacher.

**Impact is assessed through:**

Continuous assessment.  
Year head reviews,  
Whole school assessment data.

**As evidenced by:**

Eps.  
Advice to staff.  
SEN register.  
Referral forms.  
Tracker  
Sims  
Year Head analysis.  
Whole school assessment data.

**SEN provision for pupils accessing EOTAS placements.**

Liaison with TOPS project.  
Belfast Hospital school.  
Resources provided for all subjects when and if required.  
Regular meeting with TOPS, SENco, Pastoral VP and parents to assess need for EOTAS placement.

**As evidenced by:**

TOPS liaison.  
Regular meetings and correspondence.

**Evidence of needs of the pupils being met in the classroom**

Consultation with staff, parents and SENco to monitor effectiveness of the targets.  
Continuous assessment.  
Year head reviews.  
Whole school assessment data.  
Target setting data done by the whole school.  
Target review of Eps completed by teacher and learning support teacher and SENco where appropriate.

**As evidenced by:**

Target reviews conducted in class.  
Assessment data.  
Eps reviewed.  
Annual review.  
Target proformas for SEN pupils.

### **SLT and middle leaders support**

Ongoing regular meetings to update Senior Link with weekly meetings established to review and evaluate progress through action planning.

Work with classroom assistants.

Evaluation feedback from staff and HODs.

Evaluation of lunchtime clubs and friendship groups.

Provision mapping throughout school.

### **As evidenced by:**

Minutes from meetings

Feedback forms.

Evaluation of friendship groups and lunchtime clubs.

### **Evaluation of continuing professional development of staff**

Audit all learning support workers and recorded the training they have taken part in.

Available in private 9 folder.

Ongoing Whole staff training on COP, annually.

Outside agencies providing CPD such as Oakwood's Autism Awareness.

Classroom assistants CPD on file.

Senco CPD on file.

### **As evidenced by:**

High quality teaching through subject specific CPD.

Specific training on COP.

Autism awareness.

Senco and CAs training on specific issues

### **Capacity building of staff**

Updated job description with support clearly outlined.

Staff refresher planned on accessing confidential SEN material identified in Action Plan.

SIMS SEN Register regularly updated.

Regular emails for all staff before very PTM.

Update emails are sent to all staff when new information needs shared.

All those on register will have targets in pupil planner to be reviewed throughout the year.

EPs issued to parents.

Support provided to all staff to support pupils in classroom.

Focus on high quality teaching, which is recognised as the universal offer of the school results in good practice for all.

Good practice for SEN is good practice for all.

Ongoing CPD for all staff as well as CAs and SENco.

### **As evidenced by:**

Training.

Email communications.

High quality teaching ensured through subject specific CPD.

Eps and targets setting.

### **Links with literacy, numeracy and careers**

Careers support officer Gerard Daly meets with all pupils.

Writes reports and attends Annual review.

Career paths are established for all pupils.

**As evidenced by:**

Liaison with Literacy and Numeracy coordinators.  
Careers liaison.

**Budget for SEN**

Safe storage of materials -

Resourced lunchtime club and friendship group with appropriate materials.

Laptops provided where needed.

Medical equipment resourced if needed.

**As evidenced by:**

Resources:

2 x filing cabinet provided.

Lunch time club resources.

Laptops for Examinations and class

TARGETS	EVALUATION	ACTION	RESOURCE	RESPON SIBILITY Named individual	MONITOR ING Who will check task is carried out	EVIDENCE OF SUCCESS Detail of how you will know if changes made are successful	TIME SCALE
Main aim showing improvement	Sept 2016	Specific Task to be undertaken					
Implements the current DE guidance	<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	<p>Ensure that all policy reflect and are in line with the DE guidance.</p> <p>Statutory Changes to the Code of practice will require changes to be made to all policies</p>	<p>SEN Policy Code of Practice ASD policy DE SEN guidance Examinations and access arrangements policy Must be in line with changes</p>	HR	CD	<p>Updated policies to be uploaded onto school website.</p> <p>Staff handbook updated to reflect changes August 2019 Whole staff training on COP</p>	1-3 year
SENCo role clearly defined, appropriately trained and resourced	<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	<p>Job description outlines SEN role and reflects statutory changes</p> <p>Jobs within the job description need further clarification Support staff</p>	<p>Job description must reflect changes</p> <p>Senco to be known as Learning Support Co-Ordinator.</p>	HR	CD	<p>Updated job description with support clearly outlined</p> <p>Senior link identified and regular meetings to update.</p> <p>Senior link Ciaran Devlin Termly meeting established</p>	1-3 year
Special educational needs of individual pupils identified	<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	<p>Continued updates in SIMS and SEN register.</p> <p>Private 9 folder continually updated. Make the private 9 folder for Senco use only???</p> <p>Transfer to new Personal Learning Plan in line with recommendations from EA.</p> <p>Measure the experience of the young person. Evaluate the support.</p>	<p>Private 9 folder PLP in SIMS SEN register possibly no longer shared. Hard copies in secure location Access arrangement files</p>	HR	CD	<p>Staff refresher on accessing confidential SEN material</p> <p>SIMS updated</p> <p>Access arrangements updated</p> <p>SEN register updated</p> <p>Staff day to incorporate all changes to the system.</p> <p>Regular emails for all staff before every PTM.</p> <p>Update emails are sent to all staff when new information needs shared.</p> <p>Shadow a pupil to assess the effectiveness of strategies.</p> <p>Pupil voice through pupil evaluation.</p>	1-3 year

Maintain effective links with parents, other professionals and support agencies	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	<p>Ensure processes are maintained</p> <p>Work on pupil planners including a page for SEN targets</p>	Pupil planner IEP writer Learning support mentor Classroom assistant Administrative staff	MK HR	CD	All those on register will have targets in pupil planner to be reviewed throughout the year. IEPs to be sent out IEPs x 2 copies continue to be sent home New system to be communicated with Parents. Parents to get a chance to respond on the provision through IEP	<b>1 year</b>
Education Plans are clear and realistic and compiled through appropriate consultation	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	All those with a literacy needs will have an IEP completed through IEP writer. Work on what Future reference: a page inserted into pupil planner.	Administrative help Literacy support IEP writer	MK HR LC	CD	IEP shared September 2017  Call logged with C2K regarding IEP writer and updated information	<b>1 Year</b>
Education Plans are focused on addressing the identified areas for improvement and are reviewed regularly	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	Targets set for all pupils should reflect advice to staff. Appropriate targets should be set that deal with individual needs. Make targets more realistic and easy to measure. Tight and manageable and linked to academic success.	IEP writer Pupil planner Access arrangements policy Staff training Transfer to new system	HR	CD	Consultation with staff, parents and SENco to monitor effectiveness of the targets. Screening using PTE PTM Christmas and summer tests analysis. Provision mapping is completed and shared with all HODs Available for reference in private 9 folder. Feedback from teachers on meeting targets	<b>6 months</b>
Learning support staff have received appropriate training and contribute effectively to the support and review of the pupils' learning programmes	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Requires urgent improvement	Introduce and facilitate more training.  Training from EA on attachment disorder.  Set up peer support throughout school	Private 9 folder on training EA program of training Staff day	HR	CD	Updated training details on private 9 Introduction of friendship groups Introduction of lunch time clubs Audited all learning support workers and recorded the training they have taken part in. Available in private 9 folder. Set up attachment disorder training. Use of learning support prefect and year 14 mentors to set up support.	<b>1 year</b>

School makes appropriate use of the finances allocated for special needs	<input type="checkbox"/> <b>Outstanding</b> <input type="checkbox"/> <b>Good</b> <input checked="" type="checkbox"/> <b>Requires improvement</b> <input type="checkbox"/> <b>Requires urgent improvement</b>	Senco support required Assistant for SEN <i>Time to implement the changes coming from the training.</i>	T4 Technology office CA support	HR	CD	<b>Safe storage of materials</b> <i>2 x filing cabinet provided</i>	<b>2 year</b>
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SEN objective: Provide additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning.



## DOMINICAN COLLEGE FORTWILLIAM

### EXAMINATION RESULTS SUMMARY 2018

#### SUMMARY OF A-LEVEL RESULTS:

Number of pupils entered in Year 14: 97

Percentage of pupils achieving 3 or more passes Grades A\*-C: 91.7%

Percentage of pupils achieving 3 or more passes Grades A\*-E: 99.0%

Percentage of pupils achieving 2 or more passes Grades A\*-E: 100%

#### SUMMARY OF GCSE RESULTS:

Number of pupils entered in Year 12: 145

Percentage of pupils achieving 7 or more passes Grades A\*-C: 97.93

Percentage of pupils achieving 5 or more passes Grades A\*-C: 99.31 (Incl. Eng. & Maths)

Percentage of pupils achieving 5 or more passes Grades A\*-C: 100%

1 pupil achieved 11 A grades (7A\* 4A)

1 pupil achieved 11 A grades (6A\* 5A)

1 pupil achieved 11 A grades (5A\* 6A)

1 pupil achieved 10 A grades (10A\*)

1 pupil achieved 10 A grades (9A\* 1A)

3 pupils achieved 10A grades (8A\* 2A)

1 pupil achieved 10A grades (7A\* 3A)

3 pupils achieved 10A grades (6A\* 4A)

2 pupils achieved 10A grades (5A\* 5A)

1 pupil achieved 10 A grades (3A\* 7A)

1 pupil achieved 10A grades (1A\* 9A)

1 pupil achieved 9A grades (8A\* 1A)

1 pupil achieved 9A grades (5A\* 4A)

3 pupils achieved 9A grades (4A\* 5A)

1 pupil achieved 9A grades (3A\* 6A)

4 pupils achieved 9A grades (3A\* 6A)

2 pupils achieved 9A grades (2A\* 7A)

1 pupil achieved 9A grades (1A\* 8A)

1 pupil achieved 8A grades (5A\* 3A)

3 pupils achieved 8A grades (3A\* 5A)

#### SUMMARY OF AS LEVEL RESULTS

Number of pupils entered in Year 13: 141

3 Pupils gained 3 'A' Grades in AS Examinations

7 Pupils gained 4 'A' Grades in AS Examinations

Enrolment on 5<sup>th</sup> October 2018: 1004 (Official Census Date)

**DOMINICAN COLLEGE FORTWILLIAM**  
**GCE RESULTS 2018 (A-LEVEL)**

<b>Advanced GCE</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total</b>
Art & Design	4	2	3	0	0	0	0	9
Applied Business Studies	0	7	0	8	0	0	0	15
Biology	1	2	10	7	1	1	0	22
Business Studies	0	2	4	0	0	0	0	6
Chemistry	0	1	3	7	0	0	0	11
Drama	2	4	2	0	0	0	0	8
English Literature	0	2	7	11	1	0	0	21
French	0	1	0	1	1	0	0	3
Geography	0	7	6	1	0	0	0	14
Health & Social Care	0	7	12	7	0	0	0	26
History	0	1	10	4	0	1	0	16
Information Tech.	2	4	11	2	0	0	0	19
Moving Images Art	0	1	8	2	1	0	0	12
Irish	0	5	0	0	0	0	0	5
Mathematics	3	6	9	1	1	0	0	20
Media Studies	1	1	2	1	0	0	0	5
Music	0	0	1	1	0	0	0	2
Physics	0	2	3	0	1	0	0	6
Politics	0	2	9	2	0	0	0	13
Religious Studies	1	3	14	4	0	0	0	22
Sociology	4	5	9	5	1	0	0	24
Spanish	3	1	4	1	0	0	0	9
Sport/PE Studies	7	0	0	0	0	0	0	7
Technology & Design	0	0	0	1	0	0	0	1
<b>Totals</b>	<b>28</b>	<b>66</b>	<b>127</b>	<b>66</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>296</b>

**DOMINICAN COLLEGE FORTWILLIAM**

**Advanced Subsidiary Level Results 2018**

<b>AS Level</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total</b>
Art & Design	5	1	4	0	0	0	10
Applied Business	0	4	0	19	0	0	23
Biology	10	5	6	4	2	0	27
Business Studies	0	4	4	2	1	0	11
Chemistry	7	7	5	4	1	2	26
English Literature	6	5	16	8	0	0	35
French	2	3	0	0	0	0	5
Geography	6	6	4	0	4	0	20
Health & Social Care	8	23	21	5	0	1	58
History	10	4	4	0	2	0	20
ICT	5	6	0	1	1	1	14
Irish	2	2	2	1	0	3	10
Mathematics	8	12	10	3	1	0	34
Media Studies	2	3	6	4	0	1	16
Moving Images Art	3	2	3	0	0	0	8
Music	0	4	4	0	0	0	8
Physics	0	3	2	3	0	0	8
Politics	5	4	4	1	0	0	14
Religious Studies	0	9	8	6	3	0	26
Sociology	15	11	8	7	5	5	51
Spanish	3	5	5	1	0	0	14
<b>Totals</b>	<b>97</b>	<b>123</b>	<b>116</b>	<b>69</b>	<b>20</b>	<b>13</b>	<b>438</b>

**DOMINICAN COLLEGE FORTWILLIAM  
GCSE RESULTS 2018**

<b>GCSE</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total</b>
Additional Mathematics	13	13	9	5	0	0	0	40
Art	6	21	12	5	0	0	0	44
Biology	1	4	0	0	0	0	0	5
Business Studies	5	19	20	15	4	0	0	63
Chemistry	3	2	0	0	0	0	0	5
Design & Technology	2	5	7	8	0	0	0	22
Double Award Science	19	63	75	17	2	0	0	176
English Language	8	40	66	31	1	0	0	146
English Literature	16	34	64	29	2	0	0	145
French	4	5	8	10	6	0	0	33
Gailege	1	4	1	0	0	0	0	6
Geography	3	15	18	6	4	0	0	46
Health & Social Care	2	10	11	12	1	0	0	36
History	8	10	19	12	0	0	0	49
HE (Food)	0	1	5	6	3	0	0	15
Information Technology	10	6	6	2	0	0	0	24
Irish	1	6	12	5	0	0	0	24
Mathematics	3	12	45	28	0	0	0	88
Music	0	10	5	0	0	0	0	15
Performing Arts	3	9	13	4	0	0	0	29
Personal & Social Education	0	2	4	2	0	0	0	8
Physics	2	3	0	0	0	0	0	5
RE	33	56	38	10	5	1	0	143
SA Science	4	12	27	8	0	0	0	51
Spanish	16	11	8	8	0	0	0	43
Sports Studies	4	4	6	6	2	0	0	22
<b>Totals</b>	<b>167</b>	<b>377</b>	<b>479</b>	<b>229</b>	<b>30</b>	<b>1</b>	<b>0</b>	<b>1283</b>

**GCSE (Year 11) 49 Mathematics Entries**

<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
26	17	3	3	0	0

# DOMINICAN COLLEGE FORTWILLIAM



## Summary of Curriculum Policy

The Curriculum will reflect the aims and objectives of the College and conform to the statutory requirements of the NI Revised Curriculum.

### **JUNIOR SCHOOL – KEY STAGE 3 (Year 8 – 10)**

A broad and balanced curriculum covering all areas of study of the Northern Ireland Curriculum is provided for all pupils. Pupils in Year 8, 9 and 10 study the following subjects:

Art & Design	Geography	Music
Citizenship	History	Personal Development
Drama	Home Economics	Physical Education
Employability	ICT	Religious Education
English	Irish or Spanish	Science
French	Mathematics	Technology and Design

All Year 8 – 10 pupils have Tutor Class (one period per week) with their Class Tutor. During this time pupils follow a pastoral programme. This programme is supported and enriched by outside agencies including: Love for Life; Teen Esteem; SHAHRP Alcohol; CEOP Online Safety and Security; Young Enterprise and DOE Road Safety. Pupils also attend Year Group and Whole School assemblies on a weekly basis.

### **SENIOR SCHOOL – KEY STAGE 4 (Year 11 and 12)**

All Year 11 and 12 pupils must study:

- 9 GCSE subjects (or 10 subjects if Further Mathematics is taken)
- Religious Education, English Language, English Literature and Mathematics (All compulsory)
- 5 other subjects selected from the list below.

Applied Business Studies	Geography	Music
Art & Design	Health and Social Care	Physical Education
Biology	Home Economics (Food)	Physics
Business Studies	History	Science (Double Award)
Chemistry	ICT	Science (Single Award)
Drama	Irish	Spanish
French	Learning for Life and Work	Technology and Design

**NOTE:**

- Science (Double Award) counts as two subjects.
- Pupils are advised strongly to study at least one Science and one Modern Language.
- A number of pupils are selected to take GCSE Mathematics at the end of Year 11. These pupils study Further Mathematics in Year 12.
- All Year 11 and 12 pupils have Tutor Class (one period per week) with their Class Tutor.

**SIXTH FORM (Year 13 and 14)**

Sixth Form pupils embark on a two year course of study taking AS Level examinations at the end of Year 13 and taking Advanced Level examinations at the end of Year 14.

All pupils must study 3-4 A-Level subjects taken from the following list:

Applied Business Studies	Geography	Music
Art & Design	Health and Social Care	Physics
Biology	History	Politics
Business Studies	ICT	Religious Education
Chemistry	Irish	Sociology
Drama	Mathematics	Spanish
English Literature	Media Studies	Sports Studies
French	Moving Image Arts	Technology and Design

Pupils who do not take A-Level Religious Studies must take a modular course (two periods per week) in Religious Education.

All Sixth Form pupils must attend:

- Careers Education (two periods per week)
- Tutor Class (one period per week) with their Class Tutor
- Form Class (two periods per week) with their Year Head

**NOTE:**

- Courses offered at GCSE and A-level are subject to change due to staffing, and timetabling constraints.
- While every effort will be made to accommodate pupils' choices, a class must have sufficient numbers for a class to be viable.

# **DOMINICAN COLLEGE**

## **Safeguarding and Child Protection Policy and Procedures.** *(Revised November 2017)*

### **Introduction**

The Safeguarding and Child Protection Policy of Dominican College has been developed in line with the Department of Education guidelines on “Safeguarding and Child Protection in Schools” (April 2017).

It takes cognisance of the Ethos and Aims of our school and is intended as a ‘living document’ which will be reviewed annually and adapted to meet the ever changing needs of the pupils in our care. It should be read in conjunction with all the pastoral policies including the Anti-Bullying Policy, Relationships and Sexuality Policy, Pupil Attendance Policy, CRED policy, Pupil Code of Conduct, Educational Visits Policy and E-Safety Policy. (These policies are available to view on the school website or by request from the secretary on 90 370298)

*(References to parents throughout this document include those that have parental responsibility and carers.)*

### **Ethos**

As a Catholic school, the Christian ethos of Dominican College permeates the life of the school. The Safeguarding and Protection of pupils in our care is of paramount importance. We aim to create a safe, stable harmonious atmosphere within which the values of truth, freedom, trust and responsibility are honoured. Within the context of a purposeful learning community, and recognising the uniqueness of each individual, we aim to offer a curriculum which enables every student to reach her full potential: spiritually, academically, morally, socially and aesthetically. This policy supports our work in creating an environment where we appreciate the fundamental dignity of each person and aim to promote respect for self, for others and the wider community.

We endeavour to equip all our pupils with the self-confidence and skills, which will enable them to make informed and responsible choices in life. One way in which we seek to protect our pupils is by helping them to learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the skills they need to keep themselves safe. We encourage parental support in promoting the ethos and aims of the school. Parents will receive a copy of the school’s Safeguarding and Child Protection Policy and Procedures and be kept up to date with any changes.

### **Policy Aims**

The aims of the Safeguarding and Child Protection Policy of Dominican College are to ensure the care, welfare and safety of the pupils and to protect them from harm. The specific aims are:

- To ensure all governors, staff, pupils and parents are aware of all the possible types of abuse.
- To ensure that staff are aware of the symptoms and signs of possible abuse.
- To make all stakeholders aware of the Designated and Deputy Designated Teachers who hold responsibility for Safeguarding and Child Protection
- To clarify roles and responsibilities of all staff and governors
- To set out clear procedures to be followed in the case of suspected abuse.
- To ensure that pupils are protected and that suspected abuse is dealt with in an appropriate manner, keeping the interest of the child paramount.

## **Key Principles of Safeguarding and Child Protection**

The Key Principles of Safeguarding and Child Protection below are an extract from the Department of Education's guidance "Safeguarding and Child Protection in Schools" (2017). These principles should underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

### ***The child or young person's welfare is paramount***

*The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety.*

### ***The voice of the child or young person should be heard***

*Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required.*

### ***Parents are supported to exercise parental responsibility***

*Parents have responsibility for their children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities.*

### ***Partnership***

*Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.*

### ***Prevention***

*The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.*

### ***Responses should be proportionate to the circumstances***

*Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.*

### ***Protection***

*Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs; they should be protected by the State.*

### ***Evidence-based and informed decision making***

*Decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.*



## Types of Abuse

Child abuse may take a number of forms, including:

### **Neglect**

This is the failure to provide for a child's basic needs, whether it is inadequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

### **Physical Abuse**

This is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

### **Sexual Abuse**

This occurs when others use and exploit children sexually for their own gratification or gain, or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

### **Emotional Abuse**

This is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

### **Exploitation**

This is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

### **Specific Types of Abuse**

#### **Grooming**

Grooming of a child or young person is always abusive and/or exploitative. It often involves the perpetrator(s) gaining the trust of the child or young person or, in some

cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming. The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case.

Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify.

Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

Staff should be alert to signs that may indicate grooming and report any knowledge or concerns to

enable preventative action to be taken, if possible, before harm occurs.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE.

CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

### **Domestic and Sexual Violence and Abuse**

This is threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.'

### **Sexual Violence and Abuse**

This is any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted

that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as ‘cutting’, ‘female circumcision’ and ‘initiation’. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures.

### **Forced Marriage**

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is a criminal offence in Northern Ireland, and where staff have knowledge or suspicion of a forced marriage in relation to a child or young person; they should report it immediately to the PSNI, through agreed and established school procedures.

### **Harmful Sexualised Behaviour**

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when there is no informed consent by the victim; and/or the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim. Harmful sexualised behaviour can include: Using age inappropriate sexually explicit words and phrases; inappropriate touching; using sexual violence or threats. Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled. Harmful sexualised behaviour will always require intervention.

### **E-Safety/Internet Abuse**

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern. Risks around online safety come under four categories:

**Content risks:** the child or young person is exposed to harmful material.

**Contact risks:** the child or young person participates in adult initiated online activity.

**Conduct risks:** the child or young person is a perpetrator or victim in peer-to-peer exchange.

**Commercial risks:** the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

### **Sexting**

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. There are two aspects to Sexting:

- **Sexting between individuals in a relationship**  
As adults we can question the wisdom of this but the reality is that children and young people consider this to be normal. Clearly pupils need to be aware that it is illegal, under the Sexual Offences (NI) Order 2008, to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases staff must report any information to the DT or DDT.
- **Sharing an inappropriate image with intent to cause distress**  
If a pupil has been affected by inappropriate images or links on the internet it is important that you **do not forward it to anyone else**. Please remember that staff are not required to investigate incidents. They must report them to the DT or DDT.

## **Dealing with Children with Increased Vulnerabilities**

### **Children with a Disability**

Children and young people with disabilities (ie any child or young person who has a physical, sensory or learning impairment or a significant health condition<sup>15</sup>) may be more vulnerable to abuse and staff should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues. Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult.

### **Gender Identity Issues/Sexual Orientation**

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

### **Possible Indicators of Abuse**

- **Physical** - Visible marks, for example bruises, burns and cuts or scratches. Improbable excuses for injuries. Aggression towards others, Self-destructive tendencies.
- **Neglect** - Poor hygiene, inadequate clothing, nutrition or medical care. Poor attendance.
- **Sexual** – Behavioural change, precociousness, withdrawal, inappropriate or harmful sexualised behaviour, frequent absence from school. Being fearful about certain people or places. Angry outbursts.
- **Emotional** – Excessive dependence, withdrawal or attention seeking behaviour. Inappropriate emotional responses to situations. Over-reaction to mistakes. Self-marking.

- Exploitation – Acquisition of money or possessions without plausible explanation, truanting, attempting to leave school with significantly older adult, change in mood, new peer group, increasing secretiveness, self-harm, evidence of substance abuse, inappropriate sexualised behaviour.

The above is not exhaustive, but is a list of signs which may give rise to concern. Staff should be alert to all such signs particularly if they occur in combination or occur frequently.

## Roles and Responsibilities

### **The Board of Governors**

The Board of Governors has a statutory duty to:

- Safeguard and promote the welfare of pupils.
- Have a written child protection policy.
- Specifically address the prevention of bullying in school behaviour management policies.

More specifically, the Board of Governors must ensure that:

- A Designated Governor for Child Protection is appointed.
- A Designated and Deputy Designated Teacher for Child Protection are appointed.
- They have a full understanding of the roles of the Designated and Deputy Designated Teachers.
- Safeguarding and child protection training is given to all staff and governors including refresher training.
- The school has a Child Protection Policy which is reviewed annually and parents and pupils receive a copy of the child protection policy and complaints procedure every two years.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying
- The school ensures that other safeguarding policies are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school
- All school staff and volunteers are recruited and vetted, in line with DE Circular 2012/19
- They receive a full annual report on all child protection matters (to include details of the preventative curriculum and any initiatives or awareness raising undertaken within the school, including training for staff.
- The school maintains the following child protection records in line with DE Circulars 2015/13 Dealing with Allegations of Abuse Against a Member of Staff and 2016/20 Child Protection: Record Keeping in Schools:
  - Safeguarding and child protection concerns.
  - Disclosures of abuse.
  - Complaints against staff.
  - Staff induction and training.

### **Chair of Board of Governors**

In the event of a safeguarding and child protection complaint being made against the Principal, it is the Chairperson who must assume lead responsibility for managing the complaint/allegation in keeping with guidance issued by the Department, employing authorities, and the school's own policies and procedures. The Chairperson is

responsible for ensuring child protection records are kept and for signing and dating the Record of Child Abuse Complaints annually, even if there have been no entries.

### **Designated Governor for Child Protection**

The Board of Governors will delegate a specific member of the governing body to take the lead in safeguarding/child protection issues in order to be able to advise the governors on:

- The role of the designated teachers;
- The content of child protection policies;
- The content of a code of conduct for adults within the school;
- The content of the termly updates and full Annual Designated Teachers Report;
- Recruitment, selection, vetting and induction of staff.

### **The Safeguarding Team**

Chair of Governors	Mrs Sheila Crea
Designated Governor for Child Protection	Mrs Mairead O'Neill
Principal	Miss Sally McGahan
Designated Teacher for Child Protection	Mrs Lynda Catney
Deputy Designated Teacher for Child Protection	Miss Briege Chambers

The responsibilities of the team include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Designated Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of Governors and staff at relevant training - including refresher training - in keeping with legislative and best practice requirements.

### **School Principal**

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education is shared promptly, and termly inclusion of child protection activities on the BoG meeting agenda. In addition, the Principal takes the lead in managing child protection concerns relating to staff.

The Principal has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key roles of Designated and Deputy Designated Teacher posts and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme.

The Principal must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

### **Designated Teacher for Child Protection**

The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services eg Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Keeping the school Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the Board of Governors regarding child protection.

### **Deputy Designated Teacher for Child Protection**

The role of the Deputy Designated Teacher is to work co-operatively with the Designated Teacher in fulfilling his/her responsibilities. It is important that the Deputy Designated Teacher works in partnership with the Designated Teacher so that he/she develops sufficient knowledge and experience to undertake the duties of the Designated Teacher when required.

### **Safe Recruitment Measures**

Everyone who works in Dominican College has been subject to appropriate background checks and receives training in safeguarding.

The following groups must have an Enhanced Disclosure Certificate (EDC) from Access (NI) before taking up post:

- All new paid and unpaid teaching and non-teaching staff
- Examination Invigilators
- Private Contracted Transport Providers
- Sports Coaches and Music Tutors
- Unsupervised volunteers (Supervised volunteers need not have an EDC)

### **Visitors to School**

All parents and visitors to school are managed so that their access to areas and movement within the school is restricted. All visitors must initially report to Reception. With the exception of parents coming to school on pre-arranged business or to collect children, all visitors will:

- Be met and directed by school staff.
- Be signed in and out of the school by school staff.
- Be clearly identified with visitor passes.
- Where appropriate, be given restricted access to only specific areas of the school.
- Where possible, be escorted by a member of staff.
- Have restricted access to pupils.

If delivering goods or carrying out building maintenance or repair tasks, the work should be cordoned off from pupils for health and safety reasons.

### **Volunteers**

In the event of a volunteer receiving a disclosure of abuse from a pupil, he/she must immediately inform the member of staff they are working with.

### **Work Experience Placements**

Any person coming to our school on work experience will never be left unsupervised with pupils.

### **After school activities**

Either the Principal, Designated Teacher, Deputy Designated Teacher or a member of the Senior Leadership team will be present in the school from 8.30am – 6.00pm on any day when pupils are attending after-school activities.

### **In Case of Emergency**

In the absence of any Senior staff and finding themselves alone in the school, a teacher confronted with a child protection issue should contact social services Gateway Team on 02890 507000.

<b>Code of Conduct for Staff</b>
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All Staff should

- treat all young people with respect.
- give young people the opportunity to express opinions without reproach.
- provide an example of good conduct you wish others to follow.
- be aware that actions may be misinterpreted.
- be aware that if a private meeting is necessary with an individual pupil it should take place either in a room with visual panel or one with the door open. Where possible, another adult or young person should either be present or remain in an adjoining room.
- be aware that physical contact with a pupil may be misinterpreted and should be avoided.
- ensure that other children or another adult is present should first aid have to be administered.
- be aware that caution is required when discussing sensitive issues with young people.
- use professional judgement in the choice of teaching materials, carefully checking all resources to ensure they are appropriate, *before* sharing with pupils.
- provide a written report to the Principal of any incident where their actions may be misconstrued.
- be aware that all allegations made by a young person must be followed up.
- be aware that their behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.
- adhere strictly to the school's Social Network and E-Safety Policy.

***In addition, teaching staff must follow the guidelines outlined in the document: "The Role and Requirements of ALL Teaching Staff" which can be found in the ' Staff Handbook'.***

<b>The Preventative Curriculum</b>
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At Dominican College, we provide a relevant, proactive and flexible preventative curriculum which aims to raise awareness of Safeguarding and Child Protection issues and managing risk. Key safeguarding messages are addressed through curricular Personal Development classes, the Tutor class programme, Assemblies and various events and talks from guest speakers throughout the year. Special attention is given to Anti-Bullying week, CRED week, World Mental Health day and Safer Internet day. Year 13 and 14 pupils actively participate in the delivering and promotion of these programmes.



As a Dominican College we are strongly committed to developing positive relationships and a caring ethos across the whole school. We aim to raise awareness of social, emotional, and health issues, developing the resilience and coping skills of pupils, and in offering early intervention when pupils are experiencing difficulties. In the Relationships and Sexuality Education programme we teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves.

The personal development curriculum has a high priority in the School Development Plan and gives specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral value system. It also offers opportunities to explore sensitive issues with our pupils in an age-appropriate way, which helps them to develop appropriate protective behaviour. The teachers delivering the programme are highly skilled in both pastoral care and personal development. We consult parents, pupils and governors and external providers are carefully selected and evaluated prior to delivering their programmes in the school.

<p><b>Advice for Staff in receiving a disclosure or having cause for concern</b></p>
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*Any allegation by a child that she is suffering or has suffered from abuse should be treated seriously. The main task for the member of staff is to **listen** to the child, make a written record of the discussion and pass it on to the Designated Teacher. No promise of confidentiality should ever be made.*

<p><b>Protecting Children</b> <i>A duty to care</i></p>
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<p><b>RECEIVE</b> — listen to what a child says but do not ask leading questions except when to show you have understood.</p>
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<p><b>REASSURE</b> — ensure the child is reassured that she has done the right thing and that her interests will come first.</p>
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<p><b>RESPOND</b> — to ensure that the child is safe and secure and that she understands what you are going to do.</p>
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<p><b>RECORD</b> — make a note of what you have seen or heard and the date and time (try to do this immediately after you have listened to the child)</p>
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<p><b>REPORT</b> — report to the designated teachers either <b>Mrs L Catney</b> or <b>Miss B Chambers</b> as soon as you have any concern for a child</p>
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## Procedures for Staff Member Reporting and Incident of Child Abuse

Child makes a disclosure to a member of staff, or, a member of staff has concerns about a child.



Member of staff completes the “Note of Child Protection Concern” pro-forma on what has been observed or shared and must ACT PROMPTLY. Source of concern is notified that the school will follow up appropriately on the issues raised. Member of staff DOES NOT investigate.



Member of staff refers matter to Designated Teacher(DT) and discusses issue with DT  
Member of staff provides “Note of Child Protection Concern”.



DT meets with child, seeks clarification and records all relevant information  
DT completes “Record of Child Protection concern” pro-forma



If necessary, DT seeks advice from a CPSS officer or Social Services. DT consults with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay.



Designated Teacher clarifies/discusses concern with child/ parent/carers and decides if a child protection referral is or is not required.



### **Child Protection referral is required**

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children’s Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours.

### **Child Protection referral is not required**

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children’s Services Gateway Team or local Family Support Hub with parental consent, and child/young person’s consent (where appropriate).



DT/Principal makes referral to Gateway, providing copies of pro-forma to the Chair of BoG and EA. Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

## **Procedures for parents reporting a potential child protection concern**

I have a concern about my/a child's safety



I can talk to the Head of Year or Senior Teacher



If I am still concerned, I can talk to the Designated/ Deputy Designated Teacher for child protection or the Principal



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



If I am still concerned I can contact the NI Public Services Ombudsman  
Tel: 0800 343 424



At any time I can talk to the local Children's Services Gateway Team  
or the PSNI Central Referral Unit at 028 9025 9299

## **Dealing with allegations of abuse against a member of staff**

The Principal and Board of Governors have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, we also have a duty of care to our staff and will ensure that appropriate support is provided for anyone facing an allegation of abuse.

**All allegations about staff should be reported immediately**, normally to the Principal or Designated Teacher for Child Protection/Deputy Designated Teacher for Child Protection. A Lead Individual will be identified to manage the handling of the allegation from the outset. This would normally be the Principal or a designated senior member of staff. If the Principal is the subject of concern the allegation will be reported immediately to the Chair of the Board of Governors, Deputy Chairperson, Designated Governor for Child Protection and the person about to become the Lead Individual.

In the interests of all involved the issue will be dealt with as a priority and unnecessary delays avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made. Allegations should not be shared with other staff or children.

**All allegations** of a child abuse nature against a member of staff **must** be recorded in the hard backed and bound Record of Child Abuse Complaints book<sup>6</sup>, which must be retained securely. A record of this should be placed on the relevant pupil's Child Protection File.

# Dealing with allegations of abuse against a member of staff

## Key Points

Lead individual (normally the principal) learns of an allegation against a member of staff and informs the Chair/Vice Chair of BoG as appropriate.



## Guidance on the Next Steps

Lead individual then establishes the facts, seeks advice from the key agencies as appropriate, usually through informal discussion.



## Possible Outcomes

Following on from establishing the facts, seeking advice from Key Agencies and discussion with the Chair and/or BoG to agree a way forward from the options below.



Precautionary suspension is not appropriate and the matter is concluded.	Allegation addressed through relevant disciplinary procedures.	Precautionary suspension under Child Protection procedures imposed.	Alternatives to precautionary suspension imposed.
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**Note of Child Protection Concern**  
*(to be completed by staff member reporting concern)*

The information contained in the notes should

- be factual and objective
- recall what was said, attempting to use the child's own language
- describe signs of physical injury observed in detail or in a sketch

Name of Pupil:	
Class:	
Date:	Time:
Location of incident/disclosure:	
Description of concern/incident/disclosure:	
Any other parties involved/witnesses:	

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Details of any advice sought:

Further Action:

Written report passed to Designated Teacher No If 'no' state reason.	Yes /
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Date: \_\_\_\_\_

Written note placed in pupil's Child Protection file No If 'no' state reason.	Yes /
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Name of Staff member making report: \_\_\_\_\_

Signature of Staff member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Designated Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Record of Child Protection Concern Pro-forma

*(to be completed by Designated Teacher for Child Protection)*

Name of Child:
Advice sought from CPSS officer, Social Services, PSNI (date, time, place, advice given)
Decision <b>NOT</b> to refer and why? Other action/support and feedback to all involved (how/when)
Decision to refer and why? Other action/support and feedback to all involved (how/when)
Signature of Designated Teacher: _____ Date: _____



## **The Role and Requirements of ALL Teaching Staff**

All teachers should be committed to fostering and promoting the school ethos and ensuring that a safe and secure environment is created and maintained for pupils, staff, parents and all visitors. Teachers **MUST** be proactive in ensuring the requirements below are met. Please note that the following requirements are primarily a guide for collaborative *good practice* and do not constitute an absolute list. Professional judgement, integrity and effective leadership are viewed as essential qualities for all staff.

### **Attendance and Punctuality**

- 1.1 Staff must be present on school premises between 8:50 am and 3:30 pm each day except Wednesday when the day finishes at 4.30 pm. Directed time (to include staff, departmental, HOD, HOY and Tutor meetings) will be scheduled every Wednesday between 3:30 pm and 4:30 pm.
- 1.2 Staff must seek permission from the Principal or Vice-Principal if they wish to leave the school premises for any reason during the school day, except during designated lunchtimes.
- 1.3 Staff must submit an **Application for Planned Absence/Request for Cover** form if absence from school is necessary for any reason during the school day (this includes directed time, parents/option meetings and Staff Development Days). Forms must be submitted at least two days prior to the date of the planned absence, where possible.
- 1.4 Staff must sign '**in**' and/or '**out**' at reception if they leave the school premises between 8:50 am and 3:30 pm (4:30 pm on Wednesday) including lunchtime. The school is legally obliged to keep a record of persons present on the school premises at all times.
- 1.5 Staff must inform the HOD if a planned absence requires non-attendance at timetabled class.
- 1.6 Staff must set appropriate work for pupils if a planned absence requires non-attendance at timetabled class. Details of the work set must be forwarded to the HOD.
- 1.7 Staff must inform, in advance, the relevant member of staff (i.e. Principal, Vice-Principal, Senior Teacher, HOD or HOY) if a planned absence requires non-attendance at a scheduled meeting.
- 1.8 Punctuality to registration, assembly and timetabled class is essential. Should circumstances arise that cause a member of staff to be 'late' arriving at school, he/she must contact school reception immediately.

### **Propriety, Behaviour, Reputation and Appearance**

- 2.1 All teachers have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils.
- 2.2 They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.
- 2.3 An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.
- 2.4 Staff should recognise that they are role models for pupils and must ensure they are dressed professionally, safely and appropriately for the tasks they undertake.
- 2.5 Personal property or other items of unsuitable nature (including books, magazines, DVDs or data stored digitally) must not be brought into school.
- 2.6 Staff must adhere strictly to the school's Social Network and E-Safety Policy.
- 2.7 There are occasions when it may be necessary for staff to have physical contact with pupils (e.g. administering first aid), but it is crucial that they only do so in ways appropriate to their professional role and sensitive to the pupil's age, stage of development, gender, ethnicity and background. Where possible have the pupil's agreement and if necessary have another member of staff present. For further information, the school's Safe-Guarding Policy.
- 2.8 Physical contact should never be secretive or casual or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should

be reported immediately to the designated Child Protection Officer(s) or in their absence the Principal.

- 2.9 Staff should limit occasions when they are in a one-to-one meeting with a pupil. On such occasion staff should operate an 'open door' policy and maintain visual or auditory contact with others if possible.
- 2.10 If a pupil reveals information that causes a member of staff to be concerned, he/she must pass this information on immediately to the designated Child Protection Officer(s) or in their absence the Principal. (Ref: Safe Guarding Policy).

### **Confidentiality, Integrity and Security**

- 3.1 Teachers are required to have an awareness and high regard for the confidential, sensitive and important nature of their role and responsibilities. They should be mindful of this during formal and informal discussions with parents, pupils, other members of staff and the wider school community, particularly when in public areas of the school such as corridors and the staffroom. A 'needs to know' approach should be adopted at all times to ensure no child or group of children is unfairly stereotyped or unnecessarily spotlighted.
- 3.2 Staff must avoid being 'drawn' into discussions of a personal/confidential nature relating to school matters, individual pupils, groups of pupils, pupil's families or other members of staff. If there are any concerns in this matter, please refer them to the Principal or a Senior Teacher.
- 3.3 Confidential records in both hard and digital copy must be kept in a safe place at all times and should not be left in open places in school at home or left in cars. Further information is available in the Data Protection and E-Safety Policies. Should a member of staff be in any doubt about the storage or sharing of information he/she must seek guidance from a Senior Teacher.

### **Behaviour Management and Physical Intervention**

- 4.1 Staff must treat pupils with respect and dignity at all times and must not use any form of degrading treatment.
  - The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.
  - Shouting aggressively is not acceptable in any situation.
  - Intimidation of pupils by any means (including the subtle use of physical presence) is not acceptable under any circumstances.
- 4.2 The circumstances in which staff can physically intervene with a pupil are covered by the Education (NI) Order 1998. Staff may legitimately intervene to prevent a pupil from:-
  - committing a criminal offence;
  - injuring themselves or others;
  - causing damage to property;
  - engaging in behaviour prejudicial to good order;
  - to maintain good order and discipline.
- 4.3 In all situations Staff should have regard for the health and safety of themselves and other staff and pupils.
- 4.4 It is important that staff take a proactive approach in helping to maintain order on the corridors and school grounds.

### **Communication**

- 5.1 Teachers are required to be sensitive in both their verbal and written communication communications (including electronic communication) and to maintain high standards of professional discourse and courtesy at all times.
- 5.2 Staff must familiarise themselves with and adhere to the school's E-Safety Policy which includes internet use and electronic communication.
- 5.3 Staff should check their school e-mail account at least once per day but not during timetabled class.

### **General**

- 6.1 Staff must carry out all duties in a manner that complies with Health and Safety legislation.
- 6.2 During the school day (i.e. 8:50 am – 3.30 pm) staff may not engage in activities/tasks that are not directly related to their role and responsibilities within the school.
- 6.3 Staff may not carry out marking of assignments/assessments or any duties associated with a post of responsibility during time scheduled for teaching and learning

- 6.4 Staff must consult the 'cover' rota (available on SIMS) throughout the school. It is essential that the SIMS home screen is 'refreshed' regularly to ensure that amendments to the rota are available on the SIMS time-line.
- 6.5 Staff will be expected to carry out pupil supervisory duties in accordance with published rotas.
- 6.6 Staff will be expected to adhere to and implement all school policies and procedures.
- 6.7 Staff must attend Staff Development Days and INSET courses as scheduled by SLT.
- 6.8 Staff will be expected to undertake any reasonable duties as requested by the Principal, Vice Principals and Senior Leadership Team.
- 6.9 Where possible and practical members of staff are encouraged to lead appropriate extra-curricular activities within the school.
- 6.10 Staff must not leave items of personal property unattended. The Board of Governors of Dominican College does not accept liability for any personal items lost or stolen on the premises.
- 6.11 The information contained in this document should be read in conjunction with 'The Role of Subject Teacher'. In addition, if Staff hold other positions of responsibility (e.g. tutor, HOD or HOY) then the relevant guidance/direction must also be adhered to.

# Income and Expenditure 2017/18

Income	£	Distribution of Expenditure (%)	Per Pupil £
Department of Education	4,509,948		4510
Other	239,526		240
Vat	46,218		46
<b>TOTAL</b>	<b>4,795,692</b>		<b>4796</b>
<b>Expenditure</b>			
Teaching Salaries	3,643,616	75.83	3644
Non-teaching Salaries and Pay	645,284	13.43	645
Rent, Rates & Insurance	60,514	1.26	61
Heat, Light and Power	112,588	2.34	113
Laundry & Cleaning Materials	8,530	0.18	9
Maintenance of Equipment	19,673	0.41	20
Maintenance of Buildings and Grounds	39,919	0.83	40
Security	5,089	0.11	5
Purchase of Equipment	11,264	0.23	11
Office Expenses	23,789	0.50	24
Books, Stationery & Class Materials	45,779	0.95	46
Examination Fees	77,473	1.61	77
Miscellaneous	64,154	1.34	64
Vat	47,362	0.99	47
<b>TOTAL</b>	<b>4,805,034</b>	<b>100.00</b>	<b>4805</b>
<b>Surplus/Deficit</b>	<b>-9,342</b>		

\* Number of Pupils: 1000