

PASTORAL CARE

The Pastoral Care programme supports the ethos of this Catholic school. It encourages pupils to see and achieve personal, social and academic goals through a planned developmental approach in a caring and supportive atmosphere. Each class in years 8, 9, 10, 11 and 12 has a time tabled period every two weeks for the delivery of Personal Development. Personal Development is about the holistic development of individuals and it allows young people to develop their emotional intelligence alongside other aspects of health. Each Form Teacher is also allocated one period over a two-week period to facilitate individual Target Setting and review sessions. Active learning methods are employed so that pupils are involved in their own learning. The Form Teacher is also responsible for registration, academic reports, dealing with parents, day to day administration (notes, discipline, homework) etc., and where possible, remains with the class throughout their time in school. In this way the Form Teacher gets to know each pupil on an individual basis. The counsellor deals with pupils on a one-to-one basis. She is available to provide additional support to a pupil in times of stress or trouble. Being aware that bullying can have a negative impact on pupils' well-being the school has developed a comprehensive anti-bullying policy. This is available for viewing on request.

RELATIONSHIPS AND SEXUALITY EDUCATION

St Joseph's College is a secondary school, which aims to promote, through education the full development of each pupil. The task of the school is to develop the whole child, seeking to promote the highest educational standards while at the same time facilitating the pupil's acquisition of Christian values. Within St Joseph's school, RSE is much more than sex education or sex instruction. The programme explores the physical, emotional, social and spiritual dimensions of the person within a moral framework in which the ethos of the school is upheld. Sensitive issues, which form part of the RSE remit include sex before marriage, extra-marital relations, contraception, sexual orientation, sexual abuse and sexually transmitted diseases, sacredness of life/abortion, euthanasia. While presenting the model of family life and marriage as the ideal, it is necessary to be sensitive to the changes taking place within society today and the complexities of many present-day situations in the area of relationships and marriage. In the whole area of human reproduction, scientific and technological changes are taking place at an increasingly accelerated rate. There are many more situations where issues of right and wrong are no longer as clear-cut as they were in the past. Young people today are encountering the issue of sexual orientation and therefore they need to be equipped with knowledge that will generate attitudes of compassion and tolerance rather than prejudice and discrimination. With regard to each of these issues it will be the school policy to present the teaching of the Catholic Church. However, it will be appropriate to give pupils balanced, accurate information so that they can make informed choices with regard to moral issues. All pupils in the school study Personal Development one fifty-minute period per fortnight and RSE topics are delivered as an integral part of the PD programme. In Year 9 selected staff will teach a core module in single sex groups dealing specifically with sexuality.

DISCIPLINE POLICY

The Board of Governors and Principal recognise that in applying for and accepting admission to St Joseph's College, parents and pupils are identifying with, and agreeing to, the stated aims and ethos of the school. It is the policy of the school to maintain at all times the highest standards of conduct and behaviour in line with its stated aims and ethos. In this the school

believes it can complement and support the parents in their central role as their children's primary educators.

CODE OF CONDUCT

Individuals within the community of St Joseph's will be expected to reflect in their actions, words and example, true Christian values. They will be expected to:

1. Show respect for God and appropriate reverence in matters pertaining to religious worship.
2. Show respect and concern for themselves and others by being mannerly and courteous.
3. Show an awareness of the rights of others and of themselves and act accordingly.
4. Show an awareness and acceptance of their responsibilities and obligations to others and act accordingly.
5. Show an appreciation of the precious nature of time and reflect this in their effective and efficient use of it.
6. Show care and respect for their environment and an awareness that it is a shared resource.
7. Show care and respect for their property and that of others.
8. Show appreciation and care for resources, materials, equipment and opportunities.
9. Show concern for personal safety and the safety of others by implementing the appropriate procedures and modes of behaviour.
10. Show concern for personal health and the health and the health of others by adopting appropriate personal habits and standards of hygiene.
11. Acquire a sense of identification with and pride in the values which the school is striving to achieve, and to reflect this by actively involving themselves in the activities and conventions of the school, including compliance with uniform requirements.

To be effective in these matters the school recognises it must clearly communicate the basic values on which the code of conduct is founded. This will ensure that the individual pupil will be in a position to understand as fully as possible, the implications of certain forms of behaviour and be encouraged to promote a positive attitude towards the development of good behaviour and a capability for self discipline. It is also important that all concerned realise that 'good order and discipline' in all aspects of school life are a prerequisite if the school is to maintain the appropriate atmosphere and conditions which are conducive to achieving the school aims for all pupils.

It should be clear that no child has the right to an education at the expense of others.

CLASSROOM CONDUCT

The school has introduced a scheme which is designed to ensure that activities within the classroom are as effective as possible. The school believes that if this is to be achieved consistently then some basic conditions must exist. The teacher must be well prepared for the lesson and the individual pupil must be willing to co-operate fully and get involved in the class activity. The initiative is simply based on setting out clearly each pupil's responsibility and the requirements which they will be expected to meet.

The Classroom Code

It is your responsibility (The pupil) –to

- 1 **Be on time**
- 2 **Have all your equipment and books with you**
- 3 **Go to and remain in your allocated work place** (Unless asked to move)
- 4 **Be quiet when required to be so** (Raise your hand if you want permission to speak or answer)
- 5 **Listen**
- 6 **Follow instructions first time given**

- 7 **Work to the best of your ability**
- 8 **Ask for help from the teacher** (if you need it)
- 9 **Treat others, their work and equipment with respect**

You (the pupil) must make sure that you -

- 1 **Do not interrupt others**
- 2 **Do not ask out of class unnecessarily**
- 3 **Do not waste your time or that of others**

The process of promoting discipline and self-discipline will be implemented in positive terms where it builds on the reinforcement of the good as opposed to the punishment of the bad. However, it is essential that in the instances where the 'Code of Conduct' has been contravened, appropriate sanctions are applied fairly to all, in an attempt to highlight the matters which require remedial action.

In order that day to day issues can be clearly understood the 'Code of Conduct' has been broken down into school rules which apply to individual situations relating to the good order and management of the school and its pupils. A full list of structures, procedures and sanctions, including the use of 'detention' is also available and may be viewed by interested parties in the same way as other documentation referred to in this Prospectus.

The school Discipline Policy is reviewed regularly by the Discipline Committee and the Board of Governors who monitor and review structure, procedures and their effectiveness. They also co-ordinate and direct the efficient use of the various agencies involved in the process, the Pastoral Care team, Form Teachers, Discipline Co-ordinators, School Counsellors, the Vice-Principal, The Principal, the Education Welfare Officer, and the other outside agencies.

It is worth noting that it is the stated policy of the school to make a charge with respect to any instances of damage, however caused, to materials, equipment and plant. In such circumstances the charge will not exceed the actual cost of making good. (See also Charging and Remission Policy).

In circumstances where the damage caused is as a result of unacceptable behaviour, disciplinary procedures may be implemented to recoup the actual costs.

ANTI-BULLYING POLICY

The Anti-bullying policy has been developed to address situations which may arise in the day to day interactions of any organisation. It is however structured to support the needs of this school, its parents and pupils. This policy is an integral part of both the Discipline and The Pastoral Care Policies. A copy is available to view on request.

SCHOOL'S POLICY ON EDUCATION IN RELATION TO DRUGS

Due to the growing concern of parents and the wider community about the misuse of drugs and substances, the school has developed a Drugs Education Programme and procedures for dealing with any incident in which the misuse of drugs is involved or suspected.

The aims of the Drugs Education Policy are:

- to enable our pupils to make healthy, positive and informed choices;
- to establish a coherent framework within the school to support pupils, parents, Board of Governors, teaching, ancillary and secretarial staff;
- to promote a safe and healthy environment where the abuse and misuse of drugs in any form will not be tolerated;

The complete Drugs Policy is available for any parent on request from the school.

CHILD PROTECTION IN ST JOSEPH'S COLLEGE

St Joseph's has set in place a detailed policy supported by a wide range of procedures to ensure that every child is afforded the best care and protection possible. In formulating this policy St Joseph's has adopted the Department of Education's advice re:

- the Code of Conduct
- the use of reasonable force and
- confidentiality when talking with children

The following points may be of interest

- Parents/guardians of children attending St Joseph's who have any questions or concerns regarding child abuse, child protection, or the safety of their or another child should contact their child's Form Teacher or the Principal. Parents may, on the other hand, prefer to speak to:

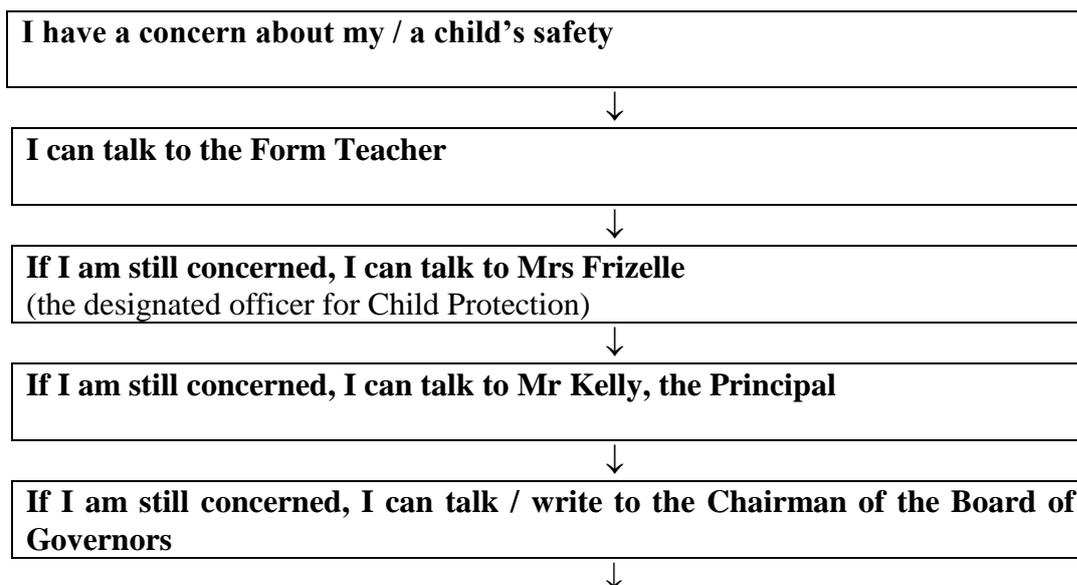
Mrs Frizelle & Mr Kelly, the designated officers for Child Protection in St Joseph's.

St Joseph's recognises that Parents also have an important role in assisting the school to protect their children. They can help in the following ways by always:

- informing the school, by phone or direct contact, if their child:
 - will be absent for more than one day;
 - arrives home from school unexpectedly;
 - is to be collected during the school day by someone other than the parent/guardian;
- completing a "Request for Leave of Absence Form" if permission is being sought for their child to attend a medical/dental/emergency appointment;
- remembering that pupils with attendance rates below 90% will require to be collected from school if they are seeking leave of absence;
- reporting any concern regarding the welfare of their child or worries for the well-being of others;
- reporting any allergy, medical condition or treatment and providing an emergency contact number.
- reporting any changes in family circumstances e.g. resident order, occupation order, non molestation order, etc

Parents who feel that they wish to make a complaint about an issue relating to Child Protection, are asked to refer to the flow chart below.

MAKING A COMPLAINT



What happens next?

- Following a complaint the school will follow the appropriate procedures as outlined in the school policy, and will be guided by advice from CCMS and DENI. In some circumstances professionals other than school staff may have to be involved.
- The school will report back to the complainant as soon as possible, depending on the complexity and nature of the investigation. Normally the person to whom the complaint was made will make the reply. **Details of this policy are available on request.**

ARRANGEMENTS FOR THE SECURITY OF PUPILS

The Board of Governors aim and are committed to attaining and maintaining the most secure and safe environment for the personnel, pupils and plant of St Joseph's College. In support of this aim the Board have adopted a Security and Personal Safety Policy, outlining matters that are additional to the normal safety procedures which are common everyday practice in St Joseph's. The Child Protection Policy outlines the additional roles and responsibilities of:

- The Board of Governors;
- The Principal
- The Staff

which is conducive to creating safe and secure conditions for all. For any school policy to be truly effective, however, the co-operation of the Pupils and the Parents is an essential factor. The Board of Governors is confident of their support in this most important feature of school life.

A copy of the policy is available on request.

SPECIAL EDUCATIONAL NEEDS 2016-2017

Every pupil is entitled to a broad and balanced curriculum which takes into consideration individual needs, according to a child's experiences and abilities. It is one of the main aims of the Special Educational Needs Co-ordinator that each child, with learning difficulties or disabilities, will be given access to all areas of the N. I. Curriculum and that his/her achievements will be recorded and accredited. Another important aim is that home-school partnerships will be established and developed, which enable families to support the teaching programmes for the child with special educational needs.

It is the policy of the school to treat all pupils equally. We make use of a range of standardised tests to assess pupils. Pupils with specific difficulties are supported by learning support teachers and learning support assistants. Individual and group support is given to pupils in literacy and numeracy. The school liaises with a number of outside agencies to obtain advice and assistance. These include:

- Educational Psychology Service
- Social Services
- Educational Welfare Officer
- Autism Support Service
- Literacy Support Service
- NEELB Special Needs' Advisor

EXAMINATIONS POLICY 2016-2017

The School recognises the importance of qualifications for the future employment prospects of all pupils. It is therefore the policy of the school to enter each pupil for public examinations at an appropriate level in as many subjects as each pupil can realistically cope with.

To provide the maximum flexibility in matching the individual pupil's abilities and needs, the following examinations are currently offered:

BTEC Level 2 Extended Certificate

GCSE

Double Award GCSE

Occupational Studies

A Levels

BTEC Level 3 Subsidiary Diploma

Under the school's charging and remissions policy, the school will enter each pupil, free of charge, for one examination in each subject studied in any one academic year. Where, however, a pupil has progressed within an academic year to a level where it is agreed that it would be realistic and worthwhile for him/her to be entered for another examination, giving higher qualifications, that too will be without charge.

Where a parent/student indicates that he/she wishes to sit an examination in the same level with two different boards in the same subject and is prepared to meet the total cost, the school will endeavour to support his/her wish.

In order to ensure that pupils wishing to follow a vocational pathway receive appropriate tuition in the skills required a number of work-related courses have been introduced. These include hairdressing, motor mechanics, brickwork, tiling and beauty therapy.

At the present time the school is a recognised centre for the following examination boards:
CCEA, AQA, OCR, EDEXCEL and ECDL.

Subjects which students are commonly entered for include:

GCSE: Business Studies, English, French, Geography, History, Home Economics (Child Development), Mathematics, Music, Religious Studies, Science (Single Award), Science (Double Award), and Technology and Design and Tiling.

Occupational Studies: Brickwork, Tiling, Hairdressing, Beauty Therapy, Office Administration and Motor Vehicle Studies.

BTEC First Certificate – Business, Art & Design, Travel & Tourism, Sport and ICT

Vocational A Level: Travel & Tourism, Health and Social Care.

BTEC National: Art, Business, Music Performance, Sport, ICT, Construction and Engineering

A Level: Maths, Moving Image Art, Religious Education, Technology and Art

Some of these courses are offered through the Coleraine Area Learning Partnership.

PROGRESS FILES

The Education Reform requires that all pupils should have a pupil profile outlining their achievements when they leave school after completing Years 12 and 14. These profiles will contain pupils' curricular records but will also record their qualities, achievements and interests in the wider sense both inside and outside school. Records are kept by form teachers throughout the school to facilitate this process.

EXTRA CURRICULAR ACTIVITIES 2016-2017

St Joseph's College recognises the distinction that is often drawn between the 'formal' curriculum and the 'informal' curriculum; between the formal activities for which the timetable of the school allocates specific periods of teaching time and those many informal activities that go on, usually on a voluntary basis, after school hours.

These extra activities are, therefore, the clubs and societies organised by teachers (after the normal school day). They contain an important pastoral element in that they are intended to encourage pupils to follow particular interests/hobbies and to develop personal talents.

Many activities have been added to the existing traditional sporting programme which includes: Gaelic Football, Soccer, Hockey, Camogie, Basketball, Netball, Hurling, Cross Country and Athletics, Homework Club, Musical/Drama Club, Coursework/Revision Club, Guitar Club, Technology Club, Traditional Music Club and Choir. Pupils' online comments feed into the Literacy Policy.

These activities are designed to involve pupils of all age groups in a variety of skills to suit diverse interests. The pupils benefit from this programme by acquiring new skills whilst achieving better levels of co-operation, courtesy and behaviour. They are given the opportunity to interact with staff in a less formal atmosphere and setting. The willingness of the staff to participate ensures that the pastoral aspect of school life is reinforced.

Applications and Admissions

YEAR	Admissions No.	Total Applications All Preferences	Appeals Upheld	Total Admissions
2012/2013	98	53	-	53
2011/2012	98	38	-	38
2010/2011	98	58	-	58

THE SCHOOL DAY

The school day commences at 9.00 am and ends at 3.10 pm

The school day is organised as follows: 6 Period Day over a two-week timetable.

PERIOD	FROM	TO
Registration	9.00 am	9.15 am in Form Class
1	9.15 am	10.05 am
2	10.05 am	10.55 am
BREAK	10.55 am	11.10 am
3	11.10 am	12 noon
4	12 noon	12.50 pm
LUNCH	12.50 pm	1.30 pm
5	1.30 pm	2.20 pm
6	2.20 pm	3.10 pm

A supervised Homework Club in the Library/Resource area, is available to all pupils from 3.15 pm to 4.30 pm. Monday to Thursday (inclusive). A wide programme of extra curricular activities and clubs is available for all interested pupils.

THE SCHOOL YEAR, TERMS AND HOLIDAYS 2016-2017

The school holidays and closures, which are now based on a predetermined schedule of dates, will be available from the school as soon as they have been agreed and published. They are also published on the school website: www.stjosephscollegecoleraine.com

OPEN EVENING

An Open Evening has been arranged for **Tuesday 12th January 2016 at 7.00 pm** to enable parents of prospective students to view the school and enquire into its educational provisions. Should the above date not be suitable, parents are encouraged to contact the school to make alternative arrangements.

PARENT-TEACHER MEETINGS

The dates, frequencies and format of Parent-Teacher Meetings are modified each year in line with changes in educational, pupil and parental needs, and the general circumstances prevailing in the year in question. Each year group has an evening set aside for Parent/Teacher meeting with additional time in Year 11 to build parent/school relationships. This helps each young person develop a target-setting agenda to maximise his/her potential at the end of KS4. Non-scheduled contacts with the Form Teachers, during the school day, have also proven to be useful. The meetings and interviews offer an opportunity for the pupils, their parents and teachers to:

- discuss progress
- have an opportunity to revise personal targets
- develop a stimulus for study, especially in preparation for public examinations
- consider opportunities within the option system
- have an opportunity to discuss career prospects in the context of examination outcomes and potential qualifications
- celebrate achievement

Each year a Mentoring Day is set aside for Year 12 pupils. This is a unique opportunity for the student to be encouraged and tutored on an individual basis in order to assist them in maximising their potential in forthcoming public examinations.

All teachers who are directly involved with the year group having a Parent-Teacher Meeting are required to be present at that meeting and be in a position to provide, where possible, concrete evidence of the progress of their pupils.

UNIFORM

GIRLS' UNIFORM YEARS 8 TO 12

Black blazer with school crest – COMPULSORY

Grey invert pleat skirt (3 lengths available) **must be worn to knee or below knee** or approved grey school trouser (optional)

White blouse

Maroon v-neck pullover

School tie



Low-heeled, strong, plain all black school shoes with no adornments – **no higher than 3 cm (1.5")**

Grey knee length socks or **plain** black tights

Black waterproof fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**)

Strong school bag capable of holding A4 size books

Only one pair of stud earrings is allowed (See below)- NO rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets, make-up or nail varnish. Appropriate hairstyle and colour should comply with the School's ethos.

NO BODY PIERCING DURING TERM TIME.



ONLY ACCEPTABLE PIERCING

Games Uniform Years 8, 9 & 10 Girls

St Joseph's Girl's Sports Top

St Joseph's Sports Shorts

St Joseph's Sports socks

Sports shoes with non-marking soles

Games Uniform Years 11 & 12 Girls

White Airtex blouse

Maroon P E skirt

Maroon pants

Maroon socks and Sports shoes with non-marking soles

Years 13 – 14 Girls

Black blazer with school crest – COMPULSORY

Black v-neck pullover with school crest

Grey invert pleat skirt (3 lengths available) **must be worn to knee or below knee** or plain black trousers – no black jeans or cargo trousers will be allowed

White revers neck poly/cotton blouse

Grey knee length socks or **plain** black tights

Low-heeled, strong, plain black school shoes with no adornments - **no higher than 3cms (1.5")**
– See above

Black waterproof fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**).

Strong school bag capable of holding A4 size books

Only one pair of stud earrings is allowed (See diagram) - NO rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets, make-up or nail varnish. Appropriate hairstyle and colour should comply with the School's ethos. NO BODY PIERCING DURING TERM TIME.

Summer Uniform – 3rd Term Easter to Summer

Girls' Uniform

Black blazer with school crest – COMPULSORY

Grey invert pleat skirt (3 lengths available) **must be worn to knee or below knee**

or approved grey school trouser (optional)

White revers neck poly/cotton blouse

Maroon v-neck pullover

Grey knee length socks or **plain** black tights

Low-heeled, strong, plain black school shoes with no adornments - **no higher than 3cms (1.5")**

– See above

Black waterproof fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**)

Strong school bag capable of holding A4 size books

Only one pair of stud earrings is allowed (See diagram) - NO rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets, make-up or nail varnish. Appropriate hairstyle and colour should comply with the School's ethos. NO BODY PIERCING DURING TERM TIME.

BOYS' UNIFORM YEARS 8 TO 12

Black blazer with school crest – COMPULSORY

Dark grey/black trousers

Grey shirt

Grey v-neck pullover

School tie

Grey or black socks

Black waterproof, fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**)



Strong, plain, all black school shoes with no adornments, logos or stripes

Strong school bag capable of holding A4 size books

NO earrings, rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets. Appropriate hairstyle and colour should comply with the School's ethos.

NO BODY PIERCING DURING TERM TIME.

Games Uniform – Years 8, 9 & 10 Boys

St Joseph's Sports Top

St Joseph's Sports Shorts

St Joseph's Sports Socks

Football boots

Sports shoes with non-marking soles

Games Uniform - Years 11 to 12 Boys

Sports Top

Sports Shorts

Football boots and socks

Sports shoes with non-marking soles

Years 13 – 14 Boys

Black blazer with school crest – COMPULSORY

Black v-neck pullover with school crest

Dark grey/black trousers

White short/long sleeved open neck shirt – no T-shirts

Strong, plain black school shoes with no adornments, logos or stripes

Black waterproof fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**).

Strong school bag capable of holding A4 size books

NO earrings, rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets. Appropriate hairstyle and colour should comply with the School's ethos. NO BODY PIERCING DURING TERM TIME.

Summer Uniform – 3rd Term Easter to Summer

Years 8 – 12 Boys

Black blazer with school crest – COMPULSORY

Dark grey/black trousers

White open neck short sleeved shirt – no T-shirts

Grey v-neck pullover

School tie

Grey or black socks

Strong, plain school black shoes with no adornments, logos or stripes

Black waterproof fleece-lined outdoor jacket with school crest (optional – **no alternative outdoor coat will be acceptable**)

Strong school bag capable of holding A4 size books

NO earrings, rings, eye brow studs, nose studs, body piercing, tongue piercing, necklaces/neck chains, bracelets. Appropriate hairstyle and colour should comply with the School's ethos.

NO BODY PIERCING DURING TERM TIME.

OUTDOOR COATS FOR ALL PUPILS

The outdoor coat **must be the school black waterproof jacket with school crest which is optional – no other outdoor coat will be acceptable.** Pupils' names must be put on all pieces of uniform. (Suggestions: Tippex pen used on inside of sleeve is difficult to remove, biro name on label as stitched name tags are easy to remove). Full school uniform must be worn at all times to and from school to home as it is a source of pride for the pupils and can enhance the image of the school in the community. **Any deviation from full uniform may well lead to action being taken by the school.**

CHARGING AND REMISSIONS POLICY

The Board of Governors of St Joseph's College will provide, free of charge, all compulsory aspects of the school's curriculum including materials, tools and transport undertaken during school hours. However, charges will be made at the rate of actual cost for the following:

- Individual tuition in the playing of a musical instrument, arranged outside the above entitlement
- Board and lodgings associated with residential and recreational visits
- Damage caused by the actions of a pupil to the fabric of the building, its equipment and materials
- Activities organised by an outside agency during school hours

REMISSIONS

The Board of Governors will remit charges for board and lodging for those families of Income Support or Family Credit where the activity takes place in school hours or the activity, whether in or out of school hours, forms part of the syllabus for a prescribed public examination or is provided specifically to fulfil statutory duties under the N.I. Curriculum. The full Charging and Remissions statement is available for inspection on request. The Board of Governors invite parents to make voluntary financial contributions to enhance the quality of experience their children receive in school.

ADMISSIONS CRITERIA - FOR FIRST FORM (YEAR 8) PUPILS - SCHOOL YEAR 2016-2017

Where 'physical capacity' as determined by the Department of Education for Northern Ireland has not been reached, admission to St Joseph's College Coleraine, will not be refused to any pupil who fulfils the normal requirement of the Department of Education and Library Board with respect to post-primary school education and who accept as appropriate to their need the stated aims and objectives of the school. In the eventuality of over-subscription to the school the following criteria will be applied in the order set down 1 to 6 below, by the Sub Committee, convened on behalf of the Board of Governors of St Joseph's College to select pupils for Year 8 in September 2010. In the event of over-subscription in any one of the criteria, taken in order, priority will be given to all children resident in N. Ireland at the time of their proposed admission and for whom St Joseph's College is the nearest suitable school (measured as the crow flies).

1. Pupils who reside within the historic catchment area of the school and are parishioners of one of the subscribing Parishes, namely: St John's, Coleraine; St Malachy's, Coleraine; St Patrick's, Portrush; Star of the Sea, Portstewart.
2. Pupils for whom special circumstances apply, e.g. social services report, health, security reasons. The Board of Governors will determine the merits of individual cases having scrutinised appropriate documentation and supportive evidence.
3. Pupils who have an older brother/sister or half-brother/half-sister presently enrolled in the school or alternately are the eldest or only child in a family.
4. Pupils not resident in the above parishes who have a brother/sister or half-brother/half-sister presently enrolled in the school or alternately are the eldest or only child in a family.
5. Pupils whose parent/guardian is a permanent employee of the school or who has been appointed to take up imminent employment in the school..
6. Pupils from other parishes.

CRITERIA FOR THE ADMISSION OF PUPILS TO ST JOSEPH'S COLLEGE, COLERAINE OTHER THAN THOSE TRANSFERRING DIRECTLY FROM PRIMARY EDUCATION (INCLUDING LATE TRANSFERS AFTER THE BEGINNING OF YEAR 8):

Where 'physical capacity' as determined by the Department of Education for Northern Ireland has not been reached, admission to St Joseph's College, Coleraine, will not

normally be refused to any pupil, who accepts as appropriate to his/her needs the stated aims and objectives of the school.

In the eventuality of over-subscription to the school the following criteria will be applied in the order set down 1 to 3 below, by the Sub Committee, convened on behalf of the Board of Governors of St Joseph's College to select pupils. In the event of over-subscription in any one of the criteria, taken in order, priority will be given to all children resident in N. Ireland at the time of their proposed admission and for whom St Joseph's College is the nearest suitable school (measured as the crow flies).

1. The school has the resources to meet the demands of the admission of the additional applicant
2. Pupils for whom special circumstances apply, e.g. social services report, health, security reasons. The Board of Governors will determine the merits of individual cases having scrutinised appropriate documentation and supportive evidence.
3. Pupils who have an older brother/sister or half-brother/half-sister presently enrolled in the school or alternately are the eldest or only child in a family.

The Board of Governors will require the following written information, from both parents and current and/or past school(s) to assist in making a determination regarding efficient use of the schools resources:

1. The nature of the reasons for requesting transfer
2. Records and details of academic ability and performance of the applicant
3. Records and details of any special educational needs of the applicant
4. Records and details of any additional educational support being made available to the applicant
5. Records and details of any behavioural difficulties of the applicant
6. Records and details of any additional strategies and resources employed to support the development of the applicant's behaviour
7. Where relevant, records and details of the applicant's suspensions and expulsions
8. Where relevant, confirmation that DENI's regulations regarding expulsion procedures have been complied with fully
9. In the event of expulsion, any reasons why the school felt unable to provide for education of the applicant

CRITERIA FOR ADMISSION TO POST 16 COURSES AT ST. JOSEPH'S COLLEGE

All students will be considered for admission to Post 16 Courses on the basis that the following requirements are met:

- 1 Students should have gained levels of achievement in GCSE and/or other recognised public examinations which indicate to the Principal and the Head of Sixth Form Studies that he or she will benefit from the course requested. (Normally students will require four GCSEs grades A*-C OR SUITABLE First Diploma Course for admission to the **Advanced vocational and traditional 'A' Level Courses**. The Principal may require to consider the applicant's National Record of Achievement and/or seek educational reports from the applicant's present/previous school in determining the applicant's suitability.
- 2 Students should have identified a definite career target and satisfied themselves and the school that the range and depth of the course is appropriate to their requirements. (The Principal will request the applicant to obtain supportive advice from the Careers Service in circumstances where the student is uncertain about career targets, or is overqualified for the course for which application has been made).
- 3 All applicants will be required to undergo an interview to assess their suitability for the course for which they have applied.

Admission is open to all students but where the number of applicants exceed the number of available places, preference will be given to those who meet the following Criteria.

(Listed in order of application).

- 1 Past pupils of St Joseph's College;
- 2 Past pupils from all schools within our traditional catchment area;
- 3 Pupils resident in N. Ireland at the time of application.

It should be noted that students who are enrolled on post 16 courses are expected to display a serious commitment to work and a good record of attendance, discipline and punctuality (all of which will form the basis of a contract between the school and the student).

CURRICULUM SUBJECTS AT

**KEY STAGE 3, 4
AND POST 16**

ART/DESIGN 2016-2017

AIMS

- to promote an atmosphere where pupils can enrich their sensory experiences and develop aesthetic sensitivity and awareness;
- to involve the pupil in a broad range of activities which will stimulate and develop intellectual and practical capabilities;
- to nurture pupils' appreciation and understanding of their environment encouraging them to make tactile and visual responses to their feelings;
- to help pupils to realise and appreciate the potential value of their ideas, encouraging them to explore different ways of seeing and responding through art/design;
- to encourage self-confidence and self-evaluation in their work;
- to encourage pupils to gain an understanding of the significance of art/design in their own culture and that of others;
- to foster an understanding of the economic implications when choosing materials and techniques;
- to help pupils realise that as individuals they can respond and contribute to all art/design activities.

Methods/Strategies

A variety of teaching strategies are adopted:

- Introductory talks/class discussion
- Viewing other pupils'/artists' work
- Practical demonstrations
- Use of lens-based and digital media
- Prepared worksheets
- Individual and group tuition
- Peer and self-assessment and self-evaluation
- Modular approach in practical activities.

Junior School – Key Stage 3

All pupils in the junior school will follow the New Curriculum Key Stage 3. This course is presented in several units of study which are designed to develop creative thinking skills and personal creative outcomes through investigating, realising, designing and making:

- | | |
|---|-----------------|
| 1. Drawing and graphic media; | 2. Textiles; |
| 3. 3-dimensional construction or prototyping; | 4. Printmaking; |
| 5. Lens-based and digital media | 6. Ceramics |

Assessment

A variety of methods will be used to assess, including:

Homework

Monthly assessment tasks

Classwork

Observation

Peer and self assessment

End of unit evaluations

Final outcomes

End of term examinations

Senior School – Key Stage 4

GCSE Art and Design provide opportunities for pupils to engage in a critical, practical and theoretical study of art and design. They are encouraged to develop an appreciation of the work of artists, designers and craft workers from a range of cultural backgrounds. They also develop their artistic practice.

Through studying this course, students have opportunities to:

- widen their personal experience;
- develop their creative, intellectual and artistic abilities;
- develop their personal knowledge and understanding; and
- develop skills including investigating, realising, experimenting and problem-solving.

This specification is made up of two units:

- **Unit 1: The Core Portfolio (Controlled Assessment); and**
- **Unit 2: Working to a Stimulus**

In Unit 1, which is worth 60 percent of the final award, students present a portfolio of work. Unit 2 is worth 40 percent of the final award and is assessed through an externally set exam called Working to a Stimulus. The exam gives students an opportunity to investigate and develop their ideas creatively in response to a stimulus paper.

GCSE Art and Design students are assessed against four assessment objectives, Students must:

AO1: develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating and analytical and cultural understanding;

AO2: refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes;

AO3: record ideas, observations and insights relevant to their intentions in visual and/or other forms; and

AO4: present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

This course prepares students for the study of art and design and related courses at GCE Advanced Level, Advance Subsidiary Level and the National Diploma. It also provides students who have an interest in developing a career in art and design with relevant, skills-based knowledge.

Post 16 Courses

In St Joseph's we offer the traditional "AS" and "A2" level General Certificate in Education (GCE) at Post 16 Level.

BUSINESS STUDIES 2016-2017

AIMS

- 1 To introduce pupils to the world of business.
- 2 To give pupils a sense of achievement in business-related subjects.

- 3 To raise pupils' levels of attainment.
- 4 To make business-related studies attractive and enjoyable subjects.
- 5 To provide opportunities for an investigative approach.
- 6 To provide a range of activities to facilitate learning.
- 7 To ensure safe practice when using Information Technology facilities.
- 8 To provide opportunities for group and individual class work.
- 9 To create a pleasant, hard-working atmosphere between teachers and children.
- 10 To work well together as a team.

Assessment

Each unit is assessed through coursework assignments. There is no examination involved in their course.

At GCSE Level pupils may study CCEA GCSE Applied Business and CCEA GCSE Business and Communication Systems.

GCSE APPLIED BUSINESS

The table below summaries the structure of this GCSE course.

Content	Assessment	Weighting
Business Start Up	Controlled Assessment There is one controlled assessment with three tasks.	60%
Production		
Finance		
Marketing	External written exam There is also a 1 hour exam based on stimulus material.	40%
Managing People		
Business Growth		
Business Plan		

GCSE BUSINESS AND COMMUNICATION SYSTEMS

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting
Unit 1: Use of ICT	External computer based exam 2 hour exam	40%
Unit 2: The Business Environment	External written exam	35%
Unit 3: E-Commerce	Controlled Assessment	25%

OCR CERTIFICATE FOR IT USERS (Levels 1 and 2)

This is a practical course which involves pupils learning and applying a range of computer skills and software applications. The course consists of three units:

File Management and e-Document production

Database Manipulation

Online Communication

Assessment

Each unit is assessed by assignments which are set by the examination board – OCR. These assignments are practical in nature. There is no written examination in this qualification. To achieve the qualification pupils must pass the assignments for the three units.

PROVISION FOR BUSINESS STUDIES IN THE SIXTH FORM

Edexcel BTEC NATIONAL Level 3 Subsidiary Diploma in Business 500/6750/3 (QCF 60 Credits)

BTEC National Subsidiary Diploma in Business is designed to provide a qualification which is equivalent to one GCE A Level. Students can progress to employment or higher education courses. The course consists of six units:

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication
- Business Accounting
- Recruitment and Selection in Business

Assessment

Each unit is assessed through coursework assignments. These are graded as Pass, Merit or Distinction. The grade for each unit is awarded a mark and the overall qualification grade is determined by an aggregate of the six unit marks.

<h3>CITIZENSHIP 2016-2017</h3>

This is one of the strands in Learning for Life and work and its aim is to develop the ability of young people to participate in a fair and inclusive society throughout their life time.

Pupils should be enabled to:

- respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding of how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;
- develop awareness of the role of non-governmental organisations.

CONTEMPORARY CUISINE AND PATISSERIE AND BAKING 2016-2017

This new Occupational Studies offers pupils the opportunity to engage in a hands-on approach to learning. It gives them opportunities to sample work-related learning and prepare learners to make informed decisions about further learning opportunities and careers.

Aims:

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

Contemporary Cuisine

Section 1 Health and Safety in Catering

Section 2 Starters

Section 3 Mains

Section 4 Desserts

Patisserie and Baking

Section 1 Health and Safety in Catering

Section 2 Bread and Scones

Section 3 Cakes and Biscuits

Section 4 Pastry Products

Assessment is on going with 60% of marks awarded for practical class and remaining marks awarded for evaluation of performance and diary.

EMPLOYABILITY AND CAREERS EDUCATION 2016-2017

The school is aware of how important it is for pupils to acquire knowledge and the appropriate job skills in preparation for adult life. With this in mind the school organises a number of activities which integrate community and class based activities. Pupils will be involved in compiling a Personal Career Plan throughout their school career, starting at a basic level in Year 8 and developing it towards Year 12.

In Years 8, 9 and 10 all pupils have timetabled Employability classes during which they follow a programme that includes topics such as self awareness, job opportunities and the local and global economy.

In Years 11 and 12 all pupils have timetabled 'Employability and Careers' classes during which they follow a carefully structured Programme which includes topics such as self-awareness, occupational awareness and decision making skills. All students are offered the opportunity to

get involved in Young Enterprise Workshops, working closely with local industry representatives to exchange information and advise students.

In Year 14, pupils have a timetabled period for Careers education and Guidance to help them make sensible decisions about their future careers at University/College, Further Education, Training or Employment. The Careers programme is assisted by the support and expertise of the School's Careers Officer from the local Training and Employment Agency. All students are individually interviewed and guidance is offered as required.

ENGLISH 2016-2017

AIMS

- To create a pleasant and stimulating learning environment in which pupils can enjoy all aspects of English;
- To develop self-confidence and the use of English and thus foster personal and social development and self-esteem;
- To develop skills in listening, talking, reading and writing;
- To extend pupils' awareness and appreciation of good literature and thus enrich their understanding and experience of their own culture, the culture of others and life in general;
- To encourage an understanding of and respect for themselves and others;

Junior School

The English syllabus for the first three years is based on the Northern Ireland Curriculum for Key Stage 3. It is centred around units of work which afford opportunity for expression in the three modes of language (Speaking and Listening, Reading and Writing). Teaching Strategies include class teaching and group discussion, group work, pair work, role-play and individual work. Work with ICT and digital equipment is also in evidence.

Talking and Listening

Pupils are encouraged to develop the ability to express and communicate meaning in spoken language. They will listen to and interpret what others say, matching style and response to audience, context and purpose.

Reading

Pupils are encouraged to develop the ability to read, understand and engage with various types of text for enjoyment and learning. A wide range of reading material is available to them.

Writing

Pupils are encouraged to develop the ability to make and shape text in order to communicate meanings in written language, appropriate to context, purpose, reader or audience.

Assessment - Years 8-10

Talking and Listening

Pupils take part in many oral activities. They are formally assessed once per term (10%)

- Listening actively and discussing with others
- Acquiring and giving information
- Talking about what has been read and written
- Reflecting on and demonstrating a knowledge of oral language
- Demonstrating skills of presentation

These are not mutually exclusive and need not be assessed separately.

Reading

Pupils write and talk about their responses regarding what they have read. They are assessed formally once per term. (10%)

Contexts

Response to literary material e.g. prose, poetry, drama.

Response to non-literary material e.g. advertisements, newspaper reports.

Research e.g. literary and non-literary research including project work in other subjects.

Writing

Pupils' writing will comprise:

Creative writing

Personal writing

Response to reading

Discursive writing

Functional writing

Evidence of work produced through ICT

Some evidence of drafting

Formal writing assessment takes place once per term, (10%). The overall coursework percentage for the Junior school is 30%. The examination percentage is 70%.

Year 11 and Year 12

Year 11 and Year 12 now follow the CCEA English Language GCSE syllabus. The course covers a wide range of literary and fictional writing alongside non-fiction and media based documents.

Assessment consists of three controlled assessments in Reading and Writing.

Speaking and Listening assessment requires the preparation of three assessments.

A terminal exam tests reading and writing skills.

Assessment – Controlled Assessments	Examination
1. <u>Spoken Language</u>	1. Personal Writing
2. <u>Written Language</u>	2. Multimodal texts
3. <u>Creative Writing</u>	
4. <u>Speaking and Listening</u>	1. Writing Persuasively
(i) Presenting	2. Writing about non-fiction
(ii) Discussing	
(iii) Role Play	
TOTAL = 60%	TOTAL = 40%

FRENCH 2016-2017

The Role of the French Department

The role of this department is to deliver French according to the Northern Ireland Curriculum in a variety of interesting and informative ways. Pupils study French in KS3 and then may decide to take the subject at GCSE. The AQA GCSE is currently offered at this level.

The Aims of the Language Studies Department are as follows:

- to contribute to the overall education of every pupil, through language learning and acquisition;
- to create and maintain a pleasant and ordered learning atmosphere for every pupil, and to provide enjoyment and motivation at all times, as well as a sense of achievement;
- to develop linguistic competence and to encourage the use of French in a variety of social and transactional situations;

- to ensure the pupils appreciate the practical uses of a Modern language and to develop an awareness of the wider uses of French in the context of future career plans;
- to foster positive attitudes towards countries where French is spoken and to speakers of these languages. This will also foster empathy for French culture and customs.

Methods/Teaching Strategies

The following strategies will be used as appropriate in the four attainment targets (Listening, Speaking, Reading and Writing).

Class teaching

Group work

Role-play

Individual work

Use of the target language in the classroom

Links with the country of the Target Language

Questioning techniques

Resource-based learning (audio and video tapes, flash cards, video camera, and authentic materials). There is also a gradual emphasis on aspects of I.C.T. (word processing, CD-Roms, E-mails and Internet usage).

Senior School

Pupils in Year 11 will have the opportunity to follow the recently revamped course, 60% of which is Controlled Assessment.

Assessment

Pupils' progress in all four attainment targets is monitored and recorded on a continuous basis. Assessment includes end-of-unit tests: - oral, aural, reading or writing. Pupils also have the opportunity to submit ICT-based assessments as well as to partake in self and peer assessment.

GEOGRAPHY 2016-2017

AIMS

The aims of the Geography syllabus are to:

- stimulate pupils' interest in their own surroundings and in the wider world;
- develop pupils' understanding of some of the relationships between people and environments;
- help pupils to develop a range of skills necessary to carry out geographical investigations and to interpret geographical information;
- help pupils to understand how activities and places are linked by movements of people, materials and information, and by complex economic, social, political and physical relationships;
- help pupils to develop a sensitive awareness of the role of people's beliefs, values and attitudes on those relationships and issues which have a geographical dimension;
- encourage pupils to develop a sense of responsibility for their own environment and an informed concern for the future of the Earth;
- encourage pupils' understanding of the inter-relationship and inter-dependence of different communities and cultures within society, both in Northern Ireland and the rest of the world.

Methods/Teaching Strategies

A variety of teaching methods will be employed in the delivery of the course. They are designed to stimulate interest, and encourage each child to progress to his or her maximum potential.

Methods used include:

- Whole class teaching
- Group work
- An investigative approach to problem solving
- Fieldwork
- Role play
- ICT, including the internet
- ipads

Role-play and standard point-taking techniques will also be used to enhance the learning experience. In the delivery of the course an emphasis will be placed on the use of computerised techniques to manipulate and present data in a visually attractive form. This will include a number of opportunities to produce work using ICT and using the internet as a research tool.

Junior School

Students will follow the following concepts:

- population
- coasts
- tectonics
- rivers and floods
- settlement
- tourism

Assessment

Assessment will take a variety of forms

Homework
Testing (including spelling)
Class work
Observation
Self assessment
End of Unit tests
Project work
Term time examinations

Assessment Policy

In line with school policy, the department's assessment outcomes are now stored electronically using Assessment Manager. Students are graded and assessed as follows:

Term 1	-	2 Unit assessments
		1 Christmas examination
Terms 2 & 3	-	3 Unit assessments
		1 June examination

Reporting will occur twice yearly – Christmas and Summer. The Christmas report will be a summary report while a more detailed report will be composed in the summer.

Senior School

KEY STAGE 4 PROGRAMME OF STUDY

GCSE Geography provides opportunities for students to develop an understanding of and respect for the cultures and ways of life of other people.

Students will follow the CCEA GCSE syllabus including the following concepts:

- The Dynamic Landscape

- Our changing weather and climate
- The restless earth
- People and where they live
- Contrasts in world development
- Managing our resources

One major piece of controlled assessment will also be carried out by each student.

BTEC Travel & Tourism Level 2 First Certificate is also offered at KS4. It is a qualification equalling 2 GCSEs. Some elements covered include:-

- The UK Travel & Tourism sector
- UK Travel & Tourism destinations
- International Travel & Tourism destinations
- Travel & Tourism Business Environments

Post 16

BTEC Travel & Tourism Level 3 Subsidiary Diploma is presently offered. This will offer a career path to students for future employment and for higher education. The course consists of 6 units, equalling one A Level. The elements covered are:

- Investigating the Travel & Tourism Sector
- The UK as a destination
- The Business of Travel & Tourism
- Customer Service in Travel & Tourism
- European Destinations
- UK Visitor Attractions

HISTORY 2016-2017

AIMS

To help pupils:

- to develop an interest in the past;
- to understand the values of our society and to learn respect and tolerance for others;
- to understand how past and present differs and how their values and attitudes may differ;
- to encourage pupils to appreciate how their past may influence the present;
- to understand the nature of evidence;
- to communicate clearly, employing a wide range of media;
- to promote independent learning;
- to develop skills beneficial to the workplace.

Junior School

Content

As part of the programme of study, there are a number of units taught within the junior school. The core units are taught in sequence in the three years of the Key Stage:

What is history?

The Normans and the Medieval World

Change 1500 - 1700

World War I and World War II, with emphasis on the Holocaust

Causes and consequences of Partition in Ireland

We will endeavour to allow each of the year groups to participate in a field trip:

Year 8 Carrickfergus Castle

Year 9 Omagh Folk Park
Year 10 Somme Heritage Centre

Senior School - Key Stage 4

In the Senior School the CCEA, GCSE course is followed by all pupils offering a two-tier examination entry:

- (1) Study in Depth – USA, c1918-c1941
- (2) Northern Ireland and its Neighbours 1965-1985
- (3) Outline study - Superpower Relations c1945-1985
- (4) Controlled Assessment -The Civil Rights Movement in America 1960's – 1990's

A wide range of teaching strategies are adopted. They include:

- whole class teaching
- individual activities
- group activities
- TV and Information Communication Technology
- written exercises of all types
- role plays
- flexible learning

Assessment

Assessment is as laid down for the new Curriculum by the Department of Education. These include:

1. Spelling tests
2. End of Unit tests
3. Assessment throughout the term
4. End of term school examinations
5. GCSE examinations at the end of Year 12

HOME ECONOMICS 2016-2017

Home Economics is a compulsory element of the revised curriculum for all at KS3 since September 2007. The central focus of Home Economics at KS3 is the consideration of home and family in relation to the development of the individual and society. The programme of study is designed to enable pupils to acquire the knowledge, understanding and skills to make informed decisions which may improve the quality of life for themselves and others. The programmes of study contain 3 essential and inter-related strands of experience within Home Economics. These strands define the content which should be covered and include:

- Healthy eating
- Home and Family life
- Independent living

Junior School

Assessment

Assessment includes the following:

- Topic Tests
- Practical work
- Project work
- End of term/year tests

Senior School

Pupils in year 11/12 will follow OCR Child Development - this will depend on uptake at end of Year 10.

Assessment

Throughout Key Stage 4:

- Weekly tests
- Study tasks
- Childhood Study
- Individual / group presentations

End of Key Stage 4

Pupils choosing Child Development will follow the OCR Syllabus and be entered for a non-tiered exam and complete four set titles of coursework.

Methods

A variety of methods are used which

- involve pupils in different modes of learning (active learning, investigating, researching, doing and observing, talking, listening, discussing and questioning, reading and recording);
- give pupils the opportunity to articulate their ideas and views, and listen to and appreciate the efforts and opinions of others;
- give pupils the opportunity to work independently in pairs or as a member of a group;
- allow pupils to develop a range of skills (personal and social; creative; investigative;
- measurement communication; management; psycho-motor);
- will encourage pupils to take a pride in their achievements and will enable them to transfer knowledge and understanding from one situation to another.

INFORMATION TECHNOLOGY 2016-2017

AIMS

- to develop a knowledge and understanding of a wide range of information technology tools and the ways they can integrate with each other;
- to develop the skills necessary to select information technology tools appropriate to a variety of tasks and employ them effectively;
- to expand the range of pupils' communication skills and enable them to present work in a visually attractive way;
- to develop an understanding of the impact of information technology;
- to develop information seeking and gathering techniques through safe use of the Internet.

Junior School

ICT is developed through a strong curricular base with a number of subjects combined to ensure that ICT skills are fully developed within each pupil. A skills-based programme is presently being delivered where pupils are engaged with a wide variety of software.

Senior School

The senior school has offered the following examinations:

Certificate for I T Users

BTEC Level 2 First Certificate in Information and Creative Technology

BTEC Level 3 Subsidiary Diploma in IT

IT plays a central role in the new BTEC Level 3 Subsidiary Diploma in IT programme as it offers a flexible learning approach that is educationally stimulating.

Library use for accessing electronic information is being extensively developed through CD Rom. The use of the Internet for accessing data at all levels is being openly encouraged and follows a letter sent to parents on the safety of Internet access.

Provision for I.C.T. in Sixth Form

The I.C.T. Department offers the following courses in sixth form:

- BTEC Level 3 Subsidiary Diploma in IT

MATHEMATICS 2016-2017

AIMS

To help pupils

- to use mathematics effectively as a tool
- to develop creativity and the ability to think logically
- to communicate through the medium of mathematics
- to appreciate mathematics as a human endeavour
- to develop personal qualities and positive attitudes

Junior School

Content

All pupils in Years 8, 9 and 10 will follow the National Curriculum Key Stage 3.

Senior School

All pupils in Years 11 and 12 will follow the National Curriculum Key Stage 4 and will be entered for GCSE Mathematics.

Where necessary, students in sixth form may repeat GCSE Maths.

Methods

A variety of methods are used which

- involve pupils in different modes of learning (exploring and investigating, doing and observing, talking, and listening, discussing and asking questions, reflecting, drafting, reading and recording)
- include both independent and co-operative work,
- develop knowledge, skills and understanding as well as developing the ability to tackle practical problems,
- develop pupils' personal qualities,
- employ short duration and extended pieces of work,
- require an exact answer/result or those which have many possible outcomes.

Assessment

A variety of methods will be used to include:

- end of topic tests
- homework
- end of term test

Pupils in all Forms will be assessed by the above methods which will provide a final grade.

MUSIC 2016-2017

AIMS

It is hoped that all pupils will:

- acquire enough knowledge to provide skills which can be developed for further study.
- become sensitive to music through personal experience.
- learn to appreciate and enjoy music through the skills of listening and composing.
- develop co-ordination and musical memory by performing.

Content

Equal weighting is given to the three elements of music:

Performing

Listening

Composing

Performing

Group/individual training for keyboard, guitar and recorder

Guitar/string and wind tuition also available

Exploring the sounds of all classroom and home-made instruments

Class singing in varied styles

In addition the music department also offers a wide range of extracurricular activities, including choir, traditional group and guitar club in which ALL pupils are able to participate.

Listening

Develop awareness of pitch, duration and interpretation of sounds responding to the feeling, mood and atmosphere created in music with understanding

Composing

Develop their compositional skills by looking at music in its different elements i.e. pitch, dynamics, etc. The pupils will compose, as individuals and in groups, expressing mood, atmosphere and demonstrating awareness of structure and expressive elements.

Theory Skills

Pupils will be taught musical literacy, enabling them to read rhythms, simple melodies and recognise patterns in music and structure.

Assessment

Formative assessment will be carried out on a continuous basis under the headings of

Listening

Composing

Performing

PHYSICAL EDUCATION 2016-2017

AIMS

To provide opportunities and experiences through a broad and balanced and relevant curriculum which appreciates the varied needs of all pupils and prepares them for adult life.

Junior School

Content

All pupils to follow the National Curriculum (Key Stage 3), participating in the following areas of movement:

- 1 Athletics
- 2 Games
- 3 Gymnastics/Dance
- 4 Swimming

Senior School

All pupils to participate in health related activities which should enable them to experience the beneficial effects of exercise and heighten their personal awareness of lifestyle.

Strategies

Whole group

Small group

Individual coaching

Conditioned games

Problem solving, etc.

In achieving its aims the Physical Education Department ensures that all pupils in Key Stage 3 and 4 are given the opportunity to:

- experience a wide and challenging range of sports and sports activities through the curriculum and extra-curriculum;
- choose from a varied programme of extra-curricular activities allowing pupils to further develop their sports skills;
- become aware of sports bodies and clubs in the wider community and how to enrich their own lifestyle;
- develop an awareness of exercise and its effects on a healthy lifestyle and enhanced physical well-being;
- develop positive personal qualities by working in individual and team situations. Appreciate the benefits and potential of teamwork;
- appreciate the aesthetics of all types of movement and try to emulate such to as high a standard as possible;
- live the ethos of the school through the Christian values of co-operation, sharing, honesty and taking responsibility for one's own actions.

Each pupil is timetabled for 2/3 x 50 min sessions of Physical Education per week.

YEAR 8	30 min	Swimming (Coleraine Leisure Centre) (One term)
	50 min	Other activity
YEARS 9, 10, 11	3 x 50 min	
YEAR 12	1.5 hour	(Off Campus Sports Facilities/School)

The provision for sport is resourced by the following facilities:

1 Gymnasium/Assembly Hall

1 Sports Hall

1 All-weather Gaelic Pitch/Athletics Track

1 Soccer Pitch/Athletics Area/Minor Games Outside school facilities used in the deliverance of Key Stage 4 include:

Coleraine Leisure Centre/Swimming Pool/Fitness First

Trim Trail/Castleroe Forest/Mountsandel Forest/Portstewart/Portrush Strands

Pupils at St Joseph's College will experience a varied and balanced curriculum during Key Stages 3 and 4. Elements of that curriculum are:

Archery	Dance	Soccer	Athletics
Fitness Testing	Aerobics	Gaelic Football	
Boxercise	Basketball	Gymnastics	Unihoc
Badminton	Netball	Volleyball	Rounders
Hockey	Hurling	Camogie	
Health related Fitness	Cross-country	Circuit Training	

Assessment

In each element of Physical Education the pupil is assessed as the event takes place. This form of continual assessment ensures an accurate picture of the pupil's performance, attainment and attitude in any given area of study. Pupils are encouraged to self-assess and peer-assess as a means to broadening their critical understanding of the various activities.

RELIGIOUS EDUCATION 2016-2017

AIMS

- to facilitate and support the ongoing development of the Faith and Spiritual Life of the pupil;
- to provide opportunities for pupils to come to a deeper knowledge and understanding of their Faith and then apply this knowledge and understanding to their life experience;

- to develop in the pupil the skills of listening, discussion, analysis, evaluating, articulation and communication of other faiths and respect for the beliefs of others.

The years 8, 9 and 10 programmes of study are based on the National Curriculum Attainment targets at Key Stage 3, as covered in the following text books approved of by the Diocesan Advisors.

Fully Alive Book 1	-	Year 8
Fully Alive Book 2	-	Year 9
Fully Alive Book 3	-	Year 10

In Years 8, 9 and 10 pupils study the Veritas series. This will involve the study of the following attainment targets as outlined in the core syllabus.

AT 1 The Revelation of God

- God's Word
- God's Covenant with his chosen people
- Jesus and his followers
- Miracles of Jesus
- Teaching about the Kingdom
- The death of Jesus
- Resurrection and Ascension
- Pentecost

AT 2 The Christian church

- The early church
- The church through the ages
- Worship, Prayer and its effects

AT 3 Morality

- Knowing and accepting myself
- Relationships
- Making decisions
- Environment

All three attainment targets outlined in the National Curriculum are more than adequately covered in the year books listed above and a detailed breakdown of their coverage in each of the three books can be found in tabular form in the R.E. Department Policy Documents.

In Years 11 and 12 pupils follow the CCEA Religious Studies Specification Sections 3.5 Christianity through a study of the Gospel of Mark and 3.8 An Introduction to Christian Ethics.

AIMS:

- To promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
- To introduce pupils to the challenging and varied nature of religion and to the ways in which this is reflected in experience, belief and practice.
- To help pupils identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.
- To help pupils reflect on religious responses to more issues.
- To enable pupils to recognise and appreciate the contributions of religion in the formation of patterns of belief and behaviour.

In Section 3.5 pupils study The Christian Life and The Gospel with particular reference to the following themes:

The Identity of Jesus

Jesus The Miracle Worker

The Kingdom of God

The Death and Resurrection of Jesus

The Role and Nature of Discipleship

In Section 3.8 An Introduction to Christian Ethics students will explore:

Personal and Family Issues

Matters of Life and Death

Care of the Environment

Equality

War and Peace

SCIENCE 2016-2017

AIMS

The aims of the department are to introduce all children to a broad, balanced Science course which will be relevant, interesting and suited to the abilities of the pupils, both boys and girls.

Junior School

All junior pupils follow "Spotlight Science" which is a spiral based course designed so that topics are introduced and revisited many times during the 3-year course.

Skills

Throughout the course a number of process skills keep recurring. They are: discussing, planning, recording, presenting, applying, classifying, evaluation, experimenting, interpreting, investigating, observing, predicting and questioning. These skills are used in solving problems scientifically. The four language skills of talking, listening, reading and writing are actively promoted.

Teaching Strategies

A variety of teaching strategies are adopted throughout the department.

These include:

Teacher Demonstration

Individual activities

Small group work, with each person within the group contributing

Whole class discussions

Research

Assessment

Assessment is not only content based assessed but also assesses various process skills. The department is working to develop a comprehensive assessment programme.

Senior School

There are two GCSE courses running concurrently.

1 NISEAC Science Double award, Modular. There are six modules to be studied:

- (a) Living Process and Biodiversity
- (b) Body Systems, Genetics, Micro-organism and Health
- (c) Structures, Trends and Chemical Reactions
- (d) Chemical Reactions and Organic Chemistry
- (e) Motion, Energy, Moments and Radioactivity
- (f) Waves, Sound and Light, Electricity and the Universe

Assessment

- | | |
|--|-----|
| (a) End of module tests | 33% |
| (b) Terminal examination (papers 1, 2 and 3) | 42% |
| (c) Coursework | 25% |

Of the six modules studied, three will be assessed through end of module test:-

Living Process and Biodiversity

Structures, Trends and Chemical Reactions

Forces and Motion, Energy, Moments and Radioactivity

The end of module tests will be externally set and externally marked.

Coursework is based on attainment Target 1: Exploring and Investigating in Science

- | | | |
|-----|----------------------------------|-----|
| (a) | Planning experimental procedures | 7% |
| (b) | Obtaining evidence | 7% |
| (c) | Interpreting and evaluating | 11% |
- 2 NISEAC Science Single Award, Modular – two tier entry, Foundation and Higher.
Foundation Tier Grades C – G; Higher Tier A* - D

There are six modules to be studied:-

- (a) Staying alive
- (b) Human activity and Health
- (c) Chemical Patterns and our Environment
- (d) Materials and their Management
- (e) Electricity, Waves and Communication
- (f) Road Safety, Radioactivity and Earth in Space

Assessment

End of module tests	75%
Coursework	25%

The modules will be assessed through three end of module tests. These tests will be externally set and externally marked.

TECHNOLOGY & DESIGN 2016-2017
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Aims

To introduce all pupils to a broad and balanced course in Technology and Design which will be relevant, interesting and motivating for both boys and girls.

To develop pupils' knowledge, understanding and skills and enable them to solve real life problems through the design and manufacture of products.

Methods / Strategies

Individual / group activities
Design & Make Projects
Practical demonstrations
Use of subject specific software
Class involvement in assessment of work.

Junior School

Technology and Design is a core subject at Key Stage 3 and all pupils in the junior school will follow the Northern Ireland Curriculum. The curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils prepare for life and work:

- as individuals
- as contributors to society
- as contributors to the economy and the environment.

Pupils will have opportunities to develop creative thinking and problem solving skills through:

- Designing
- Communicating
- Manufacturing
- Use of Energy & Control

Assessment

End of module assessment based on:

- Outcome of practical project work
- Design folder work
- Written exams

Senior School

When pupils progress to this level they have two subject choices available to them:

- Occupational Studies – Technology and Innovation
- GCSE Construction and the Built Environment.

This Occupational Studies course builds on the broad objectives of the Northern Ireland Curriculum and provides an occupational and employability focus at Key Stage 4.

This course will help raise levels of achievement as pupils will be more motivated towards achievement of success through applying their knowledge in practical, work-related situations and contexts.

It will emphasise learning by doing, helping pupils to develop the transferable skills necessary in a changing and dynamic working environment and will enable progression to other courses, particularly vocationally related courses and training and employment.

Pupils will complete 2 units at Key Stage 4:-

- Bench Joinery
- Computer Aided Design

Bench Joinery – this unit includes:-

- Health & Safety
- Career Opportunities
- Environmental Issues
- Manufacture of a range of wooden products

Computer Aided Design – pupils will create drawings in the discipline of:-

- engineering (manufacturing)
- engineering (electronic layout drawings)
- construction (architecture)
- construction (joinery component manufacture)
- construction (electrical layout drawings)

Both units are completed during Year 11/12 and both are inter-linked with pupils producing CAD drawings of products which will be manufactured in relation to the bench joinery unit.

GCSE Construction and the Built Environment

This course builds on the broad objectives of the Northern Ireland curriculum and aims to provide pupils with a broad background and core knowledge of the construction industry. It will also provide opportunities for pupils to apply their developing knowledge in relevant, enjoyable and work related contexts for craft operations and for Computer Aided Design (CAD) projects.

This course will also provide pupils with the opportunity to progress into further education, training or employment in the construction industry. Pupils will also develop transferable skills that are important in working life.

The course is divided into units which are outlined below:

- Unit 1: **Construction Industry for the 21st Century** - one externally assessed exam, 1 hour 30 minutes, 40% weighting

- Unit 2: **Construction Craft Project** - Controlled assessment, internally assessed and externally moderated, 30% weighting.

- Unit 3: **Computer Aided Design in Construction** - Controlled assessment, internally assessed and externally moderated, 30% weighting.

If you have a complaint about the curriculum you should discuss it with the school; the Principal will be happy to help in any way he can. If you are still not satisfied, you can ask one of the school governors to look into the problem for you. If the issue still has not been resolved and you feel that the school is acting unreasonably or is in some way not meeting its duty in relation to the curriculum, you will be able to take your complaint to an independent tribunal which each Education and Library Board will arrange for the purpose of dealing with complaints.

*The school will make available for inspection on request to the Principal, all information relating to the school's provision as defined under article 10 of the Education Reform (Northern Ireland) Order 1989. Where copies of the above are requested these will be provided subject to a charge which will not exceed the cost of production.