



# THE ROYAL SCHOOL DUNGANNON

School Information 2009/ 2010



*Excellence through perseverance*

**Address:** 1 Ranfurly Road, Dungannon, Co. Tyrone. BT71 6EG  
**Telephone No:** 028 8772 2710 (6 lines)  
**Fax No - Headmaster:** 028 8775 2845  
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**Email - General:** info@rsd.dungannon.ni.sch.uk  
**Email - Headmaster's Secretary:** acullen583@rsd.dungannon.ni.sch.uk  
**Type of School:** Co-Educational Voluntary Grammar School (Day & Boarding)  
**Headmaster:** Dr D A Burnett, BA, PhD, NPQH  
**Chairman of the Board of Governors:** Mrs. E Harkness, BL

# CURRICULUM STATEMENT 2009/10

The school week is divided into 50 periods, each 30 or 35 minutes long. The general curriculum structure for Forms I to III is set out below. The cross-curricular skills are taught through the respective contributory subjects.

## KEY STAGE 3 CURRICULUM

Classes in Form I are unstreamed. Forms II and III are streamed for non-practical subjects according to examination results in the relevant subjects. There is a top set, a second set and two equal sets. Practical subjects are taught in five unstreamed groups. Figures in brackets represent the percentage time spent on an area of study over the entire key stage.

The two top sets in Form II study German for three periods per week. These classes will have one period less French, Art & Design and Music than indicated in the table. Pupils opting for German in Form III will have one period less of Art & Design, LLW, Music and PE.

In Forms I & II, Learning for Life & Work (LLW) will be delivered in a carousel covering Citizenship, Employability, Personal Development along with a Drama module.

Area of Study	Subjects	Form I Periods	Form II Periods	Form III Periods
Language & Literacy (12%)	English	6	6	6
Mathematics and Numeracy (12%)	Mathematics	6	6	6
Modern Languages (French 10%)	French German	5 0	5 (3)	5 (4)
The Arts (12%)	Art & Design Music	3 3	3 3	3 3
Environment and Society (13.33%)	Geography History	3 3	3 3	4 4
Science and Technology (17.33%)	Science Technology & Design	6 3	6 3	6 2
Learning for Life and Work (9.33%)	Food Technology LLW	3 2	3 2	2 2
Physical Education (8%)	PE & Games	4	4	4
Religious Education (4%)	Religious Education	2	2	2
Other (2%)	Information Technology	1	1	1
Totals (100%)		50	50	50

## KEY STAGE 4 CURRICULUM

All pupils in Forms IV and V study **English** (7 periods), **French** (5 periods) and **Mathematics** (7 periods) for examination at GCSE level. These subjects are taught in 4 streamed divisions. In addition pupils in English/French Divisions 1 and 2 study **English Literature** (1 extra period), and those in Mathematics Divisions 1 and 2 study **Additional Mathematics** (1 extra period).

Pupils elect to study either Double Award Science (9 periods) or each of Physics, Chemistry and Biology (4/5 periods each alternating between Form IV & V).

Depending on their Science choice, pupils select either two or three optional subjects (at least 4 periods per option, with a fifth period in either Form IV or Form V) from the following list:

Art & Design	History	Business Studies
ICT	Design & Technology	Music
Food Science & Technology	Religious Education	Geography
Spanish	German	

Non-examination subjects taken by all pupils include: **Religious Education** (1 period); **Careers Education** (1 period in Form V only); Learning for Life and Work (1 period); and **Physical Education & Games** (2 to 4 periods depending on subject choices).

## SIXTH FORM CURRICULUM

Lower Sixth Form pupils have the choice of studying either three or four subjects at AS Level. In Upper Sixth pupils have the option of either continuing with all four subjects at A2 Level or dropping down to three subjects. In exceptional cases it may be possible to arrange for a pupil to take two A Levels and one or more AS Levels. The subjects offered at Advanced Level are:

Art & Design	French Mathematics	Biology
Further Mathematics*	Music	Chemistry
Geography	Physical Education	Design & Technology
German	Physics	Economics
History	Politics	English Literature
ICT	Religious Education	Food Science & Technology

\*Depending on interest and teaching resources.

In addition Lower Sixth pupils may elect to study Motor Vehicle Studies (GCSE).

Non-examination subjects taken by pupils include: Religious Education, Careers Education, Physical Education and Games.

RSD has developed co-operative opportunities for pupils in the Sixth Form to enable a wider range of curricular choice to pupils of the three Dungannon Grammar Schools: St Patrick's Academy, St Joseph's Donaghmore and RSD.

The following lists show what may be available depending on timetable arrangements and parental choice. For further information please contact the School.

## SUBJECTS NORMALLY OFFERED IN SIXTH FORM

Subject	St Joseph's	St Patrick's	Royal School
Accounting	Y	Y	
Art & Design	Y	Y	Y
Biology	Y	Y	Y
Business Studies	Y	Y	
Applied Business Studies		Y	
Chemistry	Y	Y	Y
Computing		Y	
Drama & Theatre Studies		Y	
Economics		Y	Y
English Literature	Y	Y	Y
French	Y	Y	Y
Geography	Y	Y	Y
German			Y
Applied Health & Social Care	Y	Y	
History	Y	Y	Y
History of Art			
Home Economics	Y	Y	Y
ICT	Y	Y	Y
Applied ICT		Y	
Irish	Y	Y	
Mathematics	Y	Y	Y
Further Mathematics			Y
Media Studies		Y	
Music	Y	Y	Y
Physics	Y	Y	Y
Politics	Y	Y	Y
Psychology		Y	
RE	Y	Y	Y
Sports Studies	Y	Y	Y
Technology	Y	Y	Y
<b>Other Post – 16 Accredited Courses</b>			
CoPE		Y	
ECDL		Y	
GCSE Law		Y	
GCSE MVRUS			Y
Young Enterprise		Y	Y

dated Jun. 2008

## SCHOOL HOURS & HOLIDAYS

### KEY STAGE 4 CURRICULUM

The school hours are as follows:

Monday to Friday 8.45 a.m. to 3.35 p.m. The school will be open to receive pupils from 8.15 a.m. All pupils not involved in extra-curricular activity should leave the premises without delay, at 3.35p.m.

### DAILY TIME-TABLE

7.20	BOARDERS RISE (SAT: 8.00; SUN: 9.00)
7.50	BOARDERS BREAKFAST (SAT: 8.50; SUN: 9.50)
8.30	STAFF AND DAY PUPILS ARRIVE
8.45	PUPILS TO BE AT ASSEMBLY.*
9.05	PERIOD 1 (Attendance to be recorded on computer.) (Class Rolls to be recorded each period by teachers).
9.40	PERIOD 2 (WED. 9.35)
10.10	PERIOD 3 (WED 10.05)
10.40	PERIOD 4
11.10	BREAK (WED 11.05)
11.25	PERIOD 5
11.55	PERIOD 6
12.25	PERIOD 7
1.00	LUNCH - (Saturday and Sunday 1.00 p.m.) (All pupils dining at home return by 1.45 p.m.)
1.55	PERIOD 8 (Attendance to be recorded on computer.)
2.30	PERIOD 9
3.00	PERIOD 10
3.35	School ends.

\*Each morning pupils attend Main Assembly, Form Assembly or House Assembly.

### SCHOOL HOLIDAYS

The dates of school holidays are published annually. Parents are encouraged to keep holidays within these periods when at all possible. In 2009-2010 the school terms are:-

AUTUMN TERM: Wednesday 3rd September - Tuesday 22nd December  
HALF-TERM: Thursday 29th/Friday 30th October

SPRING TERM: Wednesday 6th January - Friday 26th March  
HALF-TERM: Monday 15th/Tuesday 16th February  
Wednesday 17th March - Staff Day (No School)

SUMMER TERM: Monday 12th April - Tuesday 29th June  
HALF-TERM: Monday 3rd May, Monday 31st May

The school will open in August when examination results are issued and for advice on higher education.

# ADMISSIONS

Arrangements for parents to obtain copies of the information which the SELB publishes about admissions to all schools in the area may be obtained via Primary School Principals. There is an opportunity on Thursday 21st January 2010 for parents and prospective pupils to visit the School for an Open Evening. Other arrangements may be made by special appointment with the Headmaster.

## Numbers of applications and admissions to the school 2007/2008, 2008/2009, 2009/2010

	2007/2008		2008/2009		2009/2010	
	Applications	Admissions	Applications	Admissions	Applications	Admissions
Boarding	3	3	3	3	3	3
Grade A	39	43*	49	49*	38	40*
Grade B1	14	15*	14	14*	6	6*
Grade B2	11	13*	13	12*	8	16*
Grade C1	8	13*	8	8*	10	10*
Grade C2	10	6*	7	7*	6	4*
Grade D	13	0	3	0	16	8
Opted Out	1	0	3	2	2	1
Other	1*	1*	0	0	1	1
<b>TOTAL</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>95</b>	<b>90</b>	<b>89</b>

\* Note: Contains pupils admitted as a result of Independent Appeal and also pupils with grades which were upgraded as a result of special circumstances (medical, social or educational) and should NOT be taken as being a true reflection of the grades awarded).

### ADMISSION AT OTHER THAN FORM I ENTRY

Criteria for entry to Forms II-V

A pupil will be considered for admission by the School's Admissions Committee to Forms II-V when:

1. The School's enrolment number has not been reached.
2. The pupil is deemed to be of academic ability comparable to those already enrolled in the year group and likely to benefit from a grammar school education. Educational evidence must be provided by parents in order for the Admissions Committee to form a judgement as to the pupil's ability. Evidence should be in the form of the pupil's most recent School Reports and a reference from the pupil's current Principal.
3. If more pupils are deemed of suitable academic ability by the Admissions Committee than places available then a pupil with a child of the family currently attending the School will be given preference.

### CRITERIA FOR ENTRY TO THE SIXTH FORM

A pupil will be considered for admission by the School's Admissions Committee to the Sixth Form (normally Lower Sixth) on the basis of:

1. The School's enrolment number has not been reached.
2. Availability of places in AS subjects selected for study.
3. At least six GCSE passes at grade C or better, including; a. A minimum of 16 points at GCSE (where A\* = 4; A = 3; B = 2; C = 1 points) b. Grade B or better in subjects selected for study at AS Level c. If AS subjects selected have not been studied at GCSE level then a grade B or better in a related subject d. If wishing to study mathematics or physics at AS Level then a grade B or better in GCSE Additional Mathematics
4. If more pupils are deemed of suitable academic ability by the Admissions Committee than places available then a pupil with a child of the family currently attending the School will be given preference.

### CRITERIA FOR ENTRY TO THE BOARDING DEPARTMENT IN FORMS II-UVI

A pupil will be considered for admission by the School's Admissions Committee to the boarding department on the basis of:

1. The School's enrolment number has not been reached.
2. There are places available within the boarding department.
3. The pupil is resident in Northern Ireland at the time of his or her admission to the School.
4. The pupil has provided appropriate evidence to the Admissions Committee in order to establish his or her suitability to benefit from a grammar school education in a boarding environment.
5. The Admissions Committee has reviewed the educational evidence provided and determined that the pupil would benefit from a grammar school education in a boarding environment.

The School places a strong emphasis on a pupil's willingness to participate in the broader life of the School, such as sports (including Saturday games), music, drama and a large number of clubs and societies and all those applying for admission should be willing to support the School's ethos of active involvement in the life of the School.

### RELIGIOUS EDUCATION

1. All pupils are expected to follow the time-tabled course for R.E. throughout the School.
2. This will normally be two Periods in Forms I - III and one period in Forms IV to VI.
3. Parents have the right to withdraw their children on grounds of conscientious objection by informing the Headmaster in writing on the first day, or earlier, of each School year in which the child continues in the School.
4. Children of all faiths and none traditionally have studied Religious Education in the School and since there is no attempt to proselytise through the RE programme but rather to inform and educate, it has very often been thought to be of advantage to children coming from different cultural or religious backgrounds to understand the predominant culture of the country in which their child is being educated. Those teaching RE are advised to be sensitive to any differences in background and that any embarrassment would be carefully avoided for all such children.
5. It should be noted that the Form IV and V GCSE RE curriculum has been agreed by all the main denominations, Catholic and Protestant.
6. R.E. also continues to be a popular choice with Sixth form AS and A2 examination pupils. In addition Sixth Form non-examination R.E. classes addresses the many issues of topical and career importance with spiritual or religious connotations such as gambling, sexuality, abortion, marriage, drugs, alcohol, euthanasia, the death penalty, pornography etc. As in every subject pupils are expected to have a mind of their own and to have their views respected, whether considered correct or appropriate. It is hoped that a Christian perspective will be delivered which pupils are free to accept or reject without pressure.

### SPECIAL EDUCATIONAL NEEDS

In the very small number of cases where Special Educational provision is necessary advice and assistance is sought from the appropriate unit of the SELB. A teacher in the English department provides help for pupils with Specific Literacy Difficulties. Tuition in English as a Foreign Language is available for overseas pupils.

### SPECIAL EDUCATIONAL NEEDS

In the very small number of cases where Special Educational provision is necessary advice and assistance is sought from the appropriate unit of the SELB. A teacher in the English department provides help for pupils with Specific Literacy Difficulties. Tuition in English as a Foreign Language is available for overseas pupils.

### HOMEWORK

The school places a strong emphasis on the importance of homework. In September a homework timetable is issued to every pupil in Forms I - V. Three or four homeworks in different subjects are given for each day. Each homework should last about 20-25 minutes in Junior forms and 30-40 minutes in Form IV and V. English essays may take about an hour. GCSE requires the completion of coursework in many subjects and much of this work will be completed out of class. It is important that pupils produce the work on the dates set by the subject teachers.

In the Sixth Form an average of four to five homeworks, each an hour long, may be given per week in each subject, but this can vary according to the nature of the subject and the specific task.

If homeworks are finished before the time suggested, pupils should always revise, prepare for the next day or do some related work. If too little or too much time is being taken on homeworks in the Junior School, parents should contact the Form Teacher.

### ANNUAL ATTENDANCE RATE

The annual attendance rate in the 2008/2009 year was 95%.

### PASTORAL CARE

Each year group is divided into Boys/Girls and a Form Master/Mistress has responsibility for the personal, social and academic development of the pupils in their Form Group. The Form Teacher remains with their group throughout their school career from Form I - UVI. The Form Teacher is helped by an Assistant Form Teacher.

Each Form Class meets for Form Assembly two mornings a week. It is the role of the Form Teacher to raise awareness of the ethos of the school and its rules and to encourage participation in extra-curricular activities. They also monitor academic progress and school attendance. The Form Teacher interviews the pupils in his/her Form Class in February and ideally after the summer examinations. A pupil may be assigned to a Pupil Tutor for a period of one month or longer should they require additional pastoral support.

In the event of individual problems parents should contact the Form Teacher or if necessary a Vice Principal or the Headmaster. Close contact between parents and the School is welcomed.

# SCHOOL UNIFORM REGULATIONS (May 2009)

## THE HOUSE SYSTEM

The House System complements the pastoral work of the Form Teachers. The aims of the House System are:-

- to promote healthy inter-House activity and competition;
- to encourage high standards of work, play and behaviour;
- to compete for the many House trophies available;
- to provide a smaller vertical age-grouping than the whole school, thereby helping to develop as soon as possible maturer and closer relationships and a healthy, productive rivalry;
- to increase the senses of identity and belonging in what is for most at the outset a much larger school than their Primary Schools.

## DISCIPLINE - GENERAL POLICY

In the very small number of cases where Special Educational provision is necessary advice and assistance is sought from the appropriate unit of the SELB. A teacher in the English department provides help for pupils with Specific Literacy Difficulties. Tuition in English as a Foreign Language is available for overseas pupils.

## SPECIAL EDUCATIONAL NEEDS

The School has traditionally believed that the best discipline is that which comes from within the individual. Many of its activities and practices are designed to underline and inculcate this belief. *Very little use has to be made of the range of available sanctions* which range from a Friday afternoon detention for minor infringements and Saturday morning Detention for serious ones, to suspension for such offences as bullying, vandalism, repeated serious infringements, fighting, stealing, smoking etc. At times serious offences may lead directly to suspension or expulsion without necessarily having had prior detentions.

The use of or passing on of *drugs* will result in immediate suspension, and possibly expulsion, for which there is a separate policy.

The School reserves the right to exercise its discipline on all school occasions, activities, trips and outings, including pupils' behaviour going to and from School or whilst out of School in school uniform.

Pupils who are involved in behaviour or activities which are the subject of police investigation or who are found guilty of civil or criminal offences in a court of law are liable to be suspended and/or expelled or to have other suitable sanctions imposed by the Headmaster.

*The School Rules* are contained in the pupils' School Diary. It is part of the Admissions Agreement which each parent/guardian signs in enrolling a pupil at the School, that they will do all within their power to ensure the full co-operation of their children with all the Rules and to support reasonable sanctions which may have to be imposed. Parents have a right to be consulted and informed about sanctions which the School feels obliged to impose and to make representations about disciplinary matters or sanctions as they apply to their children. Parents and the School have the responsibility to consider not only the impact of discipline upon children but also the impact of indiscipline on other pupils in the classroom and around the grounds and premises, on transport to and from school and in any areas where they wear school uniform outside school.

## BOYS' UNIFORM

- A single-breasted regulation RSD blazer (to be worn throughout the year).
- An RSD tie. Only Junior School ties are available in the shops. The Senior School tie is available from the Bursar's office.
- A white shirt, buttoning at the neck
- Mid-grey worsted regulation trousers. (Light grey, charcoal or black are not acceptable). Exaggerated styles are not permitted. No turn-ups or pleats.
- Plain black, dark grey or brown shoes or (for Juniors) brown or tan sandals with toes. Shoes with very heavy soles or high heels and other exaggerated styles are not permitted, as are parti-coloured footwear and laces. Boots are not acceptable i.e. anything above ankle height.
- Socks should be plain and subdued in colour.
- If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1 cm. (approx.). Currently "BALMORAL" is the only acceptable make.
- Navy blue, brown, black or grey coats and duffel coats and any other approved outer wear are acceptable. Coats with hoods which are lined or tipped with fur or brightly coloured material are not acceptable nor are tweed coats. In Summer Term, boys may carry light-weight, foldable, showerproof coats provided always that they cover the school blazer completely.
- Outdoor uniform may include an RSD scarf (or a Senior School college-type scarf, available only from school). Baseball caps and 'beanies' are not permitted.
- Boys are not permitted to wear jewellery with school uniform. This includes studs or sleepers in pierced ears. Jewellery worn in school may be confiscated. In the Sixth Form a single ring on each hand may be worn provided it is not considered to be potentially dangerous to the wearer or others.
- Books should be carried in a schoolbag or briefcase which gives good protection against wear and tear. Sports bags (especially in vinyl) should only be used for sports gear and are not considered suitable.
- Boys are required to be clean shaven and to keep their hair tidy and of moderate length, not growing onto their collars or covering the eyes. Pupils are also required to prevent long hair from covering eyes and face during lessons and practicals. Excessive styles are not permitted. Moderate use of gel is allowed, but spiking is not permitted. Pupils arriving in school with hair cuts where the scalp is visible or with excessively altered styles will be sent home. Hair dye or tints, if used, must not alter the natural appearance excessively and colouring should be single, natural and neutral tones.

**THE REGULATIONS ABOUT UNIFORM WILL BE ENFORCED AND PUPILS WHO INFRINGE THEM MAY BE SENT HOME.** Those who are in any doubt about the interpretation of the regulations should consult their Form Master before buying new clothes or footwear for school. Parents are advised to contact the school if they have any further queries. Boys seeking temporary permission to wear to school some article of clothing that does not conform with the regulations should bring a note from home to their Form Master. Boys must wear school uniform when they are within the School precincts, when they go to practices or matches, or when they travel elsewhere to represent the School. On Saturdays however, those who come to School fixtures as spectators will be allowed to dispense with uniform, provided that they come suitably dressed.

## UNIFORM AND EQUIPMENT FOR BOYS' PE AND GAMES

- A House rugby jersey
- 1 pair of trainers
- 1 pair of rugby shorts
- 1 pair gym shorts
- 1 pair of School rugby socks 1 School gym vest
- 1 pair rugby boots 1 pair white ankle socks

From Form II up, boys selected for School teams will require an RSD School jersey. Boys selected for School cricket teams will need a white shirt, a white pullover, white boots or gym shoes and white socks. White flannels are worn by members of Junior Colts (U.14) XI and more senior teams. Tracksuits are not essential items of sportswear, but if worn they should be subdued in colour with only manufacturers' logos or school badge. School tracksuits may be ordered through the PE Staff.

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### The Authorised Stockists alone can be relied on to give correct advice on the details of the School Uniform:-

G. Cuddy Drapery, 10 Market Square, Dungannon  
H.L. McMullan Drapery, Scotch Street, Dungannon  
Pauls Drapery, Main Road, Moygashel, Dungannon

Tel: 028 8772 2325  
Tel: 028 8772 2833  
Tel: 028 8772 4875

## GIRLS' UNIFORM

1. A single-breasted regulation RSD blazer (to be worn throughout the year).
2. An RSD tie. Only Junior School ties are available in the shops. The Senior School tie is available from the Bursar's office.
3. A long-sleeved white shirt, buttoning to the neck. (Short sleeved may be worn in the summer term)
4. **(a) Forms I, II and III.**
  - (i) A regulation kilted skirt (mid knee length).
  - (ii) If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1 cm (approx.). Currently "BALMORAL" is the only acceptable make.
  - (iii) White knee socks. In the Summer Term, white ankle socks may be worn. Between winter and spring mid terms, mid-grey heavy weight plain or ribbed tights may be worn.
- (b) Forms IV - VI.**
  - (i) An RSD regulation mid-grey skirt (pencil with two short pleats at the front and back). The only suitable make is sold under the trade name KK Model. **Skirts must be mid knee length (or longer). Parents should ensure that this rule is observed as it will be enforced strictly at school.** When skirts are bought they should be long enough to allow for growth during the year.
  - (ii) If pullovers are worn, they should be of the RSD regulation type in plain mid-grey, finely-knit with a v-neck. The V neck ribbing is not broader than 1cm (approx.) Currently "BALMORAL" is the only acceptable make.
  - (iii) Mid brown nylon tights. Between winter and spring mid-terms, mid grey thicker denier plain or ribbed tights may be worn. Black Tights are not permitted.
5. Plain, flat broad heeled sturdy shoes, preferably laced, in black, dark grey or brown. Low-cut, pointed, light-weight shoes are not considered acceptable. Heels must not be higher than 1" for safety reasons. No narrow or stiletto heels allowed. Black or brown boots may be worn in severe weather, but they should be changed to shoes on arrival at school. In the Summer Term plain flat sandals, brown or tan, are acceptable.
6. A navy blue, brown, black or grey school overcoat (to cover blazer), straight or belted, with or without hood. Duffel coats in these colours are acceptable if not lined with bright colours.
7. Outdoor uniform may include an RSD scarf (or Senior School college-type scarf - available only from school).
8. Girls are not permitted to wear jewellery with school uniform; this includes studs or sleepers in pierced ears. Jewellery worn in school may be confiscated. Only in the Sixth Form a single ring on either hand may be worn provided it is not considered to be potentially dangerous to the wearer or others.
9. Books should be carried in a schoolbag or briefcase which gives good protection against wear and tear; shopping bags and baskets are not considered suitable.
10. Girls are required to keep their hair tidy. Pupils are required to prevent long hair from covering eyes and face during lessons and practicals. Hair dye or tints, if used, must not alter the natural appearance excessively and colouring should be single, natural and neutral tones. Excessive styles are not permitted. Moderate use of gel is allowed, but spiking is not permitted.

### THE REGULATIONS ABOUT UNIFORM WILL BE ENFORCED AND PUPILS WHO INFRINGE THEM MAY BE SENT HOME.

Those who are in any doubt about the interpretation of the regulations should consult their Form Mistress before buying new clothes or footwear for school. Parents are advised to contact the school if they have any further queries. Girls seeking temporary permission to wear to school some article of clothing that does not conform with the regulation should bring a note from home to their Form Mistresses.

Girls must wear school uniform when they are within the School precincts, unless they are travelling to represent the school at sport whereby they may wear a School tracksuit.

### UNIFORM AND EQUIPMENT FOR GIRLS' PE AND GAMES

A regulation maroon sports skirt (for team games)

Maroon knee socks

Navy shorts (for PE)

Sports trainers

White sports shirt with collar Sports bag or hockey bag.

Parents of new pupils should postpone the purchase of hockey sticks until advised by PE Staff or hockey coaches at school. It would be recommended that pupils who are selected for hockey teams wear astro turf trainers. Tracksuits are not essential items of sportswear, but if worn they should be subdued in colour with only manufacturers' logos or school badge. School tracksuits may be ordered through the PE Staff.

Girls will require a one-piece swimming costume.

### The Authorised Stockists alone can be relied on to give correct advice on the details of the School Uniform:-

G. Cuddy Drapery, 10 Market Square, Dungannon Tel: 028 8772 2325

H.L. McMullan Drapery, Scotch Street, Dungannon Tel: 028 8772 2833

Pauls Drapery, Main Road, Moygashel, Dungannon Tel: 028 8772 4875

# SPORTS POLICY

## 1. GENERAL

The School will provide as wide a range of sports as is reasonably possible for the minimum number of pupils possible in each sport.

## 2. OPPORTUNITY

The School will provide a high level of opportunity for as many pupils as possible to participate in competitive sports, team sports and individual recreational activities.

## 3. PURPOSE

The purpose of sport is both to provide healthy activities for the benefit of body, mind and soul and to provide opportunities for social intercourse, the exercise of leadership skills, the acquisition of team skills and patterns of living which will endure for a life time.

## 4. SCOPE

The School will seek to have the widest possible links throughout the Province, Ireland, the United Kingdom and further afield in sporting pursuits. There is a particular emphasis on links with schools which come from a different political and religious tradition and with schools in Chile, Australia, New Zealand, Zimbabwe and South Africa. To this end the school will do all in its power to assist financially and physically the undertaking of tours throughout the United Kingdom and further afield, on a regular basis.

## 5. CURRICULUM

PE is compulsory for all pupils throughout the School except on the production of medical exemption certificates.

## 6. EXTRA CURRICULAR SPORT

is compulsory in Forms I - V except on the grounds identified in Paragraph 5 (above). In Forms LVI and UVI extra curricular sport is encouraged strongly.

## 7. ETHOS

- (i) Money: The school believes that the highest ideals of sport are achieved through the amateur pursuit of sport and games but that where there are strong links with the professional game the dangers inherent in that approach will be made apparent to the pupils.
- (ii) Drugs and Alcohol: The school embraces an anti-drugs policy in all areas of life: this is particularly important in the sporting arena. Consequently there will be strong educational guidance given as to the dangers and demerits of the use of drugs in sport. The approach to alcohol, given its greater presence in society, will be at least as emphatic and will be positively forbidden in connection with any sporting activities, tours, sportsmanship etc.
- (iii) Appearance and Image: The school sees its inter-schools sporting involvement as an opportunity to represent the traditions and ethos of The Royal School which have been built up over centuries. To this end the teams will be taught to take a pride in their appearance on and off the sports field, to show generosity in defeat and graciousness in victory.
- (iv) Role: It will discourage the cult of the personality and the 'Prima Donna', and foster the strongest possible element of the individual being subordinate to the whole team, yet playing a vital part of that team.
- (v) Philosophy: It will be a strong pillar of the school's philosophy that whilst all pupils will strive to reach their maximum potential in sport, one individual will be valued as highly as the next regardless of his or her ability.
- (vi) Participation: Participation therefore, is everything and success, both personal and team, is important but secondary.
- (vii) Respect: Respect for one's opponent and acceptance of the Referee's/Umpire's word as final are considered to be paramount as is respect for the rules and laws of the games themselves.

## 8. STAFF DEVELOPMENT

All members of Staff who participate in coaching teams will be given every opportunity to improve and practice their coaching skills by participating in courses deemed to be relevant and useful, provided by the governing bodies of major games. Where possible they will be assisted to pursue their own sport if at a high level of performance.

## 9. GROUNDS

The School plans to provide equal facilities for boys and girls of a high quality, adequate to the needs of the teams it turns out on a regular basis, well maintained attractively presented so that a sense of pride is achieved in the whole impact of RSD sport upon those who come to take part in sport in the school grounds.

In Forms I - III pupils normally have 4 periods of PE and Games; in Form IV and V they have 2 to 4 periods depending on subject choices and in Sixth Form they have 1 period of PE and 2 periods of Games.

A wide range of sports is available to pupils and the School has a long and proud tradition of sporting prowess particularly in Rugby, Hockey, Cricket, Athletics and Shooting. A wide variety of other team and individual sports is available including basketball, tennis, badminton, weights, cross-country, swimming, volleyball, netball, indoor soccer and table tennis.

Set in grounds comprising nearly 50 acres of beautiful playing fields, woods and buildings the sporting facilities are excellent. They include 4 rugby pitches, 1 all weather hockey pitch and 1 Astro turf pitch, 200m athletic track and 1 jumping pit, 4 tennis courts, 3 outdoor cricket nets, a cricket square and a handball alley. Cross country running facilities exist within the school campus and it is also suitable for orienteering. Indoor facilities include a Sports Hall (with 3 badminton courts and a training area) a fully equipped fitness suite which includes cardio-vascular machines and resistance stations, a gymnasium (fully equipped with wallbars and beams), an indoor cricket net and a shooting range. The School also has the use of another hockey pitch, another cricket square and the Council-owned Leisure Centre and Swimming Pool, which are within five minutes walk of the School.

## EXTRA-CURRICULAR ACTIVITIES

A wide range of extra-curricular activities is provided by the Staff on a voluntary basis. The School has a strong emphasis on sport, particularly rugby and hockey and the games provided are listed in the previous section. There are numerous clubs and societies which operate mainly at lunchtime and after school. These include: Dramatic Society, Concert Band, Brass Ensemble, Choirs (Chamber, Senior and Junior), The Royal Strings, ACCESS (a cross-community group for Sixth Form), Public Speaking & Debating Society, Charities Committee, Army Cadet Force, Lifesaving classes, Quiz teams, Scripture Union (Senior & Junior), Riding Club, Duke of Edinburgh Award Scheme, Library Club, Young Enterprise Company & Chess Club.

The Dramatic Society gives a public performance each year, a School Magazine is produced annually and the Music department provides concerts each year.

Educational visits and exchanges are an important part of extra-curricular activities. Pupil exchanges have been set up with schools in France and Germany and educational visits are organised.

The annual Dilworth Scholarships enable 3 pupils each year to spend a year in New Zealand. Pupils are also encouraged to enter for awards and bursaries, e.g. the Spirit of Enniskillen Bursary.

## CAREERS EDUCATION

The central aim of our Careers Education programme is to enable young people to acquire the skills, attitudes and abilities they will need to chart their path through life with confidence. It is hoped that our pupils will develop self-awareness, an awareness of the range of opportunities available and the decision making skills to prepare and keep under review their personal career plan.

The school provides a well-equipped and modern Careers Suite where pupils have access to a wide range of reference material. In Forms I and II all pupils have two periods of Learning for Life and Work each week. Time is spent covering Employability, which introduces pupils to Careers. In Third Form all pupils have two periods of Learning for Life and Work each week (with the exception of those studying German who have one period per week) and several careers topics are addressed. In the Senior School pupils in Form IV have one period of Learning for Life and Work each week and part of the year is spent on Employability. All pupils in Forms V to UV1 have one period of Careers Education each week. In addition pupils in Sixth Form are timetabled to spend individual research time in the Careers Library.

Pupils use a range of up to date I.T. Careers resources. Classes are introduced to "J.E.D." the Job Explorer Database on which they can complete a Personal Interest and Subject search. The Careers Department is involved in helping pupils with their GCSE subject choices. Pupils at all stages make use of the JIIG-CAL "Pathfinder" occupational database.

## EDUCATION FOR MUTUAL UNDERSTANDING AND COMMUNITY PARTICIPATION

Education for Mutual Understanding (E.M.U.) continues to be at the heart of R.S.D. and is provided through a wide range of stimulating curricular and extra-curricular activities.

In R.S.D. E.M.U. emphasises the need for self respect and respect for others. Much of this takes place in the classroom, but the practical outworking and application of what goes on within the curriculum is expressed to a large extent in the wide-ranging curricular and extra-curricular activities which cement relationships within the school and within the community. As individuals and as groups they gain much in terms of integrity, respect, co-operation, and teamwork.

In Sixth Form the Cross-Community ACCESS team have had another eventful year. The pupils had the opportunity over the course of three days to meet up with pupils from three other local schools. Corrymeela hosted these days providing a forum for discussion and group work which helped to develop a greater understanding and appreciation of cultural differences. Through the ACCESS group many new friendships have been formed.

R.S.D. pupils at different levels throughout the school year participate in a variety of activities at inter-school, cross-community, national and international level. The contact groups are mixed both in age and gender, providing an opportunity to work with and relate to others. Examples are found in Public Speaking and Debating, rugby and hockey, musical competitions and drama, community service and visiting the elderly and infirm.

## DRUGS AND SUBSTANCE ABUSE POLICY

A wide range of extra-curricular activities is provided by the Staff on a voluntary basis. The School has a strong emphasis on sport, particularly rugby and hockey and the games provided are listed in the previous section. There are numerous clubs and societies which operate mainly at lunchtime and after school. These include: Dramatic Society, Concert Band, Brass Ensemble, Choirs (Chamber, Senior and Junior), The Royal Strings, ACCESS (a cross-community group for Sixth Form), Public Speaking & Debating Society, Charities Committee, Army Cadet Force, Lifesaving classes, Quiz teams, Scripture Union (Senior & Junior), Riding Club, Duke of Edinburgh Award Scheme, Library Club, Young Enterprise Company & Chess Club.

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### 1. GENERAL STATEMENT

- 1.1 RSD condones neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances.
- 1.2 RSD is committed to the health and safety of its members and will take action to safeguard its members.
- 1.3 RSD acknowledges the importance of its pastoral role in the welfare of young people through the general ethos of the School and will seek to encourage pupils in need of support to come forward.

### 2. POLICY AIMS

- 2.1 RSD believes in and supports the following educational aims in respect of substance use and mis-use:
- 2.2 To provide accurate information about substance.
- 2.3 To increase understanding about the implications and possible consequences of use, abuse and mis-use.
- 2.4 To widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and Aids.
- 2.5 To seek to minimise the risks that users and potential users face.
- 2.6 to enable young people to identify sources of appropriate personal support.

### 3. HOW THESE AIMS WILL BE FULFILLED

Through aspects of the pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. We deliver this in the taught curriculum mainly through Guidance, Science, RE and English areas. However, opportunities to reinforce learning will occur in other parts of the teaching programme. In particular the School's attitude to and general standards in these matters will be transmitted by the Form Teachers in their regular meetings with all pupils in their charge.

### 4. THE ROLE OF OUTSIDE AGENCIES

The School actively co-operates with other agencies such as the Police, Social Services and Health and Drug Agencies to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse.

### 5. HOW PARENTS AND GOVERNORS ARE INVOLVED

- 5.1 The Headmaster takes overall responsibility for the policy and its implementation, for liaison with the Board of Governors, parents and appropriate outside agencies and for the appointment within the school of a Teacher in Charge of Health Education who will have a general responsibility for handling the daily implementation of this policy. The Headmaster will ensure that all Staff dealing with substance abuse issues are adequately supported, informed and trained.
- 5.2 The School encourages parental involvement and this opportunity is provided by newsletters circulars and evenings where the School shares with parents the philosophy and aims of many of its policies, including drugs and other substance abuse.

### 6. REVIEW AND EVALUATION

- 6.1 This policy will be reviewed and evaluated at appropriate intervals to identify whether or not the aims are being met.
- 6.2 Action to be taken should instances involve substance misuse or supply on the premises are explained in Appendix A. Guidance for staff is explained in Appendix B.

## APPENDIX A

In instances involving substance use or supply on the premises and following discussion between Staff Members who know the pupil well:

- (i) Parents will be informed at the earliest opportunity by the Headmaster. The School and parents can then work together to support the young person involved.
- (ii) If the pupil admits to using or supplying substances on or off the premises. Teachers will inform a Vice-Principal. The Vice-Principal should then inform the Headmaster, who will inform the parents.
- (iii) There is no legal obligation to inform the Police, though they may be able to give relevant support and advice. However a School cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of opium or cannabis. Where it is suspected that dangerous substances are being sold on the premises, details regarding those involved, as well as, as much information as possible, will be passed to the Police.
- (iv) The School will consider each substance incident individually and recognises that variety of responses will be necessary to deal with incidents. The School will consider very carefully the implications of any action it may take and seek to balance the interests of the pupils involved and other school members and the local community. Permanent exclusion is seen as the normal punishment for the introduction or conveyancing or sale of drugs or other prohibitive substances. In certain cases the Headmaster reserves the right to commute this punishment to a significant suspension. In this eventuality there will, on no account, be given a further chance should there be another similar incident.
- (v) The Headmaster, or in his absence one of the Deputy Heads, will take responsibility for liaison with the media. The Chairman of the Board will be kept informed of the situation.
- (vi) As the issue of substance misuse is an emotive one and is likely to generate interest from the local and national media, the School will take advice and guidance from various sources, legal and otherwise, to ensure that any reporting of incidents remains in the best interests of the young people, their families and the School.

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## APPENDIX B

### GUIDANCE FOR STAFF

- (i) Where a young person discloses substance misuse on the premises a member of Staff will automatically inform a Vice-Principal or the Headmaster.
- (ii) Where Staff discover substances which are expected to be harmful, illegal or deserving investigation they should note two circumstances in which substances may be removed from a place or a person.
  - (a) *A Place*  
Remove the substance from where it was discovered, if possible, in the presence of a witness. If this is not possible do not leave the substance there while you enlist the support of a colleague or pupil as a witness. Continue with the procedure below.
  - (b) *A Person*  
When receiving or retrieving a substance from a pupil, do so, if possible, in the presence of a witness. In the absence of a witness do not put off receiving substances or, within bounds of your professional discretion, removing suspicious substances from a pupil's possession.
- (iii) The following guide-lines should be observed at all times.
  - (i) Remove the substance and record the time, place and circumstances when the substance came into your possession.
  - (ii) Do not investigate the nature of the substance but do record its approximate size and appearance.
  - (iii) When possible have the recordings countersigned by a witness.
- (iv) Take the substance immediately to a Vice-Principal, who will take it to the Headmaster, or place it in a locked Staff area.
- (v) Do not keep the substance on your person or in a personal place of safe keeping either in School or out of School, to do so may place you at risk. In the presence of the Vice-Principal or Headmaster place the substance in a suitable sealed container. The Vice-Principal, Headmaster, yourself, and when possible the witness, should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings.
- (vi) The Headmaster can choose to arrange for the Police to remove the substance from the premises or may choose to dispose of it in the appropriate way. In the event of the discovery of any equipment associated with substance use, especially needles and syringes, pupils should not be allowed to handle such items. All equipment found must be handled by adults with utmost care. The Headmaster will ensure that the materials are placed in a secure and rigid container to await collection by the appropriate service.

### STATEMENT ON CHARGING POLICY

In conformity with the requirements of the Education Reform Order (N.I.) 1989, it is the policy of the Royal School Dungannon:-

1. To levy, except where pupils are entitled to statutory remission, a charge for all board and lodging costs on residential visits;
2. To levy a charge for activities wholly or mainly outside school hours which are not part of the Common Curriculum, statutory religious education or in preparation for a prescribed public examination;
3. To levy no charge for examination entries, except where:
  - a) The School has not prepared pupils for the examination in the year for which the entry is made, or
  - b) A pupil has failed, for no good reason, to complete the requirements of the examination or to attend for it, or
  - c) A pupil is repeating an A level modular examination, or
  - d) A pupil is repeating an examination for the second time, or
  - e) Unqualified (i.e. fee-paying) pupils are concerned;
4. To levy no charge in respect of books, materials equipment, instruments or incidental transport provided in connection with the Common Curriculum, statutory religious education or in preparation for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase the product; (in the case of books, however, a refundable deposit will be requested and may be reclaimed upon return of all such books in a good condition). This sum only covers a small fraction of all the books' value. The full replacement value may be required as a fine if the deposit is not made; (see note 6)
5. To request non-mandatory contributions from parents for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding, whilst ensuring that no pupil is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution;
6. To seek payment from parents for damage to or loss of school property, including books, caused wilfully or negligently by their children;
7. To leave to the Headmaster's decision, the proportion of costs of an activity which should be charged to parents or the school funds;
8. To delegate to the Chairman and the Headmaster the determination of any individual case arising from the implementation of this policy.

# ANNUAL FEES 2009/10

With effect from 1st September 2009 and until further notice, the following fees will be applicable:

## 1. GRAMMAR SCHOOL

- (A) Capital Fee £70  
 (B) Consolidated Fund £65  
 (For travel subvention of minibus and Ulsterbus coaches to sporting, cultural, internal and educational activities for all pupils.)

## 2. BOARDING DEPARTMENT

- Deposit for boarding accommodation - Overseas £350 Local £30  
 (A) Tuition Fee (Non E.C. Passport Holders only)\* £5,150  
 (B) Boarding Fee £6,250  
 \*Note: B.N.O. (British National Overseas) Passports do NOT qualify for exemption from Tuition Fees.

## 3. TOTALS: SUMMARY

- (i) Grammar School Boarder £11,535 per annum  
 (iv) Qualified Grammar School Day Pupil £ 135 per annum

*N.B. Fees which are unpaid by the end of the term in which they are due may lead to the pupil's place being withdrawn.*

## NOTES

### 1. TUITION

- (i) The Tuition Fee in the Grammar School is granted by Local Education Authorities or Education & Library Boards for pupils who are recognised by them as non-fee payers.  
 (ii) Non-fee paying pupils are charged a Text Book Deposit of £75 which is refunded at the end of Form Five, providing that all books are returned in good condition. A separate charge of £75 is levied to cover Sixth Form studies which will be refunded at the end of Upper Sixth, again providing that all books are returned in good condition.  
 (iii) Fee-paying pupils are charged for text books bought.  
 (iv) Additional music tuition may be given by arrangement.

### 2. BOARDING

- The Boarding Fee covers the following costs:  
 - Membership to all school Clubs and Societies  
 - Television entertainment  
 - Laundry charges  
 - Repairs to clothing  
 - Use of all School facilities (computers, table-tennis, Sports Hall etc.)

### 3. REDUCTIONS (Boarding Department)

- These are available upon application for children of:-  
 (a) Clergymen, missionaries or of recognised overseas Christian workers  
 (b) U.K. Servicemen or U.K. Security Forces or U.K. Prison Officers

### 4. FINANCIAL PLANNING

Methods of payment offsetting or spreading costs over the academic year are available upon request.

### 5. BOARDING FEES ARE PAYABLE ONE FULL TERM IN ADVANCE IN THE FIRST WEEK OF EACH TERM.

Fifty percent of the Christmas Term's fees is required by the end of the previous summer term. In the absence of this or if other fees remain outstanding without prior agreement of the Board of Governors, the Boarder's place may be forfeited and further notice in writing may not be given by the School.

### 6. ANY PUPIL WHO IS WITHDRAWN FROM THE SCHOOL AT LESS THAN ONE FULL TERM'S NOTICE IN WRITING WILL BE LIABLE TO PAYMENT OF THE FULL FEES FOR THE FOLLOWING TERM, AS WELL AS FOR THE CURRENT TERM IN WHICH THEY ARE WITHDRAWN. THIS APPLIES BETWEEN SCHOOL YEARS AS WELL AS WITHIN ONE SCHOOL YEAR.

The contractual understanding forms part of the written agreement between both parents and the School which was signed prior to admission.

## CORRESPONDENCE AND PAYMENT OF FEES SHOULD BE ADDRESSED TO:

The Bursar (Fees Account), Royal School Dungannon, 1 Northland Row, DUNGANNON, N. Ireland. BT71 6AS

PLEASE **DO NOT** PAY FEES THROUGH THE LOCAL BANK  
 ALL FEES SHOULD BE POSTED TO THE BURSAR'S OFFICE OR HAND DELIVERED TO RECEPTION

## LUNCH ARRANGEMENTS

The provision of school meals at the Royal School is by way of a cafeteria system which offers pupils a wide selection of individually priced items as well as a traditional school dinner including dessert for £2.65. The menu takes full account of the latest Nutritional Standards for School Lunches.

The School has invested in the latest biometric technology which allows each pupil to pay for their meals at the tills by means of biometric fingerprint recognition. Pupils are accredited with a monetary value on their individual biometric account by depositing notes or coins at one of the three "revaluator" terminals within the School.

Pupils who are eligible for subsidised meals can arrange through the Bursar's Office for their account to be credited with a daily balance equivalent to that recommended by the SELB. Those pupils who prefer to bring their own lunch to School may eat their meals in the Assembly Hall.

## CURRICULUM APPEALS

Parents who wish to bring a query or complaint regarding the curriculum provided for their child should address it, in the first place, to the Headmaster. If the problem cannot be answered satisfactorily they will have the right to forward any grievance to the Board of Governors, in writing. The matter will be considered by a sub-committee of the Board of Governors who will take evidence from the Headmaster and will give full consideration to the parents' complaint in relation to, and in the context of, existing statutory requirements. The Governors will undertake to bring a reply to parents so complaining, inside ten working days. A reply will be in writing containing the decision of the Governors. Parents may, if they wish, pursue an appeal to the relevant personnel of the Southern Education and Library Board at its headquarters in Armagh.

School policies on *Anti-bullying and Child Protection* are available for inspection upon request from the Reception Office or can be accessed via the school website:- [www.royaldungannon.com](http://www.royaldungannon.com)

Parents who wish to raise concerns regarding their child's safety are requested to make an appointment with the Headmaster or designated Child Protection Teacher.

Parents are welcome to discuss the educational progress of their child and may do so at any time by appointment. The School also organises a number of evenings at which parents with pupils in each year group may discuss the progress of their child with their individual subject teachers. A further evening is set aside for parents to meet with their child's form teacher should they wish to discuss matters of a more general nature.

Any documentation which is designed for public inspection is available upon request from the Reception Office.

## PUBLIC EXAMINATIONS (Examination Results for Summer 2009)

### RSD KEY STAGE 3 SUMMARY REPORT 2009

		W*	Level								N**	Exempt	Absent
			1	2	3	4	5	6	7	8			
<b>Mathematics</b>	Teacher Assessed Level %							3.2	22.6	74.2			
<b>English</b>	Teacher Assessed Level %				4.3	4.3	29.0	40.9	21.5				

\* W indicates the percentage of pupils working towards Level 1.

\*\* N indicates the percentage of pupils who on the occasion of the test did not show attainment at one of the levels available.

Note - This report is based on CCEA figures which are rounded to the nearest decimal place and therefore may not add to give exactly 100.

## GCSE STATISTICS 2009 FORM V

SUBJECT	TOTAL	A*	A	B	C	D	E	F	G	U	% A - C
ADD MATHS	51	13	15	8	8	6	1	0	0	0	86.27
ART & DESIGN	26	5	7	10	4	0	0	0	0	0	100.00
BIOLOGY	38	9	15	9	4	1	0	0	0	0	97.37
BUSINESS STUDIES	26	0	5	8	7	4	2	0	0	0	76.92
CHEMISTRY	38	7	17	6	6	2	0	0	0	0	94.74
CHINESE	10	10	0	0	0	0	0	0	0	0	100.00
ENGLISH	100	5	30	35	24	6	0	0	0	0	94.00
ENGLISH LIT	54	7	29	14	3	1	0	0	0	0	98.15
FRENCH	97	20	14	26	14	19	4	0	0	0	76.29
GEOGRAPHY	48	4	12	15	12	5	0	0	0	0	89.58
GERMAN	7	3	3	0	1	0	0	0	0	0	100.00
HISTORY	27	7	6	12	2	0	0	0	0	0	100.00
HOME ECONOMICS	34	11	9	7	7	0	0	0	0	0	100.00
ICT	36	7	21	5	2	1	0	0	0	0	97.22
MATHS	100	20	40	24	16	0	0	0	0	0	100.00
MUSIC	20	3	3	10	4	0	0	0	0	0	100.00
PHYSICS	38	11	12	4	11	0	0	0	0	0	100.00
RELIGIOUS ED.	13	1	5	2	2	2	1	0	0	0	76.92
SCIENCE (Double Awd)	124	0	24	48	44	6	2	0	0	0	93.55
TECHNOLOGY	24	3	5	10	6	0	0	0	0	0	100.00
<b>2009 TOTALS</b>	<b>911</b>	<b>146</b>	<b>272</b>	<b>253</b>	<b>177</b>	<b>53</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	
%		16.03	29.86	27.77	19.43	5.82	1.10	0.00	0.00	0.00	
cum%		16.03	45.88	73.66	93.08	98.90	100.00	100.00	100.00	100.00	
<b>MATHS (IV)</b>	<b>56</b>	<b>29</b>	<b>26</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100.00</b>
<b>MVRUS (LVI)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100.00</b>

FIGURES EXCLUDE RESULTS FOR PUPILS REPEATING FORM V  
FORM V PUPILS

No. of pupils in Form V - 100

No. of these with a statement of special educational needs - 2

## GCSE RESULTS OVERALL

% entered for 7 or more subjects.	% entered for 5 or more subjects	% achieving Grades A* - C in 7 or more GCSEs	% achieving Grades A* - C in 5 or more GCSEs	% achieving no GCSE qualifications
100	100	90	99	0

## A LEVEL STATISTICS 2009

SUBJECT	TOTAL	A	B	C	D	E	U	% A - C	% A - E	%Fail
ART & DESIGN	8	4	2	2	0	0	0	100.0	100.0	0.0
BIOLOGY	38	15	8	11	3	1	0	89.5	100.0	0.0
CHEMISTRY	19	8	7	1	2	1	0	84.2	100.0	0.0
CHINESE	7	3	4	0	0	0	0	100.0	100.0	0.0
DESIGN & TECH.	9	4	2	1	2	0	0	77.8	100.0	0.0
ECONOMICS	9	1	5	1	1	1	0	77.8	100.0	0.0
ENGLISH LIT	23	12	3	6	2	0	0	91.3	100.0	0.0
FRENCH	6	4	1	1	0	0	0	100.0	100.0	0.0
GEOGRAPHY	19	7	7	4	0	1	0	94.7	100.0	0.0
GERMAN	2	2	0	0	0	0	0	100.0	100.0	0.0
HISTORY	24	9	10	5	0	0	0	100.0	100.0	0.0
HOME ECONOMICS	16	8	5	2	1	0	0	93.8	100.0	0.0
I.C.T.	13	6	4	2	1	0	0	92.3	100.0	0.0
MATHS	32	23	8	1	0	0	0	100.0	100.0	0.0
MUSIC	2	2	0	0	0	0	0	100.0	100.0	0.0
P.E.	7	0	1	1	1	2	2	28.6	71.4	28.6
PHYSICS	16	8	4	2	1	1	0	87.5	100.0	0.0
POLITICS	8	0	4	2	2	0	0	75.0	100.0	0.0
RELIGIOUS ED	7	0	4	3	0	0	0	100.0	100.0	0.0
<b>2009 TOTALS</b>	<b>265</b>	<b>116</b>	<b>79</b>	<b>45</b>	<b>16</b>	<b>7</b>	<b>2</b>			
%		43.8	29.8	17.0	6.0	2.6	0.8			
cum%		43.8	73.6	90.6	96.6	99.2	100.0			

FORMS LVI & UVI PUPILS

No. of pupils in Form LVI & UVI - 163

No. of these with a statement of special educational needs - 0

## RESULTS OVERALL

### AS LEVELS

No. of pupils in Final Year of AS level Course	% of these pupils achieving 1 or more at Grades A- E
79	100

### A LEVELS

No. of pupils in Final Year of A level course	% of these pupils achieving 3 or more passes at Grades A - C	% of these pupils achieving 2 or more passes at Grades A - E
84	77.4	100

### SCHOOL LEAVERS' DESTINATIONS 2008/2009

No. of leavers 2008/2009	Destinations - % of leavers to:-				
	Higher Education	Further Education	Another school	Employment	Other/ Unknown
109	69.4% (87% of UVI leavers)	17.6%	3.7%	3.7%	5.6

(FROM FORMS V - UVI)

(Note: Due to rounding % figures may not add to exactly 100%)