RSD ROYAL SCHOOL DUNGANNON

PROSPECTUS

www.royaldungannon.com

FROM THE

Headmaster

"Pupils are encouraged to be the best versions of themselves, to seek 'Excellence with Integrity.."

Welcome to the Royal School Dungannon (RSD). This prospectus offers a first glimpse of RSD and I hope that it encourages you to want to find out more and visit the school. You will be very welcome.

If you choose RSD for your son or daughter, you will be choosing a school steeped in over four hundred years of tradition but also one committed to looking forward and embracing new opportunities for progress. Academic excellence is at the centre of what RSD is about and over 90% of RSD Sixth Formers go to university, including leading universities across the UK & Ireland and overseas. We value intellectual development in the broadest sense and pupils are encouraged not only to learn about their subjects and be successful in public examinations but also to find out about the world around them and about themselves.

RSD pupils are well-supported by their subject teachers, pastoral staff and specialist support staff. There is a commitment to seeing each pupil as an individual and we are passionate about helping every girl and boy to enjoy school and to reach their potential. The range of extra-curricular activities and the House system provide opportunities for pupils to contribute to a team, to take on responsibility and to lead. We are also fortunate to have such a wonderful environment in which to learn, work and live: and it is a real testimony to the hard work of our non-teaching staff and the pride pupils feel about their school.

RSD has its own sense of community and parental support for the school and former pupils' affinity with the school is a cornerstone of that community. The school has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils, from whatever background, are warmly welcomed. RSD pupils also play a role within the broader Dungannon community and there is a commitment to public service and helping others.

Our school motto, *Perseverando*, translates from the Latin as "by persevering" or more simply, "never give up". It reminds us all that if we want success then we have to work hard and not be afraid of facing up to failures along the way to success. RSD is not a school where being right first time or all of the time is what matters but a school where working hard to improve is prized greatly. Pupils are encouraged to be the best versions of themselves, to seek "Excellence with Integrity".

I believe that the values of a Royal School education will stay with our pupils for the rest of their lives. I hope that the young girls and boys who first enter RSD go on to feel fulfilled personally and leave us as young adults ready for the next stage in life. Most of all I want them to believe that RSD is their school and that they have a unique part to play in its great story.

Dr. D Burnett

HISTORY OF the School

The Royal Charter to establish a free school for boys in County Tyrone was laid down by King James I in 1608. In 1614 the Royal School Dungannon came into being at the village of Mountjoy near Lough Neagh. Sometime later in the 1600s, possibly 1636, the school relocated to Dungannon, finally coming to rest at its present site in 1789 with the erection of the building we now know as the 'Old Grey Mother' by the Archbishop of Armagh, Richard Robinson, and the then Headmaster, Rev Dr William Murray.

The 1789 building acquired the nickname of the Old Grey Mother after the red sandstone with which it was built was rendered with cement sometime in the 19th Century. New windows and doors were required but the Board of Governors had insufficient funds for sandstone blocks and instead used handmade brick. To preserve a unified appearance, the building was covered with cement. For the generations of boys who lived and learned under its roof that old grey building must have been an object of great affection.

Throughout the 19th and 20th centuries the school grew and new facilities, such as the ball alley, cloisters and assembly hall, were added. Amalgamation with Dungannon High School for Girls in 1986 and the subsequent refurbishment and new build of 1999-2003 gave us the school we know today. Classrooms are large and well resourced. There are specialist teaching facilities in the Sciences, Design & Technology, Art, Music and Food Technology as well as extensive computer provision, and sporting facilities such as a modern sports hall and multi-gym and a floodlit astro-turf pitch to complement rugby and hockey pitches and tennis courts. RSD's facilities make it a school for the 21st century.

I FEEL
welcomed

We work hard to ensure that entering RSD as a new Year 8 pupil is both an exciting and reassuring experience. RSD staff use information from feeder primary schools to organise new Year 8 form classes and new pupils enjoy two induction days in the school, one in June and one in August before term starts. These are opportunities for pupils to meet new classmates and some of their teachers, including their Form Tutors and Head of Year. The aim is to help new pupils become familiar with the routines and procedures which govern school life.

The Form Tutor works with Year 8 pupils each week in their form period lesson, examining issues such as getting to know other pupils, managing the homework diary and healthy eating. Prefects join the form class each week to help Year 8 pupils settle into school life and to resolve any initial problems, and Sixth Form 'buddies' work with individual Year 8 pupils day-to-day as required. Difficult issues such as bullying are tackled openly at the beginning of Year 8 and explored in-depth during 'Anti-Bullying Week'. Although incidents of bullying are rare in RSD this provides a firm understanding for everyone as to how such an issue would be dealt with and resolved.

During the autumn term, we hold a welcome event for Year 8 parents where teachers and parents can mingle and hear how pupils have been settling in at RSD. By the time the first term is ending Year 8 pupils tend to feel settled and confident in their understanding of the school's expectations, ethos and routine

I FEEL
cared for

The pastoral structure is led by the Senior Teacher Pastoral, supported by an Assistant Head of Pastoral and seven Heads of Year. Each Head of Year leads a team of four Form Tutors (including the Head of Year). As far as is possible within the staffing of the school, the four Form Tutors, and particularly the Head of Year, will remain with the group throughout their school career.

The responsibility for the personal, social and academic development of the pupils in each year group rests with the Head of Year and Form Tutors. Form Tutors register pupils each morning and help to resolve day-to-day pastoral matters; while the Head of Year focuses upon issues such as behaviour, discipline, attendance, punctuality, welfare and rewards. Collectively, there is a commitment to helping pupils resolve issues quickly and ensure that each pupil is able to enjoy school and be successful.

There are also three Heads of Key Stage who monitor pupils' academic progress. Although the Heads of Key Stage are not directly involved in day-to-day pastoral work, they provide on-going information regarding pupils' academic progress which is useful for the pastoral team when considering the needs of pupils. The interaction of the Heads of Key Stage and the Heads of Year is an important aspect of the pastoral and curriculum system.

Form Tutor groups meet each morning for registration, with Form Tutor and Year assemblies taking place weekly and fortnightly respectively, plus Key Stage assemblies on 3-4 occasions each term. It is the role of the Head of Year and Form Tutors to raise awareness of the ethos of the school and its rules and to encourage participation in extra-curricular activities. School attendance and lateness are also monitored.

Pupil input to school life is greatly encouraged. The Form Tutor groups elect representatives to the School Council, which meets to look at issues relevant to pupils in each Key Stage. The form representatives from each year group also select one of their number to attend the Pupil Leadership Team, alongside the senior prefects, to work with the Headmaster, senior staff and governors on various aspects of the school improvement agenda. Sixth Form pupils run the Safer School Team and work closely with the pastoral staff to present guidance and information to parents and pupils on issues such as digital safety and mental health awareness, and they run the Safe Space drop-in club during lunchtime.

In the event of individual pastoral issues arising, parents initially contact the Form Tutor who will involve the Head of Year or Senior Teacher Pastoral where necessary. We keep parents updated via the RSD Parent app and close contact between parents and school is welcomed.

The school also offers ongoing weekly support for pupils through REACH Mentoring and a specialist counselling service, provided through the Department of Education and operated via Ascert Counselling. These are excellent additional services which supplement the pastoral system and support pupils who are facing a significant difficulty in or out of school.

The RSD Pastoral Team's great work has been acknowledged in recent years with the award of the Department of Education's Derrytrasna Pastoral Care Award and the NAPCE's Raising Awareness in Pastoral Care Award.

I FEEL supported

RSD prides itself on having an inclusive atmosphere where each individual pupil is supported in their learning. The aim is always to remove or minimise barriers and ensure that each pupil has the opportunity to enjoy school and to realise his or her potential. Some pupils require additional support and we are able to help in a variety of ways.

We seek to ensure that the needs of all pupils with Special Educational Needs and/or a disability will be addressed and provision made available to them throughout their school career. The school's Learning Support Coordinator and Assistant Learning Support Coordinator work together to provide pupils with Individual Education Plans and, with the team of classroom assistants, support pupils who have a disability or specific learning need. There is careful integration with day-to-day teaching and extra-curricular life to ensure that all pupils can access the curriculum and enjoy school in full. RSD teachers spend time getting to know pupils and their specific needs and there is an emphasis upon working with parents and relevant agencies and also involving each pupil in assessing their own needs and setting personal targets.

For pupils whose first language is not English there is support from TEFL teachers (Teaching English as a Foreign Language) through after-school classes and, with the help of tutors and teachers, in some timetabled lessons. There is a strong focus upon helping new pupils improve both their conversational English, to help them settle and make friends, and also their written English to help with their studies.

Some pupils in Years 8-10 require literacy support to help them develop their language skills, both oral and written. Individual pupil needs are identified through teacher assessment and cohort testing and pupils are provided with one-to-one or small group support for a time by the Literacy Support teacher. Similar levels of support are also available for GCSE pupils needing help with study skills.

RSD also offers homework support, with the Library available after school (ideal for those waiting for a later bus) and the Homework Club supporting individual pupils for a short period as they establish effective homework study regimes.

Staff and pupils take great pride in ensuring that everyone in the RSD community is valued and included.

I FEEL responsible

A key aim is to help pupils develop their self-confidence and reach their academic potential in an atmosphere of mutual respect.

Relationships between staff and pupils are excellent and all teachers provide guidance and encourage high standards of behaviour. A positive behaviour policy is promoted with the aim of encouraging pupils' self-discipline. Pupils are expected to take ownership and responsibility for their behaviour so that trust and respect may develop between all members of the school community.

The school has traditionally believed that the best discipline is that which comes from within the individual. Many of our activities and practices are designed to underline and inculcate this belief. When pupils do find themselves involved in an incident they are asked for their views and these are always taken into account.

RSD operates a school detention system, with a Friday afternoon detention for minor infringements and Saturday morning detention for more serious ones. The emphasis is always upon guiding pupils and correcting behaviour so that pupils can learn from a mistake and move on quickly.

I FEEL A sense of belonging

The House System complements the pastoral work of the Heads of Year and Form Tutors and contributes to the pupils' sense of belonging to the school community. There are four school Houses led by House Teachers and pupil officials drawn from the Sixth Form..

BERESFORD/CHARLEMONT **MOUNTJOY/RANFURLY**

BULLINGBROKE/TYRONE **NICHOLSON/DUNGANNON**

The aims of the House system are:

- To increase the sense of identity and belonging in what is for virtually all pupils a much larger school than their primary schools.
- To provide a vertical age-grouping smaller than the whole school, where pupils in Years 8-14 can mix and where older pupils lead activities and act as role models for the younger pupils, including their role as 'buddies' for Year 8 pupils.
- To promote pupil participation in inter-House competitions and a healthy, friendly rivalry when competing for the various House trophies.
- To encourage high standards of work, play and behaviour.

The House competition features traditional events such as Sports Day athletics, rugby, hockey, tennis and swimming and also newer events such as music, baking, photography and debating competitions. Lots of RSD pupils are involved each year, enjoying the fun and friendship of the House competition and, for some, having their first experience of something new which they then maintain an interest in for many years.

I FEEL proud

RSD's colours are 'chocolate and magenta' and this is reflected in pupils' uniform and sports kit. Pupils are expected to wear their uniform with pride and to understand that they represent the school and are promoting its identity. RSD offers a range of uniform and PE options, including both branded items and unbranded High St alternatives. The school operates a Family Fund, which can be used to assist families facing financial hardship, and the Parents, Friends & Teachers' Association (PFTA) runs a uniform and PE kit pop-up shop where all items are free to RSD families, although many choose to make a donation to the Family Fund to show their appreciation.

BOYS' UNIFORM

- Hair tidily cut and in a reasonable style (older boys clean shaven)
- School regulation blazer
- Plain white shirt and school tie properly secured at the collar
- School regulation jumper optional
- School regulation trousers
- Plain dark socks
- Plain black shoes

BOYS' RUGBY KIT

- School regulation rugby shirt
- School regulation rugby shorts
- School regulation rugby socks
- School hoodie or tracksuit or plain navy tracksuit optional
- Rugby/football boots
- Gum shield

BOYS' PE KIT

- School regulation white t-shirt (or plain white alternative)
- School regulation white shorts (or plain white alternative)
- Plain white socks
- Trainers with plain, non-marking soles

SENIOR GIRLS' UNIFORM

- Hair tidily cut and in a reasonable style
- School regulation blazer
- Plain white shirt and school tie properly secured at the collar
- School regulation jumper optional
- School regulation skirt
- Mid-brown or mid-grey tights
- Plain black shoes

JUNIOR GIRLS' UNIFORM

- Hair tidily cut and in a reasonable style
- School regulation blazer
- Plain white shirt and school tie properly secured at the collar
- School regulation jumper optional
- School regulation skirt
- Mid-brown or mid-grey tights
- Plain black shoes

GIRLS' PE/HOCKEY KIT

- Hair tied back
- School regulation polo shirt (or plain white alternative)
- School regulation skort
- School regulation socks
- Trainers with plain, non-marking soles
- School hoodie or tracksuit or plain navy tracksuit optional
- School leggings or plain navy sports leggings optional
- Hockey stick
- Shin pads
- Gum shield

I AM learning

The focus at RSD is on learning. We value knowledge and help all pupils to have a sound understanding of the subjects they study. From this starting point pupils develop the skills and habits necessary to be successful in their studies and examinations and in their life beyond RSD.

Strong teacher and pupil relationships are a feature at RSD. The teachers are all subject specialists and there is an emphasis on making subjects come alive and sparking pupils' curiosity. We want to tap into pupils' natural interests in particular areas and help them to develop a real interest in their favourite subjects.

Learning extends therefore to outside the classroom. There are a large number of trips for all year groups and across a broad range of subjects. Many of these are local but there are also a number each year to the UK/Ireland and to Europe. In addition, pupils enjoy visits to RSD by guest speakers and organisations, attend conferences and enter competitions. Digital technologies, accessed through the school's computer suites, iPad provision and online platforms such as Google Classroom, GCSEPod and Carousel, provide further opportunities for pupils to explore and learn.

The curriculum at RSD is challenging and deliberately so. Pupils are taught that achievement comes through effort and hard work. There are no shortcuts and along the way there are bound to be setbacks. Success comes to those who develop a sense of resilience, those who can bounce back. Pupils are also taught effective study strategies and how to optimise their learning time, both in the classroom and when working at home on their own. Teachers provide feedback for pupils and indicate how they can improve. There is a sense of teachers and pupils working together, sharing responsibility for the learning which takes place.

THERE IS A SENSE OF **teachers and pupils working together, sharing responsibility for the learning which takes place.**

I AM discovering

The school's curriculum is a blend of traditional subjects from the Sciences, Arts, Humanities and Languages alongside more practical and contemporary subjects. Pupils have a wide range of subjects to choose from when they reach GCSE and A Level years, including subjects offered in collaboration with other schools and colleges. Regular assessments take place in all subjects and reports are sent home to inform parents about pupils' progress and effort. Each year group has an online parent interview day, where pupils and parents have a chance to discuss progress with subject teachers.

KEY STAGE 3

Art & Design
English
Food Technology
French
Geography
History
ICT
LLW
Mathematics
Music
PE & Games
Religious Education
Science
Spanish (Y9 & Y10)
Technology & Design

In Y10 pupils study Biology, Chemistry and Physics as separate subjects

KEY STAGE 4 & 5

Art & Design
Biology
Business Studies
Chemistry
Computer Science
Construction**
Digital Technology
Double Award Science*
Drama & Theatre Studies**
Economics**
English*
English Literature
Engineering**
Food & Nutrition
French
Further Mathematics
Geography
Government & Politics**
Health & Social Care
History
Life & Health Science**
Mathematics
Media Studies**
Music
Performing Arts
Personal Success & Wellbeing*
Physical Education
Physics
Psychology**
Religious Education
Spanish
Technology & Design

**KS4 only **KS5 only*

Some subjects at A Level (and occasionally at GCSE) are offered as part of RSD's collaboration arrangements with other local schools and colleges. Likewise, pupils from schools and colleges attend classes in RSD in subjects such as Spanish and Economics.

I AM progressing

The Heads of Key Stage monitor the academic progress of pupils in their Key Stages.

- Key Stage 3 for Years 8, 9 and 10
- Key Stage 4 for Years 11 and 12 (GCSE)
- Key Stage 5 or the Sixth Form for Years 13 and 14 (AS and A Level)

In Year 8, pupils are introduced to the ideas and methods which help most to establish good study habits and effective approaches to learning. The same material is shared with Year 8 parents and reinforced by teachers in class. In Years 11 and 12, and again in Sixth Form, we develop this further by providing pupils with support sessions on study techniques and effective learning, drawing upon well-grounded education research. RSD teachers utilise many of these approaches in class and when helping pupils with coursework and revision for assessments and examinations.

A key focus for Heads of Key Stage is helping pupils and parents to understand how well a pupil is learning and progressing in each subject. Report Cards summarise a pupil's performance at various points in the year in traditional format, showing information about attainment to that point, possible areas for improvement and class or year group averages. In addition, pupils receive a Dashboard report page which summarises in graphical form a pupil's baseline starting position in each subject and his/her continuous progress. In conjunction with their subject teachers, pupils are expected to identify which aspects of their work they need to improve and to plan strategies for making those improvements. At GCSE and AS/A Level aspirational target grades are set for pupils to work towards.

When a pupil is finding work in a subject or subjects particularly challenging then suggested steps for improvement are given and, in some cases, a more structured intervention programme will be initiated by the Head of Key Stage. The aim is always to help the pupil take charge of his/her learning. At Key Stage 3 there is a literacy support programme and at Key Stage 4 a study skills programme for pupils who need additional help.

The impact of such programmes can be huge for individual pupils and it has been great to see RSD pupils take advantage of this support in recent years. This kind of support has helped boys in particular to improve their GCSE results, to the point where there is little or no difference between boys and girls in terms of outcomes, with both enjoying the same high levels of success. This is in sharp contrast to the trend nationally.

I AM achieving

Results in GCSEs and A Levels at RSD are consistently very strong. Pupils sit GCSE modules in a wide range of subjects at the end of Year 11, spreading their assessment across the two-year course. In Year 12, pupils complete their courses through a mix of controlled assessments, practicals and examinations. At A Level, pupils generally sit the AS part of their A Level examinations at the end of Year 13 and the A2 part at the end of Year 14. Re-sits of the AS examinations are possible at the end of Year 14. Pupils' achievements at all Key Stages are celebrated in Assembly and at Prize Giving each year.

At **GCSE**, RSD pupils fulfil their academic potential. Performance is consistently above the average figures for UK and Northern Ireland schools.

One way to think about the typical GCSE outcome for RSD pupils is to look at the trends over time. This shows that:

- 3 out of 4 grades are A*-B from year to year
- The average GCSE profile for an RSD pupil could be thought of as 9 A grades
- Around 95% of RSD pupils return at least 7 A*-C grades
- Around 98% of RSD pupils return at least 5 A*-C grades

At **A Level**, results have also been impressive and here too performance is consistently above the average figures for UK and Northern Ireland schools.

The typical outcome shows 3 out of 4 A Level grades at A*-B and 9 out of 10 grades at A*-C each year.

The **average** A Level profile for an RSD pupil is consistently around AAB grades from year to year.

For many years, the rate of progress made by RSD pupils from GCSE to A Level – known as value-added data – shows RSD to be in the top 10% of UK schools.

95% of RSD pupils in Year 14 go on to university, including Oxbridge and the Russell Group of universities.

SIXTH form

The Sixth Form at RSD is probably where the sense of a community is most obvious as the relationship between pupils and staff blossoms into a sense of working together for a common purpose. Young men and women in the Sixth Form are expected to accept responsibility and to learn to play the role of organiser and leader. The teams of Prefects and House officials play a vital role in organising and administering a host of school events but their maturity and loyalty is simply indicative of a much broader attitude within the Sixth Form.

Life in the Sixth Form is in some ways similar to being a pupil lower down the school but there are also key differences. One of the biggest changes is that in studying four AS Levels in Year 13 and (usually) three A Levels in Year 14, pupils find themselves with 'free' periods. Making use of that time is crucial and Sixth Formers are expected to work independently and to show initiative in prioritising what to study and the resources to use. The Library, the Murray Study, the Sixth Form Centre Study Area and school ICT facilities are all available to help; and Sixth Formers may 'bring your own device' and connect to RSD Wi-Fi.

Pupils can also elect to spend some of their 'free' periods in the Sixth Form Centre and relax with a cup of tea or coffee as they plan the next big school event, such as the Formal, or organise teams, clubs and House activities.

The Curriculum in the Sixth Form is primarily academic as the vast majority of RSD pupils gain entry to university, including Oxford and Cambridge and the high performing Russell Group universities such as Queen's University Belfast. A number of pupils also enter the newer universities, including Ulster University, to take courses which are often contemporary in focus and attractive to employers.

A broader 'enrichment' curriculum allows pupils to stay healthy, through team and individual sports during Games, to help with charities, to participate in the Young Enterprise scheme and to do voluntary work in the community. Add to this the regular visits to academic conferences, fieldwork trips and trips overseas, such as to Berlin, Rome, Paris, Madrid and London, and it is easy to see why so many RSD Sixth Formers develop such a strong affinity with the school.

PREPARING
for my future

The importance of effective careers education within schools has never been greater. The 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.

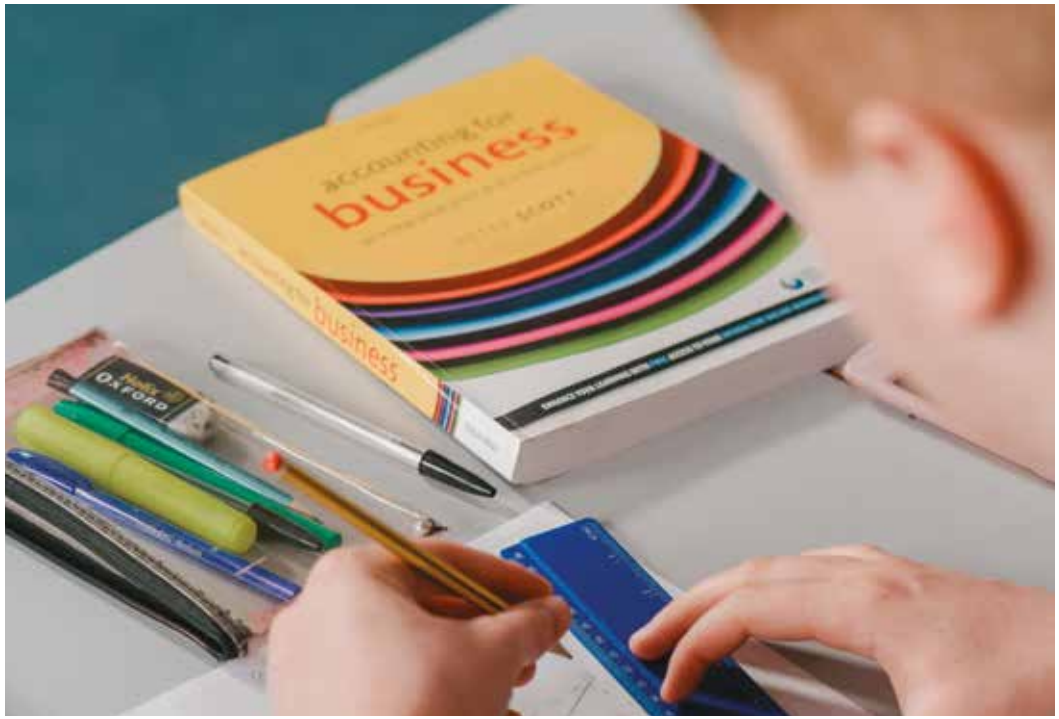
The school provides a well-equipped Careers Library where pupils have access to a wide range of online and printed reference material. In Years 8, 9 and 10 all pupils are introduced to Careers through the Employability module within Learning for Life & Work classes.

This is developed further in Years 11-12 and all pupils have an individual interview with the Careers Adviser from Careers Service NI. In Years 12-14 pupils spend time on their personal career plans and study topics such as CVs, application forms, interviews and student finance. In addition, pupils in Sixth Form can spend individual research time in the Careers Library. With the help of employers, we run an Interview Skills Day for Year 14 pupils and, although initially daunting, pupils have really enjoyed and benefited from this experience.

Sixth Form pupils have the opportunity to attend the UCAS Higher Education Convention at which they can meet representatives of most of the UK's universities and colleges. Staff from the local universities and colleges also visit the school and deliver talks to Year 13 pupils whilst Year 14 pupils have the chance to attend university open days. Sixth Formers have the opportunity to participate in work shadowing and to attend open days in a number of professions, including those hosted by hospitals and clinics.

Each pupil receives individual guidance from his/her Careers teacher when completing the UCAS application process and personal statement.

Two Year 14 pupil have the opportunity to apply for a scholarship to the Dilworth School in Auckland, New Zealand, where they spend their GAP year working as tutors.



PARTICIPATING

Sport is a major factor in life at RSD. We offer a wide range of sports to all pupils and encourage everyone to participate and to enjoy sport. There is a sense of 'sport for all' and a belief that sport provides all of us with a chance to stay fit and healthy. Just as in the classroom, sport provides pupils with a chance to seek the best from themselves and an opportunity to learn something about themselves.

The school's major winter sports are rugby for boys and hockey for girls and a number of teams are fielded for Saturday games at various age groups each week, including A and B teams for juniors when possible. Athletics is the focus in the summer for both girls and boys. Many of our teams compete in leagues and cup competitions. Training and dedication are emphasised in RSD sports teams. Raw talent is nurtured by coaches but hard work and commitment are always the platform for success.

RSD's rugby and hockey coaches are supported by our Rugby Development Coach and Hockey Development Coach, plus other specialist coaches, including fitness and physio, from outside the school. Our focus is on developing player skills and athletic ability, improving performance levels and player participation numbers, and supporting individual players with elite performance potential.

Perhaps the highlight of any rugby or hockey season is a tour. In recent years RSD rugby and hockey clubs have travelled to Spain, Italy and Portugal. The most memorable and eagerly anticipated tours are further afield, to South Africa or "down under" to Australia and New Zealand, with a stopover at the Dilworth School cementing the special bond which exists between our two schools.

In addition to rugby, hockey and athletics, we offer football (boys and girls), cross country, table tennis, swimming, badminton, netball, golf, tennis, volleyball and showjumping. Many of our teams are entered for competitions and, just as in rugby and hockey, the most skilled and dedicated performers are often selected for representative honours at regional, Ulster and even Ireland level. From time to time, we have enjoyed seeing RSD pupils progress to full international level in sports such as rugby, rowing, shooting, football, swimming and table tennis, with appearances at the Olympics, Paralympics, World Cup, European and World Championships and Commonwealth Games.

Sport at RSD brings a huge amount of enjoyment to school life and pupils are encouraged to participate and have fun working as a team, to show sportsmanship in even the most competitive circumstances and to take on leadership roles when the opportunity arises.

RUGBY	HOCKEY
U-12 teams for Year 8 boys	U-12 teams for Year 8 girls
U-13 teams for Year 9 boys	U-13 teams for Year 9 girls
U-14 teams for Year 10 boys	U-14 teams for Year 10 girls
Medallion for Year 11 boys	1st, 2nd and 3rd XI teams for Year 11-14 girls
1st & 2nd XV for Year 12-14 boys	

19

dunbia

BEING creative

At RSD we want pupils to have an experience of school which is memorable for all the right reasons. There is a huge commitment to extra-curricular and enrichment activities from the teaching staff and pupils alike and it is generally considered to be one of the most important ingredients in creating the 'RSD spirit'. Whether it is events and activities organised by our many clubs and societies or trips abroad organised by Departments, the school is always buzzing with activity and opportunity.

Large numbers of RSD pupils are regularly involved in music, with some learning an instrument for the first time while others are heading towards final examinations and certificates. The Junior Choir, Chamber Choir and Senior Choir perform at the major school events and in the community, delighting audiences with complex harmonies and a wide range of musical genres, as well as competing in festivals and regional competitions. The RSD Symphonic Band, alongside various ensembles and solo performers, provide the backbone of the Christmas and Spring Concerts. Whether it is for pleasure or for academic study and a possible career, music plays a central role in pupils' lives at RSD.

Drama is another favourite and the cast and crew of the School Play or Musical each year will often number around 100 pupils, with costumes, make-up, sound, lighting and set design every bit as involving as the acting or singing and dancing. Serious drama, comedy, the classics and favourite musicals, all have their turn on the RSD stage. Drama also features in the Junior School with the Christmas Concert allowing many of our stars of the future to take their bow.

Recent RSD productions include:

- South Pacific
- A Christmas Carol
- The Lion, the Witch and the Wardrobe
- Pride and Prejudice
- Fiddler on the Roof
- The Wind in the Willows
- Hello Dolly!
- The Adventures of Tom Sawyer
- Sister Act
- Alice in Wonderland & Through the Looking Glass
- Guys and Dolls
- Annie

LEADING the School

At RSD, there is a clear aim to allow pupils to take on leadership roles and influence school life. We want pupils to experience the responsibility of providing direction and delivering outcomes, of feeling that other pupils rely upon them for support and that they help lead the school.

The most obvious example of this is the team of Prefects who help with a range of day-to-day duties and organising and delivering many of the major events of the year. The House officials play a similar role within the House system and the School Council and Pupil Leadership Team enable pupils in every year group to contribute their ideas and influence many aspects of school life. In recent times, this has included contributions to policy development, such as the use of digital devices, as well as day-to-day issues such as improving resources and facilities.

There is a good range of extra-curricular activities in addition to sport, music and drama and RSD pupils throw themselves into school life. These include: the Debating Society; Junior Science Club; Chess Club; the Duke of Edinburgh's Award Scheme; the News Team; the Lego League Club; Young Enterprise; the ECO club; the Charities Committee; Barnardo's Committee; Safer School Team & Safe Space Club; and the Scripture Union (junior and senior branches).

In many cases these clubs and societies rely upon pupils to play the role of chair, secretary or general organiser. Clubs for juniors are often overseen and led by senior pupils while the ECO club and Young Enterprise are run almost entirely by pupils. The Safer School Team is comprised of Sixth Formers and they provide guidance for pupils and parents on issues such as e-safety, mental health and anti-bullying, with a programme of events throughout the year.

The Duke of Edinburgh's Award tests pupils as they learn to navigate their way across the mountains, with preparation and teamwork the keys to success. The Scripture Union provides a focus for pupils' spiritual lives and here too pupils take on much of the responsibility for organising events, including the school's Easter Service. The Charities Committee organise numerous events and fun activities throughout the year and in the process raise thousands of pounds for good causes.

At RSD pupil-led activity is the norm and learning outside the classroom is valued just as much as formal lessons.

GIVING
something back

Many of our activities also focus upon giving something back to the community. In some cases, the focus is upon the RSD community of pupils, parents and former pupils but in others it is about the wider Dungannon community and beyond.

The RSD Parents, Friends and Teachers' Association organises events throughout the year which bring the RSD community together, promote the school and raise funds for pupil activities. Pupil favourites include the annual Table Quiz and the end of year Fun Day (probably because they get to soak some teachers!). The PFTA's role is complemented by the work of the Former Pupils' Association which helps former pupils to stay in touch with school life and sustain old friendships, most notably at the Former Pupils' Dinner.

The Charities Committee nominates a number of local and national charities each year and school events, such as the Sponsored Walk, Christmas fun afternoon and non-uniform days, are used to raise funds to help these worthy causes. Working with the Fields of Life charity, RSD has been supporting the building of a new Royal School in Uganda, Bethel Royal High School, for children who would otherwise have no opportunity for education. The Barnardo's Committee also run fun events throughout the year, with the Christmas market a highlight, to support the charity's work with children and young people.

The Duke of Edinburgh's Award operates at silver and gold levels, training pupils to cope with expeditions to the Mournes or Donegal. Pupils also perform a public service as part of the award, to "make a difference in the lives of others". Likewise, the Saphara group of sixth formers raise money to support new education opportunities for young people in rural India.

The Shared Education Signature Programme is run in conjunction with St Patrick's Academy, with a range of activities organised jointly for RSD and St Patrick's Academy pupils. These have included art exhibitions of pupils' work and art workshops for pupils and parents; joint history trips and conferences, to Dublin, the First World War battlefields in France and Belgium, and to Berlin; joint sports days and work with primary schools; a collaborative literacy programme for younger pupils (led of course by senior pupil mentors); and a Shakespeare trip to London. The two schools have a common vision of building a shared future in Dungannon for all its inhabitants.

RSD Sixth Form pupils work in Sperrinview Special School for a number of weeks each year and there is a broader emphasis on community volunteering with large numbers of RSD pupils in Years 11-14 earning the Millennium Volunteers Award for contributing to community projects, ranging from 30-200 hours per year. Primary school pupils are welcomed into RSD for a range of activities throughout the year and to use RSD's specialist facilities, and RSD pupils enjoy taking on leadership roles on these occasions.

The school has strong links with local sporting clubs, especially Dungannon Rugby Club and Dungannon Ladies Hockey Club, with lots of pupils and staff involved with both school and club in some way, and the new floodlit Astroturf pitch providing the home venue for the Hockey Club. RSD also has strong links with local churches, charities and business organisations, and has been instrumental in bringing Reach Mentoring to the area. RSD is also part of the Dungannon and Cookstown Area Learning Community and we collaborate with other schools and colleges to ensure a wide curriculum offer and the best provision for all pupils in the area.

BOARDING at RSD

RSD is a caring school with a long tradition of looking after boarders. The school benefits from its location in a small-town setting with lots of interaction between the RSD school community and the broader Dungannon community. Local amenities, such as shops and supermarkets, and recreation facilities, such as the swimming pool and cinema, are within easy walking distance and there is a great family atmosphere. Many local families enjoy welcoming boarders into their homes for weekend or holiday exeats.

RSD Boarding offers the option of 7-day and 5-day boarding, catering for both local pupils and those from overseas. Applications are direct to the school and can be made using the form found on the school website. The current fees structure and information about Educational Guardians are also available there.

The boarding houses are located in the heart of the school and provide a friendly, home-from-home environment, with pupils accommodated in small dormitories for two to four persons. RSD Boarding has a very vibrant atmosphere, with a clear ethos of making all boarders feel at ease in a homely

environment. Accommodation has been updated in recent years with new kitchen, shower and toilet facilities, a complete refurbishment of boarders' rooms and furniture and the addition of a recreation room where boys and girls may mingle, enjoying traditional board games or Xbox and PlayStation games.

In addition, the girls' and boys' boarding houses each have their own recreation area where pupils can relax and watch satellite television, as well as a kitchen where pupils can prepare light meals and snacks. Boarding has its own high speed wireless network which is fully regulated and controlled. Boarders can access the network from their personal devices, to help with schoolwork, to access multimedia services and to keep in touch with home using their favourite apps.

The Boarding staff consists of the Head of Boarding and Assistant Head of Boarding, a team of teachers with boarding responsibilities, a team of boarding staff and a team of matrons (covering day and night duties). They are supported by several housekeeping staff and collectively they take great pride in the high standard of pastoral care provided for boarders. Medical and dental facilities are close by, and matrons ensure that any dental or health issues are dealt with promptly and efficiently. Staff are always on hand to offer support, advice and guidance, ensuring that pupils are supervised appropriately but without unnecessary intrusion.

Pupils are encouraged to become independent and self-disciplined by taking responsibility for balancing their studies, school activities and social time. Weekends are a busy time for boarders, with many involved in school sports fixtures, whilst others pursue a favourite hobby, through school or a local club. The boarding staff also organise day trips to places of local interest, allowing pupils to experience activities and events outside the daily school environment. Badminton, basketball, indoor football and table tennis are available most evenings in the sports hall for recreation after prep; and outdoor sports such as tennis and football are popular in the spring and summer. There is a great sense of community and working together to support one another.

Breakfast/weekend brunch, lunch and dinner are taken in the dining hall with an informal atmosphere between boarders and staff being an important feature at mealtimes. The boarders' Christmas dinner and Chinese New Year dinner are special events in the calendar where boarders and staff come together in celebration. There is also a Boarders' Committee, consisting of boarders and boarding staff, which meets regularly to discuss issues and suggest improvements. This is a key way for pupils and staff to ensure that everyone's voice is heard and new ideas explored. Recently, the committee has focused upon revamping the menus for evening meals and breakfast and this

Insects
and
Spiders
R.S.D.

MAUI

has led to significant investment in kitchen facilities, equipment and ingredients. RSD boarding is all about working together to create the best experience possible!

RSD offers a traditional UK academic curriculum, with 2-year GCSE and A Level courses; and there is a strong focus on academic excellence, with pupils supported by staff to ensure that they reach their full potential. This includes the day school teaching staff, who help to supervise evening prep alongside boarding staff, and collectively they provide lots of academic support for boarders as well as ensuring a high standard of care. Additional English language lessons are provided for those boarders whose first language is not English and who require some support. These lessons are organised according to an individual pupil's needs and overseen by a qualified Teacher each week. Boarders are amongst the highest achieving pupils in school each year.

Boarding at RSD is based around high standards of pastoral care and developing a rich experience of community living. Our aim is to ensure that boarding is an enjoyable experience and that the boarding environment helps boarders to develop academically, spiritually, physically and emotionally. Boarders are encouraged to develop a sensitivity to the needs of others; to be respectful towards one another; to accept difference and diversity; and to integrate with the wider school community. It is these values which enable our boarders to enjoy their time at RSD and be so successful.

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A voluntary grammar school, day and boarding, for boys and girls aged 11-18