



Strathearn School



2015



Welcome!

Thank you for your interest in our school and this opportunity to share something about the education we offer and the success of our pupils in many areas of life.

As you might expect, the courses we offer at Strathearn have a strong academic emphasis and we enjoy wide publicity in the media because of the success of our pupils at GCSE and A-level. Naturally we are proud of this achievement; but for us, education at Strathearn is about much more than statistics. We aim to provide an environment where each girl's potential is recognised and valued so that she is encouraged to fully develop her abilities and talents and achieve her best in all areas of life. Consequently, we take equal pride in the key experiences we offer through Sport, Music, Drama and extra-curricular activities. As you can see, we are continually extending and improving our facilities to enable us to nurture the wonderful talents of our pupils.

No prospectus can hope to convey the very positive atmosphere that prevails in our school and the quality of relationships which we enjoy. However, this aspect of the school environment was recognised in our last Inspection Report which affirmed that:

"The pupils talked unreservedly about the caring and friendly ethos of the school; and in particular, discussed the commitment of the teaching staff in providing the best academic and pastoral support possible." (ETI Sept. 2010)

I very warmly invite you to come and visit our school and talk to myself, other staff and our pupils. If you have any questions or queries about the education we provide at Strathearn, I hope you will contact me and I shall be happy to speak with you.

David Manning

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Strathearn School

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Chairman of the Board of Governors

Mrs P Stewart

Secretary to the Board of Governors

Mrs A Flannigan BA FCA

The School Reception is open Monday to Friday from 8.30 am until 4.30 pm.

Strathearn is a voluntary grammar school for girls (Group A) administered by its Governors in accordance with the regulations of the Department of Education.

School Admission

The School currently admits 110 girls each year into Year 8, and admission at this stage is conducted through the Transfer Offices of the Education and Library Boards.

The criteria for admission into Year 8 are detailed in Appendix 1. There are also places available for entry into the Sixth Form and occasionally into other year groups. The School operates a waiting list and parents of prospective pupils should apply directly to the School. The criteria for entry into a year group other than Year 8 is detailed in Appendix 2.

The School is open for viewing on Saturday 17 January 2015 from 9.15 am until 12.30 pm. Parents and students are also very welcome to view the School at other times and this can be arranged by contacting the Principal.

The Pupils

The enrolment of the School in September 2014 was 781 girls, including a Sixth Form of 211. The admissions number is 110 and the enrolment number is 770.

The enrolment for the School is from Year 8 (Form 1) to Year 14 (Form Upper 6).





School Hours & Holidays

The school day begins at 8.45 am, when the pupils register with their Form Tutors. Classes begin at 9.05 am after Assembly or Form Time, with three teaching periods before break (10.50 am - 11.05 am), and three before lunch (12.50 pm - 1.45 pm). Three afternoon periods end at 3.30 pm.

2015 - 2016 School Year

CHRISTMASTERM	26 August 2015 – 18 December 2015
HALF TERM HOLIDAY	26 October 2015 – 30 October 2015
EASTER TERM	4 January 2016 – 18 March 2016
HALF TERM HOLIDAY (to be confirmed)	15 February 2016 – 19 February 2016
SUMMER TERM	4 April 2016 – 30 June 2016
MAY DAY HOLIDAY	2 May 2016



Curriculum September 2014

Strathearn School offers a broad and balanced curriculum to ensure that all of our pupils have an appropriately challenging educational experience.

At Key Stage 3, for girls aged 11-14, classes are taught in form groups. As well as all of their curricular areas, girls also have a weekly Learning for Life and Work period(s), led by their Form Tutor. In this the girls investigate a range of themes including Personal Development, Employability and Local and Global Citizenship.

At Key Stage 4 most pupils choose to study 9 subjects. Pupils receive guidance and advice in order to choose the most appropriate range of GCSE subjects that will lay a secure foundation for their progression to A-level.

In Sixth Form pupils will have the opportunity to study four A-level subjects, with some pupils opting for three subjects. Pupils also have the opportunity to study subjects delivered by our collaborative schools in the East Belfast Area Learning Community. In Sixth Form they continue to meet with their Form Tutor for one period per week; additionally, they have one period dedicated to Careers Education, Information, Advice and Guidance and the opportunity to take an ICT qualification (currently ECDL).

Homework Policy

Homework is essential for all pupils as a very important way of reinforcing the work done in class. Each girl is required to complete homework and the time she spends on this increases as she proceeds up the school. As her school career progresses, each individual is expected to take more responsibility for managing the time which she spends on homework. This is an integral part of encouraging girls to become increasingly self-reliant learners.

Assessment and Reporting

Pupils are continually assessed throughout the academic year at all key stages. Pupils in Forms 1-4 have formal school examinations once a year in May. Pupils in Form 5, Lower 6 and Upper 6, have examinations mid-year, in addition to externally based examinations.

There is a parents' meeting for each year group and parents receive a grade report and a full report each year. Pupils' achievement is closely monitored and the subject teachers work closely with pupils and parents to ensure the pupils reach their full potential.

Curriculum Subjects Summary September 2014

SUBJECT	Key Stage 3	GCSE	A-level
Art & Design	●	●	●
Biology		●	●
Business Studies		●	●
Chemistry		●	●
Double Award Science		●	
Drama & Theatre Studies		●	●
English Language	●	●	
English Literature	●	●	●
French	●	●	●
Further Mathematics		●	●
Geography	●	●	●
German	●	●	●
Government & Politics			●
Health & Social Care			●
History	●	●	●
Home Economics	●	●	●
ICT	●	●	●
Learning for Life and Work	●		
Mathematics	●	●	●
Music	●	●	●
Physical Education	●	●	
Physics		●	●
Psychology			●
Religious Studies	●	●	●
Science	●		
Spanish	●	●	●
Technology & Design	●	●	●

The School Library

The library provides an important resource to support the work of the School.

The library aims to:

- encourage the girls to read for pleasure
- provide information for projects and investigations
- help the girls learn how to find and use information effectively

We have a full-time librarian who is assisted by pupil librarians from all year groups. Individual pupils, small groups and whole classes may use the library at any time. There is a computerised system for issuing books and a network of computers with full Internet access. There is also a separate study room for Upper Sixth use.



Provision for Religious Education

Religious Education offered at Strathearn is non-denominational.

In Years 8-12, all girls follow the programme of study laid down in the Northern Ireland Curriculum. This enables them to develop a knowledge and understanding of Christianity and to recognise and appreciate the religious and spiritual dimension of life by research and questioning. The pupils are encouraged to consider religious responses to moral and social issues and to respect the beliefs, values and attitudes of others. In Years 8, 9 and 10, pupils also study aspects of other world religions.

Religious Studies is offered in the options at full and short course GCSE, AS and A2 levels.

Parents who wish to withdraw their daughters on grounds of conscience, from attendance at Religious Education classes or at collective worship, (Article 21 [5] of the 1986 Order) are asked to contact the Principal.



Learning for life & work

Learning for Life and Work

In the Learning for Life and Work Programme at Key Stages 3 and 4, pupils are given the opportunity to listen to and engage with a variety of outside agencies: from business, such as Young Enterprise, from North Down Counselling Works, the PSNI and from voluntary organisations, such as Love for Life. These links are extended at Sixth Form for example, through voluntary work at local primary schools and nursing homes, Year 13 work experience and the Year 14 mock interview evening (see Careers) and, of course, through the numerous careers talks.

We are grateful to the many people who give freely of their time and expertise to advise our pupils about the world of work.



Information & Communication Technology (ICT)

In Strathearn ICT is an integral part of the curriculum. In Forms 1 to 3 ICT skills are taught as a discrete subject by specialist teachers. These skills are then applied by the pupils across the curriculum. Currently the KS3 curriculum includes word processing, spreadsheets, presentation software, database development, the use of email, internet research and safety alongside programming skills using Scratch and HTML. At Key Stage 4, girls may choose to further develop their skills through the study of full or short course GCSE ICT. ICT is also offered as an A-level. In Sixth Form all pupils are encouraged to have their skills certified by completing the European Computer Driving Licence qualification. This year we are piloting the MS Specialist qualifications with a view to offering this as an option to 6th form.

All classrooms are fully equipped with Interactive White Boards and high speed internet access. Our new Learning Centre allows whole class and individual pupil access for all subjects. Computer facilities are available at lunch time and after school when pupils are supported by specialist ICT staff. In addition several departments, HE, Art and Technology, have their own suites of computers to support the pupils work in that subject. The School is currently running Microsoft Office 2010 and a wide range of subject specific software. In the Music Department dedicated iMacs are used extensively by the pupils for their composition work.

All pupils are given a school email address which is used for internal and external communication. The Fronter Virtual Learning Environment is also used throughout the curriculum to enhance the pupils learning experience. Pupils may access their email and school files from home via *My School*.

Curriculum Complaints Tribunal

Any parent who may have a complaint about curriculum provision is asked to contact the Principal or the Vice Principal (Teaching and Learning), who has a responsibility for Curriculum Development. The Chairman of the Board may also be contacted at the School.

Careers Education, Information, Advice & Guidance (CEIAG)

CEIAG is a vital aspect of the educational provision at Strathearn. The School has a full-time Careers Adviser who is available for consultation by the students throughout the school day and by parents and pupils at key Parent Consultations and Parent Information Evenings. Formal timetabled careers modules are included in the Learning for Life and Work programme for Years 10 and 12 and as a distinct subject (Careers) for Years 13 and 14. Careers advice and guidance are provided on an individual basis from Year 10 upwards where relevant, or when requested.

Close links are maintained with the NI Careers Service. Pupils in Year 10 have a half-day conference on personal career planning, and all members of Year 13 have a morning session on 'Experiences of Work', in order to help prepare them for participation in a formal work experience programme.

Students in Years 13 and 14 are encouraged to attend relevant Professional and University Open Days, engineering and science programmes, law and medical conferences and Higher Education fairs, while Year 14 students also have the opportunity to participate in a formal interview situation.

Outside speakers, university admissions staff and former pupils are regularly invited into the School to talk to pupils in Years 12 and 13 about a range of career opportunities. A large majority of our Sixth Form leavers proceed to Higher Education Institutions in Northern Ireland and Great Britain. The Careers calendar, available to view on the school website, has more details.

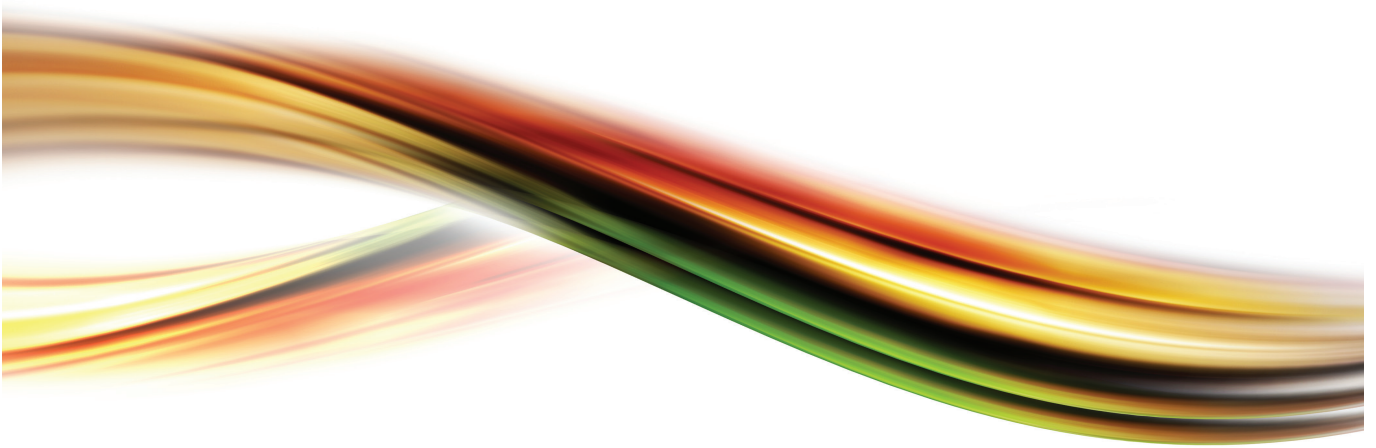


School and Community Links

Community Service

The annual Community Service Christmas Party in December provides a Christmas lunch and gifts for over forty senior citizens from our local community. The girls entertain their guests with a varied programme of music, song and dance.

Many girls are involved in a wide range of community service activities including volunteer work in hospitals, residential homes, charity shops and with Age NI. The Duke of Edinburgh's Award is just one way in which pupils first get involved in making a personal contribution to our community.



Strathearn School Council

The Strathearn School Council was set up in December 2008. It is an elected body of pupils whose purpose is to represent their classes and to be a forum for active and constructive pupil input into the daily life of the school community.

The Strathearn School Council supports the functioning of our school. It gathers the thoughts and feelings of pupils about issues that are important to them and that may have an impact on the school environment.

Our School Council meets at least once a month during the academic year and is made up of representatives elected from all thirty-five form classes across the school. The meetings are also chaired by the Student Chair and Vice Chair who are Sixth Form students appointed to the role.

The School Council representatives have played their part in shaping new school policies such as the Positive Behaviour Policy and Uniform Policy. They have also lobbied to have improved facilities in school such as within the new canteen.

Day-to-day, the School Council performs a vital role, seeking partnership between pupils and staff for the benefit of the whole school community.



New Build

Strathearn has just completed an extensive £17 million rebuilding programme. When visiting the School you will note the sense of space and light, the extensive facilities, and the high level of specification throughout. Our significantly enhanced level of accommodation and facilities came about because of the £1.5 million of extras which the School is paying for through parental contributions. We are enjoying the benefits of the investment made by the School and the Department of Education, and that legacy will be available for many years to come.

We have been delighted with the work and designs produced by our Architects; Samuel Stevenson and Sons, and all the work of our builders; McLaughlin and Harvey. We thank them for their commitment to making this a 'show case' project.



Uganda Update

In appreciation of all we have available to us in Strathearn, over the last seven years we have been working alongside the Bangor based charity Abaana to promote education in Uganda, Africa. We are grateful to everyone who has helped us to raise over £80,000, enabling us to fund three life-changing projects.

Our first visit took place in 2007 when a small group of sixth form students travelled to Uganda to build a home for twenty-four street children. It was on that trip that we first visited Katalamwa Primary School, which was meeting in a papyrus structure with plastic sheeting for the roof. From 2007-2009 we raised £55,000 to replace this structure with a proper brick school with space for four hundred children. In 2009 this goal was realised when forty sixth form students went to Uganda to build a brick building, and the school, now renamed Strathearn Primary, was opened in September 2009.

In July 2011, a team of twenty girls and five staff returned to Uganda for a third time to complete the building work at Strathearn Primary. During the two weeks spent there, we built a three classroom nursery block to support the ever-growing pre-school work, and also constructed a school kitchen to allow staff to prepare and serve a hot meal for the children each day.

Since then we have continued to support the school through funding for equipment and resources. Well done and thank you to everyone who has been involved in fundraising, travelling to Uganda and supporting our work! We know that these projects will make a huge difference to the lives of thousands of children over many years to come.

"I cannot express the joy and excitement that I, with my pupils, have about what is taking place before us at this time. I thank everyone in the community of Strathearn for what they have done here."

Edward Katalamwa, Director Strathearn PS



Pastoral Care

Strathearn places a strong emphasis on the pastoral dimension of education, ensuring that pupils feel valued, included and secure at all stages of their school career. They learn to take increasing responsibility for their own progress and behaviour as they grow in maturity. Our Pastoral Vice Principal, has overall responsibility for the pastoral care of pupils.

There is a detailed induction programme for all new pupils, which enables them to settle in quickly and confidently. In Year 8, this starts with the Induction Evening in June and is strengthened by bonding activities in September. From Years 8 to 13, there is a carefully structured Learning for Life and Work and tutorial programme, through which the girls are encouraged to acquire and practise life skills such as self-assessment, self-evaluation and self-discipline. Pupils are also taught to value others - treating them with respect, friendliness and courtesy.

The pastoral dimension integrates many different aspects of a pupil's school experience, providing opportunity for each girl to set and achieve her personal, social and academic goals. Styles of teaching and learning, the high standards for which we strive,

the particular ethos of the School, the quality of relationships, the positive approach to discipline and the range of curricular and extra-curricular opportunities, all contribute to the pastoral dimension, and therefore to the development of our pupils as learners and as young people.

All staff have a role in enabling the pupils to gain maximum benefit from their time at school. Form Tutors are key figures in the pastoral system, as they build up a detailed knowledge of the needs, emotional development, progress and academic attainments of each pupil in their form. Form Tutors are supported by Year Heads in Key Stage 3 and then by Heads of Key Stage 4 and Sixth Form, who are involved in monitoring their pupils' academic progress, behaviour and well-being. In addition, there are two School Health Nurses who share the responsibility of attending to the health needs of our pupils and a counsellor from North Down Counselling Works who is available to support our pupils on a weekly basis during term time.

Parents are encouraged to meet their daughter's Form Tutor each school year, and to contact the School if difficulties arise.

Pupils with Special Educational Needs

In accordance with the 1996 (NI) Education Order and the 2005 Special Educational Needs and Disability (NI) Order, the Governors of Strathearn are cognisant of their responsibilities in relation to Special Educational Needs and Inclusion.

They consider a statement of Special Educational Needs to exist if a pupil has a learning difficulty which calls for a special educational provision or a disability which may prevent her from making full use of the educational facilities available for children of this age. The Special Educational Needs Co-ordinator for the School is Mrs Browne.

Any pupil in Strathearn with special or additional educational needs, statemented or otherwise, has access to the full range of the curriculum through involvement in all classes during KS3 and through the statutory and optional courses available at KS4 and A-level. All pupils with special or additional educational needs are integrated into normal classes. There is a close liaison between members of staff, the pupil and her family, and outside agencies in accordance with Department of Education procedures. Personal Learning Plans assist teaching staff, our SENCo (Mrs Browne) and Learning Support Tutor (Mrs Atkinson), to provide individually tailored support to all pupils with additional educational needs.

Our Policy on pupils with Special Educational Needs and Inclusion is freely available from the School Reception or on our website. We also offer supervised and additional support to pupils at selected lunch times. The School will make reasonable adjustments to ensure that no pupil is at a disadvantage because of disability.

respect



Positive Behaviour

Strathearn aims to create an atmosphere in which the growth of individual values, attitudes and beliefs is fostered, together with an awareness of personal responsibility and standards of acceptable behaviour. This is reinforced by teaching methodology, the relationships established between pupils and staff and a system of rewards and sanctions in our Positive Behaviour Policy.

We aim to offer the best possible conditions and facilities for learning and recreation. This is achieved through an active promotion of good discipline and with consistent and fair implementation of rules, codes of behaviour and conventions.

A copy of our Positive Behaviour Policy and allied policies, such as Anti-Bullying, are provided in synopsis form for parents on the enrolment of their daughter, or in full from our School Reception or website.

Safeguarding and Child Protection Policy

In Strathearn School we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we carry out this duty through our Pastoral Care Policy. We aim to provide a caring, supportive and safe environment in which all our young people can learn and develop to their full potential. Ways in which we seek to protect our pupils are by helping them to learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and helping them to acquire the confidence and skills they need to keep themselves safe.

If anyone has a concern about a child's safety, they may talk to the appropriate Form Tutor or to Mrs Graham, who is the Designated Teacher.

A Safeguarding and Child Protection flyer containing a synopsis of the School Policy is provided for parents on the enrolment of their daughter.

Our full policy on Safeguarding and Child Protection is freely available from the School Reception or on our website.

Drugs Policy

Strathearn sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well-being of our pupils and staff.

We believe that the school community in Strathearn has a vital preventative role to play in combating the misuse of drugs by young people, and we therefore include a Drugs Education Programme in our curriculum. Through the use of interactive teaching methods, pupils are enabled to acquire and develop a range of skills which will help them to cope with any pressures they may face with regard to substance abuse. A flyer which contains a synopsis of the School Policy is issued annually to parents, and other information about drugs and substance abuse can be supplied on request. The Strathearn Drugs Policy is available on the School website or from the School Reception.

The Designated Teacher with responsibility for drugs is the Vice Principal, Mrs Graham.

School Policies

The School has developed many policies over time to ensure the most effective and safe learning experience for all pupils. All the policies may be accessed through the school website: www.strathearn.org.uk

Parents may also obtain a full copy of any of the School's policies by making a request at the School Reception. These policies, all of which are freely available, are:

Anti-bullying; Anti-plagiarism; Charging; Code of Conduct for Staff and Volunteers; Curriculum; Drugs; Educational Visits; E-Safety; Health & Safety; Medication Administration; Pastoral; Positive Behaviour; Relationships & Sexuality Education; Safeguarding & Child Protection; Special Educational Needs & Inclusion; Suspensions & Expulsions; Unsatisfactory Work in the Sixth Form.



School Uniform

In September 2010, a revised uniform, including longer skirts for all, blazers as a compulsory item of uniform and a new pleated skirt for all pupils from Form 4 to U6 was implemented. In addition, a completely new PE kit designed by Kukri, was introduced as standard.

We have been delighted by the success of all our uniform changes and by how smart our pupils look.

Pupils are expected to comply with uniform regulations which will be strictly enforced. Though uniform can seem to be expensive, it is sensible, practical and, with care, can last for some time. On admission to school, a uniform list with details of suppliers will be issued to parents. For safekeeping it is essential that all items of clothing and equipment are clearly marked with the owner's name.

School Security

Strathearn recognises the need to provide a secure learning and working environment for pupils and staff.

Visitors to the School are required to sign in at Reception and wear a Visitor's badge, if not accompanied by a member of staff.

All staff exercise a collective responsibility for the identification of any stranger. Both sites have a perimeter fence to improve security. In addition, the main campus has a CCTV network and controlled access on the doors.

Extra-Curricular Activities

Clubs and Societies

Art Club

Junior Debating Society

Senior Debating Society

Chess/Games Club

Community Service

Junior Scripture Union

Senior Scripture Union

Duke of Edinburgh's Award

Maths Club

Reading Club

Music and Drama

Chamber Choir

Orchestra

Senior Choir

Junior Choir

Recorder Consort

Junior Drama Club

School Production

Sport

Athletics

Cross-country

Netball

Badminton

Dance

Tennis

Circuit Training

Hockey

Speech & Drama Tuition is offered in conjunction with Penrhyn and a fee is payable.

Parents who are interested should contact the School for further details.





The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is open to all girls in Form 4 and above. The School currently offers the Award at Bronze, Silver and Gold levels. At present there are over 140 girls who are engaged in fulfilling the challenges of the Award.

There are four sections to the Silver and Bronze Awards; Skill, Volunteering, Physical Recreation and Expedition. The Gold has a further section - a residential project. The sections other than the Expedition are chosen and organised on an individual basis by the girls themselves and for some of these they will be able to use the extra-curricular activities they already enjoy. For the expeditions, the School offers both hill walking and canoeing led by school staff or with an accredited external provider. There are two expeditions for an award and these take place during the summer term. Girls undertaking the Bronze hill walking expeditions, for example, will cover fifteen miles over two days as well as camping and cooking for themselves.

In any one year, over one hundred girls are actively fulfilling the service requirement of three, six or twelve months. The community work goes on quietly but constantly, requiring dedication and commitment. Many girls choose to continue their service beyond the minimum time required.

The Award is a challenging and rewarding part of school life.

Sport

Aims

Strathearn aims to contribute to the physical development of each pupil through the promotion of skills acquisition and competence in a range of physical activities and to contribute to the social education of the individual by providing opportunities for pupils to co-operate with one another.

Additionally, we promote enjoyment through participation and help pupils understand the positive contribution of exercise to personal health and fitness.

Strathearn also encourages its pupils to make active, creative and purposeful use of their leisure time and through a varied inter-school competitive programme, prepare individuals and teams to experience a sense of satisfaction and achievement.

Programme of Study

At Key Stage 3, pupils have a time allocation of 1 hour and 45 minutes.

In Year 8, pupils experience the following activities: gymnastics, dance, hockey, swimming, netball, athletics, tennis, rounders and minor games.

In Year 9, the programme is further developed.

In Year 10, in addition to the activities taught in Year 9, badminton is introduced as well as an introductory unit on health-related fitness.

At Key Stage 4, pupils have a time allocation of 1 hour and 10 minutes.

In Years 11 and 12, pupils engage in a thorough health-related fitness component involving aerobics, use of the fitness suite and fitness awareness. Other selected activities include basketball, volleyball, netball, badminton, rugby, tennis, athletics and rounders.

Physical Education is offered as a GCSE option; where both theoretical and practical aspects of selected physical activities are studied in depth.





Extra-Curricular Programme

A comprehensive extra-curricular programme complements the core activities taught at the key stages.

Pupils are provided with the opportunity to participate in the following team and individual activities:

In Years 8-10 ~ hockey, netball, cross-country, tennis, athletics and badminton;

In Years 11-14 ~ hockey, netball, cross-country, tennis, athletics and badminton.

Those pupils who have a keen interest in swimming, horse riding, golf, gymnastics, squash and trampolining are supported by the Physical Education Department and represent the school in competitive events.

Sports Facilities available to Pupils of the School

Sports Hall, Gymnasium and Fitness Suite

The School has a large, purpose-built Sports Hall, funded entirely by parental contribution. Accommodation within the Sports Hall is flexible, and allows for: a full size indoor hockey pitch; five badminton courts; indoor tennis court; netball; volleyball; basketball, with provision for gymnastics.

A brand new Gymnasium complements the use of the Sports Hall and a fully equipped Fitness Suite completes the indoor sports accommodation.

Outdoor Facilities

One synthetic and two all-weather hockey pitches; athletics track including a double long jump pit with tartan track run-up and caged throwing areas. Two tennis courts have recently been completed which brings the total number of courts to six.

Outside School

Access to the CIYMS synthetic hockey pitch, adjacent to the school, is available for both junior and senior teams and this is in addition to the tennis facilities if and when required. Swimming takes place at the Robinson Centre.

Music

Music plays an essential part in the life of the school, through the taught curriculum and as an important extra-curricular activity. The music curriculum at Key Stage 3 has a strong focus on practical and creative work. Keyboard, guitar and vocal skills form the basis of many activities. The department has its own suite of Macs, with Logic sequencing software and a dedicated recording studio. Music is a popular option at both GCSE and GCE levels.

A large number of girls take part in the school's ensembles, such as the Junior Choir, Senior Choir, Chamber Choir and Orchestra as well as smaller groups. Opportunities for musical performance include Prize Night, our Autumn Musical Evening, our Carol Service and our Spring Concert.

A team of music tutors provide individual lessons in a range of instruments and in singing. These lessons, for which fees are charged, take place during the school day. They are available to all pupils, whether they have already had tuition in primary school or wish to take up this option for the first time.

Underlying all the musical activities in Strathearn is the belief that all students have the potential to develop their musical skills and to gain great enjoyment from participating in music.





Drama

Drama is a pervasive influence in the life of a Strathearn pupil as it is delivered both through the curriculum and in the extra-curricular programme at the school.

Years 8, 9 and 10 experience a six-week drama module delivered by the English Department. Building on the success of GCSE Drama, the subject is offered at A-level, with a number of pupils choosing to pursue their studies in this area at third level.

Drama can also be experienced for the Junior School at the lively Junior Drama Club where Sixth Formers lead them in a variety of plays for small performances.

Every October there is a House Play Competition in which plays are cast, rehearsed, acted and directed entirely by the pupils themselves. This long-standing tradition is adjudicated externally and is open to all year groups.

Pupils will also have the opportunity to audition for whole school productions both within Strathearn and in collaboration with Campbell College Belfast. Recent productions have included *Beauty and the Beast*, *Annie*, *Oliver!*, *Pygmalion*, *South Pacific*, *Bugsy Malone*, *A Midsummer Night's Dream*, *Hairspray* and *Aladdin*.



Home to School Transport

School Buses

School buses are available for Strathearn pupils at the following times:

AM	Comber	School bus leaves the bus depot at 7.40 am and comes directly to school. A connecting service leaves Killinchy at 7.25 am and stops at the Comber depot
	Newtownards	School bus leaves from Stand I in Newtownards Bus Station at 8.10 am and travels via the dual carriageway to school, stopping in Dundonald at Asda
	Bangor (i)	School bus leaves bus depot at 7.50 am and travels via Crawfordsburn and Holywood to school
PM	Buses leave from the school gates on the Belmont Road at 3.40 pm for:	
	Bangor (i)	School bus travels via Holywood and Crawfordsburn
	Bangor (ii)	Big bus - Express to Bangor
	Newtownards (i)	Travels via Old Newtownards Road to Newtownards, (first drop off B&M's) then goes into Newtownards Station
	Newtownards (ii)	Flexibus - Express to Newtownards via Dundonald (leaving from Wandsworth Drive)
	Comber	Express Service stopping only at the Bridge and Comber Square before going through to Killinchy village Bus leaves at the bus stop facing Belmont Primary School near Strathearn at 3.50 pm for Comber, stopping approximately four times on route

At times, additional stops/pick-up points are used according to demand and at the discretion of the bus driver.

Minibus Service

In order to encourage pupils to take part in after-school activities, the school minibus is used each afternoon to transport girls to bus stops on the Holywood Road for Bangor connections and the Knock traffic lights for Comber and Newtownards connections. This run takes place when the after-school activities have finished (leaving at the latest at 4.45 pm) so that the pupils involved do not have to walk to bus stops.

After Hours

Pupils who wish to remain for a time after school may wait for transport home in Room G2. This room is also available to those pupils who arrive at school early. Pupils who choose to use this facility will be unsupervised, however, school staff remain on the premises after school hours, and the School Reception is open until 4.30 pm. Pupils should be collected from school by 5 pm at the latest.

Provision of Meals

The School is a health-promoting school and the canteen provides meals based on the Department of Education's Nutritional Guidelines.

The lunch break is from 12.50 pm - 1.45 pm. Pupils may have lunch in the school canteen which offers a range of healthy eating options every day. Alternatively, they may bring a packed lunch to eat in the canteen or they may go home with prior permission. Pupils in the Sixth Form are permitted to leave school during the lunch break.

In Strathearn we use a cashless catering system for purchases from the canteen. Pupils credit their accounts in advance at the revaluator machines which are located in the canteen. Pupils may then select items for purchase in the canteen and the cost of the items is debited from their account at the till. Pupils may also use the revaluators to check the balance on their accounts and must be sure to have sufficient credit on their accounts before making purchases.

During the morning break girls may buy hot and cold drinks and a range of savoury snacks. A breakfast service is available for those pupils who wish to use it. All pupils in Year 8 are provided with a school water bottle to encourage them to drink water regularly as part of our health promotion activities.

Where girls are entitled to free school meals, parents should apply on forms obtainable from the headquarters of the appropriate Education and Library Board or from the School Reception.



School Performance 2013-2014

Strathearn is committed to offering the curriculum which best meets the needs of our pupils. The subjects which are offered at each key stage, together with the way in which they are taught and learned, ensure that all of the pupils have access to a programme which has breadth and balance.

The various elements of the curriculum - the taught curriculum, the pastoral dimension, the ethos of the School, the extra-curricular activities, the opportunities to take responsibility - all combine to promote the spiritual, moral, cultural, intellectual and physical development of all the pupils, and to prepare them for the opportunities, responsibilities and experiences of adult life.



Sixth Form Leavers

Public Examination Results 2013-2014

Year 10 Pupils Key Stage Three Results 2013-2014

		STRATHEARN	NI GIRLS
ENGLISH (Communication)			
Level 5 or above	Teacher Assessment	100%	
Level 6 or above	Teacher Assessment	100%	
MATHEMATICS			
Level 5 or above	Teacher Assessment	100%	
Level 6 or above	Teacher Assessment	94%	

Due to industrial action, this year's NI figures are not available

Year 12 Pupils

Number of Pupils in Year 12 in September 2013	116	Number of these with a statement of Special Educational Needs	1
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GCSE Results Overall 2013-2014

% Entered for 7 or more Subjects	97.4%	% Entered for 5 or more subjects	97.4%
% Achieving Grades A*-C	95.7%	% Achieving Grades A*-C	97.4%

Public Examination Results 2013-2014

GCSE Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grade							
		A*	A	B	C	D	E	F	U
Additional Maths	47	29.8%	76.6%	95.7%	97.9%	100%			
Art & Design	23	30.4%	73.9%	87%	100%				
Biology	47	14.9%	42.6%	74.5%	97.9%	100%			
Business Studies	21	4.8%	47.6%	90.5%	95.2%	95.2%	95.2%	95.2%	100%
Chemistry	24	33.3%	75%	87.5%	100%				
Drama	11	18.2%	72.7%	90.9%	100%				
English Language	114	21.1%	78.9%	99.1%	100%				
English Literature	114	31.6%	76.3%	97.4%	100%				
French	59	39%	76.3%	93.2%	100%				
Geography	74	44.6%	78.4%	97.3%	100%				
German	26	19.2%	53.8%	80.8%	96.2%	96.2%	100%		
History	60	35%	71.7%	90%	96.7%	100%			
Home Economics	10	20%	50%	80%	100%				
ICT	16	6.3%	68.8%	81.3%	100%				
Mathematics	116	41.4%	75.9%	93.1%	99.1%	100%			
Music	11	63.6%	81.8%	100%					
Physical Education	8	25%	75%	75%	87.5%	100%			
Physics	34	38.2%	70.6%	88.2%	97.1%	100%			
Religious Studies	60	31.7%	61.7%	93.3%	97%	98%	100%		
Science - Double	94	28.7%	69.1%	93.6%	100%				
Spanish	33	36.4%	78.8%	90.9%	100%				
Technology & Design	7		28.6%	85.7%	100%				
Total	1009	30.9%	71.3%	92.4%	98.9%	99.7%	99.9%	99.9%	100%
ICT Short Course	10		40%	90%	100%				
GCSE RS Short Course	53	56.6%	90.6%	96.2%	100%				



Public Examination Results 2013-2014

Year 13 & Year 14 Pupils

Number of Pupils in Year 13 in September 2013	106	Number of these with a statement of Special Educational Needs	0
Number of Pupils in Year 14 in September 2013	96	Number of these with a statement of Special Educational Needs	0
Total Number of Pupils	202	Total Number	0

Summary Information

Trend Information for 2010-2013

Performance % Achieving	2010-2011		2011-2012		2012-2013	
	Strathearn	NI Average	Strathearn	NI Average	Strathearn	NI Average
5+ GCSEs at A*-C	99.1	97	100	97	100	97.3
7+ GCSEs at A*-C	98.1	90.4	99.5	92.2	98.2	93.6
3+ A-levels at A*-C	73.4	76.5	85.3	76.7	87.4	77.2
2+ A-levels at A*-E	100	99.3	100	99.5	99	99.6

Note ~ The Northern Ireland average is that for pupils in Grammar schools

School Leavers' Destinations 2013-2014 (from Years 12-14)

Numbers of Leavers 2013-2014	Destination of Leavers going to					
	Higher Education	Further Education	Another School	Jobskills	Employment	Other/Unknown
108	80%	3%	7%	0%	1%	9%

Strathearn School Annual Attendance Rate (All Pupils) 2013-2014 was 96.4%





Public Examination Results 2013-2014

Year 13: AS Levels - Overall 2013-2014

Number of Pupils who sat AS Levels	% of Pupils Achieving	
	3 or more passes at Grades A-C	2 or more passes at Grades A-E
106	80.2%	97.2%

Year 13: AS Level Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grades					
		A	B	C	D	E	U
Art	11	45.5%	63.6%	90.9%	90.9%	90.9%	100%
Biology	42	35.7%	54.8%	66.7%	88.1%	92.9%	100%
Business Studies	25	28%	52%	80%	96%	100%	
Chemistry	31	45.2%	61.3%	83.9%	87.1%	100%	
Drama	22	50%	90.9%	100%			
English Literature	48	43.8%	75%	93.8%	97.9%	100%	
French	12	50%	83.3%	91.7%	100%		
Geography	34	64.7%	85.3%	94.1%	97.1%	97.1%	100%
German	3	33.3%	66.7%	100%			
Health & Social Care	1		100%				
History	23	43.5%	73.9%	91.3%	95.7%	95.7%	100%
Home Economics	5	40%	100%				
ICT	9		22.2%	44.4%	66.7%	89%	100%
Mathematics	43	51.2%	76.7%	86%	90.7%	95.3%	100%
Media Studies	24	29.2%	83.3%	95.8%	95.8%	95.8%	100%
Music	3	33.3%	66.7%	100%			
Physics	22	31.8%	59.1%	63.6%	81.8%	100%	
Politics	3	66.7%	100%				
Religious Studies	29	51.7%	82.8%	93.1%	93.1%	100%	
Spanish	16	31.3%	75%	87.5%	100%		
Technology & Design	2		100%				
Total	408	42.4%	71.8%	86%	93.1%	97.5%	100%

Public Examination Results 2013-2014

Year 14: A-levels - Overall 2013-2014

Number of Pupils in Final Year of A-level Course	% of Pupils Achieving	
	3 or more passes at Grades A*-C	2 or more passes at Grades A*-E
96	87.5%	99%



Year 14: A-level Results by Subject

SUBJECT	Number Entered	Cumulative % of Pupils Entered Achieving Grades						
		A*	A	B	C	D	E	U
Art	3	33.3%	66.7%	66.7%	100%			
Biology	27	3.7%	55.6%	74.1%	88.9%	96.3%	96.3%	100%
Business Studies	12	8.3%	50%	91.7%	100%			
Chemistry	20	10%	45%	85%	100%			
Drama	15	20%	53.3%	100%				
English Literature	38	23.7%	39.5%	71.1%	97.4%	100%		
French	6	33.3%	83.3%	100%				
Geography	21	42.9%	71.4%	85.7%	90.5%	100%		
German	1				100%			
Health & Social Care	3				33.3%	100%		
History	21	14.3%	57.1%	85.7%	90.5%	95.2%	100%	
Home Economics	6		33.3%	50%	100%			
ICT	10	10%	50%	70%	90%	90%	100%	
Mathematics	37	21.6%	59.5%	97.3%	97.3%	100%		
Further Mathematics	10	10%	40%	50%	90%	100%		
Media Studies	21		42.9%	95.2%	100%			
Music	2		50%	50%	50%	100%		
Physics	13	15.4%	46.2%	92.3%	100%			
Politics	7	14.3%	28.6%	57.1%	100%			
Religious Studies	14	14.3%	64.3%	78.6%	100%			
Spanish	7		57.1%	71%	100%			
Technology & Design	7	28.6%	42.9%	71.4%	100%			
Total	301	15.9%	51.2%	80.7%	95.3%	99%	99.7%	100%

Charging Policy

In conformity with the requirements of the Education Reform Order (NI) 1989, it is the policy of the Board of Governors:

- 1 to levy a capital charge for the purpose of meeting expenditure on the provision or alteration of school premises; or for equipment provided in connection with the provision or alteration of school premises;
- 2 to levy, except where pupils are entitled to statutory remission, a charge for all board and lodging on residential visits;
- 3 to levy a charge for activities wholly or mainly outside school hours which are not part of the Northern Ireland Curriculum, statutory religious education, or in preparation for a prescribed public examination;
- 4 to levy no charge for examination entries, except where:
 - (a) the School has not prepared pupils for the examination in the year for which entry is made; or
 - (b) a pupil has failed, for no good reason, to complete the requirements for examination or to attend for it; or
 - (c) a pupil is resitting an examination previously paid for by the School.
- 5 to levy no charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with the Northern Ireland Curriculum, statutory religious education, or in preparation for prescribed public examinations or in courses taught at the School, except where parents have indicated in advance their wish to purchase the product;
- 6 to request voluntary contributions from parents for the enhancement of school facilities, and 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;
- 7 to seek payment from parents for damage or loss to school property caused wilfully or negligently by their children;
- 8 to leave to the Principal's decision the portion of costs of an activity which should be charged to public or non-public funds;
- 9 to delegate to the Chairman and the Principal the determination of any individual case arising from the implementation of this policy.

Note: the word 'charge' is used throughout to denote a compulsory payment which may legally be required. All other payments are 'voluntary contributions'. The law does not put a limit on the amount of voluntary contribution which parents or others may make for the benefit of the school or for school activities; nor does it place any restriction upon the purpose for which such contributions can be sought. Boards of Governors are free to establish their own practices on this matter and may, of course, undertake other general fund-raising activities for the benefit of the school and the education of its pupils.

Current Fees

The 'Capital Fee' is currently £140 per annum. The Governors also request a payment of £150 per annum to be used for whole school activities, resources and premises as necessary. This is known as a contribution to the 'Contingency Fund'.

Invoices are issued twice a year (usually September and January) and an option to pay by Direct Debit on a monthly basis or by credit/debit card is available. A levy of 2.5% applies to all credit card payments.

Appendix 1

Admission to Year 8 2015-2016

Enrolment No 770

Admissions No 110

Capital Fee £140 pa

The Admissions Criteria given below have been drawn up and approved by the Board of Governors; their application has been delegated to the Principal.

ADMISSION CRITERIA YEAR 8 2015-2016

Strathearn (the 'School') is an all girls grammar school offering a wide-ranging curriculum of academic courses. The School will initially consider only those pupils who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education (AQE). The School will use the score as awarded by AQE to a pupil in the CEA (the 'Score'), subject only to the consideration by the Board of Governors of those pupils claiming Special Circumstances or Special Provisions as explained below. Information on the CEA is available from the School or the AQE website (www.aqe.org.uk).

The Score in the AQE CEA and the AQE Candidate number should both be entered in Section C of the Transfer Form. The original notification received from AQE indicating your daughter's AQE CEA score should be attached to the Transfer Form. This information will be verified by the School.

Strathearn will **not** use as a criterion the position of preference given to the school by the applicant on the Transfer Form. Therefore, a girl who has listed Strathearn as a second or subsequent preference school will be considered in the same way as those who have placed Strathearn first on the list.

Girls resident in Northern Ireland at the time of their proposed admission to the School will be selected for admission before any girl not so resident.

- 1 The first 100 places from the admissions total of 110 will be allocated to girls on the basis of the rank order of their respective Scores; those achieving higher Scores being allocated places before those with lower Scores. If more than one girl is eligible for the 100th place because they have equal Scores, then all such girls will be allocated places up to the School's admission number, using, if necessary, the criteria listed in 4 below.
- 2 Following the allocation of places as described in criterion 1, a pool (the 'Pool') will be established and the remaining places (if any) shall be allocated from the Pool.
The Pool will consist of at least 15 girls identified on the basis of the rank order of their respective Scores. The Pool will include all girls who achieved the three next highest Scores. If the number of girls achieving these Scores is less than 15, then all girls achieving the fourth next highest Score shall be included in the Pool and, if necessary, the fifth next highest Score and so on, until the Pool consists of at least 15 girls.
Once the Pool has been established, girls from the Pool will be allocated to the remaining places on application of the criteria listed in 4 below.
- 3 If, following the application of criteria 1 and 2 above, all the available places have not been filled, the School will consider for admission any girls who have not taken the CEA. Allocation of the remaining places will be made by applying the criteria listed in 4 below.
- 4 If as specified above, the number of applications exceeds the number of available places, the following further criteria will then apply, in the order stated:
 - (i) girls enrolled in the School's Preparatory Department as of 1 September 2013;
 - (ii) girls with a child of the family currently enrolled in the School's Secondary Department (details to be supplied) or accepted for enrolment in September 2015;

- (iii) girls who are the eldest child of the family to be eligible for admission in September 2015 (details to be supplied);
- (iv) girls with the highest Scores;
- (v) girls who are entitled to Free School Meals*;
- (vi) girls with a sibling who has attended the School's Secondary Department (name and date of attendance to be supplied);
- (vii) girls
 - with a sibling currently enrolled in Years 8 to 14 or accepted for enrolment in September 2015, in Campbell College or RBAI (Senior School) (details to be supplied), or
 - having a parent currently employed by the School for a continuous minimum period of one year at the date of transfer, or
 - with a parent or guardian who has attended the School's Secondary Department (name and date of attendance to be supplied);
- (viii) if more than one girl is eligible for the final place, priority will be given to the girl whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the front door of the girl's home to the front entrance of the School's main administrative building. Home will be taken to mean the girl's address appearing at the commencement of the Transfer Application Form.

* "entitled to Free School Meals" will mean girls who are listed on the Education and Library Board register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Form, or at any date up to and including 13 May 2015.

The School emphasises that it is the responsibility of the applicants to notify the School on the Transfer Form where the above criteria apply, and to furnish relevant details.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer/Application Form.

To this end, the School will adhere to the Department of Education's verification procedures (Circular 2011/20) which state:

'The provision of false or incorrect information or the failure to provide information within the deadlines set by schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form'

'If you state within your application that your child is currently registered as Free School Meal Entitled, and that claim is decisive in qualifying her for admission, then that information will be verified. If it is found to be incorrect, then any place offered because of it will be withdrawn.'

SPECIAL CIRCUMSTANCES

Strathearn School has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the Common Entrance Assessment (CEA) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'Special Circumstances'.

Please note, if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a pupil, the School will take into account the fact that the pupil was granted Special Access arrangements for those matters;

Parents who wish to apply to the School under Special Circumstances should complete Form SC14 obtainable from the School or AQE, and attach it with appropriate documentary evidence to the Transfer Form, as detailed below.

- **Details of Medical or Other Problems**

Where it is claimed that a pupil's performance in the CEA has been affected by a medical or

other problem, it is the responsibility of the parents to set out in the Form SCI4 precise details of the problem and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the pupil only at the time of the CEA, the School will give greater weight to evidence that the pupil was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents should append appropriate evidence.

It should be noted that in all cases independent evidence will carry greater weight.

- **Educational Evidence**

It is the responsibility of the parents to provide the educational evidence as detailed in the Form SCI4. This should include (where they exist):

the score awarded in the Common Entrance Assessment;

the results for the pupil of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;

additional comparative information from the Primary School for other pupils in the pupil's Year 7 class (without names) and which should include the results of any standardised tests conducted in Year 5, Year 6 and Year 7, the results in any end of year tests in English and Mathematics in Years 5 and 6, and, where available, the respective CEA scores.

A panel of Governors will consider the application for Special Circumstances. Where Special Circumstances are accepted, the panel will determine, on the basis of the information available, a score for the pupil. Such pupils will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.

SPECIAL PROVISIONS

Special provisions will apply for:

- a) pupils whose parents wish them to transfer from schools outside Northern Ireland;
- b) pupils who have received more than half their primary education outside Northern Ireland;
- c) pupils, entered for the AQE Common Entrance Assessment, who because of unforeseen and **serious** medical or other problems were unable to participate in any of the assessments.

Note: It is expected that all those seeking admission should sit the AQE CEA, with the exception of those pupils who take up residence in Northern Ireland after the start of the Year 7.

Parents who wish to apply to the School under Special Provisions should contact the School as soon as possible. In addition they should complete Form SCI4, obtainable from the School or AQE, stating the precise reason why they believe their daughter is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence. A copy of SCI4 and all the documentary evidence should be attached to the Transfer Form.

For those pupils whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be received by the School by 15 April 2015.

A panel of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

A panel of Governors will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:

- a) the School will consider any assessment information and may choose to commission an independent assessment of the pupil's ability in English, Mathematics and/or Verbal Reasoning;
- b) a panel of Governors will determine, on the basis of all the available assessment information, an appropriate score for the pupil. The pupil will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.

APPLICATIONS AND ADMISSIONS

Year	Admissions Number	Total Applications All Preferences	Total Admissions
2012/13	110	174	110
2013/14	110	140	110
2014/15	110	177	110

WAITING LISTS

Strathearn School operates a waiting lists policy. For Year 8, all applications for admission to Year 8 that were initially refused will be automatically added to the waiting list. New applications, late applications and applications where new information has been provided will also be added to the waiting list. This waiting list will be in place until the end of the following academic year, that is, the end of Year 8. Please contact the school if you wish your daughter's name to be removed from the list.

Should a vacancy arise after the day placement letters have issued from the Education and Library Boards, the published criteria will be applied to the waiting list to select the next candidate for admission.

Waiting lists are also maintained for other Years and applications should be made in writing using the form available on the School website or from reception.



... Berlin school trip



Appendix 2

Admission Criteria for Entry of Pupils after Commencement of Year 8 Transfer

FORM 1 (Year 8) As at Form 1 Transfer

FORMS 2-5 (Years 9-12)

The Board of Governors ('the Board') will give preference to girls on the basis of academic achievement. Academic achievement will be judged with reference to the Transfer grade/score (if there was one) and the evidence of academic achievement since the date of Transfer (for example from school reports), subject to the Board being satisfied that her admission would not prejudice the efficient use of resources.

Where there are insufficient places and girls are of an equal standard, criterion 4 as at Form 1 transfer at the beginning of the School year will apply.

FORM 6 (Years 13-14)

Strathearn will give preference to pupils on the basis of academic achievement. Academic achievement will be judged with reference to:

- the grades achieved in GCSEs *
- the relevance of the subjects taken
- information from recent school reports.

* The minimum required for entry into the Sixth Form will be seven passes in relevant GCSE subjects at grades A* to C with at least four passes at grade B or better. Relevant subjects will include no more than one Short Course GCSE and exclude Learning for Life and Work.

If there are more girls who are eligible than there are places available, places shall be awarded in the following order:

- 1 Applicants with the highest total GCSE point score in relevant subjects – an applicant's GCSE point score will be calculated on the basis of grades in full course GCSEs as follows: A* = 4 points, A = 3 points, B = 2 points, and C = 1 point with half the relevant points awarded to a short course GCSE.
- 2 In the event of a tie, priority will be given to the girl whose home is closer to the School. Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the front door of the girl's home to the School's Reception. Home will be taken to mean the girl's address appearing on the Application Form.

Applicants applying from outside Northern Ireland and who are seeking a Boarding Place at Campbell College must satisfy the School that their academic achievement is equivalent to the standard set out above. In addition, pupils for whom English is an additional language have to complete a CEFR B2 Level assessment for entry into Sixth Form. A score of 60% is required for the candidate to be considered.

