



Year 8 Information Evening

Ballyclare Secondary School 2023

School Ethos

The community of Ballyclare Secondary School strive to provide an inclusive learning and teaching environment, in which all can reach their full potential. We aim to do this by fostering the core values of respect, kindness, compassion and joy.



Purpose of the evening

- Promote home-school links which support pupil learning
- Explain the pastoral and academic support available in school
- Highlight support networks within the school
- To meet key staff



Pastoral Care

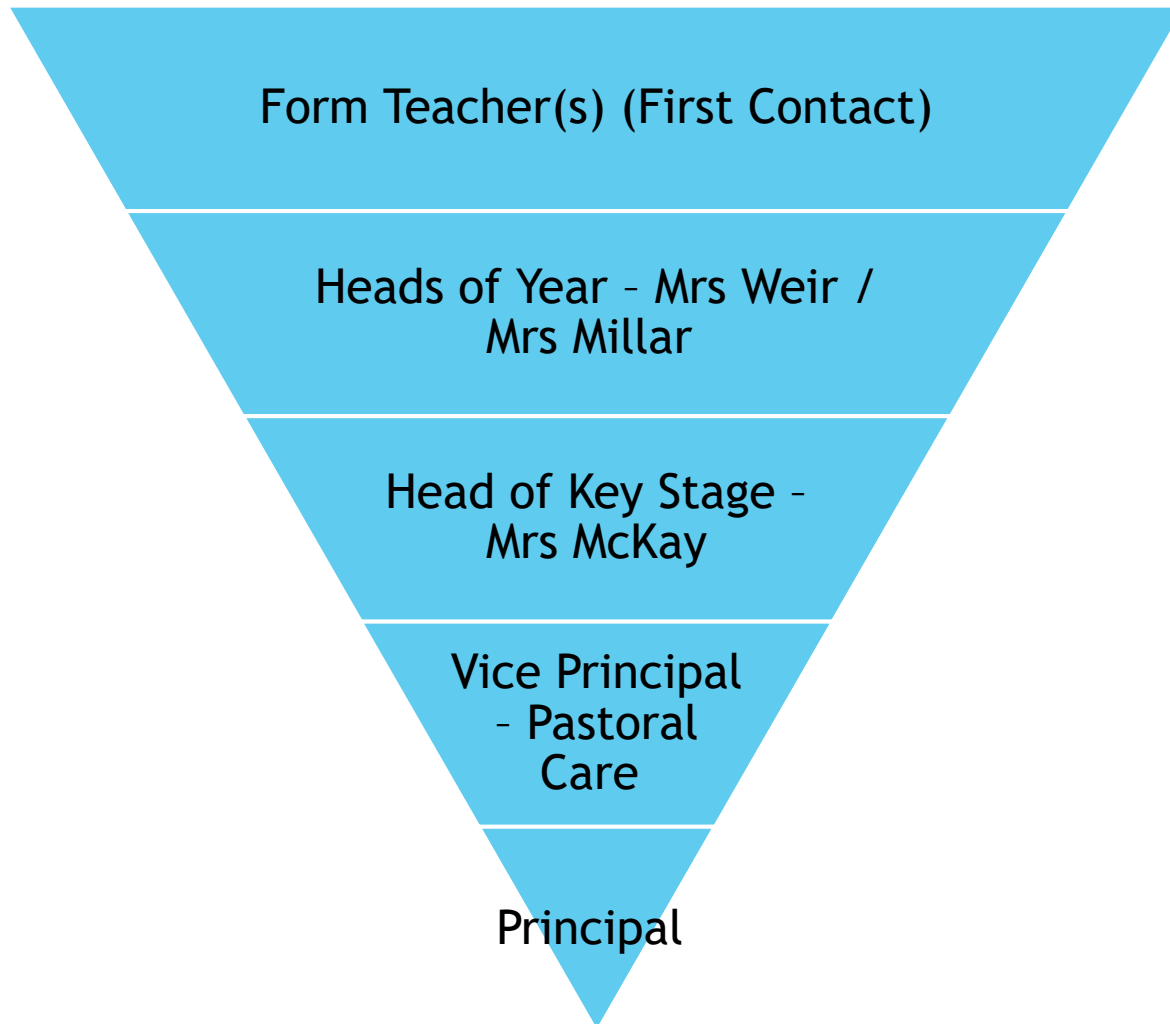
Vice Principal (Acting) - Pastoral Care

Designated Teacher for Child Protection & Safeguarding

Mr A Nicholl



Pastoral Care Structure





Tel: 028 9332 2610 Email: info@ballyclaresec.ballyclare.ni.sch.uk

Ballyclare Secondary School



Safeguarding and Child Protection Team



Mr Nicholl
DESIGNATED TEACHER
ACTING VICE-PRINCIPAL PASTORAL CARE



Mrs Shingleton
ACTING PRINCIPAL



Miss Miniss Senco



Mrs McKay
DEPUTY DESIGNATED TEACHER



Mrs Weir
DEPUTY DESIGNATED TEACHER

If you are worried or have a serious concern, you can talk to any of the staff pictured here.
We are here to help.



Miss Dunwoody
DEPUTY DESIGNATED TEACHER



Mr Cowden
DEPUTY DESIGNATED TEACHER



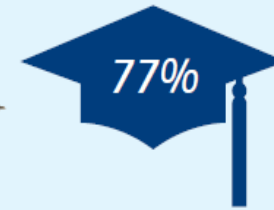
Attendance at School

CAN ATTENDANCE MAKE A DIFFERENCE TO EXAM RESULTS?

Greater than
95% Attendance



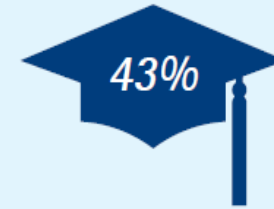
77% of pupils achieved at least 5 GCSEs including English and Maths when they attended more than 95%



Less than
90% Attendance



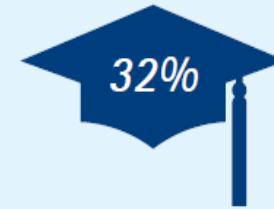
43% of pupils achieved at least 5 GCSEs including English and Maths when they attended less than 90%



Less than
80% Attendance



32% of pupils achieved at least 5 GCSEs including English and Maths when they attended less than 80%





Attendance at School

EVERY SCHOOL DAY COUNTS

Every single day a child is absent from school equates to a day of lost learning.

100% Attendance	0 Days Missed
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed



Attendance at School

- Ian - 80% in Mathematics

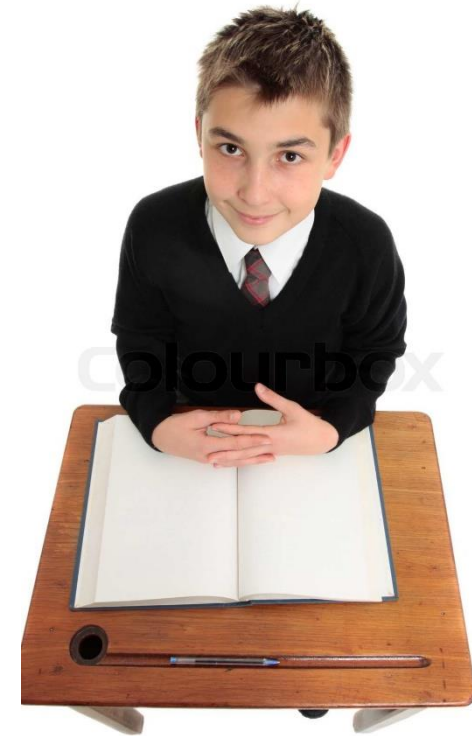




Attendance at School

90% attendance = 1/2 day
missed every week!

(Would your boss like you to be off work this much? *Unless you are part time!*).





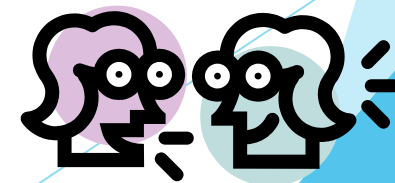
Attendance at School

1 school year at **90%** attendance
= **4** whole weeks of lessons **MISSED!!!**

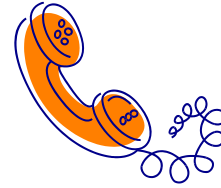


Ways for parents to encourage attendance:

- ▶ Find out **regularly** your child's **absence as recorded in Pupil Planner & Sims Parent App** and check this matches with your **own record**.
- ▶ **Talk** regularly with your child about school and how they feel about it. A pupil is more likely to attend if they feel supported and their anxieties are listened to.



Ways for parents to encourage attendance:



- ▶ **Phone** us as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time.
- ▶ Only grant days at home for **genuine** illness. (you will know!)
- ▶ **Avoid** taking holidays in school time.

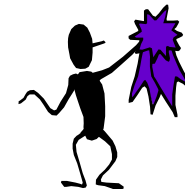


Ways for parents to encourage attendance:

- ▶ Be aware that we can only change a child's attendance certificate on receipt of a written account of their absence - the telephone call is not enough by itself.
- ▶ Send in a note / email the class teacher and they can then ensure that this is recorded correctly on SIMS.

Ways for parents to encourage attendance:

- ▶ Know **routines** of the school **day** to avoid issues, e.g. have they got their PE kit?
- ▶ If you have concerns **ring us** - we will **check** attendance and be discreet.
- ▶ **PRAISE AND REWARD GOOD ATTENDANCE**: even small successes, e.g. going in promptly, even when first lesson is their worst!





We expect all pupils and parents to aim for a target of 100% attendance.

If a pupil HAS to miss a day, we expect them to aim for 100% of the *remaining* days.



Uniform Standards

School Uniform

All pupils are required to wear a uniform and we appreciate the support of parents in maintaining our high standard. Uniform helps with creating a positive school identity, reducing social barriers, creating self-esteem and self-respect. It helps pupils to feel a sense of belonging as well as identifying them as ambassadors for the school.

Boys Uniform



Extreme hairstyles or extreme hair colouring will not be permitted. Hair must be natural in colour. Boys are expected to be clean shaven.

Shirt: Plain white school shirt with unstyled collar.

Ties: Years 8-10 Junior School Tie
Years 11-12 Senior School Tie
Years 13-14 Sixth Form Tie

Blazer: Royal blue blazer with school badge

Pullovers: Long sleeved V Neck sweater (optional).

Jewellery: Boys are allowed to wear one ring. All other jewellery, earrings and facial piercings including tongue bars are not permitted.

Trousers: Dark Grey or Black Trousers.

Socks: Black or Grey Socks

Shoes: Black formal sensible leather shoes. Casual shoes of any kind are unacceptable. "Trainer" style shoes or boots are unacceptable whether in leather or canvas. Shoes with logos, symbols, flashes of colour or brand names are not acceptable.

Please Note:

This is an overview only. The full Uniform Policy is available on the school website.



Boys' PE Uniform / Kit

- Kukri school polo shirt
- Kukri school rugby shirt
- Kukri school shorts
- Kukri school PE socks
- Kukri school Hoodie
- Kukri school 1/4 zip waterproof jacket
- Kukri school tracksuit bottoms
- Appropriate indoor and outdoor shoes

All PE kit must be clearly marked with the pupils' full name.

In lessons, all jewellery must be removed, this is a health and safety requirement to prevent injury to the individual or another student.

Extreme hairstyles or extreme hair colouring will not be permitted. Hair must be natural in colour.

Girls Uniform



Makeup: Excessive makeup is not to be worn in school

Jewellery: Girls are allowed to wear one ring and one stud in each earlobe. All other jewellery, earrings and facial piercings (including tongue bars) are not permitted.

Shirt: Plain white school blouse.

Ties: Years 8-10 Junior School Tie
Years 11-12 Senior School Tie
Years 13-14 Sixth Form Tie

Blazer: Royal blue blazer with school badge

Pullovers: Long sleeved V Neck sweater (optional).

Only clear nail varnish is permitted, no other colour. All nail varnish may be requested to be removed where safety hygiene is an issue in specific subjects.

Skirt: Year 8, 9 and 10 Royal blue, knee length, 4 gore skirt.
Year 11, 12, 13 and 14 Royal blue, knee length, straight skirt with kick pleats.

Socks/Tights: Grey knee length socks. Plain gunmetal grey tights.

Shoes: Black formal sensible leather shoes. Casual shoes of any kind are unacceptable. "Trainer" style shoes or boots are unacceptable whether in leather or canvas. Shoes with logos, symbols, flashes of colour or brand names are not acceptable.



Girls' PE Uniform / Kit

- Kukri school polo shirt
- Kukri school skirt
- Kukri school shorts
- Kukri school PE socks
- Kukri school Hoodie
- Kukri school 1/4 zip waterproof jacket
- Kukri school tracksuit bottoms
- Appropriate indoor and outdoor shoes

All PE kit must be clearly marked with the pupils' full name.

In lessons, all long hair must be tied back and jewellery removed; this is a health and safety requirement to prevent injury to the individual or another student. It is **NOT** acceptable for pupils to cover piercings with tape, all piercings must be removed for PE.



School Counselling Service



FAMILYWORKS

COUNSELLING • MEDIATION • TRAINING



School Communications

We encourage our staff to have a positive work-life balance as that is an important part of over-all wellbeing. If you are calling to speak with a member of staff please be considerate that staff may not always be available immediately as they are teaching classes. Please allow a reasonable amount of time for a return call / response. Typically 48-72 hours.

We are all here to help and we aim to come back to everyone as quickly and practicably as possible.

Follow our pastoral structure for supports and guidance 😊



Learning and Teaching

Senior Teacher - Learning and Teaching

Dr H Flint



Vision of learning in Ballyclare Secondary

- **Success**
- **Preparation**
- **Enjoyment**



What is Learning?

Learning is a shared journey of gaining knowledge and skills by thinking, talking and doing.



What is Learning?

Learning is a **shared journey** of gaining knowledge and skills by thinking, talking and doing.

- We are a team - pupil, home and school
- Learning is a journey - takes time and resilience



What is Learning?

Learning is a shared journey of
gaining knowledge and skills
by **thinking, talking and doing.**

- Learning is an active process
- Pupils need to actively engage in lessons to learn effectively



How you can help

- **Encourage your child to be positive about school**





How you can help

- **Help your child be organised**



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How you can help

➤ Help your child be prepared

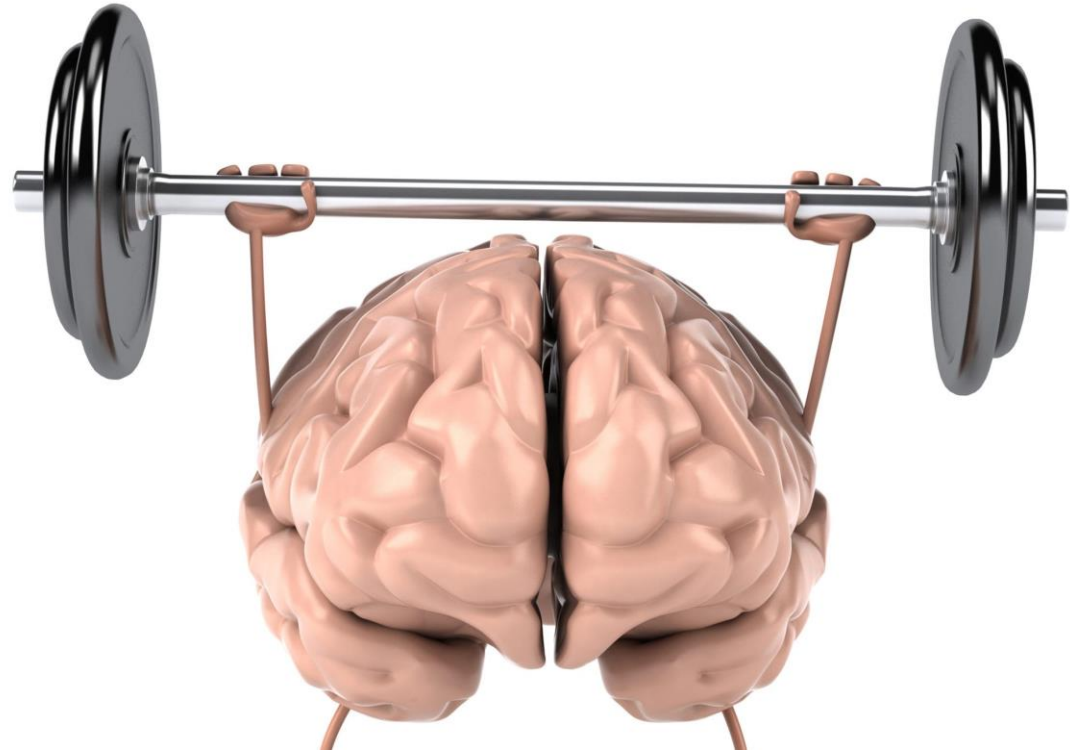
✓ *Good brain health*





How you can help

- **Help your child be prepared**
 - ✓ *Exercise the brain*





How you can help

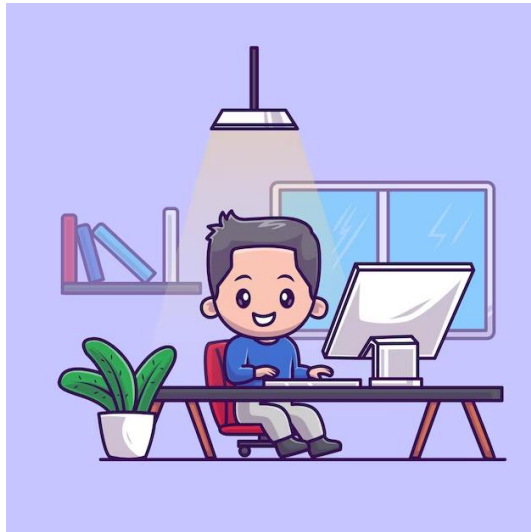
- Encourage your child to embrace wider school life





How you can help

➤ Balance



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BUILDING SUCCESS STORIES



Reporting and Assessment

Senior Teacher - Progress and Outcomes

Mr I Thompson



Pupil Assessments



Tracking

= Internal Assessments



PASS[®]

= Pupil Attitude to Self and School



CAT4

= Cognitive Ability Testing



PT MATHEMATICS

= Progress Test in Mathematics



PT ENGLISH

= Progress Test in English



Key Stage 3 Assessment Schedule

Year 8 Assessment Schedule:

- ▶ Assessment Pt 1: Assessment week: **27th November - 1st December**
- ▶ Assessment Pt 2: Assessment week: **4th March - 8th March**
- ▶ Assessment Pt 3: Summer Exam Week: **30th May - 4th June**



- Cognitive ability test - 4 batteries

VERBAL REASONING

SPATIAL REASONING

NON-VERBAL REASONING

QUANTITATIVE REASONING

- Three 45 minute tests



CAT4







Individual report for parents



Name: Moses Albright			
School: Sample ROI school			
Group: Transition Year			
Date of test: 27/03/2019	Level: G	Age: 16:01	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Moses' profile of scores from *CAT4* shows he may have a slight preference for learning by reading, writing and discussion but good spatial skills will mean that he can learn very effectively in a number of different ways.

- Moses may find that he gets ahead very quickly in some subjects and so needs extra work that allows him to do more research or read around a subject or follow his own interests. As some students may be reluctant to ask for this, do encourage Moses to approach the teachers.
- Students with high spatial ability often get the 'big picture' quickly, sometimes rushing over important detail. Moses may know the solution to a question very quickly but needs to show how he has arrived at it. His very good verbal skills should help in this.
- If Moses is asked to mentor another student, encourage him to do so as his skills make him suitable for this and he has a lot to offer.
- Encourage Moses to read widely outside school. Reading from a range of different types of books will add to his knowledge and skills.
- Think about activities outside school that build on his abilities, for example debating, drama or science club. He may enjoy these if he is not already taking part.

Example report

Subject	Initial expectation	AU1
Art	73%	72%
English	65%	68%
Geography	70%	70%

Why do pupils need 'initial expectation' scores? Why not just give a class average?

- ▶ Baseline
- ▶ Interventions



Final Remarks

Vice Principal - Curriculum

Mr J Rea

Importance of Parental Support





Children live what they see

- Be **interested**. Ask questions and listen to the answers.
- **Look** over work. Sometimes they will spot a mistake or a way to improve if you prompt them.
- Be positive. Children love to copy adults.
- Be a **good example** - we can't nag kids to read if they never see us reading.





Children live what they see

- Learning doesn't just take place in the classroom, it can happen anywhere.
- A pupil's everyday routine offers many opportunities and experiences to enhance learning



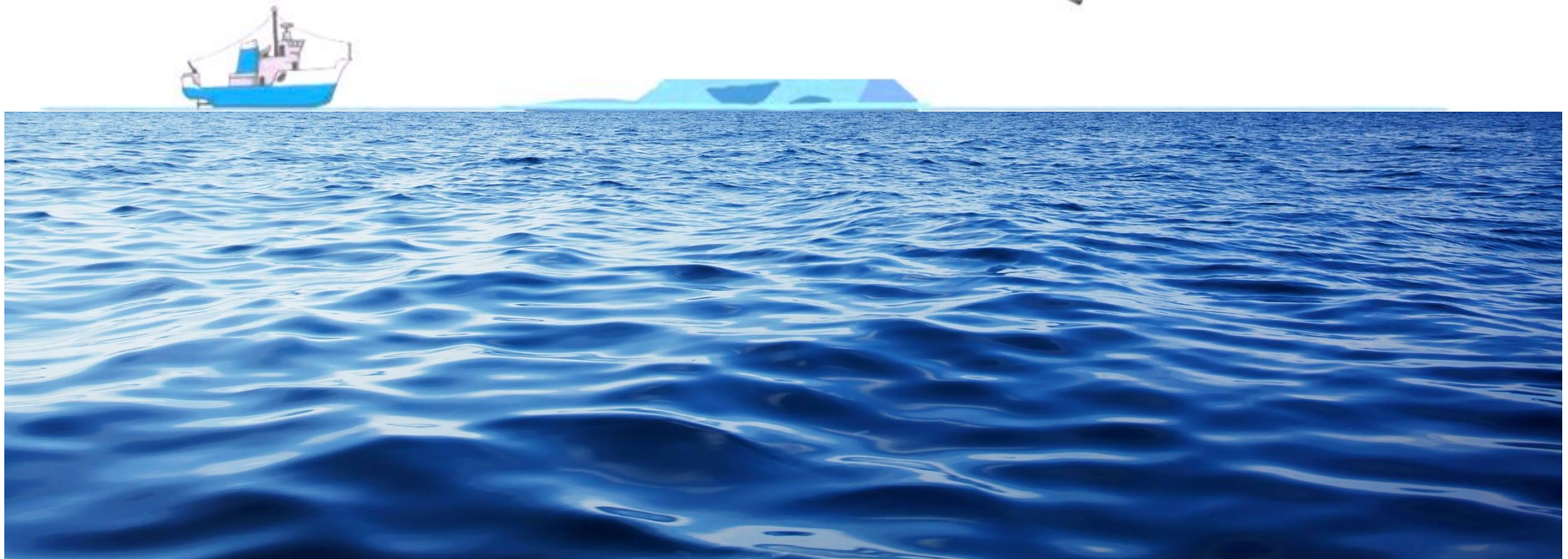
- Parents and carers play a vital role in supporting their children. The evidence shows that parental interest and encouragement is a strong predictor of a child's success in education and their career.



Success in School



WHAT PEOPLE
SEE





Success in School



WHAT PEOPLE SEE



1 - DEDICATION



2 - HARD WORK



3 - DISCIPLINE



4 - DISAPPOINTMENT

WHAT PEOPLE DON'T SEE



7 - PERSISTENCE



6 - FAILURE



5 - SACRIFICE



A woman with her arms raised in triumph stands on a rocky mountain peak. The sun is shining brightly in the sky, creating a lens flare effect. The sky is a clear, vibrant blue. The woman is wearing a pink tank top and dark pants. The overall scene conveys a sense of achievement and success.

*Success does not happen by accident.
It is planned for!*

Working in partnership is crucial in giving our children the best chance of success!