



# Ballyclare Secondary School

## PROSPECTUS



*Building Success Stories*

*Since 1961*



# Welcome to our school

Ballyclare Secondary School is a wonderful non-selective controlled secondary school that has been providing high quality education for 60+ years. Our staff are dedicated, diligent and determined to put caring at the heart of everything we do. Pupils are challenged, encouraged and inspired to aim high, which is evident in the examination results achieved. Yet we care about much more than just exams. As a school we encourage the pursuit of personal excellence in a whole host of other areas including Sport, the Duke of Edinburgh Award, Drama, Art and Music. We believe in a well-rounded education and are focused on making a difference.

We know that when pupils feel safe and happy, they perform and achieve their best. Therefore, as soon as a pupil begins life at our school, staff work conscientiously to provide a high standard of pastoral care, using the strength of relationships that exist at all levels throughout the school.

This prospectus provides information on who we are; our curriculum offer; school facilities; arrangements for safeguarding and child protection; careers education and life outside the classroom at Ballyclare Secondary School.

Thank you for your interest in our school.



Acting Principal

“ *Building  
Success  
Stories* ”



# Our Ethos



## School Aims

Our aim is personal excellence. This is something every child can achieve. The belief in the equal worth of every child is put into practice in our school with every pupil feeling valued as a unique individual.

### We want every child:

- to acquire knowledge, skills and practical abilities and the will to use them;
- to develop qualities of mind, body, spirit, feeling and imagination;
- to appreciate human achievement in art, music, science, technology and literature;
- to acquire understanding of the society in which they live and a reasoned set of attitudes, values and beliefs;
- to be prepared for their adult lives at home, at work, at leisure and at large as consumers and citizens;
- to develop, above all, a sense of self-respect, the capacity to live as independent, self-motivated adults and the ability to function as contributing and caring members of co-operative groups.



## School Ethos and Values

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.



“ *This school is about happiness and success* ”



# Admissions Criteria

The Admissions Criteria for Ballyclare Secondary School have been agreed by the Board of Governors. The application of the criteria has been delegated to the Admissions Sub Committee which includes the Acting Principal.

In the event of **over-subscription**, the following criteria will be applied in the order set down to determine those children to be admitted to Year 8.

- 1.** Children for whom Ballyclare Secondary School is the nearest controlled secondary school to their normal place of residence.

**Note** - a straight line on an Ordnance Survey Map will measure the distance from a child's parental home to the front entrance of the school i.e. the distance 'as the crow flies'.

- 2.** Children who have a brother or sister enrolled at the school as at 1st January 2024.

**Note** - Reference to sibling includes brother/sister, half/step/long-term foster brother/sister/adopted brother/sister.

- 3.** Children who are the eldest child or only child in the family

If applicants are still tied at Criteria 3, then priority shall be determined amongst these tied applicants according to the placement of their surname in a rank order, randomly developed, of all of the letters of the alphabet (if applicants have the same surname then first forename shall then be used). The randomised order is as follows: Q P W O E I R Y T U  
Mac L A S K Mc D J F H M G Z N X C  
B V

If applicants are still tied after this, then priority will be determined amongst them by a method of random selection.



# Senior Prefect Team

We are immensely proud of all our pupils and have a strong prefect system. Our Senior Prefect Team take on significant responsibilities including caring for younger pupils, acting as ambassadors, helping with duties, organising events and attending improvement meetings.

## Jonas Verner Head Boy

### What are your roles and responsibilities?

As Head Boy, I'm tasked with many roles within the School. I have to maintain a high standard in uniform, behaviour and many other aspects of school life. I'm also a role model for those in the younger years, to show what they can aspire to be. It's vital that everyone feels safe and can have someone they can trust in, and the Head Boy/Girl need to be that person pupils and staff can rely on.

### What plans do you have for the incoming year?

This academic year, I plan to help build on those Success Stories that made the school what it is today. I want to make sure no one is left behind and everyone is included in as much as possible, not only in school but in the wider community.

**Deputy Head Girl:** Sarah Campbell

**Deputy Head Boy:** Adam Dalzell

**Senior Prefect Team:** Hannah Gillespie, Lauren Ferguson, Anna Laverty and Zara Mawhinney.

## Hannah Caldwell Head Girl

### What are your roles and responsibilities?

As Head Girl, I have various roles and responsibilities within school. My overall role is to represent the entire student body as Head Girl alongside the Head Boy and Senior Prefect Team, at various functions and events both inside and outside of school including Open Night and the Remembrance Sunday Service. My responsibilities include being a role model, setting uniform standards and being a supportive member of our school to all pupils to create a positive learning environment.

### What plans do you have for the incoming year?

My aim for the incoming year is to continue to make Ballyclare Secondary a welcoming and safe environment for all pupils to have a chance to flourish in their own success story. Alongside the Head Boy, I wish to build upon requests for changes from members in our school community about various issues or areas within school. This is to ensure everyone feels that they are valued, have a sense of belonging and that they have a voice in our BSS family. Finally, my end term goal is to leave school knowing I have made a difference for every pupil moving up behind me.





# Year 8 Induction

## Timeline of Induction Events:

We recognise that the transition from primary school to secondary school is a significant stage in the social and educational life of each of our pupils. It is important that this transition is managed successfully so that the pupils can enjoy and profit from their time at school.

We place great importance on supporting every Year 8 pupil as they settle into life at Ballyclare Secondary School.

Our induction process consists of a number of key events from June of P7 to December of Year 8. We also view every day and every class as part of Induction and all our staff and pupils play an important role in helping our new Year 8 pupils settle.



### June of Primary 7:

Pupils are visited in their primary schools by members of the SLT. This is to allow pupils to meet and speak to a member of our staff before coming into our school. During this time pupils will take part in an open Q&A session to reassure them of any worries they might have.

Pupils and parents/carers are then invited to an information evening at Ballyclare Secondary School at the end of June. This will give the pupils an opportunity to meet their new class as well as their new Form Teacher. During this evening, parents will also get the opportunity to receive important information before the term begins in August.

### Late August:

On the Year 8 pupil's first day in Ballyclare Secondary School, they will be the only year group in school. This allows them to familiarise themselves with our school, its layout and our classes without the hustle and bustle of a large number of other pupils. It is also a half day, therefore, easing them in gently.

### Early/Mid September:

Parents of Year 8 pupils have the opportunity to find out more about the Year 8 curriculum at an Induction Evening. Also at this, guidance and support are given to encourage parents and carers on how best to assist their child with the education journey at Ballyclare Secondary School.

### October – December:

Ballyclare Secondary School organises all year 8 pupils to take part in an outdoor pursuits program, off campus. This is to help pupils and Form Teachers to get to know each other better. They will take part in a wide variety of fun team building activities.

### Mid December:

The Christmas holiday marks the end of formal 'Induction', we hope that at this stage our young people are settled into life at Ballyclare Secondary School and consider themselves valued members of our school community.

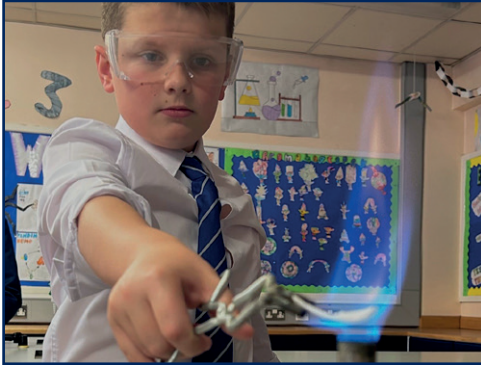
# The Curriculum



## Key Stage 3

Our top priority is to provide a caring and stimulating environment in which each pupil can strive to reach their full potential. Our aim is to cater for the whole person, enabling each pupil to develop mentally, spiritually and physically. Pupils with learning difficulties are given extra support in small groups. All teachers use a wide range of teaching strategies to provide the best possible opportunities for their students.

In Year 8,9 and 10 (KS3), we deliver the Northern Ireland Curriculum including Learning for Life and Work and Cross Curricular Skills including Communication, Using Mathematics and ICT. All subjects incorporate thinking skills such as problem solving, decision making, being creative, self management and working with others in their delivery.



## Areas of Learning:

- Art
- Careers
- Drama
- English
- French
- Geography
- History
- Home Economics
- ICT
- Learning for Life & Work
- Mathematics
- Music
- Physical Education
- Religious Education
- Science
- Technology



“ *The teachers are highly committed and very supportive* ”

Education and Training Inspectorate

## Key Stage 4

At Key Stage 4, the core curriculum consists of: English, Mathematics, Science, Religious Studies, Learning for Life & Work and Careers. All pupils participate in Physical Education (Games). In addition, pupils choose from a suite of GCSE, BTEC and Occupational Studies Courses. These courses are updated annually to suit the needs of the pupils and the school.

## Subjects:

- Agriculture and Land Use
- Art and Design
- BTEC Sport Level 2
- Business Communication Systems
- Business and Services
- Business Studies
- Careers
- Carpentry and Joinery
- Child Development
- Construction
- Double Award Science
- Drama
- English Language
- English Literature
- Food and Nutrition
- Food Preparation
- French
- Further Mathematics
- Geography
- Graphic Design and Website Development
- History
- Horticulture
- Digital Information Technology
- Learning for Life and Work
- Leisure, Travel and Tourism
- Mathematics
- Media Studies
- Motor Vehicle and Road User Studies
- Music
- Photography and Creative Arts
- Physical Education
- Prince's Trust
- Religious Studies
- Single Award Science
- Technology and Design
- Preparation for Adult Life
- Psychology

## Learning Intentions and Tracking Pupil Progress

Academic progress is monitored closely and effective use is made of baseline data on entry to the school. This allows for personalised targets to be set and monitored. Assessment Unit Tasks are recorded on an electronic tracking system to monitor pupil progression and to target additional learning support. Pupils and teachers are very focused on the learning process and its outcomes. Pupils are involved in the setting of learning intentions and success criteria. Active learning, peer and self assessment are at the heart of lessons at Ballyclare Secondary School.

## Homework

Homeworks are set to give pupils the experience of working on their own and to help parents understand what the pupil is doing at school. Homeworks are constructive and creative rather than simply repetitive.

## Post 16 - Sixth Form

Ballyclare Secondary School has a thriving Sixth Form and offers a range of options for pupils returning to study.

### 1. AS/A2 Level Subjects

The entry requirement for pupils returning to study three or four AS Level courses is a minimum of five GCSEs at grade C or above. Each year the curriculum offer is adapted to suit the needs of the pupils and school and can include:

- Art and Design
- Biology
- Chemistry
- Design and Technology
- Digital Technology
- English Literature
- French
- Geography
- Government and Politics
- Health and Social Care (single & double award)
- History
- ICT
- Life and Health Science
- Mathematics
- Media Studies
- Moving Image Arts
- Music

- Nutrition and Food Science
- Performing Arts
- Professional Business Services
- Psychology
- Religious Studies

### 2. Level 3 BTEC Courses

Pupils can choose from the following courses:

- Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and development
- Pearson BTEC Level 3 National Extended Certificate in Sport
- Pearson BTEC Level 3 National Diploma in Sport
- Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism
- Pearson BTEC Level 3 National Diploma in Travel and Tourism

### Sixth Form Enrichment Programme

Pupils returning to Ballyclare Secondary School will be able to follow an extended enrichment programme which includes the following aspects:

- Careers Education Information Advice and Guidance
- Study Buddy Programme
- Peer Mentoring
- Student Forum
- Social Committee
- Year Book Committee
- Private Study
- Positions of Responsibility: Head Boy, Head Girl and Prefects
- Enrichment Days

Additional enhancement opportunities are updated annually and can include Conversational Spanish, Money Matters, ToolTime, Survival Cookery, Digital Skills and Health and Fitness.







# Pastoral Care

Pastoral care is at the heart of everything we do in Ballyclare Secondary School. We are totally committed to creating a caring and supportive school environment in which schools feel safe, secure and encouraged to build positive relationships with staff and fellow pupils based on mutual respect, tolerance and consideration.

Ballyclare Secondary School is an inclusive school in which all pupils are valued for their unique contributions, abilities, and achievements.

Our pastoral care system is based on the central role of the Form Teacher. A Form Teacher is assigned to each Year 8 class and remains with the class throughout their first five years in the school. This enables the Form Teacher to get to know the group of pupils as individuals during their school career and to liaise with parents/carers and build a relationship with the pupil's home. This bond created is very strong and the class and Form Teacher work together as a team.

The pastoral team consists of seven Form Teachers and 2 Year Teachers. The Year Teachers have oversight of a particular year group's curriculum and their pastoral welfare. The Vice Principal - Pastoral Care has overall responsibility for the pastoral care system in school.

We encourage pupils to take pride in all that they do and to set high standards for themselves both inside and outside the classroom.

The achievements of pupils are celebrated through junior and senior assemblies and year group assemblies, addressing a variety of moral and social issues that are particularly relevant to young people.

Pupils are given opportunities to take part in a wide range of curricular and extracurricular activities. Through such shared experiences, a real sense of belonging to our school community can develop.

The school has a Designated Safeguarding Teacher and Deputy Designated Safeguarding Teachers, who are known to the entire school community, and take responsibility for all safeguarding and child protection issues. The Safeguarding and Child Protection policy acknowledges the duty of care of each member of staff towards each young person in school and our

responsibility to promote and safeguard their welfare.

Our qualified nurse is available throughout the day and provides medical care for all pupils, including those with specified and particular needs. She maintains close contact with both staff and parents/carers. Prescribed medications are kept and administered by the school nurse and she also organises the school immunisation programme.

In addition, a counsellor, from an external agency, provides further support for pupils through sessions organised on a weekly basis. Through the School Based Care Team, the school endeavours to build and maintain positive relationships with professional support agencies outside school who offer individualised guidance and support.

Tel: 028 9332 2610 Email: [info@ballyclaresec.ballyclare.ni.sch.uk](mailto: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

Updated graphic to be added

We are here to help.

Mrs McKay  
DEPUTY DESIGNATED TEACHER

Mrs Weir  
DEPUTY DESIGNATED TEACHER

Miss Dunwoody  
DEPUTY DESIGNATED TEACHER

Mr Cowden  
DEPUTY DESIGNATED TEACHER



# Careers Education, Information, Advice and Guidance (CEIAG)

Our aim in Career Education, Information, Advice and Guidance (CEIAG) is to prepare young people for the opportunities, responsibilities and experiences of adult and working life. This equips them with the knowledge, skills and attitudes which they require in order to manage their lifelong career and personal development. At Ballyclare Secondary School, we promote equality of opportunity and put the needs of the learner above all other considerations.

## CEIAG in Ballyclare Secondary School:

All staff contribute to CEIAG through their roles as form teachers and subject teachers. Specialist sessions are offered through Employability classes, under the co-ordination of the Learning for Life and Work (LLW) Leader. Specialist career's advice, information and guidance is provided in collaboration with Careers Advisors from the Department for the Economy (DfE).

Key public agencies, employers of all sizes in the private, public and voluntary sectors, schools, colleges and universities. All have a specific and important role in assisting with the promotion of CEIAG in Ballyclare Secondary School.

## Transition Stages:

### Key Stage 3 Programme

- To investigate a range of careers and opportunities.
- To consider possible individual career paths.
- To make informed choices.

### Key Stage 4 Programme

- To further investigate careers and opportunities.
- Interview Skills Programme.
- Study Skills.

### Key Stage 5 Programme

In Sixth Form, support and advice is available to all students. Our aim is to help students to make realistic and informed decisions about their future beyond the 16 – 19 Curriculum and to help students to manage the transition from Sixth Form into Higher Education, Training or Employment.

## CEIAG Research:

### Online Resources:

Interactive programmes, career matching, career websites and labour market information.

### In House Workshops, Seminars and Exhibitions:

Universities, Employers and Advisory agencies

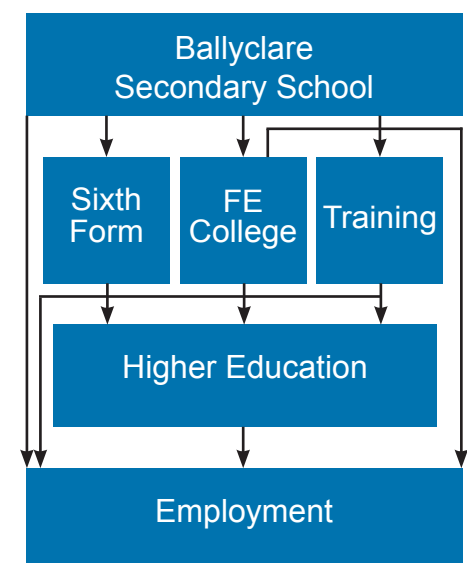
## Information Sessions:

CEIAG Evenings, Career Conventions, University Choices, STEM Activities, Interview Skills, Study Skills, Health and Safety talks.

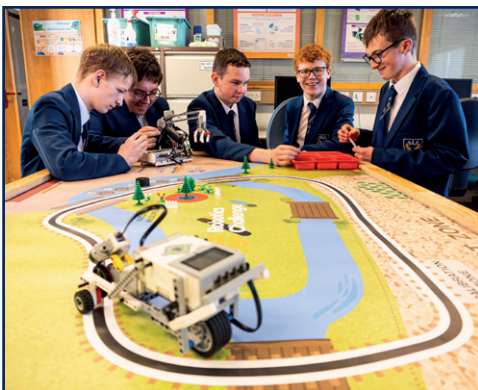
## Annual Careers Convention:

In collaboration with Antrim and Newtownabbey Borough Council and other local schools. This is for all pupils in years 10, 11, 12, 13 and 14.

## Career Progression Routes



# Extra Curricular Activities



## Lunchtime Activities

- Scripture Union
- Football
- Choir

## Enrichment Activities

- Science Club
- Cookery Club
- Homework Club
- Technology & Design Club
- Young Enterprise
- Duke of Edinburgh
- Timetabled Exam Support Classes for Subjects After School
- Kit-Car Project
- Scripture Union

## Arts

- Junior Art Club
- Film Club
- Drama Club
- School Production

## Music

- Music Theory Group
- Junior and Senior Choir
- Wind Group
- Brass Group
- Instrumental Group
- String Group
- Instrumental, Vocal, Guitar and Drum Lessons
- Bagpipe and Snare Drum Lessons

## Charity Work

- Think Pink
- Annual Multiple Sclerosis Sponsored Walk
- NI Hospice
- Tiny Life
- Hope 365
- Aware
- PIPS
- Bryson House
- Shoebox Appeal

## Sports

- Cricket
- Girls and Boys Football
- Hockey
- Rugby
- Netball
- Athletics
- Dance
- Basketball



# Duke of Edinburgh Programme



Ballyclare Secondary School offers pupils the opportunity to participate in all three award levels of the Duke of Edinburgh Programme; Bronze, Silver and Gold. The award recognises pupils for completing a series of self-improvement exercises incorporating: volunteering, physical, skills and expeditions. Pupils from Ballyclare Secondary School volunteer in the community, developing skills in areas they never thought they would, as well as becoming fit and active young people. From cookery to football, swimming to coaching, Jujitsu to animal care, our pupils are developing in ways that will set them up to be active contributors to our society.

In Ballyclare Secondary School, Bronze pupils go to Glenariff Forest Park to participate in navigation training and in the summer term they complete a two-day expedition across the Mourne Mountains. Prior to their practice and qualifying expeditions, pupils take part in camp craft workshops, receive basic first aid training, learn the countryside code, research the nature and wildlife of their expedition area and feed into their route planning.

Silver pupils undertake more rigorous navigation workshops and first aid training, given that they have a larger role in planning their own three-day mountainous expedition. These pupils complete two, three day expeditions in the Mourne Mountains, one practice and one qualifying. Over the three days the pupils will travel approximately 45km, scaling several peaks along the way.

Leading up to their expeditions, the committee like to plan some outdoor activities for pupils, with past groups having been part of bouldering along mountain rivers and caves.

Gold pupils complete a five day residential followed by a number of challenging expeditions, each spanning four days in a variety of terrains. At Gold level, pupils would be expected to have an active and full involvement in their route planning, skills workshops and physical activities. The Gold Award enriches the lives of pupils, along with the lives of those they are helping on their journey. The Gold Award is open to Sixth Form pupils completing a two year A-Level course.





# School Facilities

Ballyclare Secondary School was established in 1961 and even though the school is over sixty years old, the school facilities are of a very high standard and offer an excellent learning environment for all pupils. The school buildings are well maintained and all classrooms have up-to-date technology and equipment.

- Design and Technology centre incorporating system design and multi material workshop
- Assembly Hall, Gymnasium, Sports Hall, Fitness Suite, all-weather hockey pitches, grass soccer pitches, grass rugby pitches, six tennis courts and athletics track



The school premises have recently been enlarged and modernised due to substantial investment from DENI. It is our policy to constantly strive to ensure that we have the best possible education environment for our pupils.

- 2 ASC classrooms
- A sensory room
- A sensory garden
- Lecture Theatre with video conferencing and sound editing facilities

## The Facilities Include:

- Computer suites which are fully equipped with up to date technology
- Media Suite
- Music Suite with practice facilities
- Science Block with eight fully equipped laboratories
- Greenhouse with surrounding vegetable garden and flower beds for facilitating the delivery of Occupational Studies - Horticulture
- Modern, well stocked Library with adjoining computer suite
- A number of tutorial and small group rooms
- Four Home Economics rooms
- Three Art rooms with photography dark room and pottery area with kiln
- All classrooms are equipped with interactive whiteboards, computers and internet access
- School canteen



# Special Educational Needs

Ballyclare Secondary School acknowledges that the need of all pupils who have Special Educational Needs or a disability either throughout or at any time during their school careers, working towards equality in schooling, must be addressed, and their rights to have access to a broad and balanced curriculum including maximum possible access to the Northern Ireland Curriculum. Our philosophy is based on the belief that all children should be given the opportunity to develop their potential and be contributing and caring members of society. In this way we prepare them for their adult lives at home, at work and at leisure.

Ballyclare Secondary School has adopted the procedures for the identification and management of children with Special Educational Needs (SEN) or barriers to learning as recommended by the Education Code of Practice.

Pupil Learning Plans (PLP's) are drawn up, monitored, and reviewed by the Learning Support Coordinator (LSC) Miss Miniss, in consultation with parents, members of staff, and pupils. The Pupil Learning Plans support pupils with special educational needs. Learning support assistants work alongside subject teachers to provide individual support to a pupil with additional needs. All pupils have full access to the curriculum.



## Parent/person with Parental Responsibility

At Ballyclare Secondary School we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a

key role in helping us understand individual needs.

Teachers, pastoral staff, LSC, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

## Pupil Views

In school, as far as reasonably practicable, we seek and have regard to the child's/young person's views about their strengths, learning difficulties and education, considering their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- Contributing to their own assessment, provision, and progress
- Working towards achieving agreed targets
- Contributing to the review of PLPs, Annual Reviews, and the Transition Process
- Involving and supporting the pupils to participate in making decisions about matters affecting them

## Autism Impact Award

As Northern Ireland's largest autism charity, Autism NI has developed the Impact Awards to help organisations create a more 'autism friendly environment'. An autism friendly organisation strives to ensure every autistic individual feels welcome and

comfortable accessing the range of services and facilities offered. We are very pleased to have been the first ever school in Northern Ireland to be awarded the Autism Impact Award NI.



# 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.

**Tie:** 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

**Pullover:** 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 pupil's 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.

**Tie:** 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

**Pullover:** 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 pupil's 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.



# House System

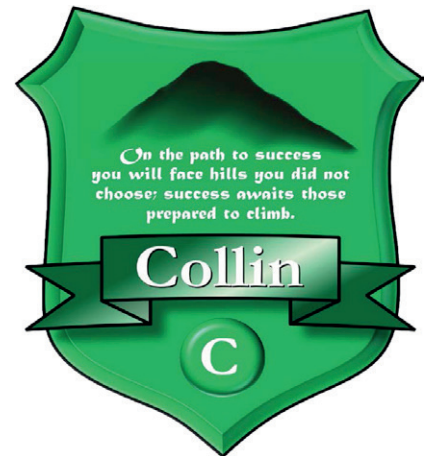
The House system is an area of school life that continues to develop within Ballyclare Secondary School. Whilst there is a healthy, competitive element in belonging to a House, perhaps most importantly, it creates another element of our Ballyclare Secondary School identity, another strand of your school family.

The four Houses of our schools are: McConnell, Ollar, Collin and Lindsay. You will be assigned to a house when you begin your journey at our school. Our House Captains are Miss Dunwoody (McConnell), Miss Dunlop (Ollar), Mrs Weir (Collin) and Miss Smyth (Lindsay) however each member of staff belongs to a House too. We also have pupil House Captains who lead and encourage everyone in their House.

House activities are designed for you to meet new people and make new friends across all year groups, gain points for your house and most importantly, have fun! Activities include a House Quiz, Sports Day, creative design competitions and much more.

There are also House points available for the best attendance within each House, awarded every month and displayed on our leader board in the assembly hall. Attendance is very important within our school, therefore everyone has an important role to play in contributing to their House.

The question now is; which House are you going to be a member of?



# Pupil Voice

Every year pupils elect two class members to represent their class on the Year Forum. Once elected, this group of pupils meet once every half term. The Student Forum consisting of 14 pupils is then elected from the Year Forum. This group is comprised of two pupils from each year group and this forum meets every month. Both forums discuss and act on plans to make a difference to our school.

It is a real privilege and great honour to be part of the Year and Student Forums.

## What can you do as part of the Year and Student Forums?

- Express views;
- Represent others;
- Have your voice heard;
- Take actions;
- Try new things;

## How do the Forums work?

- Pupils and adults listen and talk to each other, working together for positive change;
- An agenda is set for each meeting, guiding our work;
- Skills and confidence are developed;
- An opportunity to feel even more valued;
- To share experiences and learn from each other;
- Team building opportunities;
- To be part of positive changes in school;
- Better pupil-staff communication and;
- To be part of new projects and developments, working with local businesses and other important aspects of our community.



**Ballyclare Secondary School  
Doagh Road  
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**028 9332 2610**

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