

Ballyclare Secondary  
School



⚡ Welcome to

year 14 ⚡

# Ballyclare Secondary School



## School Vision

“Our vision for the pupils of Ballyclare Secondary school is to develop independent learners who are prepared, motivated and resilient. They will be active citizens, equipped with the core values which will enable them to thrive”

# Ballyclare Secondary School



## 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"

Ballyclare Secondary  
School



New Year

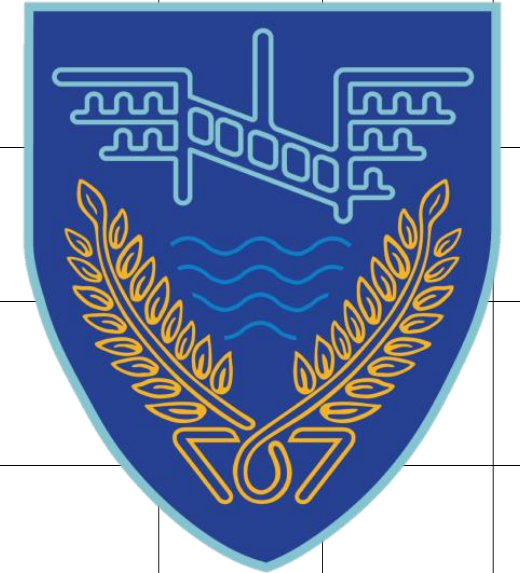
New Rules



**BSS**



**Steps to Success**



**○ Ready.....**

**To follow  
directions and  
procedures**

**○ Respectful....**

**Of self, others  
and  
surroundings**

**○ Responsible...**

**And prepared  
at all times**



# Ballyclare Secondary School



## Reflection on Year 13

Mr Rea

**Ballyclare Secondary  
School**



**Attendance**

**& EMA**

**Miss Colliins**



## EVERY SCHOOL DAY COUNTS –

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

Attendance percentages can be misleading.


100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	Poor
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	Very Poor
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

For some parents, 90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week or 19 days of school during the school year – that's nearly 4 school weeks.





Let's look a little closer...



90% attendance

1/2 a school day each week

4 weeks of lessons missed in the school year

Consequences for wellbeing and attainment

## What is EMA?

Education Maintenance Allowance is a **weekly allowance of £30** to help **16, 17, 18 and 19 year olds** with the costs of further education.

Payments are made every 2 weeks as long as you continue to meet your school or college's attendance requirements.

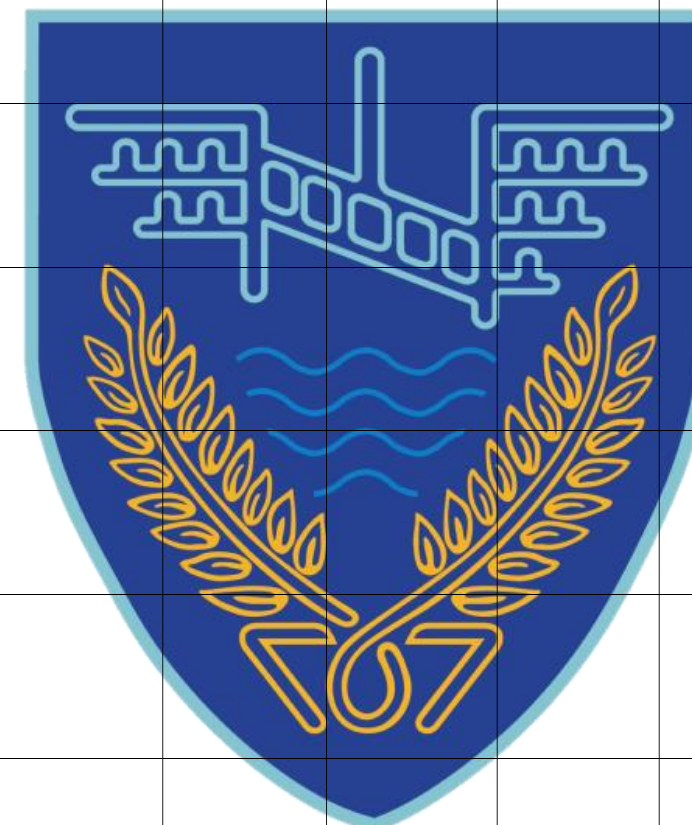
**Getting EMA won't affect any benefits you or your family already receive.**

### Household income

The table below shows how much you can get based on your household income.

Annual household income	Weekly EMA entitlement
£20,500 or less	£30
£22,500 or less and there's <b>at least 1 other</b> dependant eligible for child benefit in your household, other than you.	£30
Between £20,501 and £22,500 and there are <b>no other</b> dependants eligible for child benefit in your household, other than you.	£0
£22,501 or more	£0

We'll ask for information about your household income as part of your application. We'll need this information from **each** person you normally live with (apart from any adult brothers or sisters you might have). We may ask for evidence to confirm the household income details if needed.





# Let's look a little closer.....

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

## Household income

The table below shows how much you can get based on your household income.

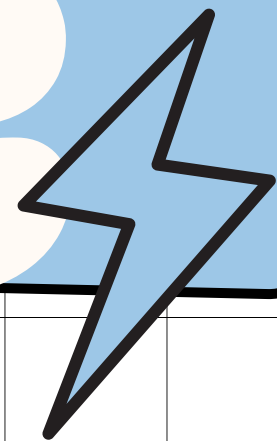
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Ballyclare Secondary  
School



Well-being



# Ballyclare Secondary School



We are a

**Take5**

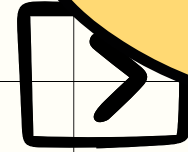
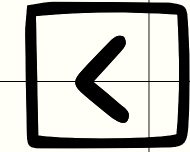
**SCHOOL**





# HOPE SERVICE

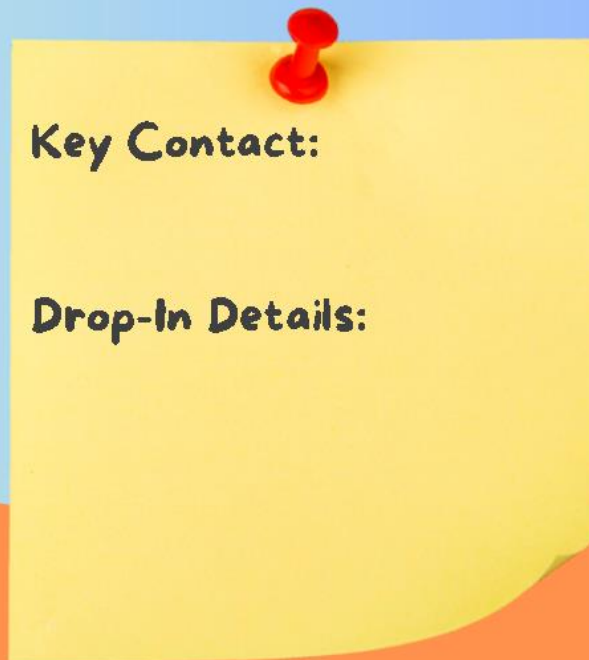
INDEPENDENT SCHOOL COUNSELLING AND THERAPY



Are you finding things difficult and think it would help to speak with someone?



Scan Here for More Information



# Ballyclare Secondary School



Connect



# Ballyclare Secondary School



Keep learning





# Ballyclare Secondary School



Give



# Ballyclare Secondary School



Take notice



# Ballyclare Secondary School



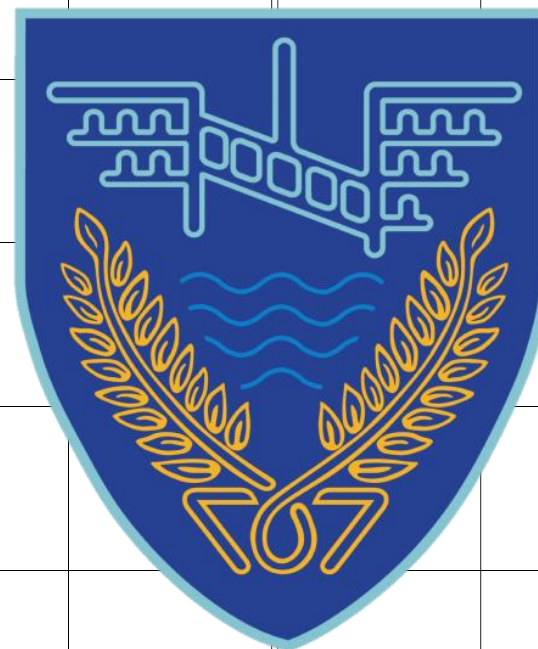
Be active





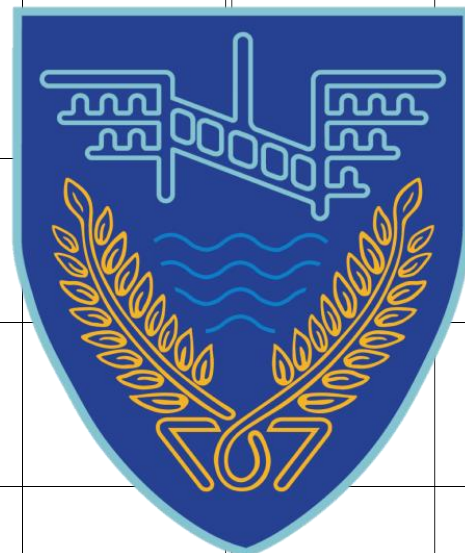
**HOW MANY HOURS A WEEK DO YOU WORK?**

***A STUDENT WHO TAKES  
ALL STUDY PERIODS AS  
FREES, DOES ABOUT  
16.25 hours***



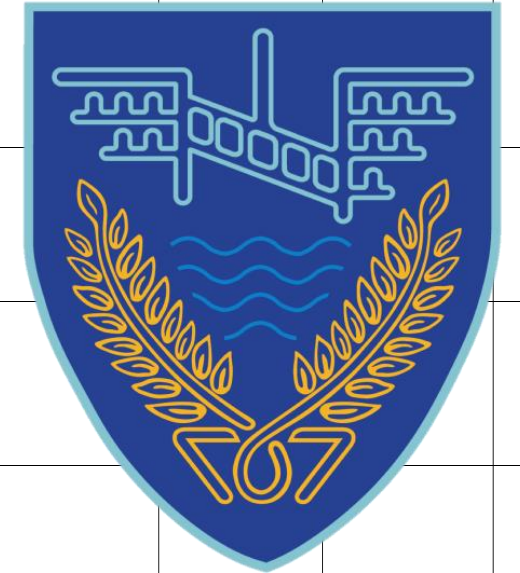
***A STUDENT WHO WORKS  
DURING ALL THEIR STUDY  
PERIODS DOES ABOUT***

**24.5 hours**



**York University**

**Rule of 8**



● 8 hours

**Sleeping**

● 8 hours

**Working**

● 8 hours

**Your Time**

School 8.40 – 2.55pm = 6 hours (minus reg and lunch) + 2 hours at home = 8 per day = 40hr week

# Part-time jobs



“ All but a small minority of Year 13 (Year 14 NI) students have had a part-time or a holiday job at some point. This would be of no concern to anyone but themselves if part-time jobs had no impact on their educational performance. However, the report provides clear evidence that students who work long hours in their jobs do worse in A and AS level examinations than other students.”

Source: Post-16 Students and Part-Time Jobs: Patterns and Effects Joan Payne  
Department of Education and Skills England  
and Wales



# Part-time jobs



“The difference in A/AS level results attributable to long hours spent in jobs could easily be big enough to lose someone their offer of a university place”

Source: Post-16 Students and Part-Time Jobs: Patterns and Effects Joan Payne  
Department of Education and Skills England  
and Wales

# Part-time jobs

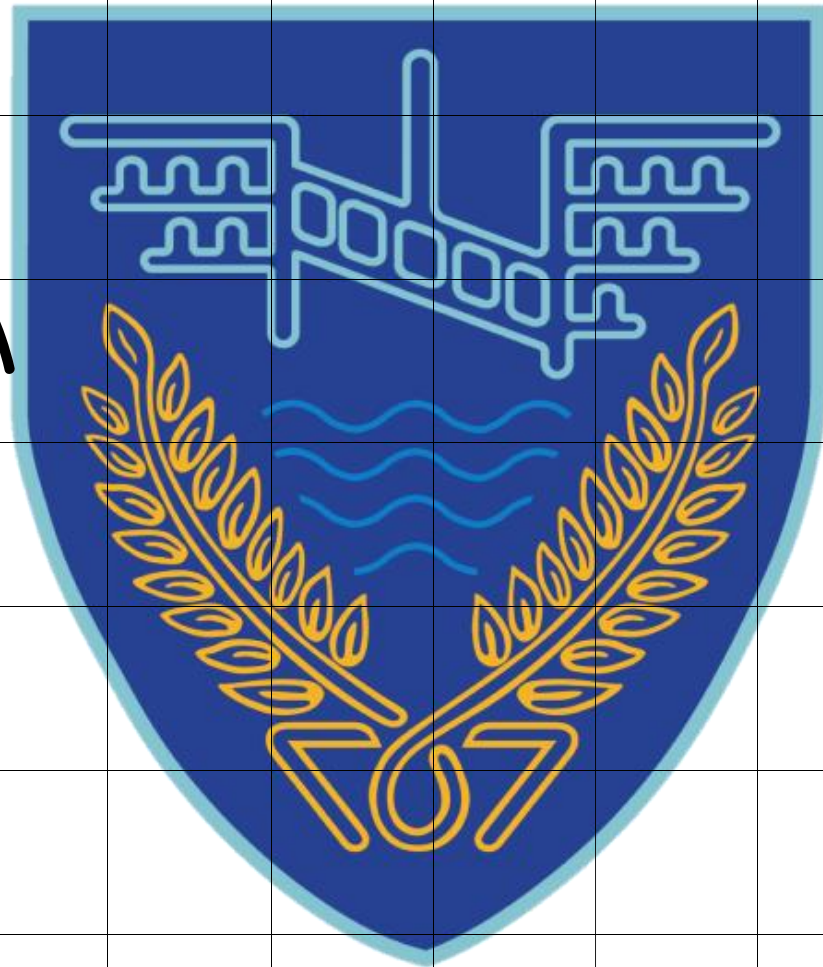


“The issue is not whether students should have jobs at all, but rather one of the balance between jobs and study. In view of all these considerations, it is appropriate for schools and colleges to provide guidance on the maximum number of hours of part-time work students should undertake in Years 12 and 13 ( year 13 and 14 NI)- many of course already do this.”

The report suggests that 10 hours is ample for a Student at A2 level.

Source: Post-16 Students and Part-Time Jobs: Patterns and Effects Joan Payne  
Department of Education and Skills England  
and Wales

# Key Staff



- **Form Teachers**
- **Assistant Head of Sixth Form**
- **Head of Sixth Form**
- **Senior Curriculum and Pastoral Staff**
- **Sixth Form Supervisor**



 **YEAR 14**

**CAREERS** 

**Mr Rea**

# UCAS Information

September

- All general information on UCAS form complete

30<sup>th</sup> September

- Liverpool John Moores – personal statement
- Atlantic Technology – CAO applications

October

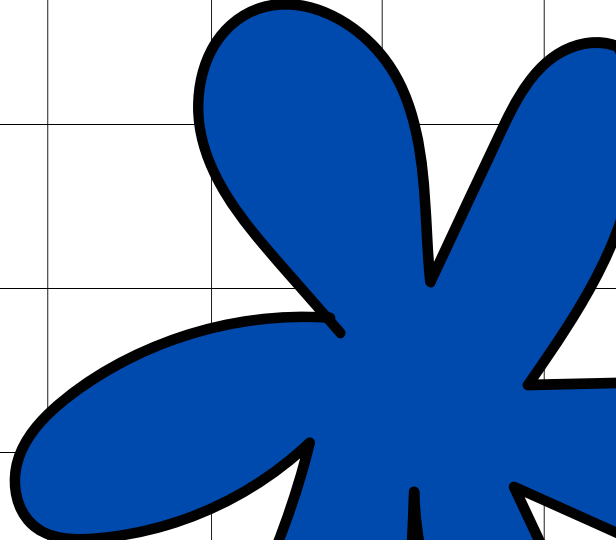
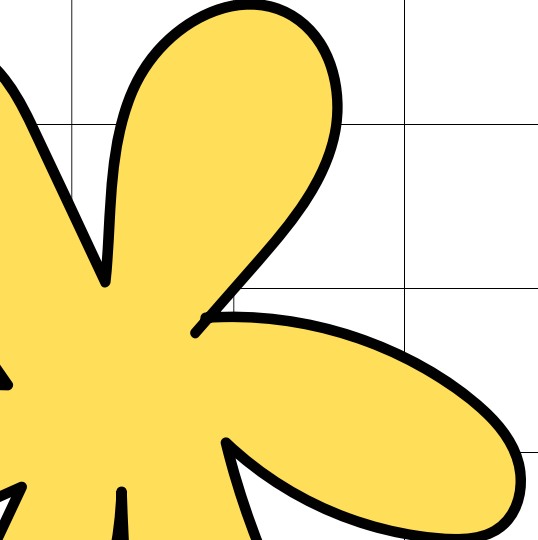
- Personal statements completed
- Guidance in school
- Parental support – proof reading
- Research on course options complete
- Up to 5 choices

December

- Deadline for completed forms
- Application fee £28.50 except for FSM



# CAREERS Information



All Careers' information can be found  
in the Google Classroom.

Key information is also sent on PWC.

Please check regularly.



**YEAR 14**

**Learning** 

**Dr Flint**



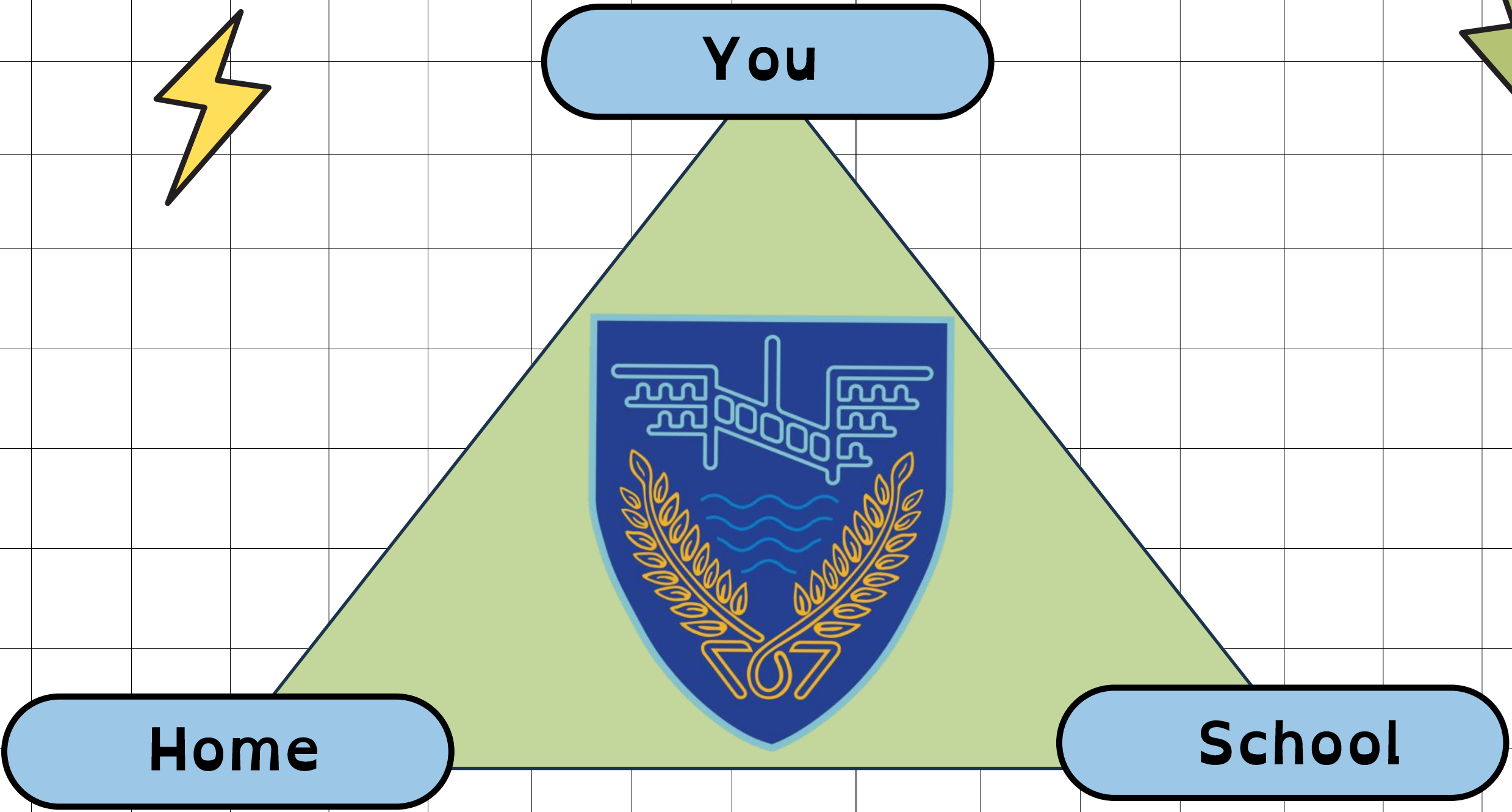


# What is Learning?

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







**You**

**Home**

**School**

# Ballyclare Secondary School



**'We don't rise  
to our goals;  
we fall to our  
systems'**

**James Clear (Atomic Habits)**



# Tweaks

1%  
BETTER

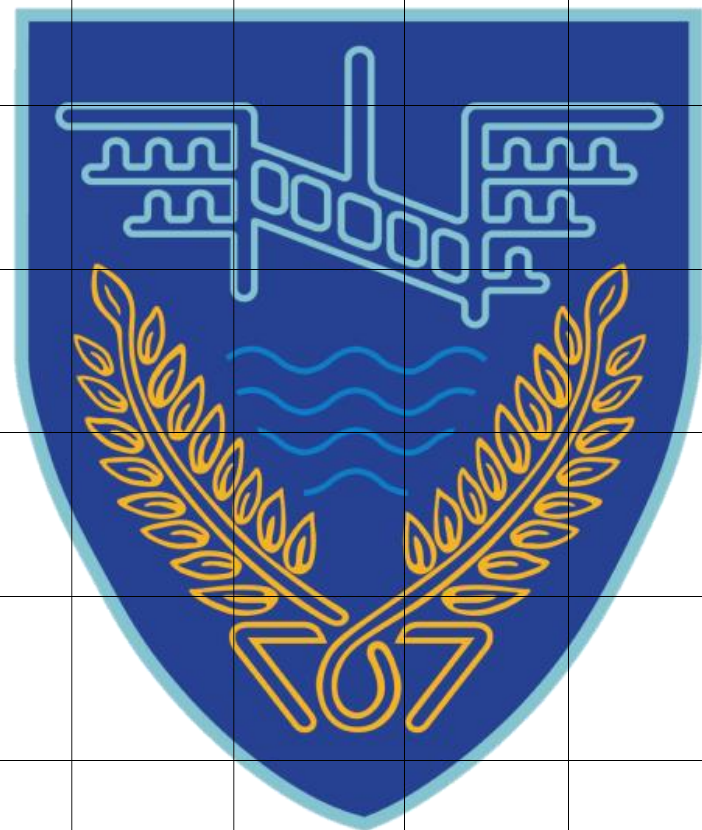
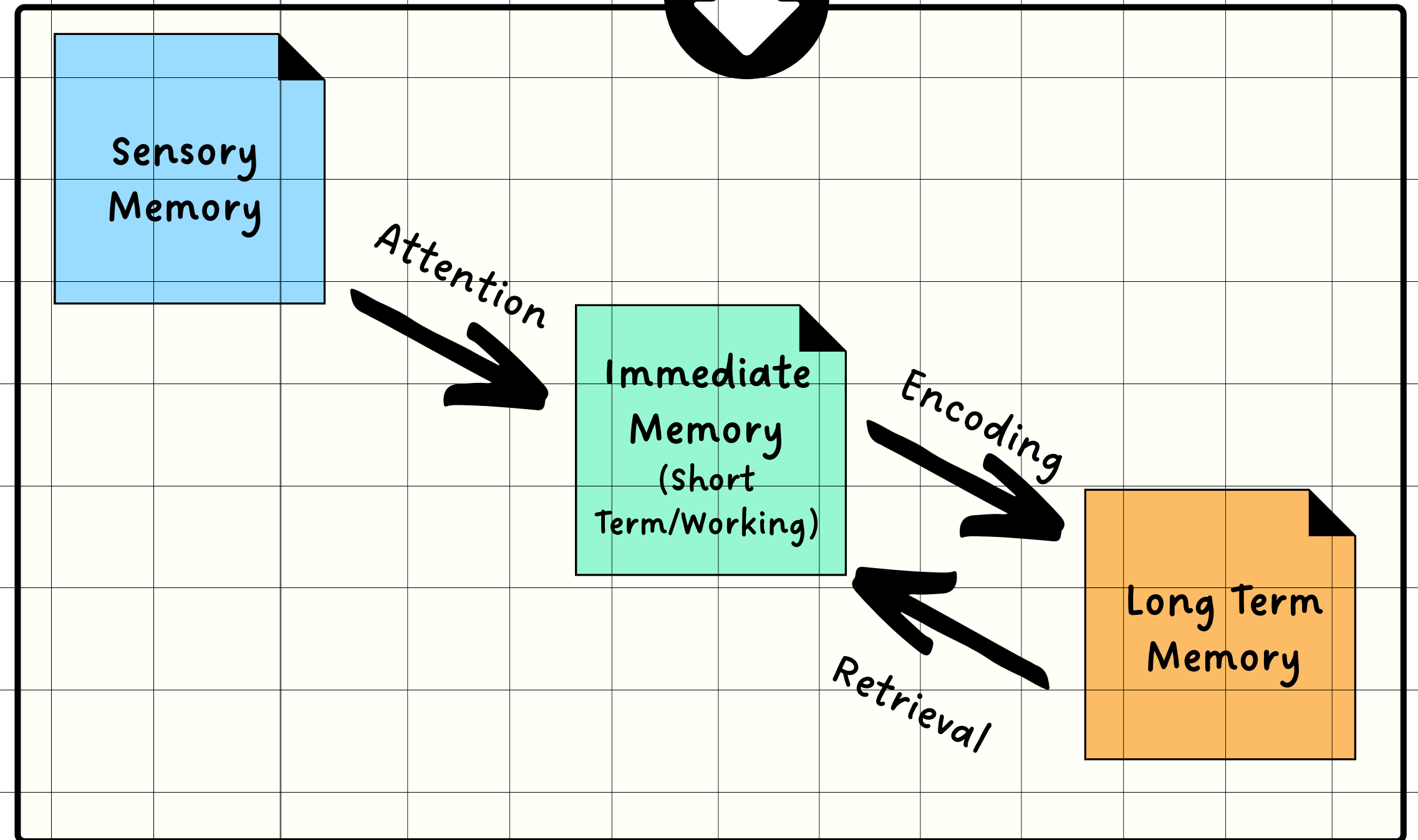
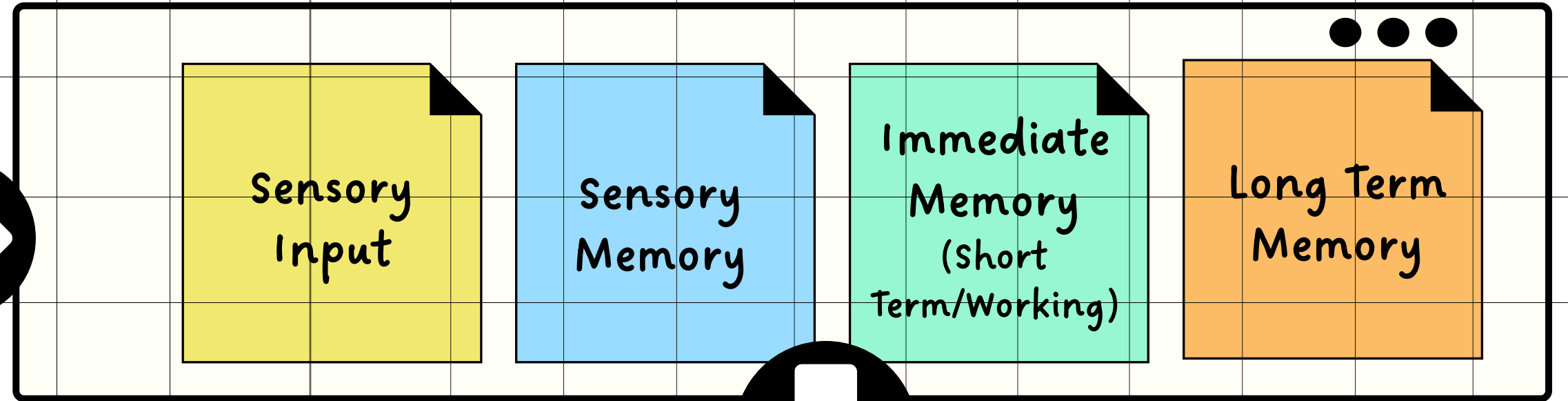
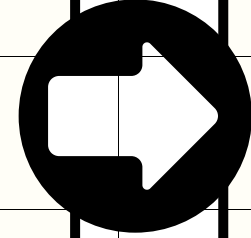
Tiny positive  
changes add up to  
make a big impact.



# PRACTICE

The need to practice remembering is inextricably linked to how memory works.

...

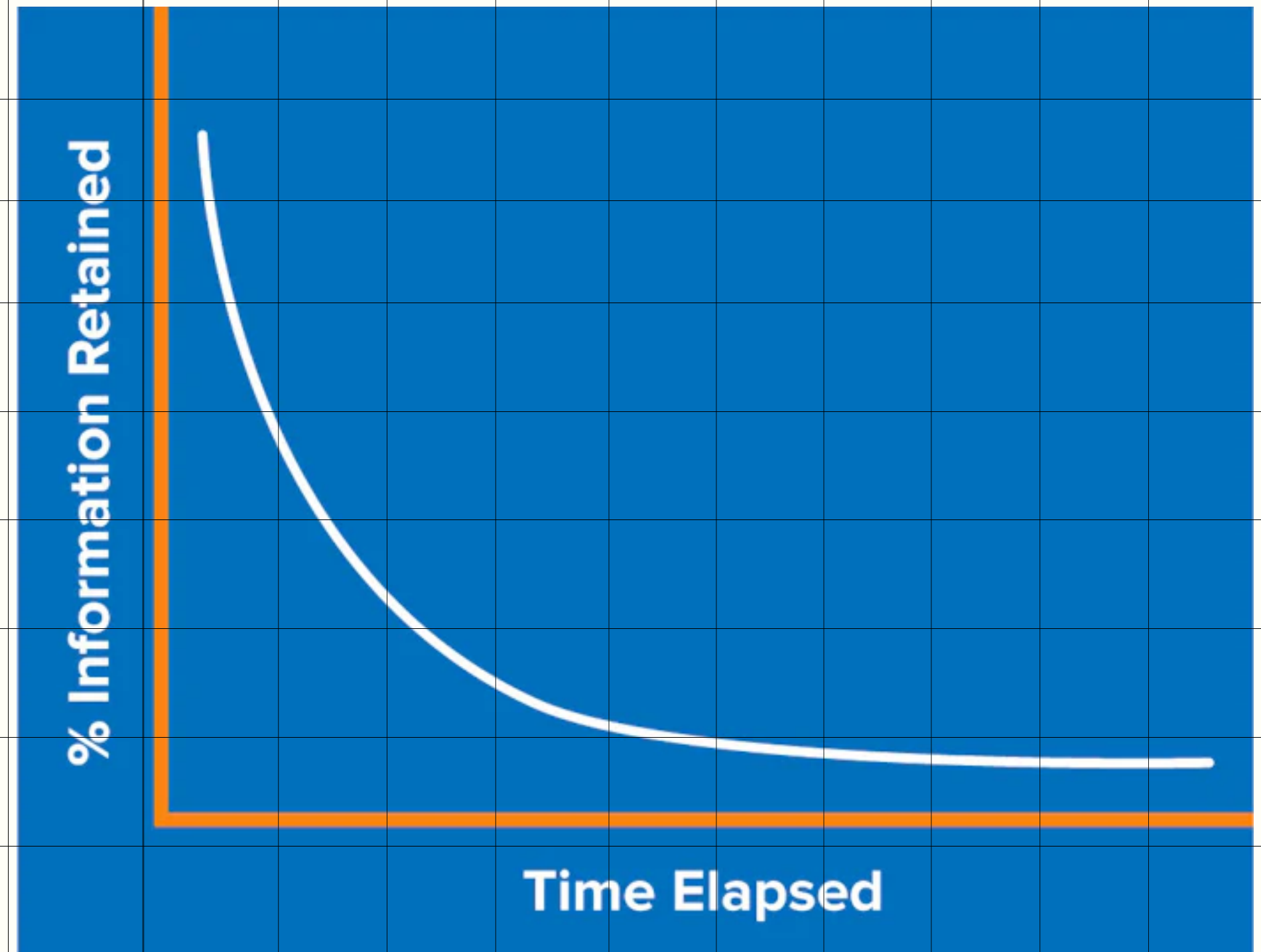
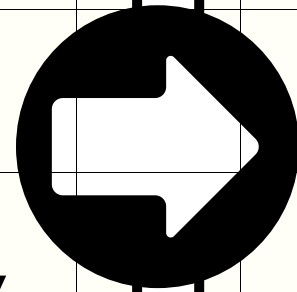




# Spaced Practice

## Ebbinghaus Forgetting Curve

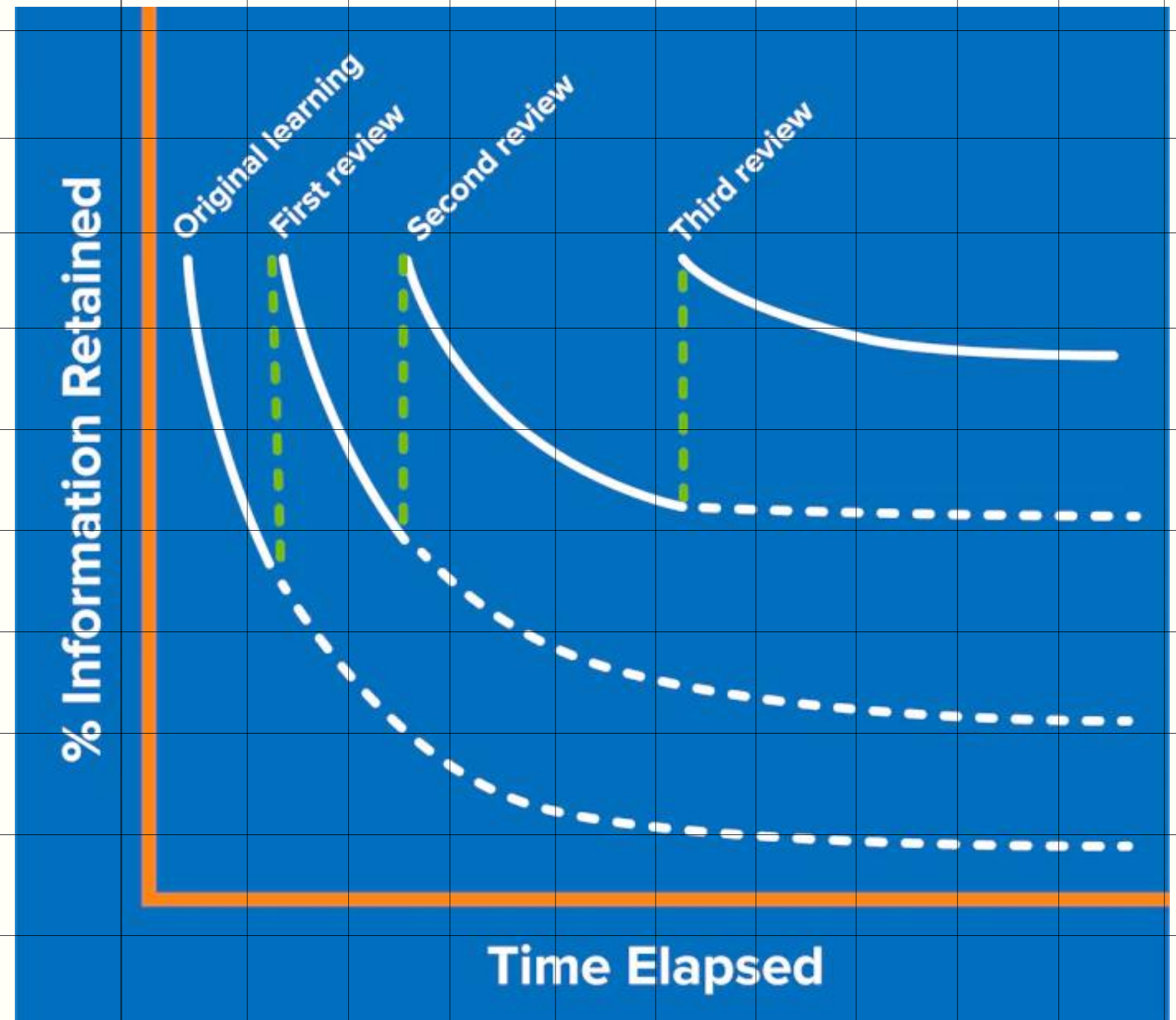
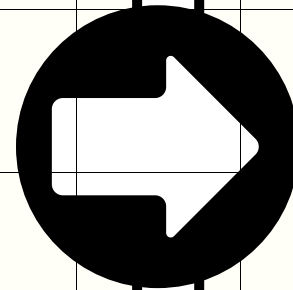
- ✓ Memories fade over time
- ✓ Information is forgotten most quickly after it is first learned
- ✓ Not all information is lost but details important for full understanding will be gone



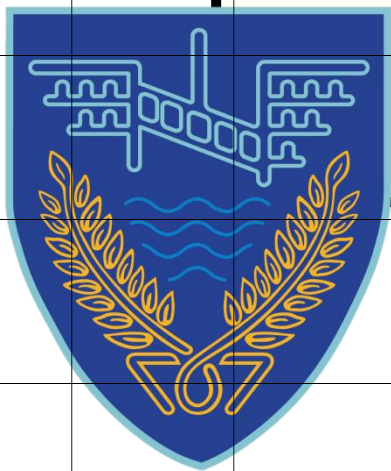
# Spaced Practice

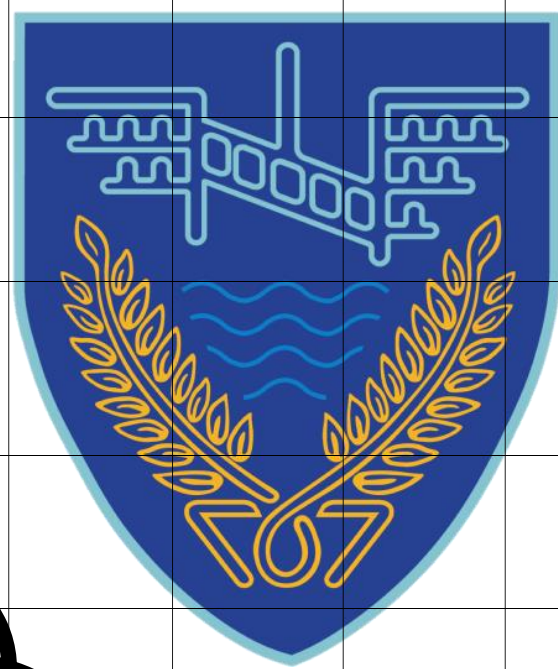
## Ebbinghaus Forgetting Curve

- ✓ Reviewing and practicing information interrupt the forgetting curve
- ✓ First review quickly after initial learning
- ✓ Spaces between review sessions get longer
- ✓ Spaced learning/practice strengthens connections in the brain and highlights gaps in knowledge

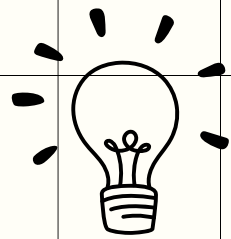


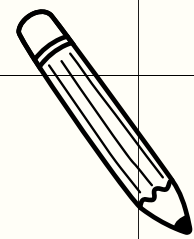
<https://www.mindtools.com/a9wirjw/ebbinghaus-forgetting-curve>

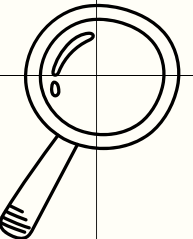


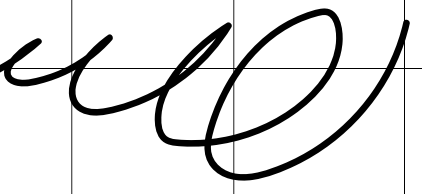
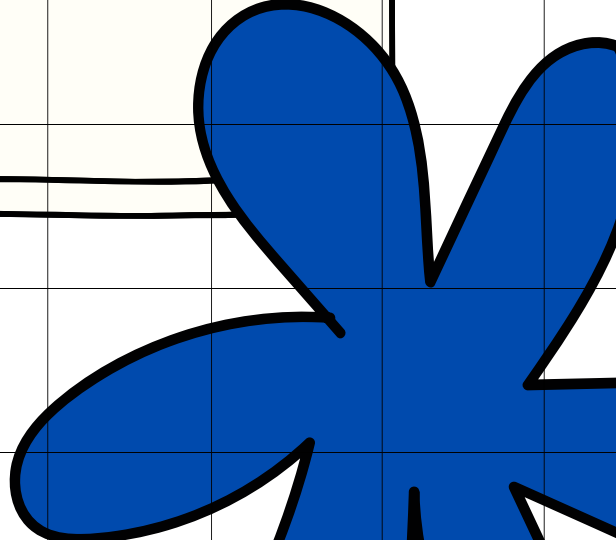
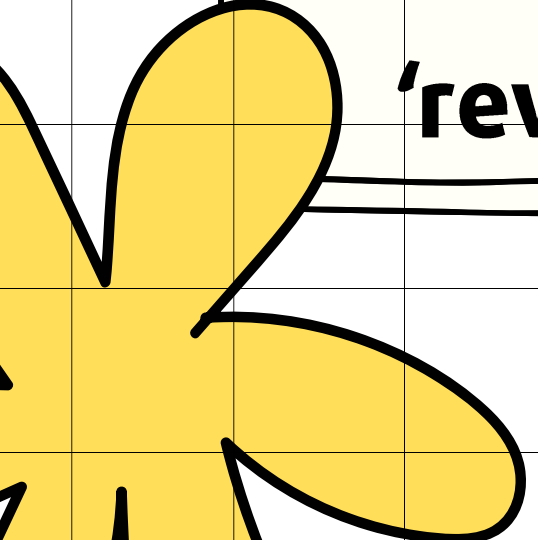
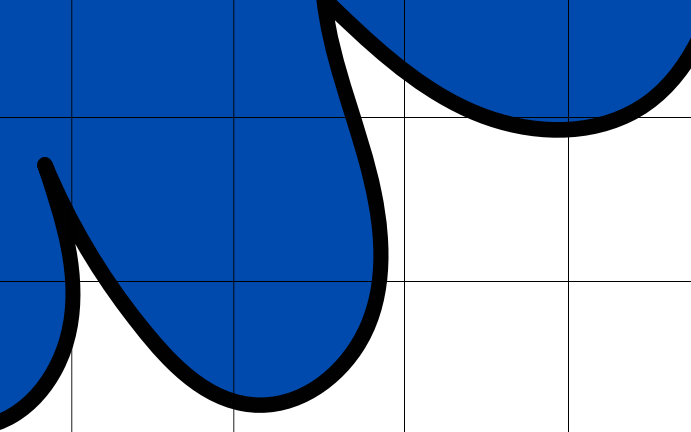


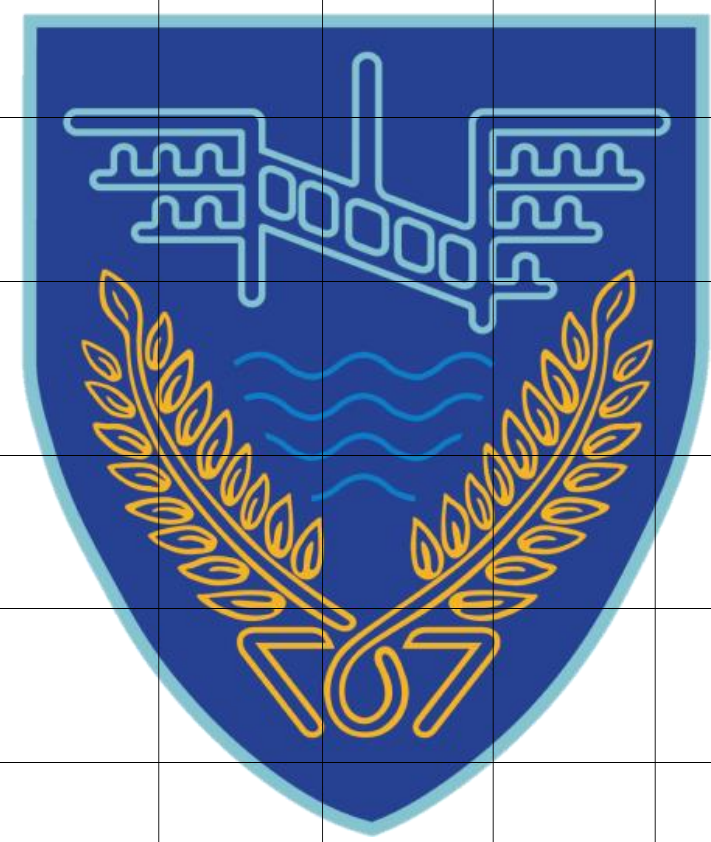
# Implications

  
**Focus on 'study skills' rather than 'revision skills'**

  
**Plan opportunities to practice remembering**

  
**Homework**



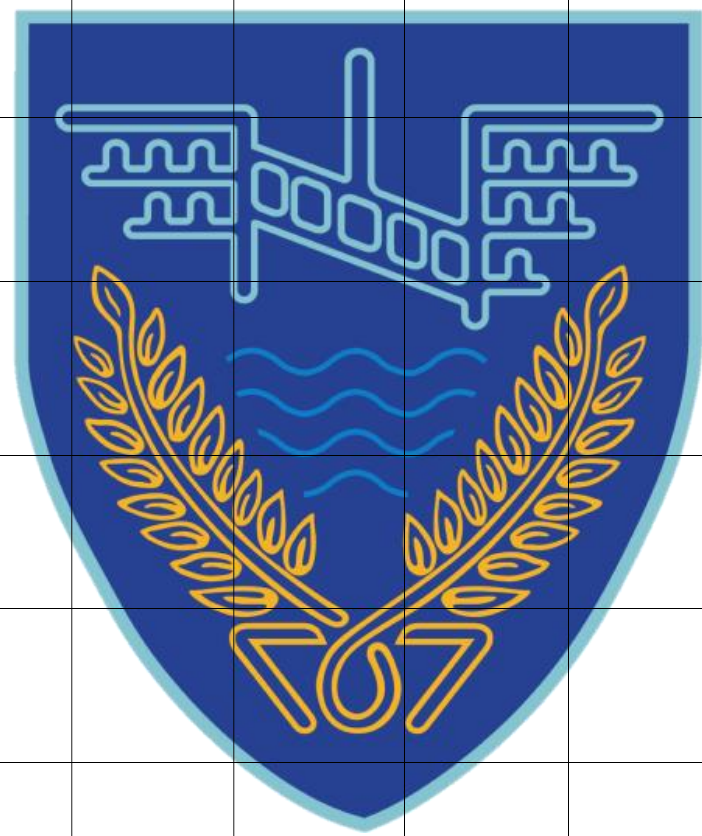


# Vision/Motivation

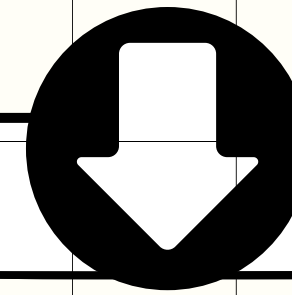
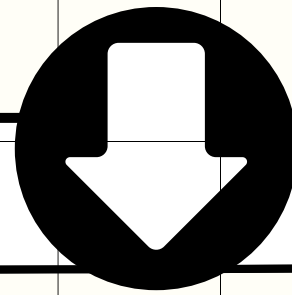
Long Term Goals  
and  
Short Term Targets

*Over*



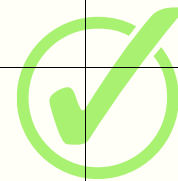


# Vision/Motivation



## ● Long Term Goals

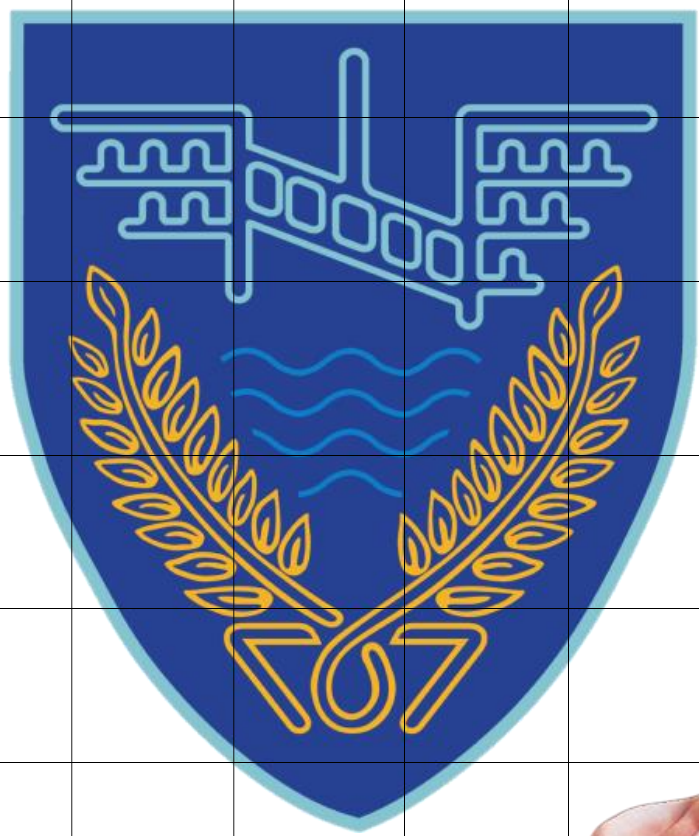
- Career pathway
- External exam results
- AU scores
- Intrinsic motivation
- Love of learning



## ● Short Term Targets

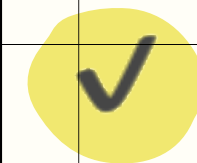
- Completion of tasks
- Class test/HW scores
- Mini milestones
- Extrinsic rewards
- Enjoyment



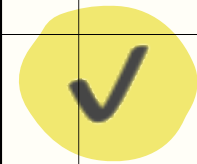


# Neuroplasticity

*Teenage brains are malleable*



Acetylcholine

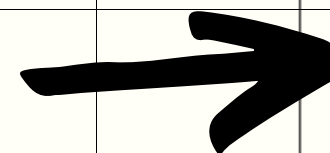


Noradrenalin

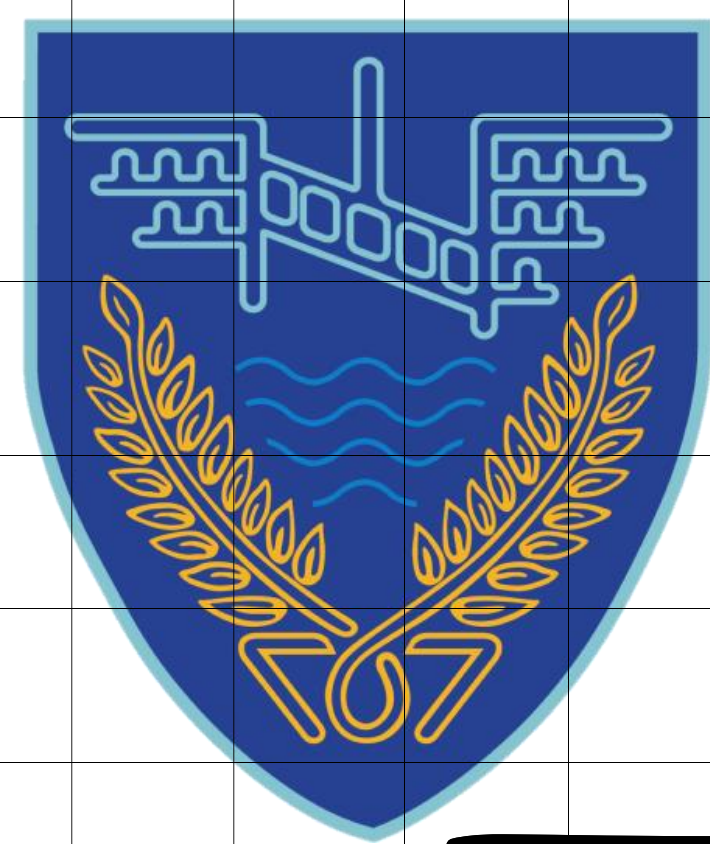


Dopamine

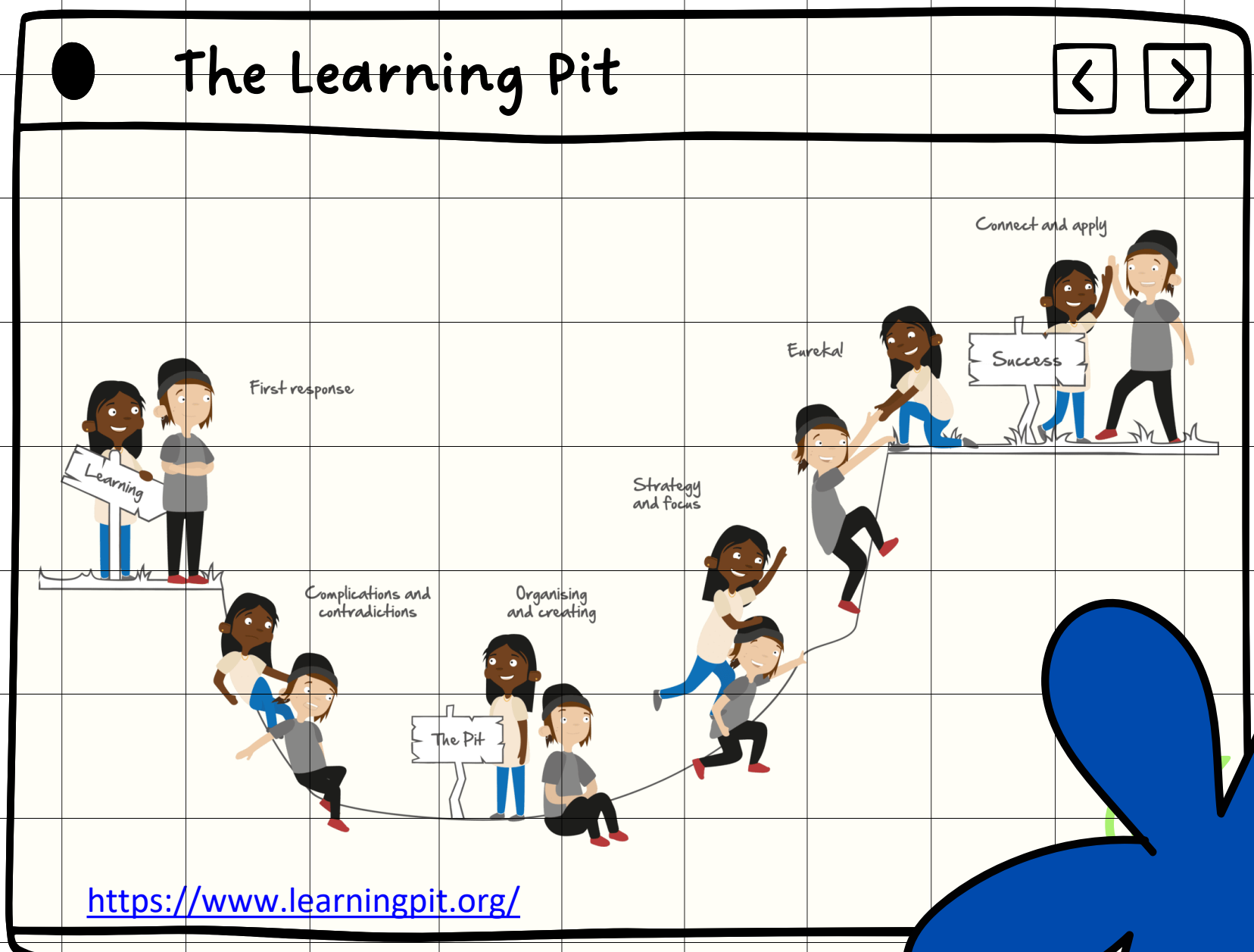
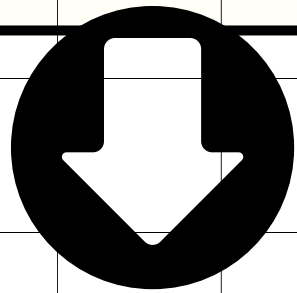
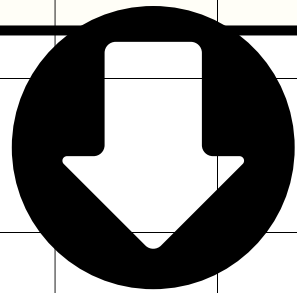
Accomplishing mini-milestones

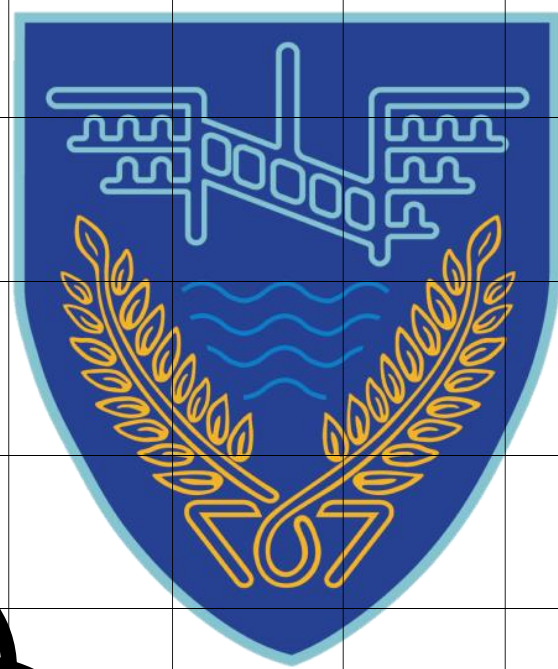
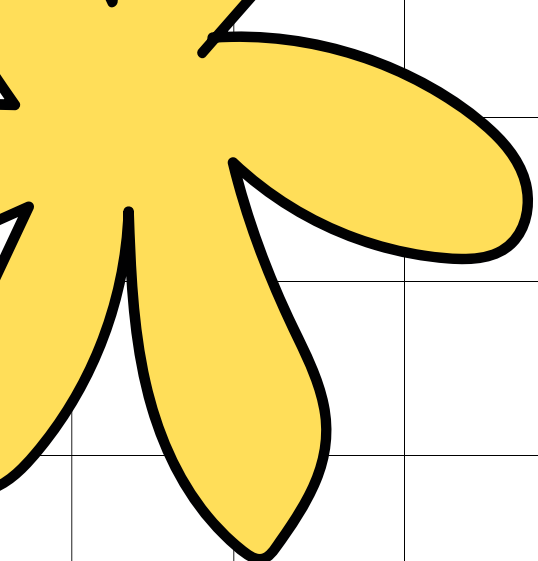


small dopamine rushes

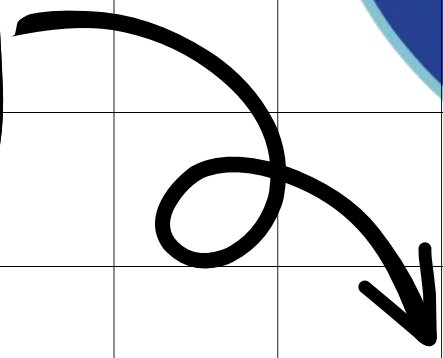
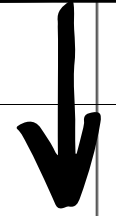
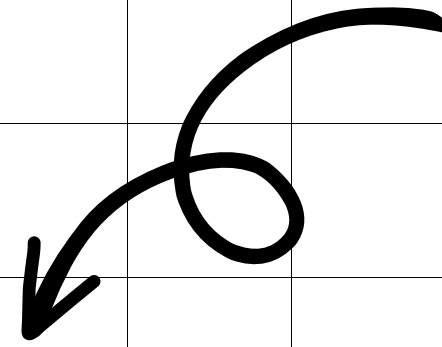


# Growth Mindset ...

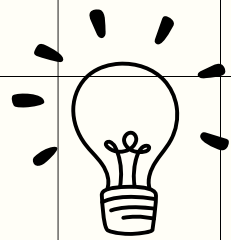




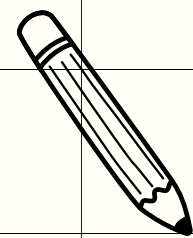
# Implications



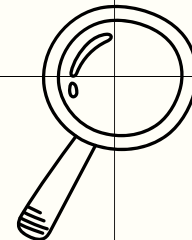
**Set mini-milestones**



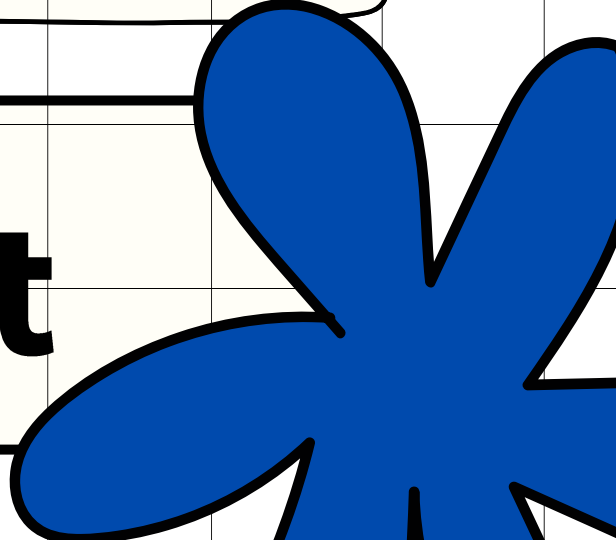
**Normalise the idea that learning is difficult**

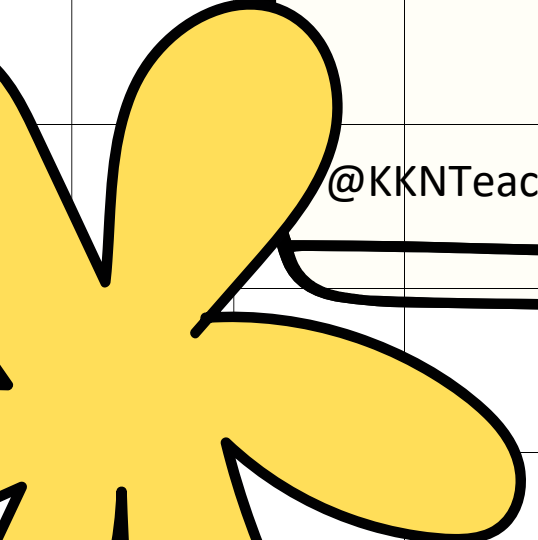
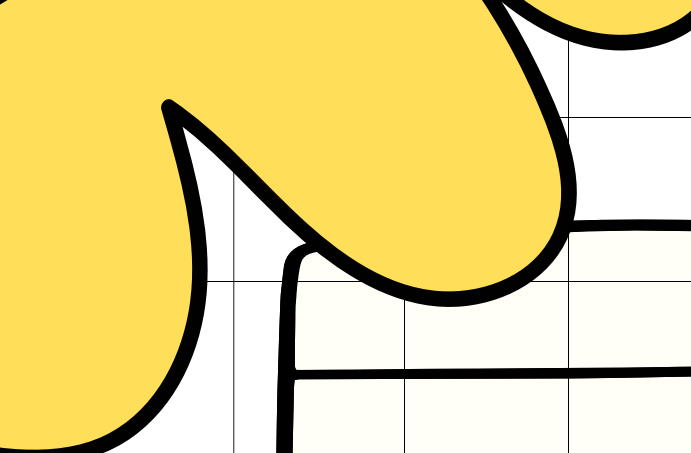


**Learning is not stress-free**



**Successful learning = Focus + Rest**



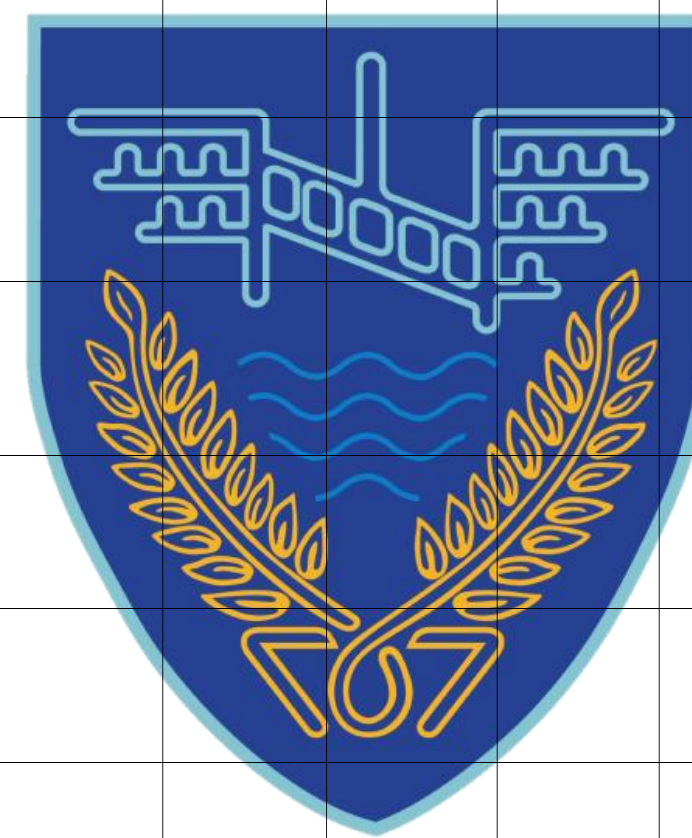


# Strategies/Study Skills

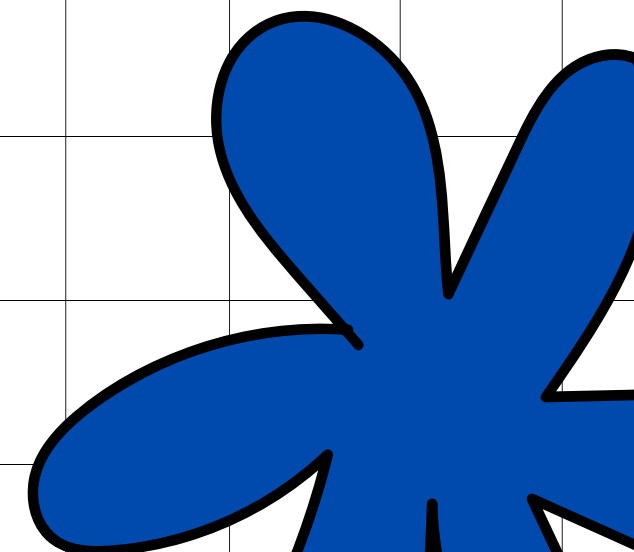
Make your studying.....

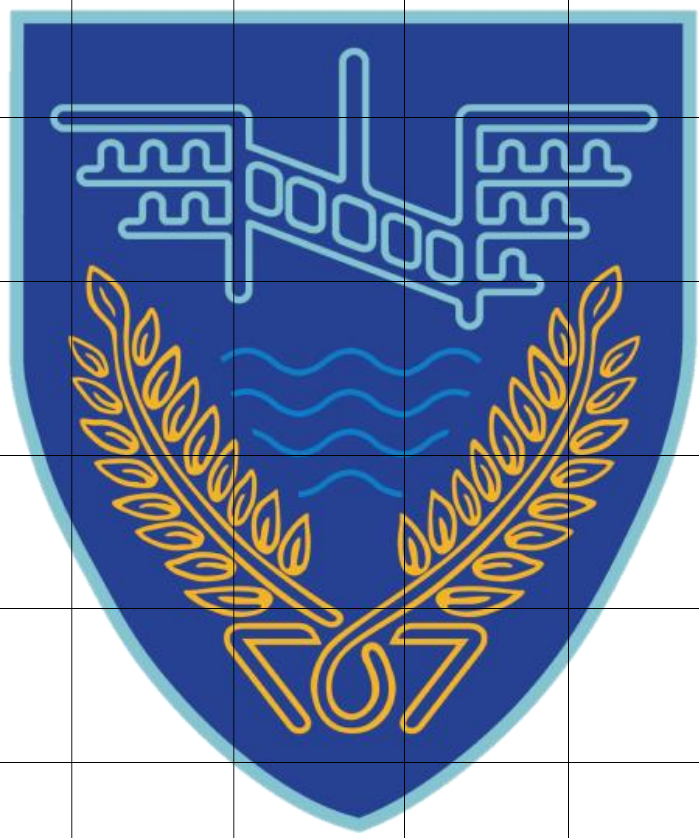
**FLAT**

@KKNTeachLearn

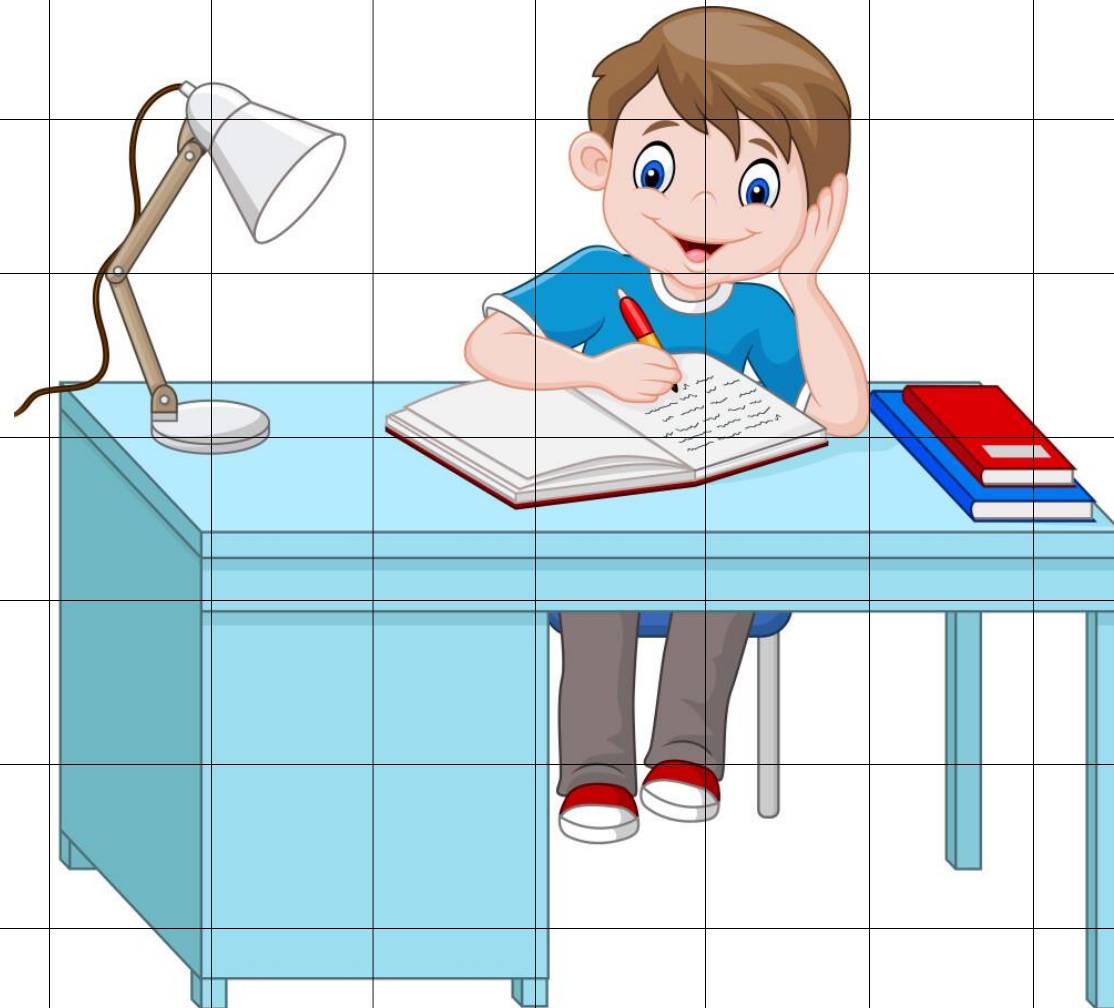


*Qu*





# Strategies/Study Skills''''

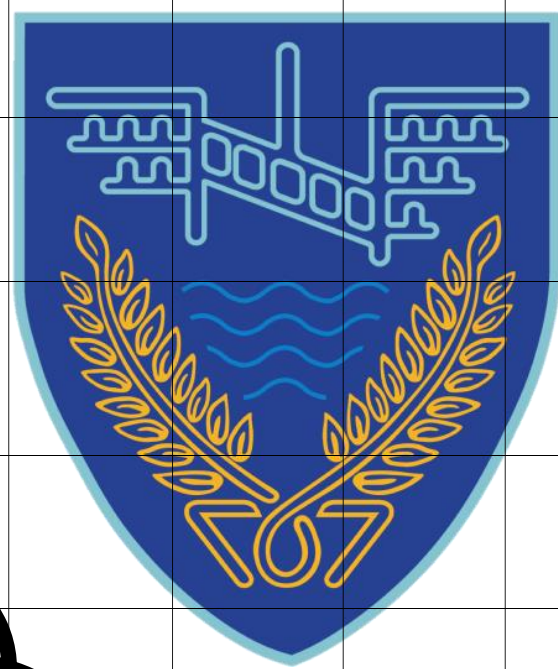


VectorStock

VectorStock.com/22369019

- F** FOCUSED
- L** LONG-TERM
- A** ACTIVE
- T** TRANSFORMED

STUDY SKILLS USED ALL YEAR, NOT JUST COMING UP TO ASSESSMENTS



# FLAT

## FOCUSED

- Put phone away
- Avoid distractions
- Have a study space
- Right mindset

## LONG-TERM

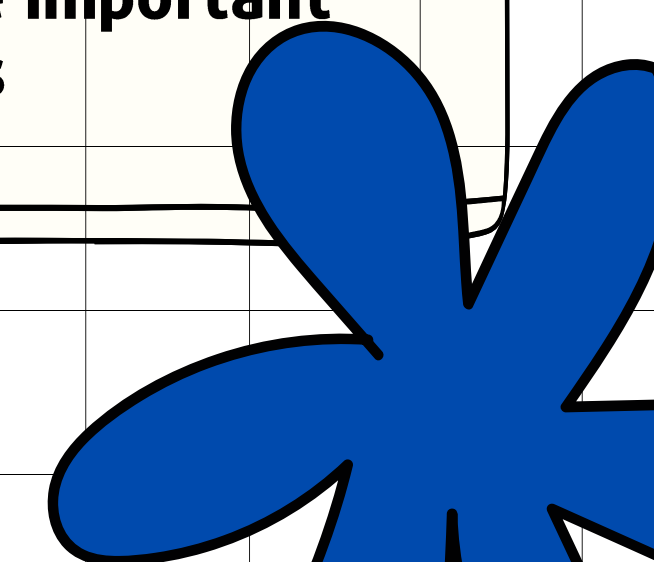
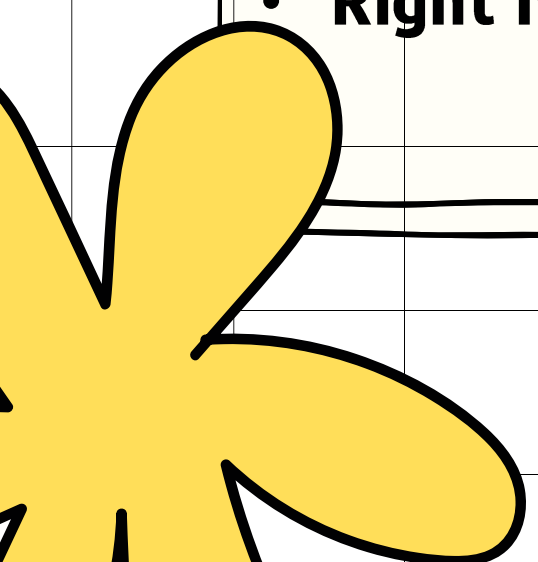
- Study throughout the year
- Commit to studying
- Reward yourself
- Used spaced practice

## ACTIVE

- Process information
- Practice remembering
- Connect topics
- Study what you struggle with

## TRANSFORMED

- Change information into a different format, e.g. pictures, flashcards, timeline, flowchart
- Reduce information to the important points



**Ballyclare Secondary  
School**



**Year 14**

**Together we can make it a  
great year!**