



# ST COLUMB'S COLLEGE

PROSPECTUS 2024



*The School for Boys*



PRAYER OF ST COLUMBA

Be a bright flame  
before me O God,  
a guiding star above me.  
Be a smooth path below me,  
a kindly shepherd behind me  
today, tonight and forever.

Alone with none  
but you my God,  
I journey on my way;  
What need I fear when  
you are near,  
O Lord of night and day?

More secure am I  
within your hand  
than if a multitude  
did round me stand.

Amen

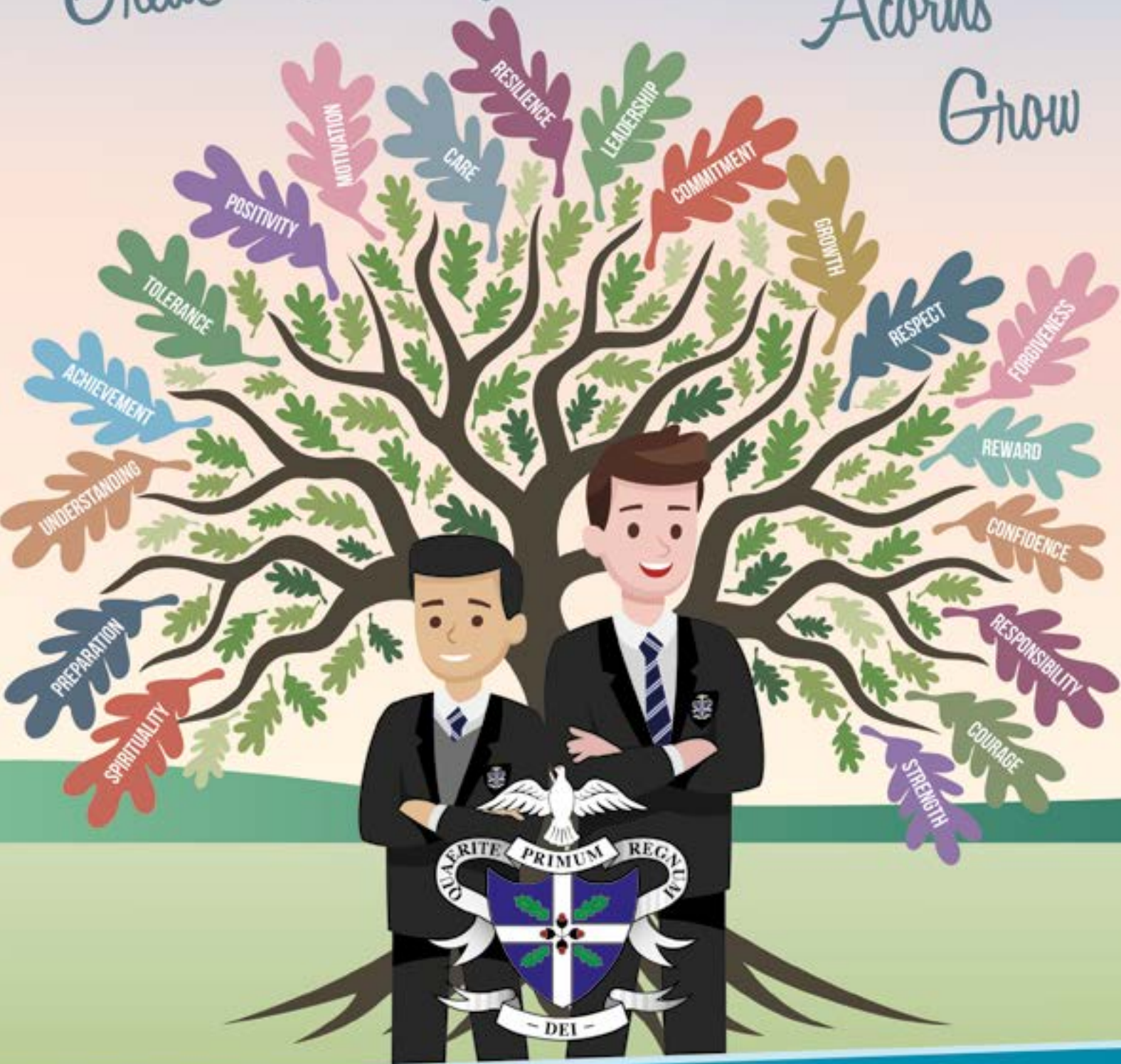


“HOLD ON  
TO HOPE”

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Great Oaks from Little Acorns Grow



The School for Boys

# Principal's foreword

## HELLO FUTURE #COLLEGEBOYS AND YOUR PARENTS AND GUARDIANS

I warmly welcome you all to St Columb's College!

I am so delighted that you are thinking about joining our school. As you read this Prospectus, attend our 2024 Open Morning, and meet our pupils and staff, you will get a sense of a positive, happy, welcoming, and safe school environment. As a #collegeboy you will be included, supported, cared for, and will have many opportunities to reach your full potential in our nurturing community.

Our Core Values underpin everything that we do; above all, we are determined to 'promote in each pupil, though Catholic education, the fullest Christian human development of which he is capable.'

We are renowned for enabling our students to flourish within a nurturing and supporting pastoral care environment. We promote the physical and emotional wellbeing of each pupil. We have high expectations and a clear emphasis on Positive Behaviour Management. We nurture the holistic development of each individual pupil. We aim to develop young men that listen and are resilient, who are capable of building meaningful, positive relationships and who place great value on kindness and service. We value the role of the family and work in partnership with our parents to ensure that each #collegeboy is fully supported at every stage of his educational journey. We collaborate effectively with Parish and community to provide our young men with life skills.

St Columb's College is a school with a well-deserved reputation as a provider of high-quality teaching and learning, focused on each pupil's learning needs. Through our broad and balanced curriculum, we equip our pupils with the knowledge, skills, and experiences that they need to contribute fully to our ever-changing world. Our boys' enjoyment of learning and academic achievements are proof of this high quality education. Our extensive extra-curricular provision enables each #collegeboy to learn and grow beyond the classroom, fulfilling every ounce of his potential.

I welcome each one of you to St Columb's College, and I know this will be the beginning of a positive journey in your school life and education. You will join St Columb's as young Year 8 boys and leave as young men ready to take your place in adult life.

As Columban's we believe 'Great Oaks from Little Acorns Grow.'

**Mrs Caroline McLaughlin**  
**PRINCIPAL**





# St. Columb's College **CORE VALUES**

- 1. I will show respect for myself, for others and for my school.**
- 2. I will work to the best of my ability at all times.**
- 3. I will be properly prepared for all my lessons and activities.**
- 4. I will co-operate fully and contribute positively in all of my classes.**
- 5. I will take responsibility for my words and actions.**

# A Welcoming College

Founded in 1879, St Columb's College is Derry's oldest Catholic grammar school. We have a proud tradition of scholarship and achievement - and the unique distinction in Ireland of being the *alma mater* of two Nobel Laureates.

Our maxim '**Proud of our past; ambitious for your future**' permeates and guides all that we do to help motivate and inspire our *#collegeboys* to fulfil their ambitions and make the successful transition, first from Primary to Post Primary school, and then, onwards into their chosen career paths.

The College is located in the Pennyburn area of the city on a spacious campus comprising ultra-modern school buildings and 40 acres of superbly appointed grounds, used for games and recreation.

Our classrooms, laboratories, workshops and specialist rooms, all finished to a very high standard, are comfortable and exceptionally well-equipped. Our school boasts a modern communications network with the most up-to-date ICT and Multimedia facilities. We are particularly proud of our Sports Centre with its state of the art Multigym.

The aim of St Columb's College is to '**enable our pupils to realise their full moral, social, intellectual, physical and aesthetic potential.**' We work tirelessly towards increasing pupils' self-discipline and, above all, at deepening their Christian faith and affirming them in its practice.

WE ARE 'THE SCHOOL FOR BOYS' IN THE CITY OF DERRY - AND BEYOND.



# A College of Faith

## A COLLEGE ROOTED IN OUR COLUMBA AND CATHOLIC VALUES.

A vibrant Catholic ethos is at the very heart of the vision our founders had when they instituted our school as a junior Diocesan seminary nearly 150 years ago. Christ is the model that we, as a school, seek to emulate and aspire to through every facet of life here in the College. The overarching aim of St Columba's to 'promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable' is underpinned by the Gospel values of Faith, Hope and Love. It is armed with these qualities of care and compassion that our pupils enter adulthood with the same "missionary zeal"- as Pope Francis states- of our patron St Columba to succeed, thrive and achieve across a wide range of disciplines locally, nationally, and globally.

Throughout your son's journey in St Columba's his faith will be nurtured through personal and private opportunities for reflection as well as through faith in action. Some of these opportunities include:

- Celebration of the sacraments on a regular basis such as weekly celebration of the holy sacrifice of the Mass.
- Services and prayer during specific liturgical times such as during Advent and Easter.
- Developing a strong moral code that encourages the appreciation of the gifts and blessings we have, while simultaneously fostering an equally strong sense of charitable outreach and concern for others.
- Benefitting from and being inspired by first hand testimonies of those involved in a variety of charitable initiatives, retreat facilitators and those working with addiction.

- Pupils discerning their path in living a fulfilling life and having a full understanding of their position as beloved children of God.

The positioning of the Oratory at the front of the school is emblematic of the focus St Columba's places on fostering, nurturing, and deepening the Catholic ethos in our pupils and staff alike. While each member of staff and each pupil plays their part in strengthening our Catholic ethos, St Columba's also has a designated Chaplaincy Team consisting of a member of teaching staff and our chaplain, Fr Seán O'Donnell.

## CHAPLAINCY TEAM

Fr Seán has a very active and wide-ranging role within the school, from celebrating year group Masses, leading a variety of services and hearing Confession, to providing pastoral support in times of hardship, bereavement and anxiety. In addition, Fr Seán, in conjunction with external facilitators, is crucial to the organising and delivery of our retreats that occur at the end of each Key Stage. These retreats are key components to the holistic Catholic education we seek to inculcate in our pupils. Furthermore, in the past year we have created a Stations of the Cross Memorial Garden in memory of all members of the College community who have passed away while a stations of the cross booklet is regularly prayed by pupils in the Oratory.

Therefore, Chaplaincy and spiritual nourishment are part of the fibre of St Columba's. The very DNA of the College is rooted in the Catholic ethos as we strive to develop young men fully, in the words of St Paul, as "ambassadors for Christ."





# Head Prefect Welcome

Hello! My name is James Tourish, and as Head Boy, it is my great privilege to welcome you to St Columb's College.

It is my firm belief, that St Columb's is more than just a school, more than just an institution of education, it is in my view, a close-knit community too, with help never far away if needed, and guidance always available if sought. To attend St Columb's is to cement your place in history as a 'College Boy', and as I've had the opportunity to talk with many of our past pupils, from those who left in the last few years, to those who left far before I was even born, they all speak fondly of their time spent at St Columb's and how the school has shaped them as people, solidifying values that they carried with them ever since.

At St Columb's, we develop not only academically, but also as young men finding our own path in this world. Through our strong Catholic Ethos, we learn to be more than just students. We undertake roles of significant responsibility to ourselves and others, in so that we can be ready for whatever comes in our direction. We are made aware of our duties to ourselves, our families and to our communities, as the next generation of leaders in society, and blessed with this we hold service to others before ourselves in the highest regard possible.

Through joining our school, you will be equipped with the best opportunities to excel and prosper in whatever realm you seek to endeavour in. Whether in the classroom or on the sports field, we strive to make use of the talent we have, and to put our hard work and dedication to the test whenever and wherever the opportunity arises. The staff at St Columb's are always prepared to help you and so never be afraid to ask for some help or guidance, everyone needs it sometimes.

Our school has a proud history, with everything from Nobel Laureates to Premier League Champions. The bar has been set high. However, just as we are proud of our past, we are ambitious for our future, and I believe that the best is yet to come. So I ask you, why not come and be part of that here at St Columb's.



# Transition



**“The Summer Scheme gave me a ‘taster’ of life at the College before joining officially in September.”**

Taking place over three days our Summer Scheme is normally held at the beginning of the summer holidays. This Scheme provides a fantastic opportunity for our new pupils to become familiar with the school, make new friends and meet many of the teachers. Over the three days we offer a range of sporting activities as well as lessons in Drama, Science, Technology, Art, Home Economics and Music. Primary Schools are given the opportunity to take part in Taster Days as part of their induction programme.



# Peer Mentoring

At St Columb's College we believe that providing a welcoming environment to our incoming *#collegeboys* is a fundamental part of ensuring that we continue to provide an inclusive and nurturing environment for all pupils. This effort is spearheaded by our Peer Mentoring programme, an essential element of our Year 8 Pastoral Provision. Our Peer Mentors play an indispensable role in creating - and maintaining - a culture in which pupils are encouraged to come forward with their problems and uncertainties; our Peer Mentors are more than a programme; they are a key element of the College's commitment to its pupils.

We Peer Mentors are hand-picked Year 14 pupils who have been given a great level of responsibility within the school. Our first real responsibility is the Year 8 Summer Scheme, where we welcome our new pupils to the College, getting to know the boys, and showing them that they can not only trust us, but come to us with any of their needs. When September rolls around, we are paired with Form Classes, helping to guide our Year 8s around their new surroundings as they begin their academic journey with us.

It is my belief that a Peer Mentor is at his core a student advocate, someone who is always looking out for pupils' best

interests, a trusted friend who can be turned to in times of need - be it academic, social, or even if they just need to talk. A Peer Mentor is a friendly face in the corridors, someone that is always there when needed. The Peer Mentoring programme runs various activities throughout the year not only to help deepen the bond between Peer Mentors and their classes, but also enabling Mentors to gain a better understanding of how they can further develop the Programme to tailor it to our current Year 8s, while still developing the bond between Mentor and class.

As the current Head Peer Mentor, I look forward to expanding and developing our current Programme with the aid and support of my fellow Mentors, as I hope to prepare the Year 8s with the necessary skills and knowledge that will enable them to thrive at their new school. I know that my role comes with expectations, expectations that I hope to surpass, leading by example so that St Columb's College will continue to be a highly supportive and engaging community.

**Luc McGlinchey**  
**Head Peer Mentor**



# A Caring College



St Columb's College has an excellent reputation for providing high quality Pastoral Care. Our Pastoral Care system is designed to ensure that all pupils are welcomed, included, happy and safe at St Columb's each day. Our Pastoral Care system is designed to support our #collegeboys to develop fully as people as well as learners. The care shown to each boys enables each pupil to achieve his aims and reach his potential. Our purpose in Pastoral Care is to ensure that our pupils are prepared adequately for adult life so that they can become fully functioning members of society, building up the communities in which they live and carrying forward though Catholic education the spirit of cooperation, personal responsibility and excellence which are the hallmarks of our school.

The welfare, health, safety, happiness, and wellbeing of each #collegeboy is central to everything that we do. In each activity through the school day from our curriculum to extra-curricular life, Pastoral Care embodies every aspect. We strive to provide wraparound Pastoral Care

which we see as the responsibility of each member of staff.

The Pastoral Care system is organised along year group and Key Stage lines. All pupils in the College are assigned to a discrete form class and tutor. Each Year Group will have a designated Year Head who will work closely with tutors to support pupils and staff in their everyday work. Each Key Stage and Year Head will be supported by a Senior Teacher who will work to oversee the delivery of the school's Pastoral Aims.

There are many staff involved from both internal and external agencies in the deliverance of pastoral care in St Columb's College. These include the Form Tutor, the Year Head, The Senior Management Team, The Pastoral Vice Principal and Principal – as well as our Chaplaincy, Counselling, Child Protection, Nurturing, Restorative, Peer Mentoring, and Mental Health and Wellbeing Teams.

As Columbans we believe we are a College that Cares.

# Our Student Council - Our Student Voice

St Columb's Student Representative Council is a popular and useful forum for enabling students to offer opinions and advice on a broad range of subjects. Pupils are elected to represent their Form Class and attend meetings with other class representatives at various times throughout the school year. The Student Council acts as the voice of the students, helping to put forward ideas, raise issues of concern and bring about change.

There is no doubt that being a Student Council Representative has a lasting impact on the lives of our pupils, increasing their confidence and providing them with valuable life skills. It helps develop their leadership qualities, communication and listening skills working as part of a team to effect improvement. They become more articulate in putting their viewpoints across and grow more aware of the needs of others.



# Uniform

Our uniform helps our pupils to identify as part of the St Columb's College community. We expect our *#collegeboys* to wear their uniform with pride and a neat and well-presented appearance is important.

We welcome parental support in helping us to maintain high standards in this area.

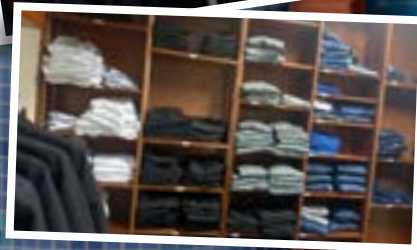
## UNIFORM RECYCLING

We also operate a successfully uniform recycling and exchange initiative, which continues throughout the school year and during the summer months. If you would like to contribute to this uniform recycling scheme our recycling bins can be found in the main foyer. Everything left in school is available for free. If any parent/pupil wishes to avail of any of the uniform items, contact the school office by telephone or use the email address: [uniforms@stcolumbscollege.org](mailto:uniforms@stcolumbscollege.org)

## OUR UNIFORM

- Black trousers.
- Black blazer with school crest.
- White shirt.
- Grey V-neck school jumper.
- School tie.
- Black shoes.
- Black socks.

Suppliers: Max Fashions/Select Kidz



## OUR PE UNIFORM

St Columb's College jersey, shorts and socks is required for PE A full range of St Columb's PE clothing (including overcoat, half zip hoodie, track bottoms, bobble hat, kit bag) are recommended for extra-curricular PE/team sports.

Suppliers: MFC Sports



# TIMETABLE

9.10am – 9.20am	Registration
9.20am – 10.00am	Lesson 1
10.00am – 10.35am	Lesson 2
10.35am – 10.50am	<b>Break-time</b>
10.50am – 11.25am	Lesson 3
11.25am – 12noon	Lesson 4
12noon – 12.35pm	Lesson 5 <b>1<sup>st</sup> Lunch</b>
12.35pm – 1.10pm	Lesson 6 <b>2<sup>nd</sup> Lunch</b>
1.10pm – 1.45pm	Lesson 7 <b>3<sup>rd</sup> Lunch</b>
1.45pm – 2.20pm	Lesson 8
2.20pm – 2.55pm	Lesson 9
2.55pm – 3.30pm	Lesson 10

**All pupils are expected to be in their Form Room for 9.05am.**

**Lesson times are slightly different on a Tuesday to accommodate a longer Registration period.**

# A Connected College

## A CONTRACT WITH OUR PARENTS:

- **The care and welfare of all is central to our planning.**
- **A continued focus on academic excellence.**
- **Clear and regular communication to help parents stay engaged, informed and connected.**
- **High expectations – from all, for all.**

Staying connected with our parents is an integral part of our school day. Effective home-school communication is a vital part of our practice in St Columb's, and we do this in a number of ways:

## SIMS PARENT APP

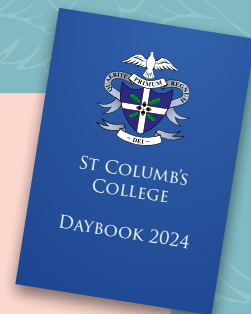
The SIMS Parent App is available for Smartphones and Tablets and can be downloaded from the App or Google Play Stores. After downloading the App, Parent should profile themselves as a Parent(s)/Guardian(s).

The SIMS Parent App is our primary method of home/school communication, allowing parents to keep well-informed throughout the school year.



## THE DAYBOOK

To ensure clear lines of communication between home and school, each pupil is given a Daybook which they use to record homework, teacher comments, commendations, assessment marks and reasons for absence. The Daybook is monitored regularly by the Form Tutor and Year Head and parents are asked to sign the Daybook weekly.



## PARENT/TEACHER MEETINGS

We aim to keep our parents as informed as possible through annual meetings with subject teachers and Form Tutors. We believe that these meetings are vital to ensure all parties are well-informed and doing all they can to support our pupils.





## IRIS ABSENCE CALL

IRIS Absence Call is the digital system used to contact parents by text message in the event that their son is absent from school. A text notification is sent when a parent has not reported their son's absence to the school on the first day of non-attendance. The IRIS Absence Call system allows the school to monitor pupil attendance, ensuring accurate records and up to date records are kept.

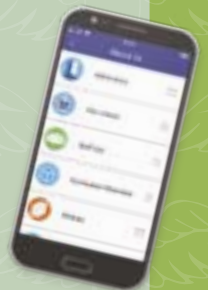


## OUR SOCIAL MEDIA PLATFORMS

We use Facebook, Twitter and Instagram to keep everyone within our St Columb's College Community and beyond updated about the range of activities and events taking place each day within the school.



Follow us on  
Facebook **StColumbsCollegeDerry**,  
X (formerly Twitter) **@ColumbCollege**  
Instagram **@stcolumbscollege**  
to keep up to date!





# A Mentally Healthy College

## AWARE INVESTORS IN MENTAL HEALTH AWARD 2022-23

In recognition of the active steps, we have taken to promote good mental health we have received the Investors in Mental Health Award, developed by AWARE. This is an initiative that provides recognition to our staff and pupils who are making a significant contribution to the promotion of positive mental health within our school community.

We take the mental, physical, and emotional wellbeing of our *#collegeboys* very seriously and have introduced a range of strategies and initiatives into our normal practice to ensure that our pupils always feel that their needs are being met.

These steps include:

- Presentations from ZEST and Aware;
- Mood Matters Programme;
- Action Mental Health Workshops;
- Mental Health Awareness Week;
- Anti-bullying workshops;
- Sport and exercise challenges;
- Familyworks counselling services;
- Drug and alcohol awareness programmes;
- Collaboration with CAMHS (Child and Adolescent Mental Health Service);
- Collaboration and ASD (Autism Spectrum Disorder) Service and AAIS (Autism Advisory and Intervention Service);
- Mental Health Ambassadors Safe Talk training;
- Pure Mental -A Pupil led Mental Health and Wellbeing Committee;
- Youth Justice Agency;

## COUNSELLING

While the support given by our pastoral care staff is of the highest standard, we are very conscious that some young people appreciate the opportunity to speak to an adult who is not directly involved with their education. Independent school-based counselling provides our *#collegeboys* with this opportunity.

The counselling support provided conforms to high professional standards and current best practice for school-based counselling. Our current provider is Familyworks.



# A Nurturing College

## THE IONA ROOM

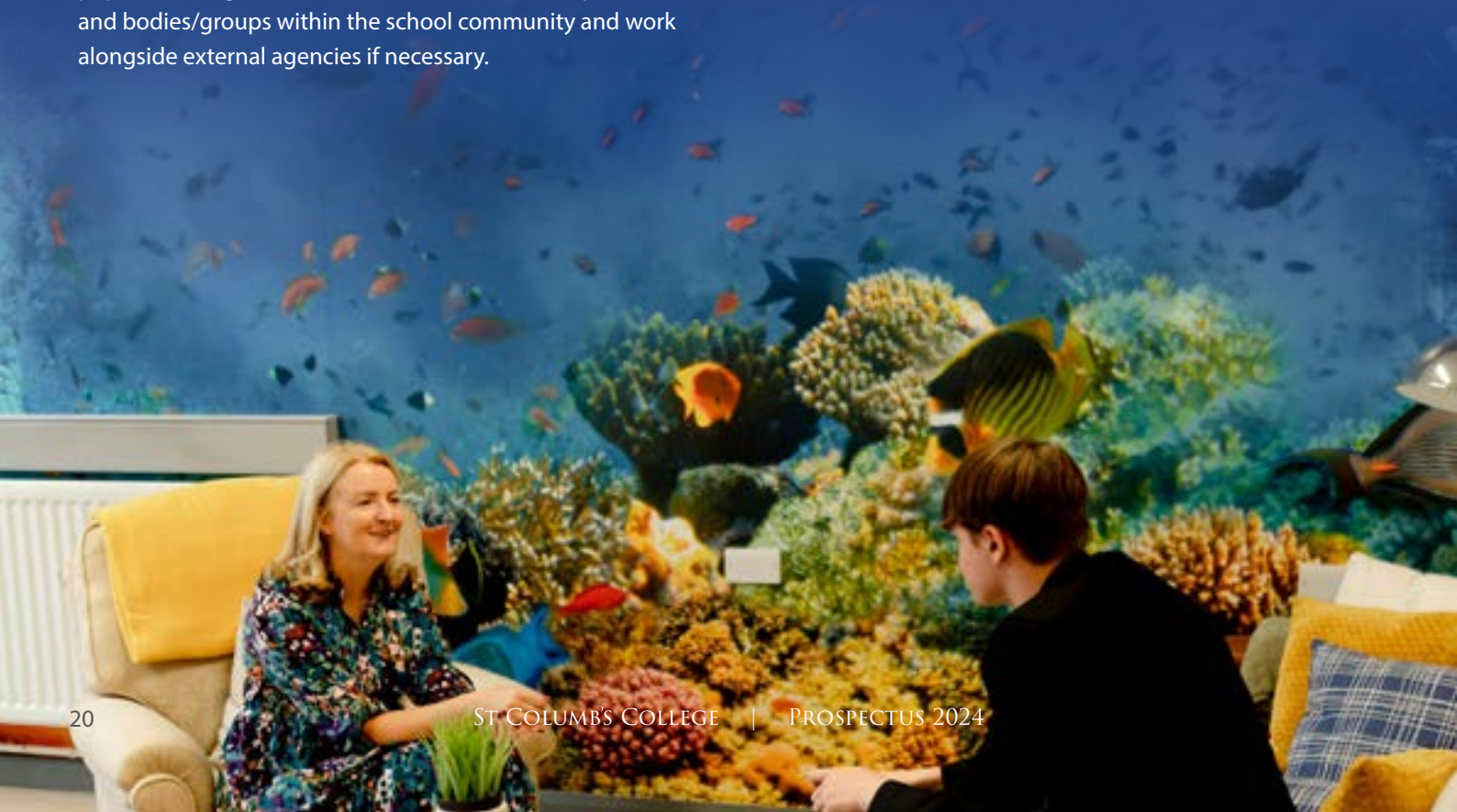
The Iona Room is the Nurturing Hub inside St Columb's College. Nurture teachers provide short-term teaching and support programmes tailored to the needs of pupils who need help in improving their behaviour, attendance or attitude to learning. Staff members have been trained in the administration and delivery of nurture provision. Since its inception at the beginning of 2019, many pupils have benefited from our mentoring and nurturing programme.

The aim is to keep pupils in school and working while issues concerning them are managed. We aim to provide a safe and caring environment in which the pupil will feel comfortable and secure. We aim to provide effective programmes of teaching and learning that will directly address the needs of the pupil. The Nurture Centre also strives to develop the pupil socially and emotionally in a way that will enhance their self-esteem and improve their attitude to learning, as well as promote an all-inclusive approach to nurturing the pupil, including the involvement of relevant staff, parents and bodies/groups within the school community and work alongside external agencies if necessary.

## A REFLECTIVE AND RESTORATIVE COLLEGE

In September 2023, we developed our nurture provision further. We now offer enhanced nurturing on a longer-term basis if necessary. This Restorative Learning Centre is staffed by two full-time teachers. This provision encompasses Restorative and Reflective learning practices alongside recovery and learning support and works in tandem with the nurture team.

Restorative work, mindfulness, wellbeing, and reflection are hallmarks of this centre. The Restorative Learning Centre offers a variety of pastoral interventions and engages individual pupils in reflective and restorative practices. Such restorative practices enhance our Positive Behaviour Management strategies and wrap-around pastoral care and nurturing culture. It hopes to reduce barriers to learning improving the learning experience of all our pupils.



# A Supportive College

## LEARNING HOW TO STAY SAFE ONLINE

St Columb's College is a supportive school and is committed to developing strategies for pupils with Special Educational Needs and specific learning difficulties. Our Learning Support Unit provides a dedicated hub for SEN support. Our Learning Support Team, including Classroom Assistants, facilitate the necessary provision for pupils with learning and/or physical needs. We work to identify, test, support and monitor all pupils with additional learning needs. We help ensure that all pupils benefit from a personalised approach to teaching and learning.

Personalised Learning Plans (PLPs) are produced with specific targets and strategies to address needs and to

support pupils with their learning. With classroom teachers' input, these are regularly evaluated and updated.

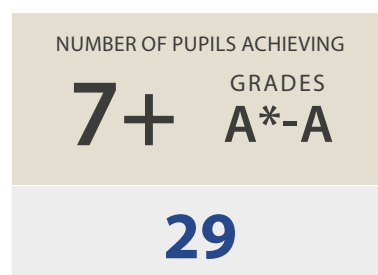
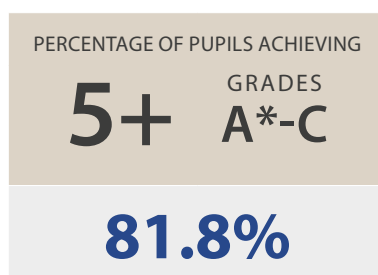
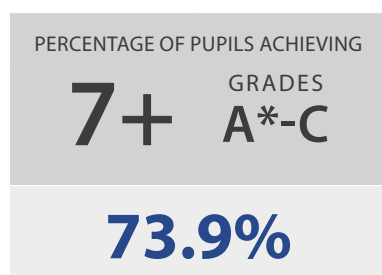
It is our aim to ensure that all pupils achieve their full potential in an inclusive learning environment. We also utilise External Agency support, when necessary, including liaising with the EA, the Educational Psychology Service, the Child Protection Service, the Autism Support, and Intervention Service (AAIS), and EA Behaviour Support, among others.



# Results 2023

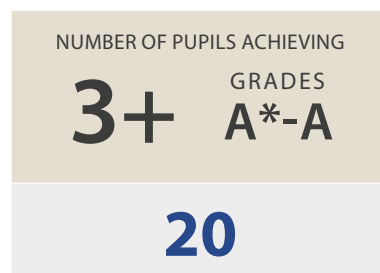
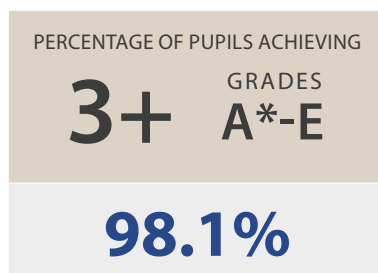
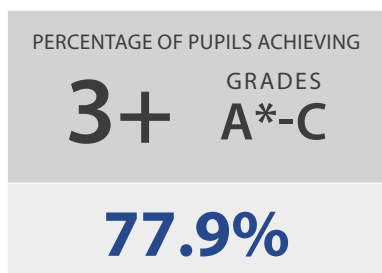


## GCSE EXAMINATION RESULTS - SUMMER 2023




SUBJECT	YEAR 12 GCSE RESULTS Summer 2023				
	ENTRIES	A*-B	A*-C*	A*-C	A*-E
ART & DESIGN	23	57	70	91	100
BUSINESS STUDIES	72	17	38	61	94
DIGITAL TECHNOLOGY	104	63	76	86	98
ENGINEERING	54	24	39	61	89
ENGLISH LANGUAGE	203	47	75	99	100
ENGLISH LITERATURE	164	45	73	92	100
FRENCH	10	70	80	90	100
GEOGRAPHY	87	52	72	82	95
GERMAN	11	73	73	82	100
HISTORY	117	49	71	89	95
IRISH	10	80	90	90	90
MOVING IMAGE ARTS	11	64	64	64	100
MATHEMATICS	204	52	72	84	97
MATHEMATICS FURTHER	72	57	79	94	97
MUSIC	5	100	100	100	100
OCCUPATIONAL STUDIES	13	54	54	85	92
RELIGIOUS STUDIES	202	42	60	78	92
PHYSICAL EDUCATION	33	64	85	91	100
SCIENCE DOUBLE AWARD	380	42	63	81	99
SCIENCE SINGLE AWARD	13	0	38	62	92
SPANISH	29	59	69	90	100
TECHNOLOGY & DESIGN	38	26	47	61	84

# A LEVEL EXAMINATION RESULTS - SUMMER 2023



SUBJECT	YEAR 14 A-LEVEL RESULTS Summer 2023			
	ENTRIES	A*- B	A*- C	A*- E
ART & DESIGN	4	75	100	100
BIOLOGY	31	55	74	100
CHEMISTRY	24	67	88	100
DESIGN AND TECHNOLOGY	14	50	93	100
DIGITAL TECHNOLOGY	22	50	86	100
ENGLISH LITERATURE	13	23	85	100
GEOGRAPHY	46	80	96	100
GOVERNMENT & POLITICS	22	64	95	100
HEALTH AND SOCIAL CARE	19	47	89	100
HISTORY	29	52	79	100
LIFE AND HEALTH SCIENCE	4	50	100	100
MATHEMATICS	37	70	84	100
PHYSICS	17	59	71	100
PROFESSIONAL BUSINESS SERVICES	14	36	93	100
PSYCHOLOGY	1	100	100	100
RELIGIOUS STUDIES	11	82	100	100
SPANISH	4	100	100	100
PHYSICAL EDUCATION	14	93	93	100
B TEC BUSINESS CERTIFICATE	13	38	85	92
B TEC BUSINESS DIPLOMA	24	54	96	100
B TEC CONSTRUCTION	10	30	100	100
B TEC ENGINEERING	12	58	100	100
B TEC SPORT	57	40	98	100
CAMBRIDGE TECHNICAL IT	27	96	100	100



# Assessment For Learning

Integrated into our learning and teaching practice, we use both formative and summative assessment procedures to ensure that the progress of each individual pupil is monitored and reported on bi-monthly. Pupils are encouraged to reflect on their own learning by setting SMART targets for themselves and identifying areas for improvement. In this way, pupils are encouraged to take ownership of their academic progress.

The outcomes of assessments will be recorded in the form of a mark out of 100 for each of the subject areas. Results of assessments are digitally communicated to parents via our SIMS APP.

ASSESSMENT 1	October
WINTER EXAMS <i>(in-house)</i>	December
ASSESSMENT 2	February
SUMMER EXAMS <i>(in-house for KS3 only)</i>	May

## HOMEWORK

Homework is a vital and integral part of a pupil learning within St Columb's and we place great importance on its value. It can take many forms and may include: notes, diagrams, writing or preparing essays, preparing for class tests, completing classwork, projects, creative or descriptive writing.

Each department has a homework policy, outlining the amount of homework set per week and its structure.

We believe that homework encourages a self-disciplined and self-motivating attitude to study, qualities we aim to instil in all our pupils.



# A College That Rewards Excellence

In St Columb's College we fully recognise the importance of celebrating the many and diverse achievements of our pupils. We have high expectations of each one of our pupils and in turn we seek to reward their motivation, effort, and many outstanding achievements in all aspects of school life.

Some of the ways in which we reward our pupils include:

- Positive Rewards at all Key Stages
- Recognition at Year assemblies
- Verbal recognition both formally and informally
- Certificates.
- Positive postcards.
- Letters/phone calls home acknowledging effort and achievement

- Display of pupil work.
- Reward notice boards.
- Pictures displayed on Pastoral and Department notice boards.
- Attendance awards.
- Junior and Senior Prizegiving.
- Recognition on our social media platforms.
- Achievement of positions of responsibility – prefects, mentors, student council representatives.
- Local Media Coverage
- Pupil of the Month in Departments and Year Groups.

We want each one of our pupils to receive recognition and reward as he progresses through the school year, every year.



# The College Curriculum

## KEY STAGE THREE

- Art and Design
- Biology
- Chemistry
- Chinese
- Drama
- English
- French
- Geography
- History
- IT
- Irish
- **Learning for Life & Work**  
(Learning for Life & Work (including Citizenship, Employability and PSHE))
- Mathematics
- Music
- Physical Education
- Physics
- Religious Studies
- Science
- Spanish
- Technology and Design

## KEY STAGE FOUR

- Art and Design
- Business
- Digital Technology
- English
- English Literature
- Engineering
- French
- Further Mathematics
- Geography
- History
- Irish
- **Learning for Life & Work**  
(including Citizenship, Employability and PSHE)
- Mathematics
- Music
- Occupational Studies
- Physical Education
- Religious Studies
- Science (Single and Double Award)
- Spanish
- Technology and Design



POST-16 *(all subjects are single award unless otherwise stated)*

- Biology
- Business BTEC (Single and Double Award)
- Careers Programme
- Chemistry
- Construction BTEC
- Curriculum Enrichment
- Digital Technology / IT
- English Literature
- Engineering BTEC
- French
- Further Mathematics
- Geography
- Government and Politics
- Health and Social Care
- History
- IT Cambridge Technical
- Irish
- Life and Health Sciences (Single and Double Award)
- Mathematics
- Moving Image Art
- Music
- Psychology
- Physical Education
- Physics
- Professional Business Services
- PSHE
- Religious Studies
- Software Systems Development
- Spanish
- Sport BTEC (Triple Award)
- Technology and Design

Some of these Post-16 subjects are accessed through the Foyle Learning Community



# Curriculum Enrichment

## CARDIOPULMONARY RESUSCITATION (CPR) AND AUTOMATED EXTERNAL DEFIBRILLATOR (AED) AWARENESS TRAINING

In 2015, the World Health Organisation (WHO) endorsed the Kids Save Lives European Programme – a CPR training programme implemented in school curricula in 34 countries across Europe. More locally, the Department of Health published the Community Resuscitation Strategy (2014) and the implementation of this strategy included instructor training of teachers through the British Heart Foundation Heartstart initiative. The Community of Lifesavers Education Programme will build on the foundation of the Heartstart initiative in the teaching and learning of this key life skill. This programme is delivered to all Year 13 pupils over a period of 2 weeks.

## COOKING FOR UNIVERSITY

During this course, pupils are taught basic cookery skills that ensures they do not feel daunted or overwhelmed when living independently after their A-level studies. This hands on course enables pupils to prepare simple and affordable meals using staple foods that are easily accessed. Pupils will develop their knowledge of food safety, knife skills, use of the cooker and safe food storage. They will also learn how to cook economically whilst still preparing healthy snacks and meals. Participants' will cook dishes that include breads, pasta, potatoes and rice. This course is delivered over a 10-week block.

## COMMUNITY SERVICE/ARDNASHEE VISITS

Pupils will have the opportunity to engage with Ardnashee School and College pupils and facilitate their education under the supervision of specialist SEN teachers. This is a 10-week block which develops our pupils' understanding of Education and promotes our school mission of Service in the Community.

## IFA SOCCER COACHING AWARD IFA COACHING OFFICER)

Lead by an experienced IFA Coaching Officer, pupils have the opportunity to achieve relevant and practical accreditations throughout the year including Grassroots Introductory Award , National Coaching Certificate National Coaching Certificate First Aid and the Referee Award. A key element of this course is that it is generously supplemented by the school!

## MAKATON

Our students are receiving training in Makaton, a Language Programme designed to help those with communications difficulties. The students do the Makaton Level 1 Workshop: they learn about The Makaton Programme, how people communicate, AAC, the place of Makaton in the Signing World, the three levels of Makaton and learn the concepts (signs and symbols) for Stages 1, 2 and Additional of the Makaton Core Vocabulary. At the end of this training (minimum of six hours) the students receive a Certificate of Attendance recognised by The Makaton Charity everywhere in the UK. Both universities and employers are seeking out for this type of training as the students become more sympathetic, understanding and open-minded towards the wider society.

## MANDARIN CHINESE

This course is a unique opportunity to learn the most widely spoken language in the world and to sample the culture of China under the direction of our experienced native-Chinese Language Assistant, Noah.

## MENTAL HEALTH AMBASSADORS

This is a vibrant & interactive programme designed to promote positive mental health & wellbeing and make our schools a happier & healthier place to be. The programme aims to establish a network of volunteer ambassadors within the school community to support people who are experiencing mental health problems by getting people talking about mental health more positively & removing stigma, raising awareness of mental health problems including signs & symptoms as well as promoting self-help strategies and sign posting.

## PE

Post-16 students have access to our multigym and can play supervised basketball/football matches once per week. These sessions are rotated over a 10-week block. An additional benefit is the excellent First-Aid course which complements the course.

## PRIMARY SCHOOL MENTORS

This course is Primarily designed to give Year 13 pupils experience of working in a community setting. We are currently accommodated by 4 local Primary schools which are all within walking distance of the school. Each cohort group spends 10 weeks, (up to 10 hours) in the classroom. We have, where possible, placed pupils in their old primary schools; this allows the boys to give something back and to see education 'from the other side'.

The age range is wide, from Primary 3 to Primary 7. Our pupils assist the classroom Teachers in the areas of Literacy and Numeracy and Creative Studies. This placement is very fitting for our Health & Social Care pupils whose first unit of their AS Specification states that they must have experience of working in the Community. The skills which the pupils develop during this period range from, interpersonal, communication working with others, all a vital part of their own development.



## CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG)

Our CEIAG programme is part of a whole school approach that encourages all teachers across all subjects to be teachers of Careers, helping to prepare our students to live out their futures as ambitious and capable young men. CEIAG is also delivered through employability classes in Key Stage 3 and Key Stage 4, Careers classes in Year 13, individual and group guidance and counselling, special careers/employability events (Careers Fair, Mock Interviews, Personal Development Week, Work Experience, Subject Choice information sessions, Visits to Open Days and Guest Speakers).

Recognising the value of gaining experience of the world of work; we source suitable work-related learning placements for all Year 13 pupils. Through our own work experience co-ordinators, our students can gain experiences in a varied range of industries, from Digital Technologies and Engineering to Pharmaceuticals and Professional services.



## ROOMS AND FACILITIES

As well as our general classrooms, we have a wide range of subject-specific rooms and spaces.

### ART

- 4 Art Rooms
- 1 Pottery room
- 1 Preparation area
- 1 AS/A2 Art Tutorial Rooms

### CAREERS

- 1 Careers suite
- 2 Careers meeting rooms

### DRAMA

- 1 Drama Suite
- 1 Lecture Theatre

### HOME ECONOMICS

- 2 Home Economics rooms
- 2 Multi-purpose rooms

### ICT

- 9 PC Suites
- 1 Chromebook suite
- 2 Apple Mac Suites

### MUSIC

- 3 Music rooms/ including a Music Technology Suite
- 8 Practice rooms

### SCIENCE

- 14 Science labs

### TECHNOLOGY

- 3 large systems rooms
- 2 small planning rooms
- 3 Workshops



# A Safer College

## LEARNING HOW TO STAY SAFE ONLINE

Being online is an integral part of young people's lives. Social media, online games, websites, and apps can be accessed through mobile phones, computers, and tablets. Therefore, within St Columb's College we feel it is very important to embed online safety within our pupils learning at school. Internet Safety is delivered through a broad and balanced curriculum. Within Key Stage 3 ICT pupils complete a unit of work in Year 8 and in

Year 10 covering all aspects of online safety. Every year, at the start of February pupils are involved in a "Safer Internet Day". Guest Speakers from external agencies visit the school regularly to educate our pupils on the dangers online. As part of the Year 8 Induction programme pupils also complete a unit of work on Internet Safety and enter an Internet Safety poster competition to consolidate their knowledge gained.



# An Active College

In St Columb's College, a wide range of extra-curricular activities are available to our pupils. At the beginning of each academic year, this list is shared with all members of the school community.

It is our hope that the activities on offer reflect the interests of our pupils; we believe that there is something for everyone!

We really believe that getting involved in extra-curricular activities promotes the development of the whole person and is a fantastic way for our *#collegeboys* to meet new people, develop relationships outside of the classroom and ensure a healthy, balanced lifestyle.

While we are renowned for our sports clubs and teams, we also offer a wide range of additional clubs and activities. These include Makaton, Cooking, Debating, Music, Chess, and many, many, more. We encourage participation by all!

## Individual and Team Sports:

ATHLETICS



FOOTBALL



RUGBY



BASKETBALL



GAELIC FOOTBALL



SWIMMING



CROSS-COUNTRY RUNNING



HURLING



GYM







- **CHOIR**
- **CONVERSATIONAL LANGUAGE CLASSES**
- **CREATIVE WRITING CLUB**
- **DUKE OF EDINBURGH AWARD**
- **ECO CLUB**
- **HOMEWORK CLUB**
- **MAKATON**
- **PEER MENTOR CLUB**
- **POLITICS SOCIETY**
- **POPE JOHN PAUL II AWARD**
- **PUBLIC SPEAKING AND DEBATING**
- **ROBOTICS CLUB**
- **SCHOOL ORCHESTRA**
- **SCIENCE CLUB**
- **STEAM CLUB**
- **SUBJECT CLINICS FOR ALL KEY STAGES**
- **YOUNG ENTERPRISE**

**New ideas for clubs and societies are always welcome!**

# Our Fantastic Facilities

## MUSIC

At St Columb's we offer a wide variety of opportunities to incoming Year 8 pupils to develop their musical capabilities. If a pupil has been learning an instrument in Primary School with the Education Authority, then tuition can be continued here. Pupils will also have the opportunity to start learning an instrument. We offer tuition for guitar, piano, drums and DJing.

Any pupil who has a taste for Traditional Music can also play in our Trad group. Everyone is welcome!

## CANTEEN AND BREAKFAST CLUB

Our Canteen offers a supervised Breakfast Club for pupils from 8.30 a.m. every morning. Here pupils can avail of a wide variety of breakfast options to start the day.



## LIBRARY

Our Library is one of the best resourced libraries in the North of Ireland. It holds a wide-ranging selection of both fiction and non-fiction books for all our avid readers.

All Year 8 pupils receive a Library induction and are given a tour to help understand how books are categorised and how to find the works of their favourite authors.

## HOMEWORK CLUB

St Columb's offers a supervised Homework Club facility Monday - Thursday every week from 3.30pm - 4.40pm

Our pupils can avail of teacher guidance as well as state of the art ICT facilities in order to support their academic development and confidence.



## SPORTING

- 3G full size Soccer pitch (fully floodlit), also used for Gaelic football.
- Large Sports Centre with state of the art multi-gym attached.
- Two smaller halls (used for basketball, badminton and table tennis).
- Full size grass Soccer pitch.
- Full size grass GAA pitch.
- Full size grass Rugby pitch.
- 4 x Tennis courts.
- Outdoor Basketball court.



# Community Outreach

St Columb's College has a long tradition of social and charitable outreach. One can tell a lot about a school community by the way it treats its most vulnerable members or those who live in the local community. We strive to support local charities such as St Vincent de Paul, Foyle Search and Rescue, Foyle Hospice and Children in Crossfire, as well as national, international and global charities such as Trócaire. Our *#collegeboys* engage in events

such as fasts, runs, draws, soccer competitions, foodbank collections, no-uniform days, gaming competitions and bun sales, to name a few, in order to help raise the much-needed funds which support these charities.

Our pupils take seriously Christ's command to love their neighbour, especially those who are poor or downtrodden.



# Supporting Local Charities

Our charity activities help so many local people



# What Parents Are Saying

'My son is now Year 13 and has had a fantastic experience at St Columb's College. He has been involved in a wide range of extra-curricular activities which have enhanced his overall experience. He would say the highlight of his time so far was his trip to Germany!'

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'I was very impressed by the support services and pastoral care offered to my son when he faced some challenges in his personal life. Staff were discreet, caring and supportive.'

'I have two sons at St Columb's and both are thriving in their academic and extra-curricular journeys. They have forged strong friendships and relationships with their teachers. If they ever need support, they know that all they must do is ask! St Columb's is lucky to have such a dedicated staff.'

'My son loves St Columb's and all that it has to offer. He is not sporty but really enjoys the Key Stage 3 lunch time club where he enjoys improving his chess skills with his friends. Healthy competition!'



# What Pupils Are Saying

'My form teacher, year head and peer mentors all helped me to settle into St Columb's. The people in my class also helped me to settle because no-one from my primary school class was in my form class'

'It feels amazing to be a first year in 8G. I like my form teacher and I like my other teachers too. I hope I get on great for the rest of my years in the College.'

'I really enjoy St Columb's because of the support from my teachers and friends. The Peer Mentors help to get us to class. It is a lovely school with so much to offer.'

'I have enjoyed doing PE because of the facilities, the gym, the Hall and the 3G Pitch. I really enjoy learning with my friends and growing together. I am enjoying my time here and excited about the future path we have.'

'I really enjoy Saint Columb's and I have had fun settling in. I love learning lots of different subjects, but my favourites are English, science and History.'

'My peer mentors helped me to settle into St Columb's as they guided me around the school at the start of the year. My teachers also helped me to settle in and made me feel welcome'

'Being a Year 8 pupil in St Columb's College has been very good. I have made lots of new friends. I have adapted well to the big changes. I am very happy to be at the college because of all the successful people who attended this school. I am very proud to be at St Columb's College.'

'At the beginning of the school year, I felt nervous. Everything was different. So many new subjects and teachers. Now the first term is over I feel I have settled in well. I am enjoying my subjects. I feel very proud to call myself a #Collegeboy.'

# Trips & Visits

Our pupils have the opportunity to gain a wide range of experiences outside of the traditional classroom setting. These opportunities include:

## INTERNATIONAL TRIPS

- KS3 Trip to Valencia
- KS3 Ski Trip to Axamer Lizum, Austria
- KS5 Trip to Seville
- Geography International Field Trip to Rome and Sorrento

## LOCAL TRIPS

- Geography: KS3 Field Trip to Giants Causeway
- History: KS3 visit the Tower Museum and Derry City Walls
- Geography: Visit to the Loughs Agency





# The Friends of St Columb's College

The Friends of St Columb's College is made up of current members of staff and some of the parents, Guardians, and carers of our current pupils. They meet once a month to organise and implement various fundraising activities.

The proceeds from these events are used to support and enhance the overall experience of pupils in the school. The highlight of the school calendar is the Rickety Wheel and the Christmas Draw.



# ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

ST COLUMB'S COLLEGE	Voluntary Grammar School
Buncrana Road, Derry. BT48 8NH Telephone: <b>028 7128 5000</b> E-mail: <b>info@stcolumbs.com</b> Principal: <b>Mrs Caroline McLaughlin</b> BA, MA (Ed), PGCE Chairperson of the Board of Governors: <b>Mr P Kelly</b> BA	Boys Age Range: <b>11–18</b> Admissions Number: <b>220</b> Enrolment Number: <b>1540</b> Roll: <b>1330</b>

## OPEN DAY

Saturday 20 January 2024  
Session 1 – 10.00 am - 11.30 am  
Prospective pupils with Surnames A - L  
Session 2 – 12.00 noon – 1.30 pm  
Prospective pupils with Surnames M - Z  
Principal's Address - 11.30 am (for Session 1) and  
1.30 pm (for Session 2)

## ENTRANCE ASSESSMENT RESULTS

The Board of Governors has determined that admission to St Columb's College in 2024 will be by an entrance assessment. All boys who wish to be considered for admission were advised to sit the assessments administered by SEAG on Saturday 11 November 2023 and Saturday 25 November 2023.

When completing your son's Online Transfer Application, parent(s)/guardian(s)/carer(s) should make a clear statement that he sat the SEAG Entrance Assessment and should attach to or enter on the Online Transfer Application:

1. The Band received in the SEAG Entrance Assessment, i.e. Band 1, Band 2, Band 3, Band 4, Band 5, Band 6;
2. A copy of the official notification of his result in that assessment.

## SPECIAL CIRCUMSTANCES

If an application is being made for Special Circumstances, an Application Form for Special Circumstances (SC Form), available from the College, must be completed. This documentation, SC Form – together with the appropriate independent evidence which corroborates the Special Circumstances – must be attached to the Online Transfer Application.

## SPECIAL PROVISION

If an application is being made for Special Provision,

an Application Form for Special Provision (SP Form), available from the College, must be completed and attached to the Online Transfer Application as early as possible and no later than 4.00 pm on Friday 9 February 2024. If a child arrives after this date, claims for Special Provision should be made directly to St Columb's College and the Education Authority School Admissions Office notified.

The type of information which the Board of Governors requires for all those applying for Special Circumstances and/or Special Provision is detailed in the section below: "Advice re the Submission to the Governors of Relevant Information and Documentary Evidence".

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## VOLUNTARY CONTRIBUTION

The College seeks a Parental Contribution of £50 per family, which is used to enhance and enrich pupils' educational experience through activities that otherwise could not be financed from the school budget.

## RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS

In order to select pupils for admission in 2024, the Board of Governors has delegated to the authorised Sub-Committee, including the Principal and three Governors, the responsibility for applying these criteria.

## ADMISSIONS OF PUPILS TO YEAR 8

The Band (1, 2, 3, 4, 5 or 6) attained by the applicant in the SEAG Entrance Assessment shall be used to determine his position in the rank order of students, as detailed in the Admissions Criteria below.

Boys who have a Statement of Special Educational Needs will have their application dealt with by the Education Authority under separate arrangements and are supernumerary to the College's Admissions and Enrolment Numbers.

# ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

## NORTHERN IRELAND RESIDENTS

Applicants who are domiciled in Northern Ireland or who will be so domiciled by the start of the 2024/2025 academic year shall be admitted before applicants who are not domiciled in Northern Ireland or who will not be so domiciled by the start of the 2024/2025 academic year.

## ADMISSIONS CRITERIA 2024

During the admissions procedure, when applying the criteria, punctual and late applications will be treated equally by the authorised Sub-Committee of the Board of Governors.

The Board of Governors has determined that, in the event of the number of applicants being greater than the Admissions Number for the school, applicants shall be selected in the order of priority set down below, based on the information provided at the date of application.

- 1 Applicants awarded BAND 1 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 1.
- 2 Applicants awarded BAND 2 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 2.
- 3 Applicants awarded BAND 3 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 3.
- 4 Applicants awarded BAND 4 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 4.
- 5 Applicants awarded BAND 5 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 5.
- 6 Applicants awarded BAND 6 in the SEAG Entrance Assessment and those applicants regarding whom parental claims for consideration of special circumstances and/or special provision have been accepted and who, in the opinion of the authorised Sub-Committee, based on the documented evidence submitted, are of comparable ability to those pupils awarded BAND 6.
- 7 Applicants other than those satisfying any one of criteria 1 - 6 above.

If there are more applicants who satisfy any one of criteria 1 - 7 when they are being applied in the order of priority set down above than there are places available, then pupils shall be selected to fill the remaining places by applying the following Sub-Criteria, in the order of priority set down below:

- a. Applicants of whom a brother\* is a pupil in the school or will be in the coming year.
- b. (i) Applicants who are the eldest/first\*\* boy of the family or,  
(ii) in the case of a family which has arrived on or after 1 January 2019 in the College's traditional catchment area (details of which are to be found in a leaflet available from the College), applicants who are the first boy to reach transfer age of that family since its arrival in the College's traditional catchment area; or  
(iii) Applicants of whom a brother\* previously attended the school but has since left; or  
(iv) Applicants with elder brothers\*, all of whom have already completed their post-primary education at a school other than St Columb's College.
- c. Applicants of whom a parent or step-parent or legally adopted parent is a permanent member of staff of St Columb's College.
- d. Applicants other than those satisfying any one of the sub-criteria (a) – (c) above.

## ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

If there are more applicants who satisfy any one of sub-criteria (a) – (d) when they are being applied in the order of priority set down above than there are places available, the authorised Sub-Committee shall fill the remaining places by selecting on the basis of the initial letter of the surname (as appears on the birth/adoption certificate/legal document to confirm that a change has been made to the applicant’s name as it appears on his Birth Certificate) in the order set out below:

1	2	3	4	5	6	7	8	9	10	11	12	13
S	R	B	Z	L	H	F	P	C	V	Y	A	Q

14	15	16	17	18	19	20	21	22	23	24	25	26
G	E	I	M	J	U	N	K	O	D	T	X	W

The order was determined by a random selection, witnessed by the Board of Governors. In the event of surnames beginning with the same initial letter, the subsequent letters of the surnames will be used in the order set out above.

In the event of two identical surnames, the initial and the subsequent letters of the forenames as they appear on the birth certificate etc. will be used in the order set out above. In the event of over-subscription in the last criterion that can be applied, selection for available places will be decided by lot.

\* Brother refers to the phrase ‘child of the family’ as defined in Article 2 (2) of the Domestic Proceedings (NI) Order 1980. The term covers:

- a child born to a married couple or to a couple in a civil partnership;
- a child born to a co-habiting couple;
- a child born to a single parent;
- a child of either/any of those people by a previous marriage, civil partnership or relationship;
- a child living with a couple who has been treated as a “child of the family” whether there is a marriage or a civil partnership or not;
- a child living with an individual, who has been treated as a “child of the family”;
- an adopted or fostered child; or,
- a situation where for example an orphaned cousin is being brought up with a family or individual.

The child should be a child of the family as at the date of application.

\*\* This would include cases where an older brother cannot attend mainstream school, for example attends a special school.

### ADVICE RE THE SUBMISSION TO THE GOVERNORS OF RELEVANT INFORMATION AND DOCUMENTARY EVIDENCE

To enable the Board of Governors to apply the above criteria, it is the responsibility of parent(s)/ guardian(s)/ carer(s) to ensure that all relevant information is given on, or attached to, the EA Post-Primary Application (with the exception of information required to verify an applicant’s address). This is particularly important for Sub-criteria (a), (b)(i) and (b)(iii) where full details should be provided of brothers who are/will be/have been pupils at the College. Also, for Sub-criterion (b)(iv), full details should be provided of brothers who have been pupils at a school other than St Columb’s College.

### SPECIAL CIRCUMSTANCES

**NOTE: IF A CLAIM FOR THE CONSIDERATION OF SPECIAL CIRCUMSTANCES IS MADE IN RESPECT OF MATTERS FOR WHICH ACCESS ARRANGEMENTS WERE GRANTED OR COULD HAVE BEEN GRANTED HAD THEY BEEN MADE KNOWN TO SEAG, THE AUTHORISED SUB-COMMITTEE MAY TAKE INTO ACCOUNT THE FACT THAT THE CHILD WAS GRANTED ACCESS ARRANGEMENTS OR COULD HAVE BEEN GRANTED ACCESS ARRANGEMENTS FOR THOSE MATTERS.**

**RECEIPT OF CLAIM FOR SPECIAL CIRCUMSTANCES WILL BE GIVEN BY THE ASSESSMENT CENTRE BUT THE INFORMATION WILL BE SHARED WITH ALL OF THE SCHOOLS TO WHICH THE CANDIDATE APPLIES.**

- Special Circumstances are when the parent(s)/ guardian(s)/carer(s) of the applicant claim(s) that medical or other problems affected the performance of their child. It is a post examination adjustment to the Band of a candidate who is eligible for consideration. Where a need or problem is identified in advance of the assessment(s) taking place, candidates must apply for Access Arrangements. Special Circumstances should be sought only where events on the day(s) of the SEAG Entrance Assessment(s) or factors unknown at the time are considered to have directly influenced the outcome of the SEAG Entrance Assessment.
- Circumstances relating to an application for Special Circumstances must apply at the time of the assessment(s) and be supported by appropriate

# ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

written evidence from a relevant professional. No alteration of Band will be considered without such evidence.

An Application Form for Special Circumstances (SC Form) is available from the College in respect of those pupils who wish to apply for Special Circumstances. Where a parental/guardian/carer claim of special circumstances is being made, i.e. that medical or other problems affected a child's performance in the SEAG Entrance Assessment, a completed SC Form should accompany the Online Transfer Application. Information and appropriate independent evidence which corroborates the Special Circumstances must be attached to the Online Transfer Application. Supporting documentary evidence should show that medical or other problems directly influenced the outcome of the SEAG Entrance Assessment and that the boy's ability is genuinely higher than that indicated by his SEAG Entrance Assessment Band.

Where the pupil's problem is a medical one, the parent(s)/guardian(s)/carer(s) will be required to produce supporting medical evidence from a relevant practitioner in support of the claim. Where the problem is of a non-medical nature the parent(s)/guardian(s)/carer(s) should describe it in detail and provide independent evidence to corroborate its existence.

In all such cases parent(s)/guardian(s)/carer(s) will be required to supply standardised test scores in Literacy and Numeracy from Primaries 5, 6 and 7. Parent(s)/guardian(s)/carer(s) may also supply other evidence of an educational nature including relevant school reports. To this end:

- All test results must be dated and verified by the primary school.
- Results from all tests should be accompanied by the name of the standardised test and the suppliers of the test.

**The onus is on the parent(s)/guardian(s)/carer(s) to ensure that the above information is provided to the College. Failure to provide such information will result in the College being unable to consider the application for Special Circumstances.**

## SPECIAL PROVISION

Special Provision may be made for an applicant who:

- (i) has received more than half of their education\*\* outside Northern Ireland; or  
\*\*based on the time from the start of Primary 1 (1 September 2017) to the 28 February 2024 i.e. more than 3 years and 3 months.
- (ii) wishes to transfer to a post-primary school that uses the SEAG Entrance Assessment from a school outside Northern Ireland; or
- (iii) due to a serious medical or other problems, which are supported by appropriate documentary evidence, was EITHER unable to sit the SEAG Entrance Assessment OR has an estimated outcome because they only sat one of the two Entrance Assessment papers.

An Application Form for Special Provision (SP Form) is available from the College in respect of those pupils who fall into any one of categories (i) – (iii) above. Parent(s)/guardian(s)/carer(s) of pupils who fall into any one of these categories ought to complete the Application Form (SP Form) and attach or upload it to the Online Transfer Application as early as possible and no later than 4.00 pm on Friday 9 February 2024. In this application, parent(s)/ guardian(s)/carer(s) should provide reasons, with supporting documentary evidence, as to why the pupil did not take part in the SEAG Entrance Assessment(s). In all such cases parent(s)/guardian(s)/carer(s) will be required to supply standardised test scores in Literacy and Numeracy from Primaries 5, 6 and 7. Parent(s)/ guardian(s)/carer(s) may also supply other evidence of an educational nature including relevant school reports. The Board of Governors, where it deems it necessary/advisable, will arrange for a suitably qualified person to conduct an assessment to determine the pupil's Band to be used in the admissions process.

## DUTY TO VERIFY

The authorised Sub-Committee of the Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any EA Post-Primary Application. ***Therefore, information contained within an application that qualifies the applicant for admission will be verified (See above: 'Advice re the Submission to the Governors of Relevant Information and Documentary Evidence').***

# ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

## VERIFYING INFORMATION

To enable the Board of Governors to verify information regarding an applicant's name and date of birth, information will be requested. At the time of Online Transfer Application, one of the following should be provided:

- The child's Birth Certificate;
- The child's Adoption Certificate;
- Any other legal document to confirm that a change has been made to the applicant's name as it appears on his Birth Certificate.

In the case of an applicant whom it is claimed is the eldest/first boy of the family, a verifying letter must be attached or uploaded to the Online Transfer Application. This letter must state that the child is the eldest/first boy of the family and that the child and family are known to the verifier. The letter must be written on headed notepaper and signed by one of the following who is not a member of the applicant's family and who has known the applicant for at least two years:

- a primary school Principal;
- a medical practitioner;
- a solicitor;
- a member of the clergy or equivalent.

To enable the Board of Governors to verify information regarding an applicant's address, information will be requested from those applicants who have been admitted to St Columb's when they are being notified of their allocation of a place in the school. (This information does not need to be supplied with the EA Post-Primary Application). Any two of the following eight documents should be provided:

- A bank or building society statement of the parent(s)/guardian(s)/carer(s) or child which shows the address at which the child is resident;
- A utility bill (electricity, gas, Television Licence, telephone {excluding mobiles}) of the parent(s)/guardian(s)/carer(s) which shows the address at which the child is resident;
- A letter awarding Child Benefit to the child or another letter relating to this benefit;
- Driving Licence;
- Addressed payslip;
- Mortgage Statement;
- Rental agreement;
- Land and Property Services Rate demand.

Original documents are required and not facsimiles or photocopies.

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**All supporting documentary evidence should be supplied to the Education Authority in time for its dispatch together with the EA Post-Primary Applications of first preference to post-primary schools.**

All supporting documentary evidence should be attached to the Online Transfer Application by the published deadline.

All **verifying information** regarding an application should be supplied as requested by the authorised sub-committee of the Board of Governors.

**It is emphasised that the onus is on the parent(s)/guardian(s)/carer(s) to ensure that the above verifying or other information is provided. PARENT(S)/GUARDIAN(S)/CARER(S) SHOULD NOTE THAT THE PROVISION OF FALSE OR INCORRECT INFORMATION, OR THE FAILURE TO PROVIDE VERIFYING OR OTHER DOCUMENTARY EVIDENCE BY THE REQUIRED DEADLINE, MAY RESULT IN EITHER THE WITHDRAWAL OF A PLACE OR THE INABILITY OF THE COLLEGE TO OFFER A PLACE.**

## WAITING LIST POLICY

If a place(s) become(s) available in Year 8 between Saturday 18 May 2024 and Friday 27 September 2024 and there are more applicants than there are places available in Year 8, pupils will be selected to fill the available place(s) by applying the criteria for admission of pupils in Year 8. Thereafter, parent(s)/guardian(s)/carer(s) who wish their child to be considered, should a place become available, must make a new application in writing. Should a vacancy arise following this, the admissions criteria above will be applied to select pupils from this waiting list.

## NUMBERS OF APPLICATIONS AND ADMISSIONS

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2021/22	220	239	<b>218</b>
2022/23	220	205	<b>205</b>
2023/24	220	214	<b>214</b>

# ADMISSIONS CRITERIA FOR ENTRY SEPTEMBER 2024

## ADMISSION CRITERIA FOR ENTRY TO YEARS 9-12

### CRITERIA FOR THE ADMISSION OF BROKEN COURSE PUPILS (YEARS NINE-TWELVE INCLUSIVE)

The school wishes to accept boys who are suitable for the type of education it offers, and whose parents are in agreement with the Philosophy and Aims of the school and who will give an undertaking of continuing support of the aims and acceptance of responsibility for the pupil's meeting the school's standard of behaviour.

Applications for admission to the school will normally be considered by the Board of Governors in late August. An application for admission to the school for a pupil whose family are arriving from outside the Traditional Catchment Area (see current Prospectus) to reside within it will be considered by the Board of Governors as soon as practicable after the application is received.

A pupil will be considered for enrolment at the school provided that:

- (1) his admission will not cause the school to exceed its approved enrolment number; and
- (2) in the opinion of the Board of Governors, his enrolment would not prejudice the efficient use of the school's resources; e.g. the admissions number set for a particular year group would be exceeded.

If, at the time of consideration of applications, there are more eligible applicants than there are places available, pupils will be admitted to the school in the order determined by the application of Sub-criteria (a) to (d) of the school's Admission Criteria to Year 8, applied in the order of priority set down therein. If a place (places) subsequently becomes (become) available after 1 September in any academic year and there are more eligible applicants than there are places available, pupils will be selected to fill the available place(s) by the application of Sub-criteria (a) to (d) of the school's Admission Criteria to Year 8, applied in the order of priority set down therein.

No accommodation will be made for a pupil to repeat Year 12 except where the Governors deem that 'special circumstances' (i.e. medical or other problems which, in the opinion of the Board of Governors, may have affected a pupil's performance in Year 12 or in the GCSE examinations) pertain.

# 10 Reasons to Choose St Columb's College

## 1 *Student-centred ethos*

St Columb's College has a long-standing and distinctive Catholic ethos that we are very proud of. We are an inclusive and student-centred community where every boy is encouraged to reach his full potential.

## 2 *Broad and balanced curriculum provision*

We offer a wide and varied range of subjects to suit all interests and we equip our pupils with the skills and experiences that they need to contribute fully to an ever-changing society.

## 3 *Sporting excellence*

We offer a diverse range of sporting activities including soccer, Gaelic football, hurling, basketball, athletics, swimming and rugby. There is something for everyone! We have a strong tradition of excellence in sport and our Year 8 Soccer squad were successful in securing the Northern Ireland cup! We have a strong tradition of excellence in sport.

## 4 *Outstanding facilities*

Based on a spacious campus, St Columb's can boast modern buildings and facilities. Our extensive grounds are superbly appointed for both games and recreation. Our 3G pitches and state-of-the-art new Sports Centre are second to none.

## 5 *Nurturing environment*

Our boys flourish within the framework of a caring and supportive pastoral care system. Through the daily work of the Form Tutor and Peer Mentors, the encouragement of the Year Head, the support of our highly-qualified independent Counsellors, or the work of our Safeguarding Team, each pupil is enabled to reach his full potential in a whole school nurturing environment.

## 6 *International dimension*

Throughout all Key Stages, our pupils get the chance to experience the life, language and culture of other countries within the EU - and further afield. The opportunity to travel to France, Germany, Italy, Spain and the Gaeltacht are annual events - as are our ski trip to Austria. Our students even get the chance to learn Mandarin Chinese!

## 7 *Achieving excellence*

We provide high quality learning and teaching. We believe that every boy wants to learn and can learn if provided with the right support and challenge. We believe that we can provide a first-class education for every boy entrusted to us - whatever his ability, interests and aspirations. We provide a learning environment that values participation and challenge.

## 8 *Social and community*

St Columb's has a strong tradition of social outreach, giving every boy the opportunity to volunteer and engage in a wide range of charity work. Our pupils show that they are able to empathise with the needy and offer them support and encouragement.

## 9 *CEIAG and Employability*

We know that we are preparing future leaders, innovators and problem-solvers ready to take on the challenges of the 21st century global economy. Beginning in Year 8, our pupils work through an Employability and Careers Education programme that ensures they are fully equipped for the demands that lie ahead.

## 10 *Strong tradition*

St Columb's College is a Catholic school that is proud of its past but ambitious for its future. It is our privilege to send out young men who are strong in faith, firm in hope and active in charity - boys who are intent on living out our motto of 'Seeking First the Kingdom of God'.