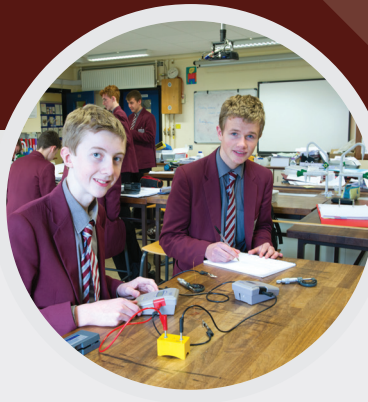




Kilkeel High School Prospectus 2017/2018

Creating Opportunities, Developing Individuals
& Realising Potential



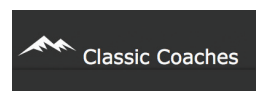
Welcome to Kilkeel High School

Our mission is to offer high quality education within a caring community whose values are based on Christian principles.

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Our Sponsors



Welcome from the PRINCIPAL

It is my pleasure to introduce Kilkeel High School to you. Situated between the picturesque locations of the Mourne Mountains and the Irish Sea, our school has a proud history of having a Christian ethos and being academically non-selective.



Our provision of academic and vocational subjects, aided by our partnerships with the Southern Regional College and St Louis Grammar School, means that our pupils have a broad range of subjects from which to choose, allowing for varied educational pathways for pupils of all abilities and from all backgrounds.

The wide range of extra-curricular activities offered, coupled with 43 musicals over the years, is evidence that we seek to educate the whole person and encourage all pupils to meet their individual potential whether within the classroom, on the sports field or through the Arts.

We hope that you find this prospectus informative and helpful. Within its pages you will find details of the history of the school, our aims and values, the curriculum, our pastoral provision and the broad range of extra-curricular activities and much more.

Should you wish to find out more about our school or request a visit, please do not hesitate to contact us.

VICTOR COERT

Principal, Kilkeel High School









School History


The school was officially opened on 23rd September 1953 as Kilkeel intermediate School, by Lord and Lady Brookborough. Mr. M. McCauley served as the first Principal of the school from its opening until his retirement in 1971. During this time the school expanded significantly, with the addition of the dining rooms and kitchen in 1955, the first teaching of 'A' Level courses in 1959 and the construction of the Assembly Hall and a number of additional classrooms in 1960. The school was renamed as Kilkeel High School in 1967 and it was only during the following year that Knockchree Avenue was extended past the school.



Mr. R. Anderson took over as Principal in 1971; the following year saw the provision of a new school car park and driveway from Knockchree Avenue, with access for vehicles previously via the Harbour Road. In 1972 the first London experience for Third Form took place and the school's first musical, HMS Pinafore, took place the following year. Rev. D. J. McCaughey was elected as Chairman of the Board of Governors in 1975. The school's 'Mourne Park' residential was established in 1977 allowing pupils to experience life in the Mourne countryside; this annual tradition would continue until the year 2000.



The school facilities witnessed considerable expansion in 1986, with the addition of an extension providing Art, Maths and Music classrooms as well as a Careers suite, Sixth Form centre, Lecture Theatre and new Staff Room. The following year witnessed the retirement of Mr. Anderson as Principal, with Mr. H. Irvine appointed as his successor. Mr. Irvine served as Principal until 1993 when he was succeeded by Mr. W. D. Cunningham.



The school endured a fire in 1994, which destroyed several classrooms, the Staff Room and the General Office, necessitating significant repair. In 2002 the school was further extended via the provision of new Science and Maths facilities. 2003 witnessed the milestone of the school's 50th Anniversary, with a number of events marking the occasion - 'Celebrating 50 years of First Class Education'. 2014 saw the extension and refurbishment of both the Music and Art facilities providing state of the art resources for both subject areas.

In 2015 Mr. W. D. Cunningham retired after 43 years of dedicated service to Kilkeel High School, including 22 years as Principal. His contribution to the overall life of the school, including the school musical and 'London Trip' cannot be overestimated. Mr Cunningham was succeeded by Mr. V. Coert, our current Principal. The school continues to develop with new Religious Studies facilities provided in 2016.

The school is understandably proud of its history, traditions and heritage. However, a successful school needs more than just a proud history and we are committed to our mission statement of 'Offering high quality education within a caring community whose values are based on Christian principles' for present and future pupils of the school. We continue to deliver our vision of 'Creating Opportunities, Developing Individuals and Realising Potential' through the provision of high quality teaching and learning in a caring and supportive community, ensuring our pupils develop as individuals capable of contributing to society and the economy.



School Ethos

Vision

Creating
Opportunity

Developing
Individuals

Realising
Potential

Mission Statement

Offering high quality education within a caring community whose values are based on Christian principles.

School Aims

It is the aim of Killeel High School that all our students will:

- Develop enquiring minds which will see learning as a lifelong experience.
- Achieve their full potential, irrespective of age, ability, race or gender.
- Develop the attitudes and skills that will enable them to take their place as responsible citizens in an ever-changing world.
- Be self-disciplined and capable of making informed decisions, independently and collaboratively.
- Take responsibility for their own physical well-being.
- Enjoy good relationships with peers and staff, caring for each other and valuing the diversity that exists among us.
- Show courtesy and good manners, respecting themselves and others within the school, the local community and the global environment.



Objectives

To enable our students to fulfil these aims we will endeavour to:

- Provide a well-balanced, structured and challenging curriculum, supported by high quality teaching, which will meet the learning needs of all.
- Provide a supportive learning environment which cultivates self-esteem and enables students of all abilities to develop confidence, act with initiative and adopt, positive attitudes towards themselves and others.
- Ensure that the school is an orderly and disciplined community in which consideration for others, courtesy and good manners are encouraged and a positive attitude towards discipline, conduct and authority sustained.
- Teach the importance of social responsibility and provide opportunities for students to show community spirit and environmental awareness.
- Teach the benefits of exercise, good nutrition, hygiene and good health practices.
- Develop effective two-way channels of communication and an active partnership between home, school and community.
- Develop a culture of celebrating achievement in all its forms.





Our School

Kilkeel High School is a co-educational, non-selective post-primary 11-18 school which aims to nurture and develop young people who are self-disciplined, responsible and happy, in a regulated, pleasant, caring and safe environment in which they are encouraged to reach their potential.

Admissions and Enrolment

145 pupils may be admitted into Year 8
674 is the total current enrolment for the school

Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
121	106	119	111	102	61	54

Principal	Mr V Coert BTh(Hons), PGCE, PQH(NI)
Chairman of the Board of Governors	Rev W Bingham, BA, BD
Contacting the School	
Telephone:	02841762365 or 02841762713
E-mail:	info@kilkeelhigh.kilkeel.ni.sch.uk
Website:	www.kilkeelhigh.org


Open Day and Open Evening

The school organises an Open Day for Primary 7 pupils, providing them with an opportunity to visit Kilkeel High with their Primary School. During the day pupils will experience an interactive tour of the school facilities, allowing them to meet the teaching staff and sample the range of subjects on offer. Open Day will take place on Friday 6th January 2017 for pupils from our feeder primary schools.

Open Evening provides an opportunity for all prospective pupils and their parents to visit the school. A range of displays, activities and events are arranged throughout the evening, many of which involve our current pupils. This allows guests to see the full range of facilities on offer and provides an opportunity to talk with staff and students about life in Kilkeel High. Open Evening will take place on Tuesday 10th January 2017 from 6.30-9pm.

An induction afternoon for Year 8 parents is held in September and a wide range of information is available at any time via our website.





“ I enjoy Kilkeel High School because all the teachers help you out and they are kind. It’s not scary or hard, if you ask me it is just like primary school only bigger! I enjoy studying all the new subjects but my favourite one is French. ”

Year 8 pupil



The School Curriculum

As an all ability school we are committed to providing a diverse curriculum aimed at meeting the various academic and pastoral needs of all our pupils. We believe that our curriculum encompasses the wide range of activities we offer in and out of the classroom.

We aim to support and empower our pupils to reach their full potential, by considering their individual needs and supporting their development. We endeavour to ensure pupils experience a wide range of activities aimed at developing not only their academic ability in the subjects offered, but their self-esteem and ability to relate to others. We also encourage all our pupils to value and contribute to the school and wider community through an extensive extra-curricular programme.

Pupils with Special Educational Needs are supported through assistance in both mainstream classes and our dedicated Learning Support Centre. This provides the support needed to allow everyone to fulfil their potential.

The school week is divided into 50 periods of 30 minutes as shown below. Lunchtime and Period 8 last 35 minutes.



Time	
8.50am – 9.00am	Registration in Form Room
9.00am – 9.15am	Assembly, Form Time, Literacy/Numeracy Time
9.15am – 9.45am	Period 1
9.45am – 10.15am	Period 2
10.15am – 10.45am	Period 3
10.45am – 11.00am	Break (Tuck Shop and Break Time snacks available)
11.00am – 11.30am	Period 4
11.30am – 12.00pm	Period 5
12.00pm – 12.30pm	Period 6
12.30pm – 1.00pm	Period 7
1.00pm – 1.35pm	Lunch (School Canteen, Packed Lunches or Home Pass)
1.35pm – 2.10pm	Period 8
2.10pm – 2.40pm	Period 9
2.40pm – 3.10pm	Period 10

Key Stage 3 Curriculum



Our Key Stage 3 curriculum follows the guidelines set out in the Revised Curriculum for Northern Ireland. In Years 8, 9 and 10 classes are streamed according to information provided by their Primary School (Year 8) and the child's performance in class, assessments and examinations (Years 9 and 10). Classes will follow the same programme of study across the year, the pace and depth of the content may vary according to the ability level of the class.

Number of periods per week

Subject	Year 8	Year 9	Year 10
English	6	6	6
Mathematics	6	6	6
Science	5	5	5
French	5*	5*	5*
Geography	4	4	4
History	4	4	4
Home Economics	3	3	3
Technology and Design	3	3	3
Religious Studies	3	3	3
Physical Education	3	3	3
Art and Design	2	3	3
Music	2	2	2
Computers	1	-	-
Citizenship	1	1	1
Employability	1	1	1
Form Period (PD**)	1	1	1
TOTAL	50	50	50

* There may be slight variations between classes

** Personal Development

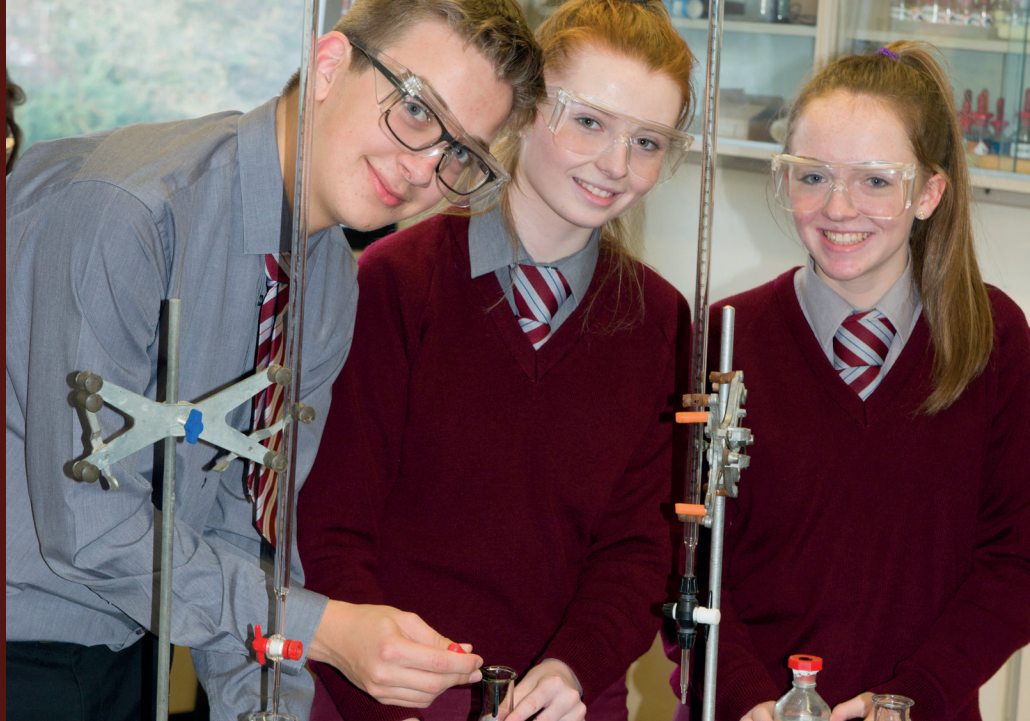


Notes

- Students in the LSC follow the same programme.
- Year 8 pupils will receive an interim report on their child's progress in November.
- Staff set and mark internal examinations and the outcomes are reported to parents in February and June.
- We use ongoing 'tracking' assessments, with six marks recorded each year, two of which will be the January and June exams. These assessments allow us to ensure each child is progressing and to offer additional support when required.



Key Stage 4 Curriculum



In order to fulfil the requirements of the Department of Education's 'Entitlement Framework Curriculum', pupils will study the core curriculum and make additional choices from all the subjects on offer.

Reflecting the all ability nature of the school, pupils are offered varied pathways based on their performance at Key Stage 3, Careers Education Information Advice and Guidance (CEIAG) and their subject choices. This results in some of our pupils at Key Stage 4 following courses offered in conjunction with the Southern Regional College at both their Kilkeel and Newry campuses. In addition, many of these pupils will also undertake one day's work experience per week with an employer during Year 12.

Core Curriculum

Careers, Citizenship, English, #Key Skills, Mathematics, Personal Development, Physical Education/Games, Religious Studies, Science.

Choices (based on Key Stage 3 results, CEIAG and subject choices):

General Learning Areas	Subjects
English	English Literature English Language
Mathematics	Mathematics Further Mathematics
Science And Technology	Single Award Science Biology Chemistry Physics Technology & Design Manufacturing (Applied GCSE) Engineering (Applied GCSE)
Environment And Society	ICT Computer Science Geography History Home Economics Child Development Road Traffic & Motor Vehicle Studies Business Occupational Studies # (SRC)

= GCSE equivalence (Level 1 = GCSE Grade D, Level 2 = GCSE Grade C)

General Learning Areas	Subjects
The Arts	Art & Design Music
Physical Education	Physical Education/Sport
Languages	French Spanish
Religious Studies	Religious Studies (Long or short course)

= GCSE equivalence (Level 1 = GCSE Grade D, Level 2 = GCSE Grade C)



Key Stage 5 Curriculum



The range of qualifications provided by Kilkeel High School for the Sixth Form has been developed to allow students to choose courses which meet their needs and provide qualifications which are worthwhile and valued. We aim to enable students, where appropriate, to mix and match different types of qualifications in order to provide clear progression routes into further and higher education, training and employment.

We work in partnership with St. Louis Grammar School and the Southern Regional College in providing courses under the Shared Education Signature Project. This partnership ensures students from both schools can access a wider range of subjects.

Subjects offered at GCE AS and A2 Level and as BTEC qualifications

Art and Design	Information Technology
Biology	Mathematics
Business**	Moving Image Arts#
Certificate of Personal Effectiveness (COPE)^	Music
Chemistry	Music Technology#
English Literature	Nutrition and Food Science
Engineering*#	Physics
French	Psychology
Geography	Religious Studies
History	Software Systems Development#
Health and Social Care#	Sport*
Spanish#	Technology And Design

- ^ Denotes 'AS' availability only
- * BTEC qualification
- ** Level 3 Extended Certificate in Applied Business
- # Shared Education Programme



GCSE and A Level Examination Results

The tables below show our examination results for 2015/16 along with our targets for this academic year. We are proud to be an all ability non-selective school and we recognise and celebrate the success of all our pupils, relative to their ability.

GCSE (Year 12 pupils)	Achieved 2015/16	Target 2016/17
% of Year 12 pupils achieving 5+ GCSEs or equivalent at grades A* - C, including GCSE English and GCSE Maths	48.1	60
% of Yr 12 pupils achieving 5+ GCSEs or equivalent at grades A* - C	69	72
% of Yr 12 pupils achieving 5+ GCSEs or equivalent at grades A* - G	99.6	99
% of Year 12 pupils with FSME achieving 5+ GCSEs or equivalent at grades A* - C, including GCSE English and GCSE Maths	Number of pupils - 22 % achieving 5+ A* - C incl. English & Maths - 27	Number of pupils - 24 % achieving 5+ A* - C incl. English & Maths - 30

GCE A Level (Year 14 pupils)	Achieved 2015/16	Target 2016/17
% of pupils doing A levels or equivalents achieving 3+ grades A* - C	46	48
% of Yr 14 pupils doing A levels or equivalents achieving 2+ grades A* - E	90	92

Attendance Years 8-14

Attendance was **93.66%** of the possible total.





Pastoral Care

Pastoral Care is an integral part of every aspect of the experience offered to pupils at Kilkeel High School. We are committed to ensuring a supportive and caring environment in which pupils can develop as individuals. To this end, we seek to provide a supportive learning environment which cultivates self-esteem and enables students of all abilities to develop confidence, act with initiative and adopt positive attitudes towards themselves and others.

Such an environment is provided by ensuring that the school is an orderly and disciplined community in which consideration for others, courtesy and good manners are encouraged and a positive attitude towards discipline, conduct and authority sustained. We strive to teach the importance of social responsibility and provide opportunities for students to show community spirit and environmental awareness.

Furthermore, we seek to teach pupils the benefits of exercise, good nutrition, hygiene and good health practices. We value and actively develop effective two-way channels of communication and an active partnership between home, school and community. We also seek to develop a culture which celebrates achievement in all its forms.

The pastoral provision supports the pupils in their learning and develops their wider skills and dispositions. The school has an extensive range of extra-curricular activities, which the pupils value and enjoy. The pupils who participate in the school council represent their peers with confidence, and are developing useful listening, delegation and social skills. Throughout the school community, there is a strong focus on inclusion and having a caring and compassionate understanding of others; this is particularly evident in the exemplary charitable commitment by pupils and the staff. The pupils state that they feel safe in school and are aware of what to do if they have any concerns about their safety or well-being.

Excerpt from the Inspection of March 2014, by ETI

Structure of Pastoral Care

Each pupil belongs to a Form Class, with a dedicated Form Teacher providing support to each pupil and monitoring issues such as conduct, uniform, lateness and attendance. The Form Tutor is the first point of contact for parents. Form Tutors meet with pupils in their Form Class each morning and develop a detailed understanding of each child. Form Tutors also deliver the Personal Development programme during a weekly Form Period. Year Heads coordinate each year group, take a weekly Year Assembly and support Form Tutors in dealing with serious or persistent pastoral issues. Senior Teachers for each Key Stage coordinate and support their respective Year Heads. The Vice-Principal in charge of Pastoral Care has overall responsibility for all pastoral care matters. A school counsellor, a Special Educational Needs Co-ordinator and the Education Welfare Officer also play a vital role in providing pastoral care to our pupils.



Role of the Form Tutor

Form Tutors' duties include:

- promotion of the ethos of the school
- delivering the pastoral scheme of work
- registration and attendance monitoring
- overseeing the conduct and appearance of each individual in the class
- monitoring the progress and well-being of each individual
- facilitating the twice yearly Pupil Personal Review and individual pupil target-setting exercises
- liaising with the Head of Year, subject teachers and parents regarding academic progress, behaviour, uniform, lateness and attendance
- guidance with self-organisation e.g. Student Planners
- induction arrangements for new pupils joining the class
- accompanying classes to assemblies and conducting Literacy/Numeracy time
- Providing a comment on the pupil's annual report
- dealing with a variety of administrative matters relating to the Tutor Group.

Role of the Year Head

The Year Head plays a key role in the school's pastoral structure, leading a team of Form Tutors in ensuring that each individual pupil's needs are being met, identifying any concerns or issues which may impact on a child's academic progress or well-being and taking appropriate action. Year Heads play a key role in developing partnerships with parents and intervening to address concerns with individual pupils. They also actively develop a Year identity through a weekly assembly and other Year Group activities.

The School Counsellor

The counsellor provides a means for pupils to share any concerns or problems they may be encountering and supports them in resolving these issues, in a confidential manner (unless the disclosure necessitates the sharing of information with other staff). Pupils may self-refer or may be referred by the Vice-Principal.

Pupils Helping other Pupils

As part of our ongoing commitment to establishing a caring community based on Christian Principles, we actively encourage pupils to assist and help others in the school. Year 8 pupils are introduced to their 'buddy' in sixth form via the 'Buddy Scheme'. This provides an additional point of support and a friendly face early in the child's first term. Sixth Form pupils also volunteer to help out in junior classes as part of our 'Peer Tutoring' scheme; this not only provides valuable support and encouragement for our junior pupils, but also experience and an opportunity to work with young people, for the senior pupils who may be considering a career in a 'caring' profession.

School Council

Kilkeel High is committed to providing a means for pupils to express their opinions and ideas on school life. Representatives are elected by each Form Class to the School Forum via an official election and voting process. This Forum highlights issues for each respective Year Group. School Council members are then elected from the members of each Forum to bring issues to the attention of the Principal and Senior Leadership Team.



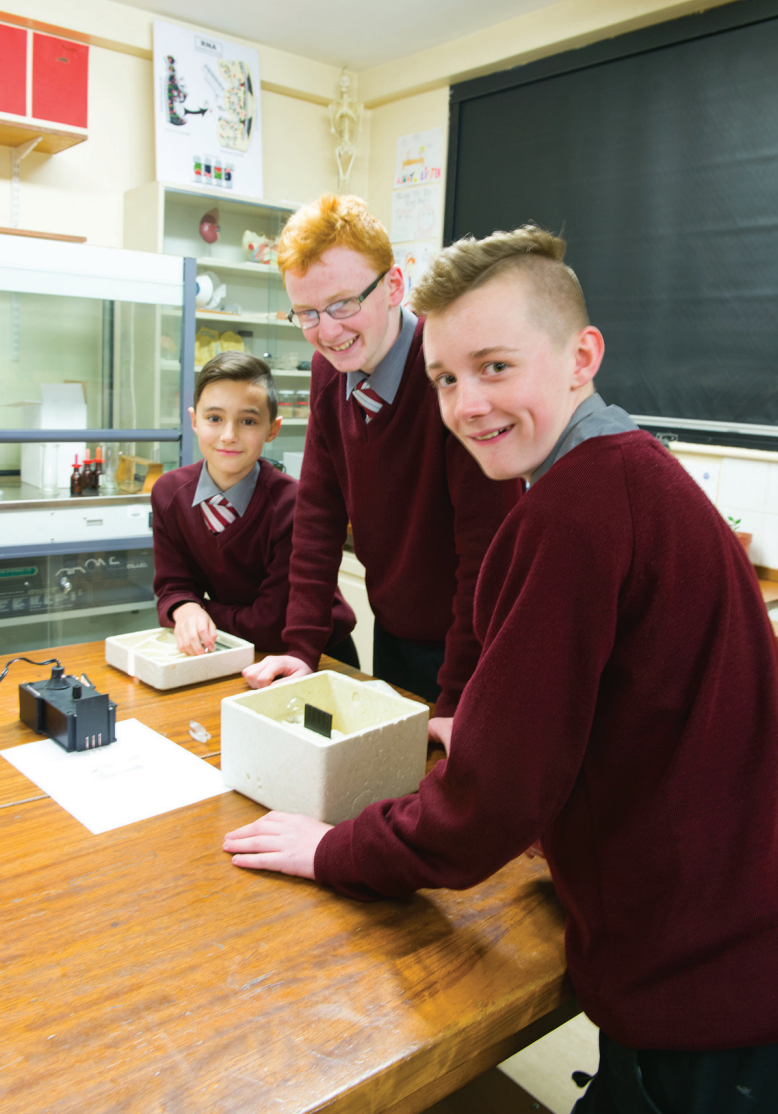
Special Educational Needs

Pupils with identified special educational needs receive additional support within the school. Such needs may include: mild or moderate learning difficulties; emotional and behavioural difficulties; physical disabilities; sensory impairments; speech and language difficulties and medical conditions. Our Special Educational Needs Co-ordinator (SENCO) works closely with subject teachers, Form Tutors, Year Heads and other senior staff to ensure that needs are identified and appropriate support provided. This may involve the provision of a classroom assistant, the development of an Individual Education Plan (IEP), the provision of information and teaching strategies for subject teachers, providing additional learning resources e.g. iPads or laptops, consulting external agencies such as Educational Psychologists, medical specialists and Educational Welfare Officers. Our SENCO also plays a key role in liaising with parents to ensure effective partnerships best suited to the on-going support of pupils with additional needs.

The school is proud to have a dedicated Learning Support Unit and experienced staff who work closely with those pupils with moderate learning difficulties. LSC students integrate where possible with their peers in many mainstream classes under the support of the LSC classroom assistant and the LSC teacher. At Key Stage 4 LSC students will have the opportunity to undertake a range of accredited external examinations, in addition to their work placement opportunities and link courses with the Southern Regional College.

The school recognises the needs of 'Newcomer' pupils for whom language may prove a barrier to learning. We provide additional teaching support for such pupils to allow them to integrate quickly and access the curriculum.





Safeguarding and Child Protection

We have a primary responsibility for the care, welfare and safety of the students in our charge, valuing individuals for their unique talents and abilities. We will carry out this duty through our Pastoral Care Policy which aims to provide a caring, supportive and safe environment in which all students can learn and develop to their full potential. One way in which we seek to protect our students is by helping them learn about the risks of possible abuse and helping them to recognise unwelcome behaviour in others so that they acquire the confidence and skills necessary to keep themselves safe.

The staff of our school have adopted Codes of Practice in respect of their behaviour towards students and they have been issued with guidelines on the use of 'reasonable force' where other behaviour management strategies have failed.

The purpose of the Child Protection Policy is to protect our students by ensuring that everyone who works in our school, both teaching and non-teaching staff, has clear guidance on the action which is required where abuse (be it physical, sexual, or emotional), or neglect of a child is suspected.

Procedures for Reporting Suspected (or Disclosed) Child Abuse

The Designated Teacher for Child Protection is Mrs McAtee, Vice-Principal in charge of Pastoral Care. In her absence the Deputy Designated Teachers, Mr Coert (Principal) and Ms Reilly (Vice-Principal) will assume responsibility for Child Protection matters.

If a child makes a disclosure to a teacher, or other member of staff, which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must report **promptly** to the Designated Teacher without any further investigation. Full notes will be made of all relevant details and discussion.

The Designated Teacher will discuss the matter with the Principal to plan a course of action and ensure that a written record is made in accordance with Education Authority guidelines.

The Principal may seek clarification or advice in consultation with the Education and Welfare Officer, the Senior Social Worker and/or the Education Authority's Designated Officer before a referral is effected.

The Principal, after due consideration, will decide whether, in the best interests of the child, the matter needs to be formally referred to Social Services and the Education Authority's Designated Officer for Child Protection.

The safety of the child is our first priority. ✓

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals in accordance with the Education Authority's Child Protection Procedures.



Extra-Curricular Activities

We recognise the role that involvement in extra-curricular activities can play in the development of each young person. We provide a wide variety of activities so that all our pupils can pursue existing interests and acquire new ones during their time in school.

Engaging in extra-curricular activities is strongly encouraged and plays a vital part in helping pupils to make new friends, develop self-esteem and confidence and build good relationships between staff and pupils.



Some of the extra-curricular activities offered are listed below:

Girls' Netball	Cookery Club
Senior Girls' Hockey	Scripture Union
Years 8 and 9 Football	School Musical
Senior Boys' Hockey	Public Speaking
Athletics (Summer Term)	Show Jumping
Junior Boys' Hockey	Art Club
U15 Football	Duke of Edinburgh's Award
Cross Country	Computer Aided Design Club
Roller Hockey	First Lego League
Rugby	Annual London Trip
Annual Rome Trip	Year 8 Killowen Residential
P.E. Residential	School House Rock – Talent Show
Theatre Trips	Music Groups





Working with Parents

We believe that active and positive communication between home and school is vital in ensuring children are supported in their learning, barriers to learning are addressed and school staff are aware of the unique needs and circumstances of each child. We have developed a wide range of procedures to ensure that such communication is effective and beneficial for home and school.



Reporting to Parents

Key Stage 3 Years 8-10

Parent(s)/Guardian(s) receive a brief report in February, after the January examinations and a full report following end-of-year examinations in June. In addition, Year 8 Parent(s)/Guardian(s) receive an interim report in November.

Key Stage 4 Years 11 & 12

Parent(s)/Guardian(s) of Year 11 and 12 pupils receive a full report following mock examinations in January. Year 11 Parent(s)/Guardian(s) also receive module results in August.

Key Stage 5 Years 13 & 14

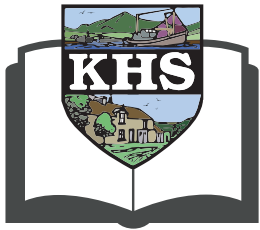
Parent(s)/Guardian(s) of Year 13 and Year 14 students receive a brief report (November) and a full report following the mock examinations in January.

Parents' Evenings

Parent(s)/Guardian(s) of pupils in all Year Groups are invited to meet their child's subject teachers at Parents' Evenings. These events provide an opportunity to review progress and for staff and parents to discuss any concerns. Dates of these events are published in advance on our school website, via text message and a parental note. Year 10 and Sixth Form participate in these meetings to receive guidance on their subject choices and career pathways.



How do we communicate with you?



Parents' Handbook

Understandably Year 8 pupils and their Parent(s)/Guardian(s) have lots of questions as they become familiar with the school rules and procedures. To make this process as simple as possible, Year 8 Parent(s)/Guardian(s) are provided with a 'Parents' Handbook' which covers key procedures and details points of contact for further help. This will be given in printed form, but is also available on our website.



Groupcall

Our 'Groupcall' parental text messaging system allows us to contact you via text message informing you of important dates or unforeseen school closures. It is also used to alert you if your child does not attend school. You can simply reply to the message to provide a reason, an absence note is no longer necessary.



Website

Our school website is an invaluable way for all members of the school community to learn about upcoming events, celebrate achievement, obtain information on individual subjects, view photographs and videos of school events and access our calendar of dates. A range of useful documents, including all of our school policies, are also available for download via our 'Parents' Section'.

You can view our website at www.kilkeelhigh.org



Facebook and Twitter

The school also has both Facebook and Twitter feeds allowing you to easily keep in touch with the many and varied events that are such a feature of life at Kilkeel High. This also provides a way for you to interact with us! So why not follow our social media channels and give us a like or retweet?

Facebook - [@kilkeelhighofficial](https://www.facebook.com/kilkeelhighofficial)



Twitter - [@kilkeelhigh](https://twitter.com/kilkeelhigh)



School App

This year saw the launch of our School App, available for Apple and Android devices. The app is perhaps the easiest way to stay informed of news stories, view galleries of photographs and access our calendar, all from your mobile. We plan to further develop the app to allow you to access your child's homework, receive notifications on specific areas of school life and access letters, notes etc.



Online Homework Diary

Homework plays a vital part in the learning process and students are expected to record their homework in their Student Planner. We believe that involving parents in the process ensures homework is completed, of the highest standard and submitted on time. For this reason we have developed a bespoke online homework diary which allows you and your child to check all homeworks that have been set via the school website. You can help your child to schedule homework to avoid the last minute rush, you may even be able to access files to help in the completion of the work. The online homework diary ensures that as a Parent/Guardian you are always aware of homework that has been set.

This is in addition to the Homework Timetable provided at Key Stage 3, which outlines which subjects give homework on each day and the typical duration of those homeworks.



Calendar

Dates of school events, holidays, Parents' Evenings etc. are available on our school calendar.

You can find it on the website and school app. Any changes to dates will be updated on the calendar.





Facilities

The school occupies a large site, shared with Kilkeel Primary School and Kilkeel Nursery School and adjacent to Kilkeel Leisure Centre. The site is located beside the sea and the Mourne Mountains provide a spectacular backdrop. The original buildings were built in the 1950's but the school has continued to develop with extensions and refurbishments providing pupils and staff with the current facilities listed below. The school is awaiting a redevelopment of the site in the coming years.

Facilities include:

- 47 Classrooms
- 3 Specialist Home Economics rooms
- Technology suite comprising three workshops
- 5 Networked computer suites
- 7 Computer clusters throughout the buildings
- 7 Science laboratories
- New Music suite comprising of 2 classrooms, ICT suite, 4 Music tuition rooms and Music Technology facilities
- New Art suite comprising of 2 classrooms
- Library
- Lecture Theatre
- Sixth Form Common Room
- Assembly Hall
- Gym
- Learning Support Centre
- New Religious Studies suite

- Easy access to Leisure Centre
- Astroturf hockey pitch
- All weather hockey pitch
- Tennis courts



Uniform

We are introducing a number of changes to the school uniform for the 2017/18 academic year. Please see below for details. The uniform detailed below should be worn, without addition or alteration, by all our pupils.

Girls Uniform

- Maroon blazer (compulsory for Year 8, L6 & U6, optional for other Years)
- Maroon skirt (double pleat) or black school trousers (Halloween – Easter)
- Grey blouse
- Maroon pullover
- Clip on school tie (compulsory for Year 8, optional for other Years)
- Grey knee socks or grey/black woollen tights permissible in winter
- Black shoes

Physical Education & Games

- Polo shirt (sky blue)
- Tracksuit bottoms or jogging bottoms (black)
- Ankle socks (white)
- Training shoes (no baseball boots/fashion shoes)
- Hockey socks (maroon)
- Maroon wrap-over skirt or shorts
- Towel
- Extra pullover or sweat top (maroon)
- Swim suit

Optional

- Black athletic shorts for athletics or cross-country
- Astro-turf shoes
- School track suit



Boys Uniform

- Maroon blazer (compulsory for Year 8, L6 & U6, optional for other Years)
- Black trousers
- Grey shirt
- Maroon pullover
- Clip on school tie (compulsory for Year 8, optional for other Years)
- Grey socks
- Black shoes

Physical Education & Games

- Polo shirt (sky blue)
- Tracksuit bottoms or jogging bottoms (black)
- Short socks (white)
- Football boots
- Hockey, rugby, football socks (maroon)
- Gym shoes
- Shorts (black)
- Towel
- Extra pullover or sweat top (maroon)
- Swimming trunks

Optional

- Rugby/Hockey shirt (school colours)
- Astro-turf shoes
- School track suit

Uniform Stockists

Holmes'	(Kilkeel and Annalong)
Murphy's	(Kilkeel)
Annett's	(Newcastle)



Admissions Policy

The lodging of an application is interpreted by the Board of Governors as an indication that the parents and the child concerned accept and are in agreement with the ethos, philosophy, aims, policies and regulations of the school including any code of conduct or discipline policy. Information in relation to these may be obtained from the school.

Admission Criteria

In selecting children for admission, children resident in Northern Ireland at the time of the proposed admission to the school will be selected before any child not so resident.

Admission to Year 8 (either in September 2017, or during the 2017/18 school year)

1. Pupils attending Primary Schools in the Barony of Mourne i.e. Annalong, Brackenagh West, and Kilkeel Primary Schools.
2. Pupils attending Primary Schools other than those identified in Criterion 1 who have come to live in the Barony of Mourne in the three months prior to the time of application.
3. Pupils attending Primary Schools outside the Barony of Mourne from which transfer has been traditional i.e. Castlewellan, Cumran, Dundrum, Kilbroney (Rostrevor), Newcastle, Dromore Road (Warrenpoint).
4. Other pupils

In the event of over-subscription within any of the above criteria the following sub-criteria will be applied to determine which children should be admitted:

- Pupils who have had a brother or sister enrolled at the school;
- Pupils who have had a parent enrolled at the school or have a parent employed at the school;
- Pupils who have special circumstances (medical, social or security) which in the opinion of the Board of Governors merit priority being given to children's admission;
- Those who live closest to the school (as the crow flies).

Notes:

1. Details of special circumstances must be given on or attached to the Transfer Report Form. Documentary evidence supporting the special circumstances must be provided by a statutory body.
2. A map showing the boundaries of the Barony of Mourne is available at the school.

Admission to Years 9-12

Applications to these years will be considered provided the school has not reached its enrolment number. However, the admission of a pupil may have to be refused if it is considered that the admission of a particular pupil is prejudicial to the efficient use of resources.

This may take account of:

- Availability of pupil places in the Year to which entry is sought.
- Availability of pupil places in the class/subject to which entry is sought.

In the event of there being insufficient places in a year/class to permit the entry of all applicants, the following criteria, in the order given, shall be used to prioritise the applications:

1. A former pupil who has left the area and returned.
2. A brother or sister who is a pupil.
3. A brother or sister who has been a pupil.
4. Other applicants – here selection will be based on (i) distance (ii) special circumstances



Note:

An applicant who has had behavioural problems in another second-level school would, along with his/her parents, have to satisfy the Principal and Governors of a determination to behave well and sign a declaration to that effect.

Admission to Sixth Form

1. Acceptable overall performance in GCSE or other public examinations;
2. Acceptable performance in appropriate public examinations in the subjects to be studied or in cognate subjects.
3. Availability of places in the Year or class to which entry is being sought;
4. Availability of places in the subjects or group of subjects sought.

Note:

Pupils already in attendance at the school have priority over other applicants.

All pupils seeking admission must be willing to adhere to the school's rules on behaviour, attendance and dress; evidence of this may have to be sought from the previous school.

A full range of school policies are available on our website.







Kilkeel High School

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