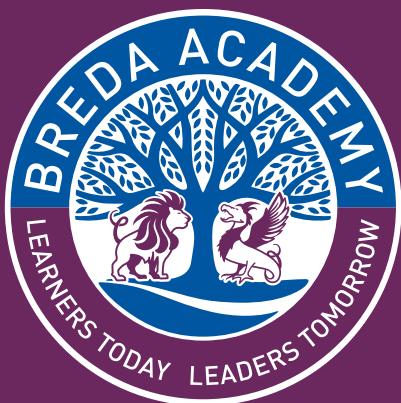




Our School



Be INSPIRED.
Be OUTSTANDING.
Be BREDACADE.

WELCOME TO BREDACADEMY

Welcome from the Principal

Moving Forward

It is an exciting time at Breda Academy as we go from strength to strength! As the Principal I am honoured to be leading this vibrant and successful community school in South Belfast with over 650 students aged 11 to 19 and 90 staff. I am especially pleased that for the past five years our examination results have continued to increase. Last year we achieved record breaking results- our Year 12 students achieved 90% 5 or more A* - C GCSE or equivalent grades and over 57% of our Year 14 students achieved 3 A* - C A Level or equivalent grades.

We continue to MOVE FORWARD as a community and in September we welcomed 100 Year 8 students who are now flourishing and enjoying school. We are very proud that the Academy offers all students a 7-year learning journey. Our 6th Form continues to thrive and we currently have over 160 Year 13 and 14 students studying A-Level and Level 3 qualifications. I am delighted that after their 7-year journey with us, our recent Year 14 leavers are MOVING FORWARD to take up their place at a prestigious university, starting an apprenticeship or beginning their working career.

We place our students at the heart of all we do and provide them with excellent pastoral care to promote their wellbeing. The Academy provides an inclusive and diverse curriculum and a wide range of qualifications. We strive to develop our students' education, skills, and resilience to be successful lifelong learners, confident individuals and responsible citizens.

Please join us on our exciting journey!



Mr P Perry - PGDH, MA, BSc, PGCE
Principal
#proudtobebreda





OUR MISSION

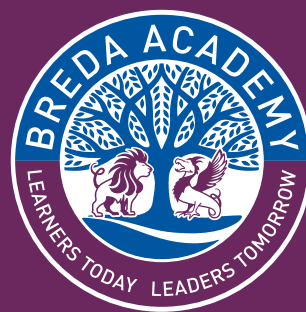
Breda Academy aims to be a safe caring community of life-long learners where positive relationships, based on courtesy, commitment and co-operation enable young people to develop their skills, resilience and confidence for success in life and society.

Breda Academy's mission statement has been developed and refined to draw on the views of staff, students, parents and governors.

This mission statement is the touchstone against which all members of the school community can test their decisions and their actions.

Be HAPPY
Be SAFE
Be YOU

SCHOOL LEADERSHIP TEAM



MRS SCOTT **(Vice Principal Pastoral – Access to Learning and Inclusion)**

I am proud to work with an enthusiastic, dedicated, and hard-working Pastoral Team who encourage and support our students to ensure they achieve their very best while enjoying all Breda Academy has to offer.

I also have overall responsibility for our SEN and Newcomer students and work with a dedicated team of specialist teaching staff and teaching assistants to provide the additional learning support and pastoral care some of our students need to fulfill their potential.

As Designated Teacher for Child Protection, I am a member of the Safeguarding Team and co-ordinate our Counselling service and extensive team of external agencies who come into school to work with our more vulnerable students.

MS MCMULLAN **(Senior Teacher Data and Systems)**

I oversee both Data and Systems and Student Attendance. Our focus is on ensuring that students' progress in learning and attendance at school are closely tracked so that any barriers to their success can be quickly identified and addressed.

I am also a member of our Safeguarding Team (Deputy Designated Teacher), which safeguards and promotes the welfare of all our students.

MR CARRICK **(Vice Principal Curriculum – Teaching, Learning and Progress)**

At Breda Academy we take pride in getting to know each student as an individual so that we can make sure that they each have the best possible access to success and opportunity in the future. This child centred, learning focused approach, is underpinned by the positive ethos, culture and values of our school community.

I oversee Teaching and Learning and our curriculum learning pathways at Key Stage 3, 4 and 5 have been designed to ensure students develop the skills, resilience and confidence for success in life and society.

We work in partnership with families to support and encourage our students to make progress in their learning and achieve the qualifications they need for further education and work.

MRS GLOVER **(Senior Teacher Key Stage 5, CEIAG and Community Liaisons)**

I work closely with staff, students and the local community to enhance the school profile and provide further opportunities for all students. We are pleased to provide progression into Sixth Form where we offer a diverse range of academic and vocational courses to ensure all students receive the support required on their pathway to becoming independent, lifelong learners.

Our Careers programme aims to prepare all our students for the opportunities, responsibilities and experiences of working life in the 21st Century.

PREFECTS AT BREDACADEMY



At Breda Academy we pride ourselves on having a hard-working, committed and enthusiastic team of prefects. Being a prefect is a worthwhile and important job, as these students are role models and mentors for our younger students. The prefects in return gain valuable experience of leadership and working as a team which will help them in the future.

Prefects are an integral and valued part of our school community. They apply for the role through a demanding application and interview process. They assist in a variety of ways including lunchtime duties, supporting evening events and being attached to year 8 tutor groups as buddies to help smooth the transition from primary school.



EDUCATIONAL PARTNERS

YMCA

The YMCA are long-standing partners with Breda Academy and have built up significant relationships with both staff and pupils.

Their overall aim is for young people to achieve an increased value of themselves and others. Some of the areas they explore are identity, stereotypes, sectarianism and discrimination through the Key Stage 4 curriculum.

DREAMSCHEME

Dreamscheme is a youth development organisation which is based in Newtownbreda and aims to transform the lives of hard-to-reach and at-risk young people. As well as providing diversionary and developmental youth programmes in local communities such as Milltown, Belvoir, Breda and Braniel, Dreamscheme also provides a mentoring programme of youth support within Breda Academy at Key Stage 3 and 4.

The programme aims to (a) affirm young people, encourage ambition, build potential and promote self-worth (b) connect young people with their community and encourage active youth citizenship, and (c) develop young people's life skills and leadership ability.

In addition, our new Community Support Partnership Programme is designed to provide community-based support for students who are experiencing barriers to learning and engagement.

Dreamscheme Youth Workers also facilitate whole-class sessions with Year 10 students, as part of their Personal Development Programme. Issues including self-esteem, mental health, identity and teamwork skills are targeted.

At Key Stage 4, the Learn to Thrive Programme provides support and strategies for small groups of students regarding their emotional wellbeing to guide them through their GCSE studies.

Furthermore, our pupils can access support with their studies and homework after school every Monday and Thursday in the Dreamscheme Centre in Newtownbreda.



YOUTH
CAN
DO IT



Dreamscheme



ymca
BELFAST



More information about Dreamscheme can be found at www.dreamschemeni.org.

FAMILYWORKS

FamilyWorks is the school counselling service which offers our pupils additional support through weekly counselling sessions. Pupils can self-refer or be referred by their teacher or parent for help to deal with any emotional and behavioural difficulties to help make more informed choices or decisions.

EAST BELFAST ALTERNATIVES

East Belfast Alternatives is a local restorative justice agency who offer a wide range of support in the local community. At Key Stage 3, Barry, works with our junior school pupils on the DARE Project to encourage and motivate our students to have high aspirations.

Barry has also recently started a Restorative Mentoring Programme with Year 8 students who have found the transition to High School challenging. Furthermore, EBA also supports pupils in Key Stage 3, as part of our Personal Development Programme and LLW curriculum.



PRINCE'S TRUST

The Achieve Programme helps our Key Stage 4 students to boost their confidence, learn new skills and work with their friends on a group project. The Programme is completely flexible and students will study the following projects:

- Delivering a community project and making a real difference in your local area
- Learning all sorts of new skills to help with meeting new people and building your confidence
- Taking on a business challenge to put your entrepreneurial skills to the test
- Improving your knowledge and ability to look after yourself and live a healthy life
- Top tips to help you write the perfect CV and get ahead in your career

YOUNG LIFE

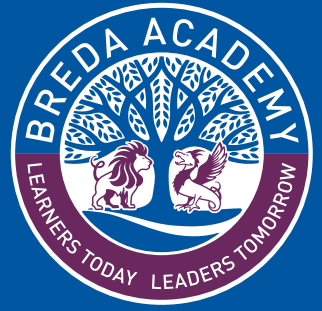
Young Life are an international organization who reach out to High School students around the world and are new to Breda Academy this year. One of their Youth Workers, Dan is in school every Thursday to mentor Year 9 students in the morning and build relationships and support others at lunchtime through his football clubs.

THE EA YOUTH SERVICE

Youth Workers from the Education Authority come into Breda Academy to deliver the Learn Together and ENGAGE Programmes across Key Stages 3 and 4 and also provide the Personal Development curriculum across the school.

We are proud of our links with other agencies including Start 360, DAISY, Youth Justice, the Intercultural Education Service (IES) and Willowfield Youth Workers who also provide valuable support as part of our Pastoral Intervention Programme.





EXCELLENCE IN OUR CURRICULUM

At Breda Academy we aim to ensure each Key Stage curriculum should be inclusive and provide opportunities for every student to study courses appropriate to their aspirations, needs, and ability. Each curriculum is reviewed annually by our curriculum development team to ensure learning is broad, balanced and diverse, and provides all students with an appropriate mix of academic and vocational pathways of study in each Key Stage. Students are provided with learning opportunities to develop their subject knowledge and understanding, technical ability, and literacy and numeracy skills to achieve well in the courses they study and perform well in public examinations.

We believe that everyone is a learner and everyone has the potential to lead others, hence our school motto, '**Learners today Leaders tomorrow**'. Accordingly, we strive to empower all

students with a confident and positive belief in themselves and for their potential to be the drivers of their own lives, aspiring to success within and beyond school. We also endeavour to develop all students GRIT (Growth mind-set, Resilience, Independence and Tenacity) in how they approach their learning.

Learning is a lifelong journey involving making decisions and making mistakes. It is the discovery of new ideas and new answers; it is in making errors that learners refine their abilities and discover new paths. At Breda Academy it is safe to make mistakes and to not yet know the right answer. We are committed to providing a caring and safe environment for all of our students so that they can learn in an atmosphere of mutual tolerance and respect for each other's views and approaches to life.

YEARS 8, 9 & 10

In Key Stage Three students study a broad range of subjects. Drawing on nationally generated data and our own baseline tests we place students in classes which are most closely matched to their current level of performance. The curriculum is tailored and differentiated for each teaching group so that students get the optimum balance of support and challenge they need to secure excellent progress.



YEARS 11 & 12

In Key Stage Four students study a core of traditional academic subjects including English and Maths. Beyond the core, students can then select a variety of GCSE and GCSE equivalent qualifications.

The curriculum offers a breadth of opportunity and range of nationally accredited qualifications to ensure all students have good opportunities to progress into the Sixth Form and higher education or employment.

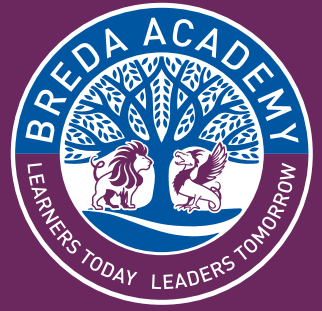
To ensure that students get the very best out of their curriculum, Breda Academy designs the curriculum using a variety learning pathways. There is no 'best' or 'better' pathway – each is personalised and supported by our Careers programme to ensure that each student is most suitably matched to an engaging curriculum that best meets their needs and interests.

YEARS 13 & 14

A separate Sixth Form Prospectus is available and updated annually. It sets out the full range of Key Stage 5 subjects on offer and aims to support and develop the commitment and self-discipline students need for successful independent study. Staff will build programmes that foster these skills in class and in independent study that are essential for academic success. Many of our sixth form student's continue their learning in high profile UK based universities such as, Queens, Ulster University, Liverpool John Moore's and go on to have successful careers in teaching, nursing, sport, business and ICT.

To support their learning students in the sixth form are given timetabled private study sessions which are supervised by a member of staff and also provides them with full ICT access and support.

TEACHING & LEARNING



Our aim is to meet the needs of all Students with the highest quality of teaching; in an environment which expects the highest standards in Behaviour for Learning and is underpinned by positive relationships, mutual respect, and trust.

At Breda Academy, we provide an outstanding learning environment for all students so that, whatever their starting points, they make excellent progress and contribute positively to the world around them. Our inspirational teachers engage students through a variety of activities and provide extensive enrichment opportunities which build the 'GRIT' (Growth Mind-set, Resilience, Independence, Tenacity), skills and confidence needed for lifelong learning and work.

General Routines and Consistency

We believe that our students will learn best where there are consistent routines across every subject area. Each child will be settled into every lesson and be introduced to the learning outcomes for each lesson using the same language and routines.

- Each child should understand the success criteria and learning outcomes for each lesson to help put each lesson in context and develop their skills of reflection and self-evaluation.
- We prioritise literacy and numeracy as these are the key gateway skills that increase the future opportunities our students can access. Developing these skills is the responsibility of all staff at Breda Academy, not just the English and Maths departments.

- Our students are encouraged to be active, independent and adventurous in their learning because we believe enjoyment enhances achievement. We recognise and reward success and we identify and intervene in underachievement at the earliest possible stage to ensure every student is successful.
- Teachers embrace and use many forms of technology, such as ipads, to enhance and facilitate students learning in all subject areas.
- All students are assessed regularly throughout the academic year to monitor and track their performance so they continue to make progress in their learning and leave Breda Academy with the necessary qualifications needed for further education, career training and/or work.







ASSESSMENT AT BRED ACADEMY

At Breda Academy we recognize that each pupil is different and their path through school will vary. In order to provide them with as much support as possible, each pupil is assessed in every subject from year 8 through to year 14; through homework, monitoring, class tests and end of term examinations (Winter and Summer terms).

Tracking

Each pupil in Key Stages 4 and 5 will have their progress charted using our tailored tracking system. At 4 times throughout the year, pupils will be set an assessment task which is then recorded, analysed and interventions tailored for those students who are identified as working below their agreed target. These may include:

- Target Setting
- In-Class support
- Target Homework
- Pupil Mentor scheme
- Revision sessions
- Parent Consultation
- Quality Feedback
- Assessment to support learning
- Numeracy Focus
- Literacy Focus
- EAL Support

Baseline Testing

At Key Stage 3, each pupil will undertake baseline testing to provide an insight into each pupil's ability to reason across four distinct areas: verbal, non-verbal, mathematical and spatial, as compared to the national average. This will enable teaching staff to meet each pupil's needs and ensure feedback is appropriate and targets are achievable.

Reporting

Teachers will report pupil progress twice in the school year, once in the Winter term, and then at the end of the Summer term. Reports are sent electronically to parents via email and the School Comms app.





ENRICHMENT ACTIVITIES TO ENGAGE OUR STUDENTS

At Breda Academy, we encourage all of our students to participate in enrichment opportunities, with a range of activities being offered after school hours or during lunchtime.

We regularly run after school sporting activities, with representative teams picked to represent Breda Academy in sports such as: basketball, football, hockey, netball, handball, golf, cross-country and athletics.

Breda Academy also provides a wide range of music clubs and societies to help stretch the interests and aspirations of our students. There is something for everyone, including private lessons in voice, piano, strings, drum kit and guitar.

Clubs and organisations on offer include:

- African Drumming Club
- Athletics
- Basketball
- Choir
- Coding Club
- Debating Society
- Drum Kit Club
- DVD Club
- EAL Lunchtime Club
- Eco Club
- Football
- Guitar Academy
- Homework Club
- Mindfulness Colouring Club
- Netball
- Rugby
- Scripture Union
- Table Tennis

PRIZES AND AWARDS

CELEBRATING SUCCESS AT BRED A ACADEMY

At Breda Academy, we recognise the importance of celebrating our young people's achievements, both inside and outside of the classroom. Therefore, a system of rewards is embedded in the structure of our school, so that all pupils are encouraged to try their best.

Achievement Points

Pupils are rewarded achievement points by teachers using a computerised system. Points can be awarded for the following:

1. **Excellent behaviour**
2. **Excellent effort**
3. **Progress and achievement**
4. **Kindness**
5. **Politeness**
6. **Involvement in school life**
7. **Excellent attendance**
8. **Going 'Above and Beyond'**

Badges and certificates will be awarded when Students meet the following thresholds throughout the year:

• Bronze	50 points
• Silver	100 points
• Gold	150 points
• Principal's Award (special reward)	200 points

The pupils with the most achievement points that term, in each Key Stage 3 form class, will also be awarded the following:

1st place – Form Class Gold Award

2nd Place – Form Class Silver Award

3rd Place – Form Class Bronze Award

Pupils' achievement points are included on their school reports and are also communicated to parents on a regular basis via the school comms app.

Annual Prize Distribution

The Annual Prize Distribution is a special event in the school calendar and provides an opportunity for a formal celebration of success. Recipients and their families are invited to the school to attend an evening which celebrates the achievements of our current pupils. Pupils are selected by their teachers to receive academic prizes, sporting achievement awards and recognition in other deserving areas.



BREDA ACADEMY CAREERS EDUCATION



In Breda Academy, Careers Education, Information, Advice and Guidance (CEIAG) is an important element of our provision. We are committed to ensuring that all students receive high quality careers education and guidance as part of their learning experiences. This will enable them to make informed, considered and realistic decisions about their education, training and employment options. Careers education and guidance prepares young people for the opportunities, responsibilities and experiences they will face throughout their adult life


Students evolve their own Personal Career Plans in the context of each transition they must make – whether to GCSE, Advanced Level, Higher Education or employment. As students move into the senior school, support is provided through the process of the application and selection process, and life beyond school is considered: finding accommodation, financial issues and settling in at university or a new job.

Careers Education is delivered through various means which include careers lessons, CEIAG events, subject-based careers activities and Learning for Life and Work (LLW).

We aim to:

- Make students aware of their individual skills, qualities and interests, helping them to shape their Personal Career Plan from Year 8 and build their confidence;
- Provide students with a broad and balanced curriculum- through lessons in Learning for Life and Work and Careers lessons.
- Engage students in more work-related opportunities- including: mock interviews, industry visits and local guest speakers;
- Equip parents and students with relevant and appropriate Careers information, to ensure successful transitions as students move through Key Stage 3, 4 and 5.





Additionally, Year 11 students engage in a week of work experience. This scheme is an extension of the work developed in the Careers Department and "Learning for Life and Work" programme. To date, the scheme has been a great success with students gaining invaluable information and experience about the world of work and it is our aim that every student should have such an opportunity. We work closely with the Department of Employment and Learning and all Year 12 students have an interview with our DEL Careers Advisor, who offers individual personal career planning. The Careers Advisor also attends the Year 10, Year 12 and Sixth Year Parents' Evenings to provide information on a range of career pathways.

Sixth Year Students are offered guidance and support by dedicated members of staff who are their link teacher throughout the UCAS application process. They act as mentors on making applications to Further and Higher Education during one-to-one guidance sessions. Presentations are arranged allowing visiting University representatives to share information and all students have opportunities to attend the University of Ulster and Queen's University Open Days.

The Aims of our careers provision cover three main areas.

- **Self-Awareness**

To enable students to identify, assess and develop the skills and qualities necessary to choose and implement an appropriate career

- **Career Exploration**

To acquire and evaluate information and review experiences. To identify and investigate appropriate career pathways and learning opportunities in education, training and employment.

- **Career Management**

To develop skills in career planning and employing effective decision-making strategies to manage transition and make suitable career development choices, with the appropriate advice and guidance.

PASTORAL CARE AT BREDACADEMY



The pastoral care of each individual in the school community is of the highest importance. Breda Academy students benefit from a highly developed pastoral system to ensure that every student's progress towards becoming a well-rounded individual is closely monitored.

Form Tutor

Students are assigned to a tutor group when they join Breda Academy overseen by a form tutor who sees students every day for registration. The Form Tutor provides a first point of contact for the students and their parents about any issues that arise in school. The form tutors deliver aspects of the Breda Academy Personal Development programme during this time. Furthermore, visiting speakers, special occasion assemblies and an active learning in PD timetabled classes ensure our pupils cover a wide range of relevant topics to help their personal development as young people in our care.

Year Head

Each year group will have a Year Head who has particular experience of each key stage and is able to provide specialist support with the particular issues that arise at each stage in post-primary education. As an example, Mr Galbraith is Head of Year 8 and works with our feeder primary schools to establish links that support students in the transition from P7 to Year 8.

Head of Key Stage

The work of the year heads is overseen and supported by Heads of Key Stage. Mrs Parry is Head of Key Stage Three (Years 8 to 10), Mr McCann is Head of Key Stage Four (Years 11 to 12) and Ms Ferguson is Senior Teacher and also Head of Key Stage Five (Years 13 and 14)

In addition to this structure

Mrs Scott is our Pastoral Vice Principal and Mr Carrick is our Curriculum Vice Principal. They work together to ensure all pupils are supported and nurtured during their years at Breda Academy.

Mrs Scott is our Designated Child Protection officer and leads the Child Protection Team. The well-being of students is the responsibility of all staff. Effective communication and partnership with parents and carers and is an essential element of good pastoral care. Breda Academy maintains clear and concise structures and procedures to address pastoral issues swiftly and appropriately. Breda Academy boasts an effective confidential counselling provision for pupils who need someone to talk to about their problems/concerns. We are fortunate to offer weekly appointments from a Family Works counsellor.





We have three overarching expectations
of students:

Be POLITE
Be READY.
Be SAFE.

SPECIAL EDUCATIONAL NEEDS & INCLUSION

We are determined that all students, whether they are exceptionally gifted, have learning difficulties or other disabilities, should be full members of the school and benefit from the whole curriculum. Breda Academy warmly welcomes newcomer pupils from all cultures and countries and we proudly celebrate our multicultural status. Additional support and attention is provided by the SEN and EAL Inclusion Team, in conjunction with classroom teachers throughout the curriculum.

The support given is tailored according to the individual needs of each student and is delivered in a variety of ways. Student progress is monitored carefully throughout their time here and we communicate with parents on a regular basis.

Breda Academy boasts a range of learning support rooms and dedicated SEN and Inclusion staff who specialize in providing support in literacy and numeracy and English as a second language.



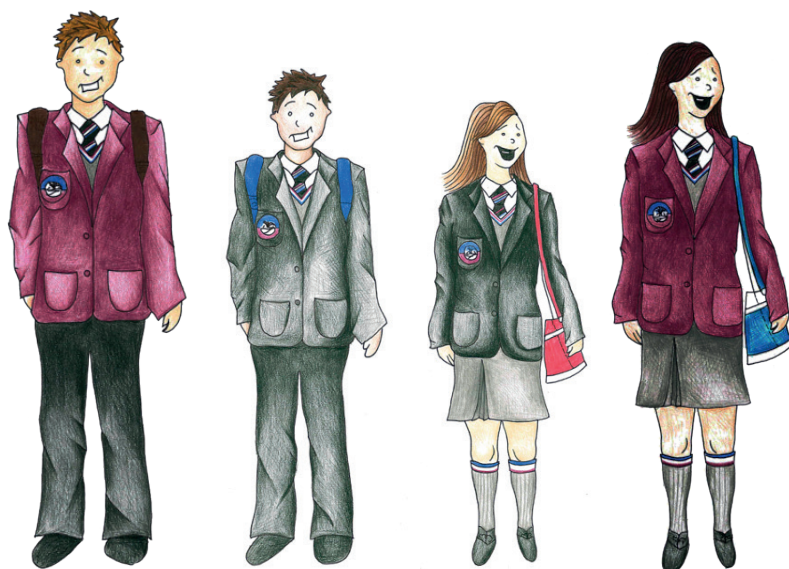


SCHOOL FACILITIES

We aim to offer an excellent learning environment for all students. The school buildings are well maintained and all classrooms have up to date technology and equipment.

The facilities include:

- Information Technology Suites which are fully equipped with up to date technology
- Apple Mac Suite
- Music Suite with practice facilities
- Science Block with fully equipped laboratories
- Technology Block with workshops
- Sports Hall
- Fitness Suite
- All weather hockey pitch
- Grass soccer pitch
- Modern well stocked library
- Home Economics Rooms
- Art Rooms
- School Canteen
- Sixth Year Common Room
- Sixth Form Private Study Room



SCHOOL UNIFORM

Students of Breda Academy are expected to dress smartly and in compliance with the school uniform requirements. A school is both a community and a working environment. Smart uniform is one way in which we express our readiness and our determination to promote a positive image for ourselves and our fellow students within and beyond the school.

Wearing a uniform ensures all students feel welcome. It promotes inclusion and relations between different groups of students.

Girls

Black Blazer
(Year 8–12)
Burgundy Blazer
(Year 13–14)
White shirt
School tie
Grey school jumper
Grey knee length kick
pleat skirt
Grey school socks or plain
black tights
Plain black shoes

Boys

Black Blazer
(Year 8–12)
Burgundy Blazer
(Year 13–14)
White shirt
School tie
Grey school jumper
Black trousers
Plain dark socks
Plain black shoes

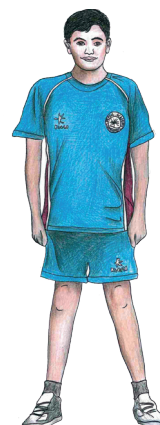
PE Kit

The compulsory elements of the PE kit are the branded kukri kit in the school colours with a blue main colour and purple accent colour:



Girls

Skort and/or black
leggings
Top
Socks

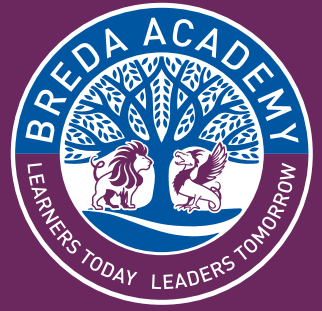


Boys

Shorts
Top
Socks

Footwear for PE should be trainers with light or non - marking soles and laces must be tied.

TRANSPORT



Both Translink and Metro provide exceptional transport links for Breda Academy. A number of buses will service the areas below:

- Ballybeen (Square)
- Ballybeen (Culross Drive)
- Ballybeen (Rank Road)
- Comber Road (Graham's Bridge)
- East Link Road 0722
- Dundonald Ice Bowl
- King's Road (Sperrin Park)
- Gilnahirk Road (Kingsway Park)
- Braniel (Farmhurst Green)
- Whincroft Road 0738
- Castlereagh Road
- Woodstock Link
- Woodstock Road (Redcar Street)
- Cregagh Road (Bell's Bridge)
- Cregagh Park
- Ladas Drive (Castlereagh Road)
- Mount Merrion Avenue (Bell's Bridge)
- Rosetta (St.John's Church)

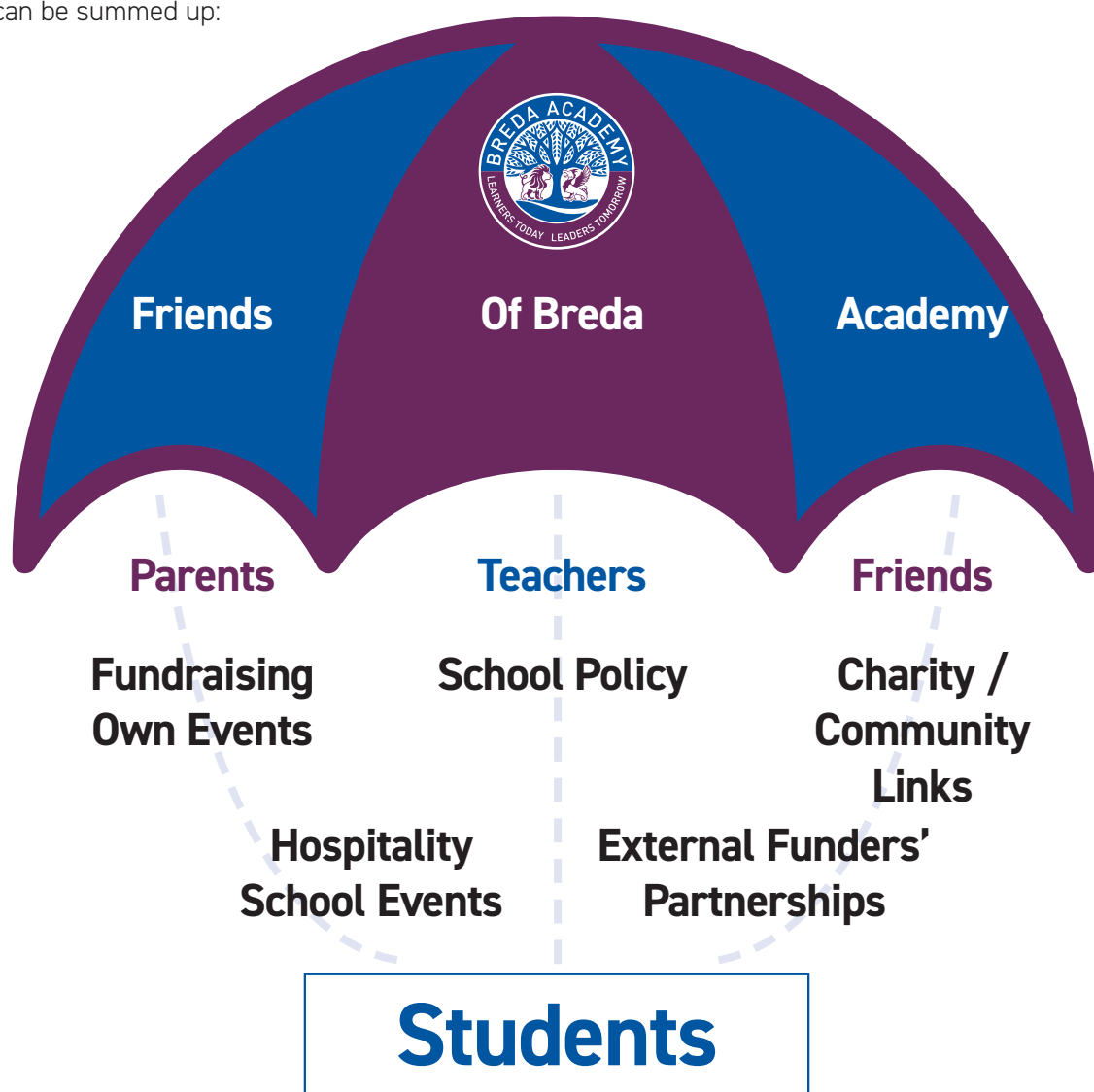
A dedicated return link for Finaghy, Taughmonagh and Malone Road is also available each day.



FRIENDS OF BREDACADEMY

Our Parents, Teachers and Friends Association

Our aims can be summed up:



Academic research tells us that 50% of achievement is influenced by home and not by teachers or the school environment. If we are to give every student the best school experience and outcome then we believe that all the people in their lives need to work together.

It is with this in mind that
"Friends of Breda Academy" was formed.

We recognise that a successful school is built on parents, teachers and friends working together to support the students, the school and the wider community.

We have provided a social focus for parents and raised funds to support internal and external projects. We hope you can join us to continue this work.

TRANSITION INTO BREDACADEMY

Transfer to post-primary education can be an anxious time for parents and carers determined to make the right choice of school for their child.

As set out in our mission statement:

Breda Academy aims to be a safe caring community of life-long learners where positive relationships, based on courtesy, commitment and co-operation enable young people to develop their skills, resilience and confidence for success in life and society.

Accordingly, the staff and leadership of Breda Academy are committed to providing every child with an outstanding education in an environment that provides both consistent support and challenging opportunities.

Our highly professional and well qualified staff will work in close partnership with parents. We set high standards and expectations for all pupils to help ensure they go into adulthood with skills and qualifications to access the best possible career and educational opportunities.

Breda Academy offers your son or daughter opportunities to achieve, belong, learn and enjoy, not just up to GCSE, but beyond as vibrant our sixth form ensures we can provide the total post-primary experience from 11 to 18.

As a parent or carer, if you would like to speak to us or would simply appreciate a personal tour of the school, please contact the leadership team and we will do everything possible to accommodate you.

We look forward to welcoming your son or daughter into Breda Academy where their academic and pastoral progress will be our top priority.

TRANSFER PROCEDURE



CRITERIA FOR ADMISSION TO YEAR 8

If the school is oversubscribed the following admissions criteria will be applied:

1. Pupils with older brothers or sisters who are enrolled at Breda Academy in 2021-2022; The eldest child or the only child in the family eligible to enter a non-selective school;
2. The eldest child or the only child in the family eligible to enter a non-selective school;
3. Pupils transferring from the following feeder Primary Schools to Breda Academy.

Belvoir Park	Donegall Road	Gilnahirk	Orangefield
Botanic	Dundonald	Harding Memorial	Rosetta
Branial	Elmgrove	Knockbreda	Seymour Hill
Brooklands	Euston Street	Leadhill	Strandtown
Cairnshill	Fane Street	Lisnasharragh	Stranmillis
Carryduff	Finaghy	Loughview	Taughmonagh
Cregagh	Forge Integrated	Nettlefield	

4. Other applicants

In the application of the above criteria and where more pupils meet a single criterion than there are places then preference will be given to those living nearest the school. In the event of applicants living equidistant from the school preference will be given to the oldest applicant.

Only information declared on the Transfer Form will be used when applying the afore-mentioned criteria.

Waiting List Policy and arrangements in relation to applications for admission to Y8 after the 2022/2023 academic year commences:

The above criteria will be applied, in the first instance, to those applicants who have previously been refused a place in our school during the Transfer procedure up to the first day of the autumn term 2022. New applications for Year 8 will be added to the end of the waiting list of those children not selected during the admissions process. Should a place become available during the school year all applicants will be considered using the above criteria providing his/her parent(s)/guardian(s) have informed the school, in writing, on or after 1st September 2022 that he/she wishes his/her child be placed on a waiting list.

The same criteria will also be applied when considering requests for admission to years 9 to 12.

Principal and Secretary to the Board of Governors:
Mr P Perry

Chairperson of Board of Governors:
Mr I Gibson

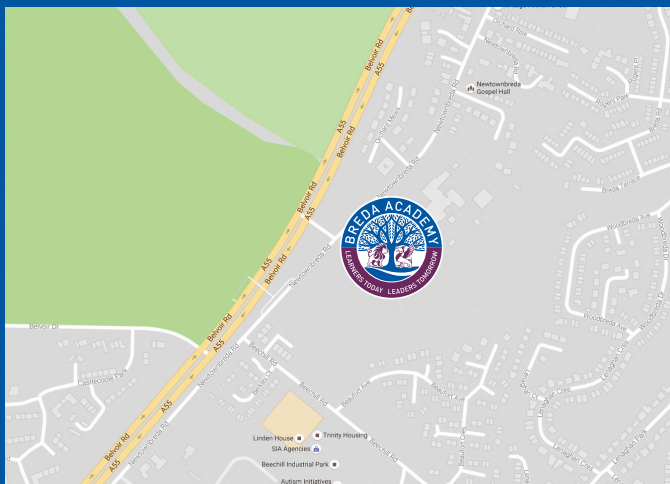
Education Authority Area:
Education Authority (South Eastern Region)

School Type:
Controlled Secondary Co-Educational 11-18

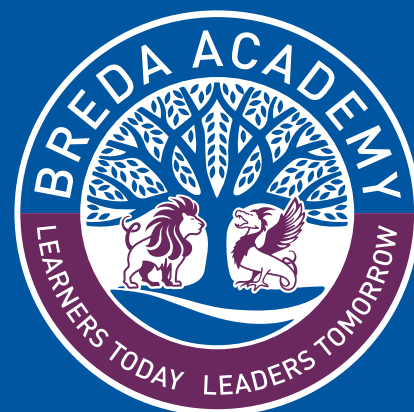
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