

# Dunluce School



## Prospectus





# Who's Who: TEACHING STAFF

## Principal

Mr P Smyth BEd, MSSc

## Vice Principal

Mr D Parker BSc, PGCE

## Senior Staff

Mr G Dougherty, BA, PGCE

Mrs E McIlveen, BA, MEd

Mrs T Robb, BSc, DASE

## Teaching Staff

Mrs C Bartlett, BA, PGCE

Mrs J Burke, BSc, PGCE

Mrs H Cromie, BSc, PGCE

Mrs E Johnston, BA, PGCE

Mrs A Kennedy, BEd

Mr K Law, BSc, PGCE

Mr D Lutton, BMus, PGCE

Miss L McAuley, BA, PGCE

Miss J McBride, BSc, PGCE

Mr M McDowell, BSc, PGCE

Mrs P McMullan-Fleck, BA, Dip Ed

Mrs L Moore, BA, PGCE

Mrs L McElwee-Muldoon, BA, MEd

Miss L Scott, BA, PGCE

Miss U Rodgers, BEd

## Direct Teaching (Special Needs)

Mrs S Gibson, BA

## BOARD OF GOVERNORS

Transferors' Representatives

Mr A Bingham

Mr R Hedley

## NEELB Representatives

Ms L Abernethy Mr M Gaston

Mr M Matthews Mrs F McCollum

## Parents' Representatives

Mrs T Carmichael Mrs L McKay

Mrs O Philip Ms A Wilton

## Teachers' Representatives

Miss L McAuley Mr D Parker

## Principal and Honorary Secretary

Mr P Smyth

## ADMINISTRATIVE AND TECHNICAL SUPPORT STAFF

Mrs J McBride BA

Mr D Hutchinson

Mrs P Houston

Mrs Z Wright

Administrative Officer

Home Economics Assistant

Senior Clerical Officer

Reprographics/Librarian

## PASTORAL AND PERIPATETIC SUPPORT STAFF

Ms M Anderson

Ms T McVicker

Mrs C McAlonan

Ms K Devenney

Mrs S Cotton

Ms H Deeney

Ms L Devenney

Mrs A Duthie

Mrs S Goligher

Mrs R Matthews

Mrs N McAfee

Mrs M McAuley

Mrs E McCormick

Mrs K Millar

Ms C Neill

Mrs C Sinclair

Miss S Thomas

Mrs G Thompson

Mr E Turner

Mrs G Wilkinson

Education Welfare Officer

Education Welfare Officer

Educational Psychologist

Careers Adviser (DEL)

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Behavioural Support Assistant

Classroom Assistant

Classroom Assistant

Behavioural Support Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

Classroom Assistant

## ANCILLARY STAFF

Mr I Parke

Mr W Kane Direct

Mr W Kane Direct

Mrs V McKeown

Mrs L McLaughlin

Mrs S McLaughlin

Mrs A McSeveney

Mrs M Parke Direct

Mrs E Scott Direct

Building Supervisor

Service Operator

Service Operator

Direct Service Operator

Direct Service Operator

Direct Service Operator

Direct Service Operator

Service Operator

Service Operator



# Principal's Welcome



Dear Parent/Carer



Welcome to Dunluce School as you commence the next stage in your child's educational journey. The selection of a post primary can be a daunting task as you endeavour to match a school to your child's curricular, pastoral and social needs.

Dunluce School is an 11-16 non-selective controlled school where everyone, both students and staff, constantly strives to be the best that we can be. We value every person in our school community and we are driven by an underlying ethos of respect, self-improvement and a 'can-do attitude' in everything that we do.

Dunluce School is a happy and vibrant learning family, and as such traditional values of discipline, hard work and good behaviour are combined with good learning and teaching. The sense of pride and

strong, happy relationships amongst both staff and pupils is evident for all who come into contact with our school and should you decide to select Dunluce for your child I am confident of their transition into our family. We work tirelessly to prepare our students to be good people who are fully prepared for life beyond school.

We want our young people to be the very best they can be, academically and socially, and everything that we do at Dunluce School supports them in achieving this. All of the staff at the school work extremely hard to provide the students with the skills, knowledge and experiences that will help them develop into happy, educated young adults with the desire and drive to succeed in whichever career they choose.

In these uncertain times, with no real opportunity to have an open night, can I encourage you to watch our virtual school tour. Also, please do not hesitate to contact me if you have any further queries or concerns.

Yours sincerely

**Philip Smyth**

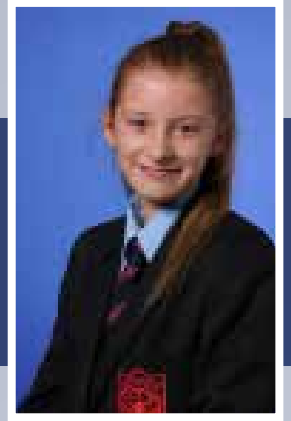
Principal



# Welcome to Dunluce

*What I like about Dunluce is all of the sports they have. You can play netball, hockey, rugby and more. I also like the trips we go on like Glenariff Forest. It was really fun!*

*Chloe McDermott*



*"What I have enjoyed about Dunluce is their great variety of subjects and the great members of staff. Some of my favourite subjects are drama, art, maths and science (p.s. the best part of every lesson is the practical side).*

*Darcy Stewart*

*I like Dunluce because of all the after school clubs, sports and opportunities and everyone is so nice.*

*Devon Sharkey*



*My favourite subjects at Dunluce are drama and technology & design. At Dunluce I have more responsibility and feel more independent. We have fun in class and it's not as strict as primary school.*

*Luke Culbertson*

*So far in Dunluce I have enjoyed that there are a variety of choices for everything we do. I chose this school because I loved the open night and I heard so many good reports so I'm glad I chose this school!*

*Halle Riley*





# Celebrating Success



## Striving for Success from Day One...

- Pupils are set individual targets based on their ability which they strive to match and exceed at each assessment window
- Success is acknowledged after each of our assessment windows
- Teachers provide oral and written feedback after each assessment
- Form teachers discuss assessment results individually with each pupil
- There is a focus on praise as well as how to improve
- We recognise and reward positive attitudes and good behaviour
- Good attendance is recognised in individual and class rewards

## Getting it Right in Senior School

- In year 10 there is an emphasis on each and every pupil finding the right complement of subjects at key stage 4
- We work along with parents to find the right subjects
- Pupils enjoy success and top grades in their chosen subjects
- Results in the last three years have been the best in the school's history
- Many of our subjects boast a 100% pass rate

## We Keep On Trying...

- We are always looking for ways to reward our pupils. In recent years we have introduced reward trips to recognise those who have done particularly well
- Success comes in many forms and we recognise and celebrate success in extra-curricular activities as well as personal accomplishments



THE PUPILS DEVELOP AND ENHANCE THEIR PERSONAL DEVELOPMENT THROUGH THEIR ENGAGEMENT IN THE MANY, VERY GOOD EXTRA-CURRICULAR ACTIVITIES; THEIR ACHIEVEMENTS ARE CELEBRATED....

ETI STANDARD INSPECTION REPORT



# Key Stage Three

Dunluce School offers a broad and balanced curriculum to provide support and challenge for all our pupils.

**At Key Stage 3 pupils study the following subjects in line with the NI Curriculum:**

- Art and Design
- Careers
- Drama
- English
- French
- Geography
- History
- Home Economics
- Information Technology
- Learning for Life and Work
- Mathematics
- Music
- Physical Education
- Religious Studies
- Science
- Technology





# Key Stage Four

As students approach the next stage in their academic and personal development at Dunluce School, we are able to offer them a bespoke curriculum that appeals to their interests. Our Key Stage Four curriculum gives pupils a broad and balanced mix of vocational and academic subjects.

To facilitate our broad curriculum, we have a range of excellent facilities including a technology and design suite, a hair and beauty salon, two home economics

kitchens as well as four computer suites.

We have formed effective partnerships with local businesses and the community to enhance the curriculum on offer.

We want students to make the best decision to ensure they achieve the success they deserve for their hard work. All pathways can lead to further and higher education, apprenticeships, vocational training or employment.

## We offer the following qualifications at Key Stage Four:

- GCSEs
- BTEC
- Occupational Studies
- Cambridge Nationals
- Prince's Trust
- Essential Skills
- Entry Level

## We offer the following subjects at Key Stage Four:

- Art and Design
- Business
- Construction
- Creative Media Production
- Digital Imaging/Sound Production
- Engineering
- English
- English Literature
- Enterprise Crafts
- French
- Geography
- Hair and Beauty
- History
- Home Economics – Child Development
- Hospitality
- ICT
- Mathematics
- Music
- Performing Arts
- Personal Development and Employability Skills
- Religious Education
- Science – Single and Double Award
- Sport
- Sports Leadership
- Travel and Tourism



**THE TEACHERS ARE HARD WORKING AND COMMITTED FULLY TO THE EDUCATION AND WELFARE OF THE PUPILS. IN PREPARING THE PUPILS FOR PUBLIC EXAMINATIONS, THEY ARRANGE WILLINGLY ADDITIONAL SUPPORT, INCLUDING AFTER-SCHOOL AND LUNCHTIME CLASSES.**

**ETI STANDARD INSPECTION REPORT**

# External Examinations 19/20

**Key Stage 4** results of Dunluce School pupils have risen consistently over recent years. This year the following subjects were delivered at GCSE level (or equivalent):

|   |  |
|---|--|
| Art   | ICT (OCN NI)   |
| Business (BTEC)                               | Mathematics  |
| Child Development (Cambridge Nationals)       | Music  |
| Construction (Occupational Studies) (DA)      | Performing Arts (BTEC)                                       |
| Engineering (BTEC)                            | Personal Development & Employability Skills (Prince's Trust) |
| English Language                              | RE   |
| English Literature                            | Science (Double Award)                                       |
| Enterprise Crafts (Occupational Studies) (SA) | Science (Single Award)                                       |
| Hair & Beauty (Occupational Studies) (DA)     | Sport (BTEC)   |
| History                                       | Sports Leadership (Occupational Studies) (SA)                |
| Hospitality                                   | Statistics   |

|  |    |
|--|----|
| Number of pupils in Year 12 in 2019/2020                                     | 57 |
| Number of eligible pupils in Year 12 in 2019/2020 (for statistical purposes) | 57 |
| Number of statemented pupils in Year 12 in 201/2019                          | 6  |

| % entered for 5 or more subjects | % entered for 1-4 subjects | % achieved Grades A* - C (5 or more) (1-4) |   | % achieved Grades A* - G (5 or more) (1-4) |   | % achieved no grades A*-G |
|----------------------------------|----------------------------|--|---|--|---|---------------------------|
| 100                              | 0                          | 93   | 7 | 100  | 0 | 0                         |

Annual Attendance Rate: 90%



# 2019/2020 Key Stage 4 Examinations

## Pupils In Year 12

No of pupils achieving each grade (or equivalent)

| Subject   | Entries | A* | A | B  | C* | C  | D | E | F | G | U | X |
|---|---------|----|---|----|----|----|---|---|---|---|---|---|
| Art (GCSE)  | 1       | 1  | 0 | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
| Bench Joinery/Carpentry & Joinery (OS) [SA]                       | 19      | 0  | 2 | 8  | 0  | 9  | 0 | 0 | 0 | 0 | 0 | 0 |
| Business (BTEC)   | 24      | 2  | 1 | 2  | 0  | 17 | 0 | 2 | 0 | 0 | 0 | 0 |
| CAD/Electronic Circuit Construction (OS) [SA]                     | 19      | 0  | 2 | 9  | 0  | 8  | 0 | 0 | 0 | 0 | 0 | 0 |
| Child Development (Cambridge Nationals)                           | 13      | 0  | 1 | 3  | 0  | 2  | 2 | 2 | 2 | 0 | 1 | 0 |
| Creative Hair Styling/Blow Drying Techniques (OS) [SA]            | 11      | 0  | 3 | 6  | 0  | 2  | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering (BTEC) [SA]   | 17      | 0  | 0 | 6  | 0  | 9  | 2 | 0 | 0 | 0 | 0 | 0 |
| English (GCSE)  | 44      | 1  | 4 | 9  | 12 | 13 | 5 | 0 | 0 | 0 | 0 | 0 |
| English Literature (GCSE)   | 14      | 2  | 3 | 6  | 2  | 0  | 1 | 0 | 0 | 0 | 0 | 0 |
| Enterprise Crafts/Specialised Crafts (OS) [SA]                    | 17      | 0  | 3 | 5  | 0  | 9  | 0 | 0 | 0 | 0 | 0 | 0 |
| Facial Skincare/Manicure & Nail Art (OS) [SA]                     | 11      | 0  | 3 | 6  | 0  | 2  | 0 | 0 | 0 | 0 | 0 | 0 |
| French (GCSE)   | 8       | 0  | 0 | 5  | 2  | 1  | 0 | 0 | 0 | 0 | 0 | 0 |
| History (GCSE)  | 15      | 0  | 0 | 3  | 2  | 6  | 2 | 1 | 1 | 0 | 0 | 0 |
| Hospitality (GCSE)  | 9       | 0  | 0 | 1  | 2  | 2  | 3 | 0 | 1 | 0 | 0 | 0 |
| ICT (OCN NI)  | 33      | 0  | 0 | 32 | 0  | 0  | 0 | 0 | 0 | 0 | 1 | 0 |
| Mathematics (GCSE)  | 46      | 0  | 2 | 5  | 5  | 20 | 8 | 4 | 1 | 1 | 0 | 0 |
| Music (GCSE)  | 16      | 0  | 0 | 6  | 1  | 5  | 3 | 1 | 0 | 0 | 0 | 0 |
| Performing Arts (BTEC)  | 14      | 8  | 0 | 3  | 0  | 3  | 0 | 0 | 0 | 0 | 0 | 0 |
| Personal Development & Employability Skills (Prince's Trust) [DA] | 20      | 0  | 0 | 20 | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
| Personal Development & Employability Skills (Prince's Trust) [QA] | 7       | 0  | 0 | 7  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 |
| RE (GCSE)   | 13      | 0  | 3 | 2  | 3  | 1  | 2 | 1 | 0 | 0 | 1 | 0 |
| Science (GCSE) [SA]   | 26      | 0  | 0 | 2  | 4  | 14 | 5 | 1 | 0 | 0 | 0 | 0 |
| Science (GCSE) [DA]   | 16      | 0  | 1 | 1  | 0  | 10 | 2 | 2 | 0 | 0 | 0 | 0 |
| Sport (BTEC) [SA]   | 10      | 0  | 0 | 4  | 0  | 6  | 0 | 0 | 0 | 0 | 0 | 0 |
| Sports Leadership (OS) [SA]                                       | 9       | 0  | 0 | 2  | 0  | 7  | 0 | 0 | 0 | 0 | 0 | 0 |
| Statistics (GCSE)   | 21      | 0  | 0 | 0  | 10 | 9  | 2 | 0 | 0 | 0 | 0 | 0 |

# Pastoral Care

Our aim is to ensure that Dunluce is a happy school where all are respected, nurtured and valued. As a staff we are committed to promoting the full academic and personal development of each individual pupil.

A Form Teacher is assigned to each year 8 class and remains with that same group of pupils throughout their 5 years at Dunluce. This allows the Form Teacher to establish a personal knowledge of the needs, interests and progress of each pupil. Year heads have specific responsibility for the pastoral care of the pupils in the school. Each Year Head is assigned to a group of pupils and provides pastoral support while monitoring behaviour and academic progress.

High standards of behaviour are expected from all pupils. A positive behaviour rewards system is operated which encourages and celebrates positive behaviour and attendance. The school has a clear anti-bullying policy and ethos. Our pupils learn to work together

in an environment based on mutual respect. Support is given to those pupils who are more vulnerable and need a quiet space at break and lunch times. We strive to ensure that all pupils feel valued and supported throughout their years at Dunluce.

A first aider is available throughout the day to support any pupils who may be sick or in need of assistance. Prescribed medication can be administered through parental request. Mrs McIlveen is the school's Safeguarding and Child Protection Designated Teacher and is assisted by Mr Dougherty, Mrs McElwee-Muldoon and Mr Parker.

A school counselling service where pupils can receive confidential support is an important element of the pastoral care provision in Dunluce. A youth worker who supports individuals or groups of pupils is another valuable resource. Pupils may ask to be referred or may self-refer if they wish to avail of these services.



## School Council



We believe that all members of Dunluce School community have much to contribute to the life of the school. Pupils have a voice in planning and decision making through the School Council. This is a body of pupils, elected each year by their own peers. There are two representatives from each year group on the council, as well as the head boy and head girl. The council meets twice per term and they discuss issues that are of concern to them. For example: lunch time arrangements, PE kits, extra-curricular activities and fundraising opportunities among other things. Through the School Council our pupils are consulted on policies and events.



# Special Educational Needs

Dunluce School seeks to ensure that the needs of all pupils with special educational needs and/or disability will be addressed and provision made available to them throughout their school career. In addition, the school acknowledges their right to have access to a broad and balanced curriculum, including maximum possible access to the NI Curriculum and accordingly we will endeavour to facilitate these opportunities.

In order to embed an inclusive ethos within our school, the special educational needs policy links closely with all other policies in supporting all pupils, including those with additional needs who may also have special educational needs. It is shaped by the SENDO legislation (2005), Code of Practice (1998), Supplement to the Code of Practice and the Education (Northern Ireland) Order 1996

The aims of the school are to identify children as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel. We ensure full entitlement and access for all pupils to high quality education within a broad, balanced, relevant and differentiated curriculum. We promote self-esteem and a positive self-image by offering curricular, pastoral and extra-curricular experiences and opportunities developing knowledge, understanding and skills ensuring progress, promoting success and self-confidence.

The school encourages parental and pupil involvement in the identification, assessment and effective support of learning difficulties and strives for close co-operation between all agencies involved.

Dunluce school creates a caring, listening and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs. It strives to enable pupils with additional educational needs to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.

Dunluce school meets the needs of all pupils who have additional educational needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.



*THE PUPILS WHO REQUIRE ADDITIONAL SUPPORT ARE IDENTIFIED EARLY THROUGH THE USE OF A RANGE OF SUITABLE BASELINE TESTS, AND APPROPRIATE INTERVENTION STRATEGIES ARE PUT IN PLACE.*

*ETI STANDARD INSPECTION REPORT*



# The Extra-Curricular Programme

As a school, we aim to cater for the interests of all pupils by offering a range of activities, both during the school day and outside of school hours. We believe that participation in extra-curricular activities has many benefits for pupils and, therefore, encourage all pupils to take part in the extra-curricular opportunities on offer. We also strive to promote the positive use of pupils' leisure time.



*...THE PUPILS ARE WELL BEHAVED AND DEMONSTRATE A POSITIVE DISPOSITION TOWARDS LEARNING.....THEY DEVELOP SKILLS TO WORK COLLABORATIVELY AND INDEPENDENTLY. THEY SHOW A STRONG LOYALTY TO THE SCHOOL, AND DEVELOP THEIR SOCIAL SKILLS AND GAIN SELF ESTEEM THROUGH THE MANY EXTRA-CURRICULAR ACTIVITIES AND EXPERIENCES...  
ETI STANDARD INSPECTION REPORT*

## Involvement in extra-curricular activities can help pupils to:

- build confidence and self-esteem;
- develop friendships;
- enjoy a physical and active lifestyle;
- understand the importance of commitment;
- develop and share skills, gifts and talents;
- develop skills in working as part of a team;

## Lunchtime Activities

- |         |              |                   |                   |
|---------|--------------|-------------------|-------------------|
| • Choir | • Movie Club | • Nurturing group | • Scripture Union |
|---------|--------------|-------------------|-------------------|

## After School Activities

- |                     |                     |                 |                        |
|---------------------|---------------------|-----------------|------------------------|
| • Athletics         | • Badminton         | • Choir         | • Dance                |
| • Drama Club        | • Duke of Edinburgh | • Football      | • GCSE Support Classes |
| • Gymnastics        | • Hockey            | • Homework Club | • Netball              |
| • Reading Club      | • Rounders          | • Rugby         | • Scripture Union      |
| • Sports leadership | • Tennis            |                 |                        |

## Pupils have access to the following facilities during extra-curricular physical activity and sport:

- |                       |                      |   |                  |
|-----------------------|----------------------|---|------------------|
| • a Sports Hall;      | • a Gymnasium;       | • a Football pitch;                       | • a Rugby pitch; |
| • two Hockey pitches; | • four Tennis courts | • both indoor and outdoor Netball courts. |                  |



# Scripture Union

At Dunluce School we have a growing Scripture Union group that meets at lunch time in the RE classroom. There are currently three members of staff who work together to organise this. Pupils have time to chat and eat their lunch together, then we play games, listen to short talks and have quizzes among other activities. Pupils have fun while learning about God and the Bible and they have the chance to ask questions in a relaxed setting.

We frequently invite visitors in to take SU meetings. Many of these visitors are from local churches and are already known to the pupils, while others are from Exodus and Scripture Union itself. At the end of term, pupils from SU often take part in organising a Christmas and Easter assembly for the whole school. We also go on an annual trip – this year we went ten pin bowling in December as a Christmas treat.



# Drama and Music



## MUSIC

The music department believes in the musical potential of every pupil. At Dunluce, we seek to offer all pupils the opportunity to explore and develop their creativity through a range of practical, relevant and stimulating activities. In class pupils listen and respond to a wide range of music, compose music using ICT as well as more traditional means and perform on instruments such as keyboard, ukulele, electronic and traditional drum kit and other percussion.

Outside the classroom, the music department offers the opportunity for pupils to use and develop their musical skills through a range of extra-curricular activities.

We offer an extensive programme of tuition on guitar, drums, woodwind and brass through tutors from 'The Music Rooms' who come into school on a weekly basis.



## DRAMA

The drama department at Dunluce is a popular, vibrant and established department in its 10th year. As a compulsory subject on the Northern Ireland curriculum, Dunluce has always sought to take that seriously and all drama at key stage 3 and key stage 4 is taught by a drama specialist. With an excellent reputation for drama out in the community, we as a school recognise the unique value that drama brings to the curriculum not only as a subject but as a learning tool in other subjects to bring topics and themes to life in an active way. A primarily practical subject at key stage 3, backed up by some written body of knowledge evidence, in Years 8 and 9, pupils study drama for 80 minutes a week plus have the opportunity to attend rehearsals at lunch-time and the extra-curricular drama club for an extra hour a week allowing them to grow their drama skills even

further. In Year 10, pupils have drama once a week for 40 minutes and at BTEC Single Award, pupils study Performing Arts for almost 3 hours a week. At key stage 3 pupils take on roles, develop characters and plot, use costume, props and music and build up good team-work skills like co-operation, concentration, communication, co-ordination and creativity building up their confidence and self-esteem in the process. Pupils make up dramas and perform them as part of their classwork plus leading up to assessments and evaluate their skills, performance and character afterwards. Pupils have opportunities to perform in plays at key stage 3, BTEC exam practicals and in talent shows and musicals. All of these experiences help prepare pupils for the world of work by helping them to develop essential life skills which are imperative in a world full of competition and challenge.







# The Prince's Trust

## Links with the community

In recent years we have successfully delivered the Personal Development and Employability course certified by The Prince's Trust. This course has encouraged pupils to engage in learning which is relevant to them and supports their development of personal skills and attributes that are essential for working life and employment.

Pupils have thoroughly enjoyed the opportunity to support the elderly residents at The Bohill Care Home during their Activity mornings over a six week period.



In the summer term along with the help of Causeway Coast and Glens Borough Council they supported the local community by participating in a clean-up at Runkerry beach. This was followed by wild flower planting and cleaning up one of the coves at the famous Giant's Causeway under the supervision of the National Trust staff.

The school is keen to be part of the local community and to sustain close relationships with external agencies like community groups and local businesses for the benefit of all our pupils.





# PAST PUPILS

## Rachel Collins

I attended Dunluce School from 2005-2010. My experience at Dunluce was fantastic, I had a great rapport with my teachers and they were all extremely supportive in everything I did.

On completing my GCSEs, I went to Coleraine Regional College (NRC) and completed my BTEC Level 3 Extended Diploma in Business. I still had a passion for Business, and I decided to enrol for an Undergraduate degree in Business Management at the Ulster University, Coleraine. After completing my degree, I wasn't sure which path to take next. I considered going straight into the world of work, applying for a graduate scheme or take time out to travel. I decided to apply for Emirates Airline as it was an amazing opportunity to travel the world but also get paid to do so. I knew also the job role would teach me vast number of skills. I worked with Emirates Airline for almost three years and after I finished with the company, I decided to spend a few months in Australia to get the final travel bug out of my system before I returned home.

I always had the idea at the back of my head that I would love to teach so the next step I decided to take was to gain some experience working with secondary level students. I am extremely grateful that I was given the opportunity to gain this experience as a teaching assistant in Dunluce School. I also couldn't think of a better way to acquire this experience by being back in my school that I previously attended and to work alongside the many talented teachers, the school has to offer. I am currently in the process of applying for my PGCE in Business Studies.



## Luke Taylor

My name is Luke Taylor and I'm a former Dunluce student. I attended the school for five years and attained nine GCSEs.

To summarise the impact of Dunluce on my life in a few words seems insurmountable and a task I cannot easily do. I am indebted to this school and the staff for investing in me and never giving up on the potential they saw, potential I was so quick to miss. My time at Dunluce brought years which I shall never forget, this place developed me as a person and without doubt, is the place that saw me grow the most in every aspect.

Secondary education is a pivotal moment in any person's life. When reading what high school meant to me, you may think of what and how high school affected you, perhaps what could have been better and what you missed; however, I guarantee that this is not the case for your child if they attend Dunluce. You see Dunluce offers an environment that is welcoming and accepting, a place where you can freely express yourself without being judged, it provides you with teachers who are experts at what they teach and who can give you the best education.

However, what really separates Dunluce from any other school is the willingness of the teachers and their unwavering drive to see you succeed. They are relatable and have banter with you that puts you at ease and only makes the experience of school better. It was this platform and the role models that were provided at Dunluce, that allowed me to achieve my A-levels and give me the opportunity to attend University. I'm currently an under-graduate studying for a BA Hons degree in History.

Dunluce has given me the confidence to volunteer with organisations such as Exodus that have allowed me to visit countries like Romania, Scotland and Portugal, to preach the message of Jesus' love and provide practical help such as leading children's camps, setting up camps, painting and agriculture work for the local people and helping the poor. My life since Dunluce has seen me do many things such as play for Coleraine first team, volunteering, working in The Bushmills Inn for over three years and so much more.

Dunluce will continue to always impact me throughout my life.

# THE SCHOOL DAY

## Registration

The School Day begins with registration each morning at 9.00am. Form teachers will complete registration and keep pupils up to date with any information which they should know.

## Morning Assembly

Whole school Assemblies are held every Tuesday and Friday from 9.10–9.20am. In assembly, our thoughts are directed very clearly upon both the Christian and moral message. Parents who for religious reasons wish to withdraw their child from RE and/or collective worship should contact the Principal before the start of the year. Assemblies are also used to celebrate success such as 100% attendance, sporting awards, academic achievement, individual successes and charitable endeavours.

# ADMISSION TO DUNLUCE

## ADMISSIONS CRITERIA FOR ENTRY INTO YEAR 8

In the event of over subscription the following criteria will be applied in the order set out until the final available place has been allocated. Preference will be given to those pupils:

1. who are resident in Northern Ireland at the time of their proposed admission to the school.
2. who have brothers or sisters currently enrolled in the school.
3. who are the first/only child in the family.
4. who have a parent/guardian currently employed in a permanent position in the school.
5. who have a parent who previously attended the school.
6. whose surname begins with the same initial letter in the same order as those listed below::

**L S B M c U R A V M T Z G C P Y Q D W M a c J N H E K O I X F**

(The order was determined by a randomised selection of letters of the alphabet)

In the event of surnames beginning with the same initial letter the subsequent letter of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letter of the first forename will be used.

**The responsibility for the provision of relevant information lies with the parents who must ensure that all information relevant to the criteria is included in, or attached to, the Transfer Form.**

The Board of Governors reserves the right to require such supplementary evidence as it may determine necessary to

support or verify any information on the application form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the inability of the school to offer a place/the withdrawal of a place.

## Admission to First Year after 1 September

Parents who wish to have their child considered for admission in the event of a place arising after 1 September 2021 should write to the Principal clearly stating this. The above criteria will be applied to these applications only in the event of such a vacancy arising.



# INFORMATION ABOUT APPLICATIONS AND ADMISSIONS

| Year      | Admissions No | Total Applications All Preferences | Total Admissions |
|-----------|---------------|------------------------------------|------------------|
| 2018/2019 | 110           | 31                                 | 28               |
| 2019/2020 | 110           | 47                                 | 47               |
| 2020/2021 | 110           | 40                                 | 39               |

*This table does not include children who were admitted to the school with a statement of special educational needs.*

## INDUCTION

The transfer of pupils from Primary to Post Primary can be a daunting experience. In order to make the transition from Primary to Post-Primary School as smooth as possible:

- In place of the normal school open night a short promotional video is available on the school's website and facebook page. This will be able to give you and your child a flavour of the life of Dunluce School.
- Pupils in receipt of a place in the school from September, along with their parent(s)/carer(s) are invited to the school for an afternoon in June. They meet the Head of Year and are shown around the school. Important aspects of school life are explained and pupils can ask questions about their new school. Pupils receive a pre-entry booklet which includes a uniform list and names of uniform suppliers.
- On the first day of the new school year only Year 8 pupils are in school. For a short period of time Year 8 pupils stay with their Form Teacher and by working through a specially produced 'First Days' Booklet, become familiar with the school and their class friends. Once pupils are familiar with the school they will commence their normal classes.
- A Year 8 parents' meeting is organised in Term 1 so that parents can meet with their child's Form Teacher and Class Teachers to find out how their child is settling in to life at Dunluce School.
- A 'Maintaining the Partnership' event is organised during Term 1 for Year 8 pupils and their parents giving all an opportunity to meet with key staff and discuss key issues.

# DUNLUCE SCHOOL UNIFORM

The wearing of the regulation school uniform is seen as maintaining a sense of identity and pride in belonging to the school and as the means by which our pupils are distinguished in the wider community. Pupils are therefore required to wear school uniform correctly at all times (including travelling to and from school) and to be neat and tidy in appearance. *The wearing of the correct uniform in the school will be enforced.* Incidents of breaches in uniform will be rectified by the form teacher or year teacher. Persistent failure to adhere to the school's regulations as outlined below may lead to further sanctions.

## Boys

**Black blazer with school crest incorporated**

**Regulation black trousers (fashion or cotton trousers are not acceptable)**

**Plain white shirt with school tie**

**Dark plain socks**

**Plain BLACK, non-slip, soft-soled shoes with FLAT HEELS**

*(See also section for ALL PUPILS below)*

## Girls

**Navy blazer with school crest incorporated**

**Regulation blue shirt with school tie (summer blouse may be worn from 1 May - 30 June each year)**

**Regulation pleated skirt (below knee) (tight or short skirts are not permitted) OR**

**Regulation navy trousers must be Banner which are available only from official stockists**

**Black or navy tights or navy socks *only***

**Plain BLACK, non-slip, soft soled shoes with FLAT HEELS**

## All pupils

**Overcoat** Plain black or navy only (no other colours should be worn). Coats must be worn over blazers and should not have stripes, fur trimmings, logos or any other decoration. Coats must be left in the Form Room and collected at the end of the day. Denim or leather coats are not permitted.  
*(optional)*

**Pullover** Boys—regulation grey  
*(optional)* Girls—regulation navy

**School Fleece** Regulation fleece may be worn over blazer at break or lunchtime and travelling to and from school.  
*(optional)* The school fleece may also be used as part of PE uniform.

**Scarf** Regulation scarf only. No other scarves are permitted.  
*(optional)*

**Badges** Only official school badges and those of prescribed organisations and charities are permitted.

**Belts** Black coloured only. Large buckled belts are not permitted.

**Hair** Extreme hair styles are not permitted, including partially or completely shaved or partially or completely coloured in an extreme fashion. Natural all over colour acceptable. Unnatural colours, e.g. green, pink or dyed stripes are not permitted. Hair clips, elastic bands in one of the school colours only are permitted.



**Jewellery** The only items of jewellery which can be worn are a watch, one plain signet ring and no more than two plain studs in the lobe of each ear. All other face and body piercings are not permitted. Additional items of jewellery worn by pupils will be confiscated and returned at the end of the day. Persistent infringement of this rule will result in the pupil being placed on detention. All jewellery must be removed when involved in contact sports.

**Make-up** No pupil in the junior school should wear make-up. Senior pupils must keep make-up to a minimum and have a natural appearance with light foundation and mascara only. No nail polish or false nails should be worn.

**All matters regarding jewellery, hair and make-up are at the discretion of the Head of Year, Vice Principal or Principal.**

## Physical Education

### Boys

- Regulation rugby jersey
- Navy shorts
- Red and navy hooped socks
- Training shoes
- Football boots
- School tracksuit or school fleece (optional)
- Towel

### Girls

- Red Aertex blouse
- Navy shorts
- Navy skirt
- Training shoes
- Navy socks—a change from socks worn during the rest of the day
- School tracksuit or school fleece (optional)

### N.B.

- Each item of clothing should have the pupil's name clearly marked
  - All equipment should be brought to school on each occasion when there is PE or Games
    - PE uniform is to be worn in Physical Education class only.
- All pupils change into usual school uniform before leaving school in the afternoon.

## Where to buy your uniform

Heart & Home  
210 Captain Street Lower  
Coleraine  
BT51 3DT

Heart & Home  
11 High Street  
Ballymoney  
BT53 6AH

S & T Moore  
8 Railway Road  
Coleraine  
BT52 1PE

N.B. A grant form for uniform (including sports clothes) is available.  
Forms may be obtained from the school office or from County Hall, Ballymena.





# GALLERIES









