



Wellington College Belfast
Co-educational Grammar School

PROSPECTUS - (2010 - 2011 ENTRY)

TO ALL THOSE INTERESTED IN FINDING OUT ABOUT WELLINGTON COLLEGE

Thank you for your interest in the College and I hope that you find this Prospectus helpful. You may be a prospective pupil, or a parent who wants to know more about this Grammar School, or your interest may be more general. In any case, we are delighted to have this opportunity to provide information about the College which continues to provide a high quality education for the young people and families of a very wide community.

You will have opportunities to attend our Open Nights on Thursday 14 January 2010 and Monday 18 January 2010. You will be able to see for yourself the true nature of this Grammar School and the excellent facilities from which both pupils and staff benefit. Please do not hesitate to ask questions of the adults or pupils. We know that our best ambassadors are our young people, and a few moments in their company will give you real insight into Wellington College.

This prospectus contains information about all aspects of the College, including the premises, and we continue to be highly delighted by the quality of the facilities available to us. A school is much more than a building, however impressive that building may be. Wellington College is, first and foremost, a learning community in which pupils can flourish and are prepared for careers of all kinds. The College curriculum is characterised by a strong emphasis on academic and intellectual achievement. Part of our caring ethos is an insistence on high standards of work and behaviour. We hold high expectations of our pupils; we challenge them and we support their learning. Above all else we care for them and seek to establish a working partnership with them and with their parents. We place great emphasis on our Home-School Partnership Contract, signed by pupils, parents and the Principal and Head of Year.

At the time of writing, there is much on-going uncertainty about the future of post-primary education, despite an overwhelming response in favour of preserving the very real strengths of the system which makes Northern Ireland schools the envy of other parts of the UK and Ireland. Whatever the future may present, I am confident that Wellington College staff will continue to provide an effective and professional service for all who are educated here.

Enjoy your reading! If you require any more information, or if you would like to discuss any aspect of the life and work of the College, we are more than pleased to respond to any enquiries.

Dr Ian Drysdale
Acting Principal



Wellington College Belfast
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BOARD OF GOVERNORS

Department of Education Representatives

Mr Alan Kerr

Mr Victor Hewitt

Mr Alan Money Penny

Ms Wilma Fee BA, MA, FRSA

Belfast Education and Library Board Representatives

Mrs Margaret Andrews

Dr Simon Brockbank BSc(Hons), PhD, PGCHET, FHEA

Mrs Hazel Francey BSSc(Hons), MA, MRTPI, DMS

Mr Patrick Manning MADipASEd

Mr Colin Spence

Prof Deirdre Vincent

Parents' Representatives

Mr Stewart Agnew MCIPS (Chair)

Mr Peter Foy

Mr Brandon McMaster ACIS (Vice-Chair)

Teachers' Representatives

Mr Ian Cantley BSc, PGCE, MIMA, CMath

Mrs Margaret Moore BA, PGCE

Principal (non-voting)

Dr Ian Drysdale MEd, DASE, PhD, PQH (NI) (Secretary to the Board)



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PRESENT TEACHING STAFF - 2009/2010

Principal

Dr I Drysdale *MEd DASE PQH(NI) (Acting)*

Senior Management

Mrs L Anderson *BA Med CertEd*

Mrs K Latimer *BA Cert Ed Adv CertEd*

Vice Principals

Mr M Girvin *BSc MSc PGCE DASE*

Dr D Agnew *MEd M. Teach PGCE BSSc (Hons), AdCertEd (Acting)*

English Dept

Ms S Cochrane *BA PGCE^{JS}/Mrs M Turley MA BEd^{JS}*

Miss S Foster *BA PGCE*

Ms V Gunning *BA PGCE*

Mr A King *BA PGCE*

Mrs E McKenna *BA PGCE^{PT CB}*

Mr D Young *MA BA PGCE*

Mrs R Lowry *BA PGCE^T*

History & Politics Dept

Mr W Scott *BA MEd PGCE*

Dr D Agnew *MEd BSSc PGCE AdCertEd*

Mr J Henderson *BA PGCE^T*

Business Studies & Economics Dept

Mrs P Allen *BEd*

Mr M McFarland *BEd*

Geography Dept

Mr N Lawlor *BSc MEd PGCCompEd DASE*

Mrs M Stewart *BSc PGCE*

Languages Dept

Mrs M Moore *BA PGCE*

Miss C Digney *BA PGCE*

Mrs L Brown *BA PGCE^M*

Mrs P Doyle *BA PGCE DASE*

Mrs N McDonald *BA PGCE*

Miss E Smyth *BA PGCE^T*

Art Dept

Mrs J McCorry-Nicholl *BA PGCE*

Mrs C Agnew *BA PGCE*

Mrs G McGreevy *MA PGCE^{PT}*

Music Dept

Mrs E McCloskey *MA BMus BSc PGCE*

LTCL Dip LCM^M

Mrs S Hodgins *BMus PGCE ATCL ALCM*

Mrs H McIvor *BMus PGCE^T*

Religious Education Dept

Miss P. Graham *B Ed*

Ms R Fitzsimons *B Ed (Hons)*

Dr I Drysdale *MEd DASE PQH (NI)*

JS Job Share
SEC Secondment
T Temporary

PT Part time
M Maternity
CB Career Break

Head Boy
Deputy Head Boys

Daniel Donnelly
Aaron Brunt
Nathan McDowell

Physics Dept

Mr K Orr *MA MSc PGCE*

Mr D Cardwell *MSc PGCE*

Mr M Girvin *MS PGCE DASE*

Chemistry Dept

Mr S Wilson *BSc MEd*

Dr P Wardlow *BSc PGCE MPSNI MEd*

Biology Dept

Mrs R McIlwaine *BSc PGCE DASE*

Mr P Megahey *BAgr DipAgrComms PGCE*

Mrs Y Johnston *BEd MA(Ed Man)*

Mathematics Dept

Mr I Cantley *BSc PGCE MIMA*

Mrs L Fiddis *BSc PGCE^{PT}*

Mrs J Moore *BSc PGCE^{PT}*

Mr G O'Neill *BSc PGCE*

Mrs C Clarke *BSc PGCE*

Mrs L Cairnduff *BSc PGCE^T*

Computing Dept

Mr I Simons *BEd PGCCompSc PGDipCompInEd MSc*

Mr S Lyttle *MSc DipComp PGCE*

Miss C Belshaw *BA (Hons) PGCE*

Technology Dept

Mr L Gaffney *BA MEd CertEd*

Mr N Millar *B Ed*

Mrs I Cregan *BA TDip AdvDip PGCIT^{PT}*

Home Economics Dept

Mrs L Anderson *BA MEd Cert Ed*

Mrs K Latimer *BA CertEd AdvCertEd*

PE Dept

Mr N Carlisle *BEng MSc PGCE*

Mrs C J Smyth *BA PGCE^{PT}*

Mrs H Carson *BA PGCE PE^{JS}*

Mrs H Rose *BA PGCE^{JS}*

Mr P Chambers *B Sc PGCE*

Mr M Jones *(UUJ Placement Student)*

Careers Dept

Mr G O'Hara *BA CertEd AdDipCEG*

Head Girl
Deputy Head Girls

Carole Brown
Ana Mowbray
Bianca Poole
Jillian Reid



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20 STATEMENTS ABOUT THE COLLEGE

A brief glimpse of a lively and caring Grammar School

Wellington College:

- began in 1989 when Annadale and Carolan Grammar Schools amalgamated
- moved into a completely new building in January 2002
- is a co-educational, non-denominational and caring Grammar School
- welcomes parents, listens to their concerns and values the home - school partnership
- emphasises individual fulfilment and the pursuit of excellence in all aspects of education
- holds high expectations of all pupils in terms of behaviour and school work
- empowers bright young people to achieve the best results of which they are capable
- challenges and supports young people to improve themselves in many ways
- places new pupils in unstreamed classes, with others from their primary school, where possible
- looks after new pupils through a specialist Year 8 Team:- Head of Year and Form Tutors
- runs effective pastoral care and personal/social development programmes
- draws pupils from a wide area and many feeder schools
- offers a wide curriculum
- gives structured careers guidance, especially for subject choices and university entrance
- provides work experience and work shadowing opportunities for all pupils
- maintains extensive extra - curricular activities, trips and visits
- has unsurpassed recreational facilities including Astro-turf pitch, sports hall and fitness suite
- gives particular emphasis to music; staff are supported by Tutors from Belfast School of Music
- aspires to be a centre of excellence
- has buildings, resources, equipment and staff to deliver a high quality 21st Century education



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ALL ABOUT US

Wellington College is a controlled, co-educational grammar school. The College is committed to equality of opportunity and welcomes all children, regardless of religion, race or social background. We are proud of the diversity of our pupils and seek to be inclusive in all our activities. Drawing our pupils from a wide geographical area and from many feeder primary schools, the College's caring ethos, pastoral activities and induction programme provide excellent support at all times.

Every effort has been made to ensure the accuracy of the information in the Prospectus. However, all aspects of school life are under continuous review and evaluation and some details may alter from year to year.

Name: Wellington College Belfast
Address: 18 Carolan Road
Belfast
BT7 3HE

Telephone: 028 9064 2539
Facsimile: 028 9069 3736
Email address: info@wellington.belfast.ni.sch.uk
Website: www.wellingtoncollegebelfast.org/

Principal: Dr I Drysdale MEd DASE PQH(NI)

THE COLLEGE DAY

8.45 am – 3.20 pm – Monday to Thursday

8.45 am – 2.45 pm - Friday

THE COLLEGE YEAR 2010 - 2011 (Provisional)

Autumn Term	01/09/10	22/12/10
Half Term	25/10/10	1/11/10 (6)
Easter Term	04/01/11	18/04/11
Half Term	14/02/11	15/02/11 (2)
Summer Term	03/05/11	30/06/11
May Day	02/05/11	02/05/11 (1)
May Bank Holiday	30/05/11	30/05/11 (1)

All dates inclusive but are subject to change

COLLEGE AIMS

The College motto is **UNA DISCAMUS - Let Us Learn Together** - girls and boys, staff and pupils learning together in partnership in a learning organisation.

Each pupil will have the opportunity and will be encouraged to:

- develop the whole person
- realise his/her full academic potential
- achieve in public examinations and gain access to higher education
- develop morally and spiritually
- understand and respect difference
- gain in self confidence and self esteem
- become a responsible member of the school community and of society
- become an independent thinker and a life-long learner
- prepare for the world of work in the 21st century



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A MODERN, PURPOSE BUILT GRAMMAR SCHOOL

On 8 January 2002 the pupils and staff of the College entered a completely new building. This is a purpose-built school, equipped for the 21st century. Every care has been taken to provide a high quality learning environment.

Some facts and figures: -

- the new school provides a safe, secure and comfortable learning environment
- it gives pupils access to a flexible and modern curriculum
- the building is fully cabled and future proofed. The cabling can carry voice and video as well as data
- ICT hardware and software of the very highest standard. All computers, printers, scanners and other accessories are of modern specification
- ICT facilities are integral to teaching and learning
- all classrooms are fitted with data projectors and interactive white boards
- the new building has:
 - * Art & Design rooms 2D and 3D
 - * Technology workshops and design rooms
 - * Music and practice rooms
 - * Home Economics rooms
 - * Computer Centres and computerised Business/Information rooms
 - * Specialist classrooms
 - * Resource rooms for learning support and small-group teaching
 - * Science laboratories and preparation rooms;
- the learning resource centre is fully equipped for the digital information age as well as being stocked with books and text-based materials
- all non-practical rooms (including classrooms) are carpeted. There is a range of floor coverings in other areas to ensure the safety and comfort of pupils and staff
- the lecture theatre has fully retractable seating, allowing use for drama and multi-media presentations
- there are properly fitted-out interview rooms, a study hall and medical room as well as many other facilities for the benefit of pupils and staff
- every pupil has a locker and there is storage for sports bags and equipment
- the sports hall is above normal educational size and comes complete with resources
- a fitness centre
- the all-new external sports facilities include newly-laid grass pitches, gravel hockey pitches, tennis courts and a multi-purpose “Astro-turf” pitch
- changing and shower facilities are of the highest quality and are provided in level one of the building as well as in the refurbished sports pavilion
- grounds include play space; outdoor seating is available; the courtyard at the heart of the school is available to 6th formers
- there is a wild life sanctuary
- a multi-point close circuit television system enables full monitoring of the building - internally and externally.



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ADMISSIONS CRITERIA 2010 - 2011

We must ensure a fair system of pupil entry and these criteria are designed to apply to all entries. They are published to ensure there is no misunderstanding, but please do not hesitate to ask for more information or for clarification - they are complicated and most parents welcome guidance. Three important points to bear in mind:

- make sure all relevant information is included on or with the Transfer Form
- putting Wellington College as first choice does not disadvantage your child in relation to admission to another Grammar School.

ADMISSIONS CRITERIA FOR ENTRY TO YEAR 8 (FORM 1) IN SEPTEMBER 2010

1 Introduction

The Admissions Criteria have been approved by the Board of Governors of the College to be used to select pupils for admission in Year 8 in September 2010.

The Board of Governors has determined the Admissions Policy and has delegated to the Transfer Committee its functions and responsibilities in the execution of that policy.

The criteria will be reviewed annually.

2 Criteria for admission to Year 8

Applicants who will be resident in Northern Ireland at the time of their proposed admission to the College will be selected for admission before any such applicants not so resident.

The College will not use as a criterion the order of the chosen schools on the Transfer Form; for example a child who has placed the College as a second choice school will be regarded in the same way as all first preference applicants.

The Board of Governors will consider applications from those who have taken the AQE CEA and will allocate the 110 places on the basis of the rank order of their respective scores in the AQE CEA; those achieving higher scores will be allocated places before those who have achieved a lower score.

The Board of Governors will verify the AQE CEA score by checking it against the list of scores provided directly to the school by AQE.

If a number of pupils are eligible for the 110th place because they have equal scores, then the Board of Governors will use the criteria listed in Section 4 to determine the final placement.

If there are still places available after consideration of all the pupils who have taken the AQE CEA and been awarded a score by AQE or awarded a score as a result of Special Circumstances or Special Provision, the College will consider for admission any pupils who have not taken the AQE CEA. Pupils from this pool will be allocated to the remaining places up to the College's Admissions Number of 110 using the criteria listed below.

3 Special Circumstances

The College has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the CEA and which are supported by independent documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'special circumstances'.

Please note that if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a pupil, the College will take into account the fact that the pupil was granted Special Access arrangements for those matters.

Parents who wish to apply to the College under Special Circumstances should complete Form SC09 obtainable from the College or AQE, and attach it with appropriate documentary evidence, as detailed below, to the Transfer Form.



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Details of Medical or Other Problems

Where it is claimed that a pupil's performance in the CEA has been affected by a medical or other problem, it is the responsibility of the parents to set out in the Form SC09 precise details of the problem and append independent evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the pupil only at the time of the CEA, the College will require the production of evidence that the pupil was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents/guardians should set out in the Form SC09 precise details of the problem and attach any appropriate independent evidence to corroborate its existence.

Educational Evidence

The score achieved in the CEA which the College will verify with AQE.

Objective documentary evidence must be provided by the parents. This should include, where they exist, the results for the pupil of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics.

The Transfer Committee responsible to the Board of Governors will consider the application for Special Circumstances. Where this is accepted, the Transfer Committee will determine, on the basis of the information available, a score for the pupil. Such pupils will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.

Special Provisions

Special Provisions will apply for:

- a) Pupils whose parents wish them to transfer from Schools outside Northern Ireland.
(Those applicants who arrived in Northern Ireland after 18th September 2009 have until 12th May 2010 to submit Form SC09.)
- b) Pupils who have received more than half of their Primary education outside Northern Ireland.
- c) Pupils, entered for the AQE CEA, who because of unforeseen and serious medical or other problems, which are supported by appropriate independent documentary evidence, were unable to participate in any of the Assessments.

Note: it is expected that all those seeking admission should sit the AQE CEA, with the exception of those pupils who take up residence in Northern Ireland after the 18th September 2009.

Parents who wish to apply to the School under Special Provisions should complete Form SC09, obtainable from the School or AQE, stating the precise reason why they believe the pupil is eligible for consideration under Special Provisions. This should be attached to the transfer form with appropriate documentary evidence.

The Transfer Committee will consider the application for Special Provisions. Where this is accepted, the following procedure will apply:

- a) the College will consider any accredited assessments and may choose to commission an independent assessment of the pupil's ability in English, Mathematics and verbal reasoning;
- b) the Transfer Committee will determine, on the basis of all the available assessment information, an appropriate score for the pupil. If the pupil sat the CEA, this score, if greater than the original, will stand. The pupil will then be considered with all other pupils who have received a CEA score and the admissions criteria applied.



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4 Selection Criteria

When the number of applicants exceeds the approved admissions numbers, the Board of Governors, in considering applicants who have been allocated the same score, will, on the basis of the information recorded on their Transfer Forms or attached to such forms, give preference to the following groups, in the order set out hereafter.

(a) applicants who are in receipt of Free School Meals

‘In receipt of Free School Meals’ will mean applicants who, at the date on which they have signed their post-primary Transfer Form, or at any date up to and including 12th May 2010, have communicated within their application that they are listed on the Education and Library Board/ESA register as entitled to Free School Meals.

(b) applicants who at the date of their application have a child of the family currently enrolled at the College;

(c) applicants who are the eldest or only child in the family, (for the purposes of these admissions criteria "the family" does not include children of previous relationships of either parent); applicants must have attached a letter on headed notepaper to verify that the applicant is the eldest child; this must be a letter from a person who is not a family member of the applicant and who has known the applicant for at least two years; letters of verification will be accepted from an Elected Public Representative, GP, solicitor, member of the Clergy or a Police Officer;

(d) applicants who have a brother or sister initially selected under the transfer procedure (twins, triplets etc will be entitled to recognition as 'eldest' in family if twins, triplets etc are the first born to a family); applicants must have attached a letter on headed note paper to verify that the applicant is the eldest child; this must be a letter from a person who is not a family member of the applicant and who has known the applicant for at least two years; letters of verification will be accepted from an Elected Public Representative, GP, solicitor, member of the Clergy or a Police Officer;

(e) applicants who have a brother or sister who is a past pupil of the College; the application form must provide the name of the relation at the time of enrolment, dates of attendance and date of birth;

(f) applicants whose parent/guardian was a past pupil of the College or of Annadale or Carolan Grammar Schools; the application form must provide the name of the relation at the time of enrolment, dates of attendance and date of birth;

(g) if having applied the criteria in the manner prescribed above, it becomes necessary to make a final selection in order to remain within the admissions number, the names of those applicants will be entered into a random selection process. This selection will be supervised at all stages by two witnesses to ensure that all eligible pupils are entered for the selection process and to ensure that those selected at random are admitted in the precise order of their selection until the admissions number is reached.

Applicants who wish to refer to the selection criteria must provide the detailed information on the Transfer Form and/or the College Application Form.

APPLICATIONS AND ADMISSIONS

	Grade A		Grade B1		Grade B2		Grade C1		Grade C2		Grade D		Others		Boarders		Appeal	Total
	Ap	Ad	Ap	Ad	Ap	Ad	Ap	Ad	Ap	Ad	Ap	Ad	Ap	Ad	Ap	Ad	Upheld	Admis
2007	48	48	38	38	42	18	23	3*	19	0	13	1*	5	2**	0	0	0	110
2008	60	60	47	47	27	1*	37	2*	16	0	22	0	5	0	0	0	0	110
2009	40	40	31	31	31	29	19	7*	13	3*	15	0	3	0	0	0	0	110

* Special Circumstances **Special Provision



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5 CRITERIA FOR ADMISSIONS TO YEAR 8 - after the beginning of the school year:

The Criteria for such admissions will be the same as those for admission to Year 8 before the beginning of the School Year.

Parents who wish to register their interest in a place, should one become available, must complete a College Application Form after 1 September.

**6 CRITERIA FOR ADMISSIONS TO YEAR 9 – 12 in September 2010
AFTER THE BEGINNING OF THE SCHOOL YEAR 2010-2011**

- (i) Availability of a place in the College.
- (ii) The availability of places in the established classes of the various subjects which the applicant must follow to meet the statutory and College curriculum.
- (iii) Evidence of the pupil's academic potential as proven by:
 - the grade achieved in the transfer test and/or
 - all reports from the Secondary School(s) attended.
- (iv) In the event of there being more suitable applicants than available places the Selection Criteria as at 4 will be applied.

It is the responsibility of the parent/guardian to ensure any support material is submitted to the College. This includes all academic reports from the current school and any certificates or evidence of other achievements.

7 CRITERIA FOR ADMISSIONS TO YEAR 13 – in September 2010 – (for pupils already enrolled in Wellington College and for applicants from other schools):

- (i) The minimum requirement for entry to Year 13 is 12 points at GCSE, with a minimum of 5 GCSE passes at A*-C. (A*=4, A=3, B=2, C=1). For short courses (A*=3, A=2, B =1)
- (ii) Preference will be given to the academically best qualified applicants, as evidenced by the GCSE grades obtained – in terms of the overall score and the grades relevant to the subjects proposed for sixth form study.
- (iii) Pupils will be expected to have obtained Grade B or better at GCSE in the subjects proposed for GCE 'A' level study or in related subjects if there is not a direct GCSE equivalent.
- (iv) Pupils will be offered a place in the College subject to options being available and to class sizes being viable.

7 Applicants will not be admitted where there is a place available if:

- (i) the academic ability of the applicant is not of a standard equivalent to that of pupils with whom he or she would be taught;
- (ii) the admission of the applicant would prejudice the efficient use of resources;
- (iii) their proposed course of study includes subjects for which they do not meet the entry requirement as published in the Sixth Form Entry Booklet.



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CHARGES AND REMISSIONS POLICY

The following statement is issued to parents by the Board of Governors under the regulations laid down in the Education Reform (NI) Order 1989. It is to be reviewed annually or when regulations are amended.

The Governors have devolved to the Principal the day-to-day management of the scheme and all queries should, in the first instance, be addressed to the Principal.

SECTION A - NO CHARGES:

Charges will **NOT** be made for the following:

- 1 Admission of pupils.
- 2 Education during or mainly during school hours (not including lunch break)
i.e. 50% or more during school hours.
- 3 Education outside or mainly outside school hours where the education is part of the preparation provided by the College to enable a pupil to sit an approved examination or to fulfil its statutory obligations in respect of the Northern Ireland Curriculum.
- 4 Transport to or from any place outside the College premises in which the education detailed above is being provided.
- 5 Transport to enable a pupil to meet an examination requirement for an approved public examination for which the pupil is being prepared by the College.
- 6 Materials, books, instruments or other equipment for use in connection with the education provided free of charge as detailed above. However, parents are invited to provide, in a voluntary way, certain items of equipment such as pencils, pens, calculators, items of sports equipment or musical instruments which will remain the property of the pupil concerned.
- 7 Essential protective items such as safety glasses.
- 8 Entry fees for approved public examinations for which a pupil has been prepared by the College.

SECTION B - CHARGES:

Charges will be made for the following except where a remission is applicable (see remission Section C below):

- 1 Fees for a pupil whose parents are not EC nationals.
- 2 Individual tuition in the playing of a musical instrument or singing lessons provided by the BELB School of Music.
- 3 Education which is provided mainly or wholly outside school hours and which is not precluded by anything stated in Section A.
- 4 Transport which is provided for education in Section B3 above or for an optional extra which is not precluded by anything stated in Section A.
- 5 Examination entry fees for an approved examination for which the pupil has not been prepared by the College, for an examination other than one approved by the Department of Education, or for any re-sits.
- 6 Examination entry fees incurred by the College where a pupil has not completed any required component of the syllabus.
- 7 Fees which arise from a parental request to have a pupil's examination results checked or remarked.
- 8 Board and lodging on residential trips, irrespective of whether or not charges may be made for the activity itself.
- 9 The cost of making good any damage caused by a pupil to the College buildings or property.
- 10 The replacement of lost textbooks or items of equipment which have been provided by the College. (This will continue to be managed through the Book Deposit Scheme).
- 11 The ingredients and materials used by pupils in subjects such as Home Economics and Technology if the parents have indicated a wish to own the finished product. Alternatively, parents may be required to supply these.

SECTION C - REMISSIONS AND REDUCTIONS:

Remission of the charges detailed in Section B will be given in the following circumstances:

- 1 Where the educational activities organised during a residential trip are free of charge (see Section A), board and lodging charges will be remitted in respect of pupils whose parents are in receipt of income support or family credit. (As in the past, charges for other residential trips for those who find difficulty in meeting them, may be reduced if an approach is made to the Principal).
- 2 Where a pupil is representing the College at Sport, in the Choir or Band, or in any other recognised activity where a charge has to be made, a reduction of up to 50% may be made in cases of hardship or where two or more members of one family are involved. Application should be made to the Principal.



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SECTION C - REMISSIONS AND REDUCTIONS CONTD:

- 3 Where a pupil is chosen to attend a trial or training for a representative team, or to play representative sport, or to represent Belfast, Ulster or Ireland in any other recognised activity, application for financial assistance may be made to the "Charles Johnston Memorial Fund", which the College administers on behalf of the Trustees.
- 4 Where a visit to the theatre, concert, sports match or other activity is not part of an examination course or in connection with education laid down in the Northern Ireland Curriculum, a reduction may be sought by application to the Principal.

The Voluntary contributions made by parents enable many of the extra activities which have proven so valuable and beneficial to pupils.

The Voluntary contribution for 2009/2010 is £40 for the first child and £30 for each other child enrolled in the College.

We encourage payment and are grateful to the parents who are able to pay more than the stated contribution, £5 or £10 per month makes a big difference to the funding we can put directly into supporting teaching and learning.



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CURRICULUM AND SYLLABUSES 2010 - 2011

The Curriculum of the College seeks to fulfil both the educational aims specified in the Education (NI) Order 2007 and the College aims which are stated in the prospectus and College development plan. It is the policy of the College, within the limits of the resources available, to provide a balanced and broadly based curriculum to promote the spiritual, emotional, moral, cultural, intellectual and physical development of pupils.

We seek to provide a curriculum appropriate to the needs of pupils who have selected and secured a grammar school education in which pupils, staff and parents are committed to excellence in education within a caring and supportive community.

Religious Education:

All pupils at KS3 and KS4 study Religious Education. The College has a broadly Christian ethos and assemblies are held throughout the week for all pupils. All pupils are required to attend assemblies and lessons in Religious Education unless their parent or guardian has made a request in writing to the contrary.

Careers Education and Guidance:

All pupils are timetabled for Careers lessons at all key stages. A structured series of College initiatives provides a framework within which pupils and parents have the opportunity to express an informed preference of subjects at KS4 & Post 16.

A brief outline of the initiatives includes:

- Careers lessons and guidance
- Subject specific course information and subject entry criteria information books
- Information presentation for pupils on subject preferences
- Information presentation for parents on subject preferences
- Pupil survey of subject preferences from which subject options blocks are created
- Careers interview with pupils and parents
- Final subject preference forms completed
- Confirmation of subjects at KS4 sent to pupils and parents
- Post 16 confirmation of subjects after GCSE results are assessed and entry criteria are applied including criteria for oversubscribed subjects.

Curriculum at KS3:

All pupils follow a common curriculum which covers the nine areas of learning and their contributory subject strands: Language and Literacy (English), Mathematics and Numeracy, Modern Languages (French and Spanish), The Arts (Art & Design, Music and Drama), Environment and Society (History and Geography), Science and Technology, Learning for Life and Work (Employability, Local and Global Citizenship, Personal Development and Home Economics), Physical Education and Religious Education.

The curriculum provides opportunities across all the areas of learning for pupils to progressively develop skills in the cross curricular skills of Communication, Using Mathematics, Using Information and Communication Technology as well as the Thinking Skills and Personal Capabilities of Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others and Self management.

Curriculum in GCSE:

Pupils are required to study GCSE English, Mathematics, a modern language (French or Spanish) and Double Award Science. All pupils must study either GCSE English Literature or GCSE Journalism or Media Studies. Pupils are also required to choose a further three subjects from a prescribed list of subjects. All pupils will study between nine and ten and a half GCSE subjects.

Pupils as part of the Learning for Life and Work programme have periods in Citizenship, Personal Development, Careers and Employability. Pupils follow a non examination course in Religious Education. Pupils also follow non examination classes in Physical Education and Games.



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The following subjects are currently studied by years 11 - 14

GCSE LEVEL:

Additional Mathematics	French	Mathematics
Art & Design	Geography	Media Studies: Single or DA
Business Studies	History	Music
Design and Technology	Home Economics	Physical Education
Economics	Information Technology	Religious Studies
English	Journalism	Science: Double Award
English Literature	Learning for Life and Work	Spanish

A Level Curriculum:

Students must study a minimum of 3 GCE AS subjects from a prescribed list in year 13. All students also follow a non-examination programme of Careers, Personal Development and Games. In year 13, students may also study an enrichment programme.

In year 14, students also follow a non-examination programme of Careers, Personal Development, Games and Community Service.

GCE A LEVEL:

Art & Design	English Literature	Mathematics
Biology	French	Media Studies
B Tech National Certificate in Media Productions	Further Mathematics	Music
Business Studies	Geography	Physical Education
Chemistry	Government & Politics	Physics
Computing	History	Psychology
Design & Technology	Home Economics	Religious Studies
Economics	ICT	Spanish

All subjects followed the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) examination syllabuses except for:-

GCSE:

PE	AQA
French/Spanish	AQA
Mathematics	OCR
Media Studies	AQA

A/S & A LEVEL:

Physics	Edexcel	Media Studies	AQA
Computing/ICT	AQA	Psychology	AQA
Physical Education	AQA	Classical Civilisation	AQA
Certificate of Personal Effectiveness	CCEA	B Tech National Certificate in Media Productions	Edexcel

CERTIFICATED ENRICHMENT COURSES:

German Graded Objectives in Modern Languages	CCEA
--	------

AQA	Assessment and Qualifications Alliance	EDEXCEL	Edexcel Foundation
OCR	Oxford Cambridge and RSA Examinations		



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THE CURRICULUM CONTD

KEY STAGE 3 ASSESSMENT OUTCOMES 2008/09

	Achieving Level 5		Achieving Level 6	
	TA Level		TA Level	
	WCB%	NI GA %	WCB%	NI GA %
English	98	99	78	89
Mathematics	98	99	90	92
Science	100	100	97	97

NB: TA Level indicates Teacher Assessment Level.

PERFORMANCE IN PUBLIC EXAMINATIONS 2006/07 - 2008/09

Performance Indicator	2006/07		2007/08		2008/09
	School	NI GA	School	NI GA	School
%Ach 5+ GCSE's @ Grades A* - C (or equiv)	95	96	97	96	92
%Ach 7+ GCSE's @ Grades A* - C (or equiv)	88	91	89	91	86
%Ach 3+ A levels @ Grades A - C (or equiv)	58	74	51	74	61
%Ach 2+ A levels @ Grades A-E (or equiv)	99	99	100	99	100

GA – Grammar School Average



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PUBLIC EXAMINATION RESULTS 2008 – 2009

YEAR 12 PUPILS

Number of Pupils in Year 12 on 31st October 2008 118
 Number of these with a statement of special educational needs 0

GCSE RESULTS OVERALL

	No. Entered		% achieving		
	7 or more subjects	5 or more subjects	Grades A* - C		No GCSEs (incl those not entered)
			7+	5+	
Male	65	65	78%	87%	0%
Female	53	53	96%	98%	1%
Total	118	118	86%	92%	1%

Year 12 GCSE 2008/09

	Number entered	% of pupils entered achieving grades									
		A*	A	B	C	D	E	F	G	U	X
Accounting/Finance	21	0	24	24	19	24	5	5	0	0	0
Additional Maths	24	25	13	33	8	17	4	0	0	0	0
Art & Design	21	52	14	24	10	0	0	0	0	0	0
Business Studies	19	11	32	16	0	32	11	0	0	0	0
Design & Technology	14	0	21	50	7	14	7	0	0	0	0
Economics	25	4	16	24	48	0	4	0	0	0	4
English Language	117	3	27	42	27	3	0	0	0	0	0
English Literature	67	18	30	36	13	3	0	0	0	0	0
French	60	23	22	35	13	5	0	2	0	0	0
Geography	37	14	14	35	27	5	3	0	0	3	0
History	51	12	14	37	29	6	0	0	0	2	0
Home Economics	15	13	20	47	13	7	0	0	0	0	0
ICT	78	12	55	17	12	4	3	0	0	1	0
Mathematics	117	10	27	30	31	2	1	0	0	0	0
Media Studies	20	30	45	25	0	0	0	0	0	0	0
Music	16	25	38	38	0	0	0	0	0	0	0
Personal & Social Education	59	9	22	39	12	3	9	3	0	3	0
PE	38	3	26	24	26	16	6	0	0	0	0
Religious Education	54	15	20	20	28	17	0	0	0	0	0
Science Double Award	117	4	11	38	36	10	1	0	0	0	0
Spanish	72	21	35	21	13	10	1	0	0	0	0
TOTAL	1042	11	24	32	23	7	2	0	0	1	0

U = Ungraded



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HOMEWORK GUIDELINES

Homework is seen as an essential component of an effective learning package. The Homework Policy is available for inspection. The following guidelines give a practical structure for homework, which is an essential feature of grammar school education.

The timetable is arranged in a two week cycle with 88 periods in the cycle and a period length of 35 minutes.

HOMEWORK GUIDELINES IN YEARS 8 - 12

KEY STAGE 3 (Years 8, 9 and 10)

A minimum of 2 hours per timetable cycle should be set for homeworks in each of the following subjects:-

English	Science	Geography
Mathematics	Languages	History

A minimum of 1 hour per timetable cycle should be set for homeworks in each of the following subjects:-

Religious Education	Home Economics	Art
Music	Technology	

KEY STAGE 4 (Years 11 and 12)

A minimum of 3 hours per timetable cycle should be set for homeworks in each GCSE subject inclusive of coursework.

Pupils are encouraged to plan their homework carefully and to do homeworks as soon as possible after they are set.

Homeworks may take many forms and it is essential to recognise the role of learning homeworks and the value of reading.

HOMEWORK IN THE COLLEGE MAY TAKE THE FORM OF:

- Learning homeworks
- Written homeworks
- Reading
- Research
- Planning
- Annotation of texts
- Summary of notes
- Studying for examination
- Preparation of materials for practical sessions
- Finishing off incomplete work from class time
- Organisation of notes and materials.
- Practice examination questions
- Drawing/Sketching

Homeworks should be well-presented and parents can assist their children by checking work regularly, and making them repeat unsatisfactory homework. A consistent, regular and systematic approach to homework will ensure pupils keep up with their work.



Wellington College Belfast
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SPECIAL EDUCATIONAL NEEDS POLICY

DEFINITIONS

A child has **special educational needs** if he/she has a learning difficulty which requires special educational provision.

A child has a **learning difficulty** if he/she has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in ordinary schools.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally to children of this age in ordinary schools.

(Source: Supplement to the Code of Practice)

RATIONALE

This policy takes account of the Code of Practice on the Identification and Assessment of Special Educational Needs 1998, the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs 2005, the Special Educational Needs Disability Order (SENDO) 2005 and Guidance for Schools-Recording Children with Special Educational Needs (DENI 2006)

Wellington College acknowledges its responsibility to provide a broad and balanced curriculum for every pupil. Pupils bring to school individual experiences, histories, interests and strengths which impact on their learning. In planning to meet these diverse needs the College will:

- Take account of all legislation and regulations governing pupils with special educational needs;
- Strive to ensure that all pupils feel secure, are able to contribute appropriately and feel their contribution is valued;
- Encourage all pupils to appreciate and view positively differences in others, arising from whatever source;
- Identify and work to overcome barriers to learning and assessment; and
- Ensure that where necessary and practically possible appropriate special education provision will be made.

AIMS

In attempting to meet the needs of all pupils the College aims to:

- Identify pupils with Special Educational Needs;
- Liaise with pupils, parents, teachers, external professional agencies and Education and Library Boards;
- Liaise with feeder primary schools and other post primary schools to ensure the exchange of relevant information about the specific special educational needs of pupils;
- Maintain a SEN register and records for monitoring and evaluating the progress of individual pupils
- Implement departmental policies on SEN;
- Issue precise information and guidance on individual pupils to teaching staff;
- Commit to an on-going programme of staff development;
- Allocate available resources effectively to support pupils with SEN as fully as practically possible.



Wellington College Belfast
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SEN CATEGORIES

The seven main categories of special educational need are:

- Cognitive and Learning
- Social, Emotional and Behavioural
- Communication and Interaction
- Sensory
- Physical
- Medical conditions/syndromes
- Other

STRUCTURE

The College has appointed a Special Educational Needs Co-ordinator (SENCO) who reports to the Vice Principal (Pastoral). The SENCO is responsible for the co-ordination and implementation of the SEN policy.

As far as possible all SEN pupils will follow the Northern Ireland Revised Curriculum at Key Stages 3 and 4 and an A' level course at Post-16; SEN pupils will be provided for in the normal classroom setting with arrangements for meeting the pupil's special educational needs implemented by each subject department. Withdrawal of SEN pupils from class may take place where specialist support is being provided.



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PASTORAL AIMS AND CURRICULUM

WELLINGTON: A CARING SCHOOL

Wellington is justifiably proud of its reputation as a caring school - it is a place in which pupils can expect to be challenged and stretched, academically and personally, but it is also a place where they will be supported and helped with difficulties. This is where pastoral care and the positive approach to discipline are important.

- 1 To support the learning and development of every pupil in the College.
- 2 To provide an appropriate pastoral curriculum.
- 3 To create and maintain an environment conducive to learning which engenders respect for others.
- 4 To promote self-esteem, and develop communication skills and interpersonal skills.
- 5 To develop and encourage pupils' social skills by participation in College activities.
- 6 To promote team spirit, pride in oneself and the College.
- 7 To develop the necessary skills to make informed decisions.
- 8 To prepare each pupil for third level education and the world of work.
- 9 To respond to difficulties experienced by pupils.
- 10 To monitor and regulate attendance, punctuality, behaviour and progress of each pupil.
- 11 To encourage partnership with parents.
- 12 To seek support from outside agencies where appropriate.

Every year group is divided into forms, each the responsibility of a Form Tutor. Through daily contact and a carefully planned tutorial programme, the Form Tutor gains a depth of personal knowledge of the pupils in the Form and is concerned with their general welfare. The Year Head, in charge of the pastoral care of a year group, co-ordinates the work of the Form Tutors, helping them maintain high standards of behaviour and appearance among the pupils. The Year Head works in conjunction with Senior Management to ensure the most appropriate support.

CAREERS EDUCATION & GUIDANCE

The College places great emphasis on Careers Education. Formal timetabled classes are provided for pupils in Year 8 and Years 10 to 14. Pupils in Years 10 and 12 are required to complete a Personal Career Plan. In Year 12 this is included in their National Record of Achievement.

Individual careers guidance interviews are organised for all pupils at important transition stages, and careers staff are available for consultation at any time on request. In Key Stage 3 parents are invited to attend the careers interviews in order to assist and support their children with GCSE subject choices. The College works in close partnership with the Careers Officer from the Training and Employment Agency who conducts interviews, gives talks on career options and attends Parents' Consultation Evenings.

All year 8 pupils are involved in the new CCEA Pilot Programme for Employability which started in September 2005 in preparation for the roll out of the new curriculum.

Pupils in Year 13 have the opportunity to undertake a 5-day work-shadowing placement. Pupils are encouraged to attend University and College Open Days and relevant conferences and Higher Education Fairs. In Year 14 pupils undertake a one day interview skills programme designed to help them market themselves in an interview situation.



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DRUGS EDUCATION POLICY

The College interprets the term 'Drugs' widely, to include any substance likely to be injurious to health; this includes nicotine, alcohol, solvents and controlled drugs. A Drugs Education Policy is in place and the College is confident that positive steps are taken to advise young people about the dangers of such substances. A copy of the policy, currently under review, is available for inspection at the College office. Some of the main provisions are:

AIMS:

- 1 To make pupils aware of the harmful effects of drugs on the human body and in society.
- 2 To prohibit drugs within the College.
- 3 To develop in pupils positive attitudes to health and to understand how the human body can be kept healthy.
- 4 To make pupils aware of the law in relation to drugs.
- 5 To make pupils aware of external agencies where further information about drugs or drug related issues can be obtained.
- 6 To inform parents if a pupil is in possession of a harmful or illegal substance.
- 7 To inform the police if a pupil is in possession of an illegal substance.

ISSUES RELATING TO DRUGS ARE ADDRESSED IN THE FOLLOWING WAY:

- In Key Stages 3 and 4 through the delivery of the cross curricular theme Health Education. The main contributing subjects are Science, Physical Education, Religious Education, Home Economics and English.
- In Key Stages 3 and 4 and in Years 13 and 14 through the Tutorial Programme of Personal and Social Education. This programme addresses drug related issues from Year 9. All issues are revisited throughout a six year programme.
- In the Years 13 and 14 Tutorial Programme speakers are invited to address relevant issues and have included the Head of the Drugs Squad and speakers from Action Cancer.
- The College has built up extensive audio visual resources to support this Tutorial Programme.
- The College supports its Education Programme by an ongoing programme of Staff Development.
- Pastoral courses are attended by the appropriate teachers, for example : -
 - Drugs and Solvent Abuse (run by Belfast Education & Library Board)
 - Smoking Cessation in Schools (run by Ulster Cancer Foundation)
 - INSET organised through external agencies.

RELIGIOUS EDUCATION POLICY

Wellington College welcomes pupils from a range of Christian denominations and from other faiths. The aim of the College is that the pupils will be encouraged to examine the moral and spiritual dimension of their lives and to develop respect for others. Whilst the focus of the College ethos and Religious Education is broadly Christian, pupils will also have an opportunity to explore the beliefs of other religions.

Religious Education is offered to all pupils throughout the College. Pupils in Years 8 - 10 follow the Core Syllabus for Key Stage 3 as prescribed by DENI. All pupils in Years 11 and 12 follow a Programme of Study based on the Key Stage 4 Programme of Study and this includes the use of visiting specialist speakers to broaden the outlook of the pupils. Pupils may choose to study Religious Education as a GCSE subject following the Programme of Study for Key Stage 4. Pupils who do not study the full course GCSE follow the short course GCSE. In Years 13 and 14 the pupils have the opportunity, on a modular basis, to examine moral and spiritual issues which are pertinent to them. Pupils may choose to study Religious Education at Advanced Level.

The College gives its support to those external bodies, such as the Scripture Union, Mannafest, LIFE, PRISM, CEM which provide opportunities for young people to develop their moral and spiritual awareness and capacities. There are two Scripture Union Groups (based on age range) in the College.

The College respects the wishes of those parents, who on the grounds of conscience, prefer to withdraw their children from Religious Education under the Department of Education guidelines and provides supervision for such pupils. Application to withdraw a pupil should be made in writing to the Principal.



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BEHAVIOUR POLICY

- 1 The Board of Governors has delegated to the Principal and staff the responsibility of the daily management of the College to ensure that:
- there is a safe, orderly and purposeful environment both inside and outside the classroom necessary for good learning to take place,
 - all pupils have the opportunity to achieve their full potential,
 - there is a partnership between teachers, parents and pupils to promote high standards of work, behaviour and appearance.

It is a condition of entry to the College that parents and pupils accept the Behaviour Policy and the College Rules.

2 THE COLLEGE IS COMMITTED TO ENSURING THAT

- there is an atmosphere of mutual respect,
- achievements and good behaviour are recognised and praised,
- pupils develop the self discipline necessary for adult life,
- parents are fully informed of disciplinary issues concerning their children,
- disciplinary action is clear, consistent, fair, constructive and does not humiliate pupils,
- pupils have opportunities to develop their individuality, self confidence and self esteem,
- rules are based on common sense and will be kept to the minimum consistent with good discipline.

3 TEACHERS ARE EXPECTED TO

- set and insist upon high standards of work, behaviour and appearance in accordance with the College Rules,
- promote order and good relationships throughout the College and ensure the safety of pupils,
- praise and encourage pupils promoting their self confidence and self esteem,
- investigate disciplinary issues thoroughly and support action taken with explanation and advice,
- implement the College Behaviour Policy and Procedures in disciplinary matters.

4 PUPILS ARE EXPECTED TO

- work at all times to the best of their ability,
- come to school each day properly prepared and with the necessary books and equipment,
- be good ambassadors for the College,
- obey the College Rules and instructions given by College staff,
- report any violation of the College Behaviour Policy and/or College Rules to a member of staff.

5 PARENTS ARE EXPECTED TO

- support the College Behaviour Policy, College Rules and Uniform regulations,
- encourage regular study habits in a suitable working environment ensuring that homework and coursework are given priority and are completed to the best of their child's ability,
- help to ensure that the correct books and equipment are brought to College,
- inform the College of any circumstances which might affect the education of their child or other children,
- attend consultations with staff concerning their child's progress and support College functions,
- ensure punctuality and full attendance except for illness, avoiding holidays during term time and appointments during school hours.

6 HOME SCHOOL LIAISON

PASTORAL CARE OF PUPILS

PROMOTING HOME SCHOOL LIAISON

- The College wishes to enhance the good relationships which exist between staff and parents.
- We wish to resolve any difficulties which may arise in relation to discipline and the care of pupils through consultation and dialogue.
- In addition to the annual parents' consultation and annual meeting for parents, parents are encouraged to contact the College at any time to arrange an appointment to discuss any concerns about their child's academic progress or welfare.
- The College will contact parents and invite them to an interview where there are concerns about progress or behaviour.



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6 HOME SCHOOL LIAISON CONTD

- Communication between the home and College is effective when it is prompt and specific.
- The College will identify the name and role of a teacher sending a letter or making a telephone call.
- The College asks parents to identify their child's registration group when sending a letter or making a telephone call.
- The College appreciates that in exceptional circumstances a pupil may require permission to differ from the College Rules or to explain an inability to meet the College Rules. All requests or explanations must be made in writing by a parent. All letters will be given careful consideration. We wish to avoid unnecessary rigidity in the application of rules, however the College cannot condone the breaking of rules or alter its rules for individual pupils unless there are clear mitigating circumstances.

The College is committed to ensuring parity of treatment for all its pupils and asks parents to support staff in implementing the Behaviour Policy and to avoid condoning the breaking of the College Rules.

EVALUATION REVIEW

The Governors are committed to a process of consultation and will review the Behaviour Policy regularly to ensure that the aims of the Policy are being met.

REWARDS

Rewards are the positive side of discipline. In any positive behaviour system the emphasis should always be on the positive approach of encouragement and praise.

It is College Policy to have a range of rewards that have currency among pupils of different ages.

Rewards in the College focus on reinforcing good behaviour and progress and marginalising unacceptable behaviour.

The rewards of the College are centred on reinforcement of the positive and acceptable. Every month there is an Achievement Assembly for every section of the school when positive behaviour is praised, compliance with the Code of Conduct is acknowledged and individual, group and class rewards are conferred.

Pupils are encouraged to share their success with others and keep parents informed of their achievements.

SANCTIONS

In order to create and maintain an orderly atmosphere for learning, there is a need for sanctions to register disapproval of unacceptable behaviour and as a last resort to protect the authority of the teacher and the stability of the school community.

In choosing not to conform to the College Rules or The Way We Do Things At Wellington pupils are also choosing the consequences of those decisions.

FAST TRACK

Serious unacceptable behaviours which constitute serious misconduct will result in immediate Fast Track to a member of the Senior Management Team. These include:

- making a physical threat to a teacher and/or other staff
- physical fighting
- suspected theft
- serious vandalism
- bullying
- using obscenities
- sectarianism
- racism
- endangering others
- absent without permission

DETENTION

Detention of pupils outside school hours is part of the Policy and Procedures of Wellington College. Detention is one of the disciplinary measures used in the College.

In addition a detention may be called on any day of the week for duration of up to 1 hour.

School detention is on a Friday afternoon from 2.50 pm to 4.30 pm. For pupils arriving late, the detention ends 100 minutes after the time of arrival.

Parents will receive 24 hours written notice of any detention.

The College greatly welcomes the support of parents in the use of this sanction. Repeated detentions will raise concern and parents will be contacted for an interview. This interview will be to discuss the best way of working together to correct the problem.

NB: Article 5 of DE Circular 1998/25 permits schools to hold a detention outside school hours without parents' consent.



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HEALTH EDUCATION

The College provides a Health Education programme which is an integral part of various subjects and also part of the pastoral curriculum.

Relationships and Sexuality Education is seen as an important part of the Health Education programme and is viewed as much more than transmitting biological facts. It is encapsulated within the Sciences and is also approached within a broader framework in other subjects of the child's education.

PHYSICAL EDUCATION

Aims

The Physical Education Department aims to ensure that each pupil will experience a broad and balanced Physical Education programme, taught in a safe and supportive environment.

We seek to:

- Develop the whole person through an understanding of movement.
- Realise each pupil's full potential in Physical Education.
- Enable pupils to achieve in public examinations and gain access to higher education.
- Develop a range of desirable personal qualities such as self-esteem, self-confidence, tolerance and empathy.
- Interact and co-operate with others working towards common goals.
- Gain and refine a range of physical skills and techniques.
- Contribute to the extra-curricular sports programme.
- Prioritise health and fitness for current and future lifestyles.
- Become aware of career opportunities through Physical Education.

Academic PE

GCSE, AS and A2 Physical Education continue to be offered to pupils. There appears to be a steadily growing demand in the subject area with exam results proving successful.

Extra Curricular Sport NC

Sport has continued to grow and develop throughout the year at Wellington, with assistance from local sports clubs, past pupils, parents and the continued efforts of many dedicated teachers.

The following were the major activities provided both on a competitive and/or recreational basis for all pupils at the college:

Table Tennis	Athletics	Badminton	Tennis	Trampolining
Cricket	Cross Country	Golf	Hockey	
Netball	Rugby	Soccer	Swimming	
Fitness Suite	Show Jumping	Basketball		



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PHYSICAL EDUCATION CONT'D

Sports Student Placement

The P.E. department is assisted each year by an undergraduate from the BSc Hons. Sports Studies course at the University of Ulster Jordanstown. The placement student assists in the teaching, coaching and administrative roles of the P.E. department.

Facilities

The College has a Sports Hall, Gymnasium, State of the art Fitness Suite, Astro turf pitch, two grass pitches, one all weather pitch (suitable for athletics and hockey), modern changing facilities and a pavilion.

The College has a full Saturday morning fixture programme in which boys play rugby and hockey and girls play hockey against other Grammar schools.

Currently there are five rugby teams with over hundred boys playing competitively on a weekly basis between September and March. Three male and seven female hockey teams regularly play with upwards of forty boys and ninety girls competing for the College on Saturday mornings. Cup competitions in both rugby and hockey at all age groups are entered and keenly contested.

Cup tournaments, leagues and championships are entered throughout the year in a variety of sports with the majority taking place during the school week.

Every effort is made to encourage and support all pupils to participate in whichever sport they show an interest or talent in, helping them to reach their potential at the same time enjoying all the benefits sport has to offer.



Wellington College Belfast
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COLLEGE CLUBS, SOCIETIES AND ACTIVITIES

Wellington is proud of the range of extra curricular activities available to pupils. Despite their name, they are integral to the wide range of learning and the opportunities for self-development which young people need.

Music

Senior Choir
Girls Chamber Choir
Junior Choir
Band

Duke of Edinburgh Award Scheme

Bronze
Silver
Gold

Junior Debating Society

Junior Drama Club

Mock Trial

Public Speaking

Sport

Rugby
Boys Hockey
Girls Hockey
Netball
Badminton
Football
Athletics
Cricket
Fitness Suite
Table Tennis
Swimming
Golf

Scripture Union

Junior
Senior

Art Club

Junior

ICT Club

Junior

Science Club

Junior

Additional activities in which pupils can become involved are:

- Community Service Programme for Year 14 pupils to participate in voluntary service one afternoon a week.
- Year 14 Charities Committee organising charity event.
- Participation in academic competitions e.g. Maths, English, Science, Art.
- Participation in competitions relating to Business Studies and Economics e.g. Belfast Telegraph/Rensburg Schools' Fantasy Share Race and The Big Idea and Industrial Visits to local businesses such as Tyrone Crystal and Aunt Sandra's Candy Factory.
- Educational, cultural and sporting trips within the British Isles and abroad e.g. Ski Trips, Language Trips, Sports Tours, Year 8 Residential, Scripture Union Residential.

Library available each day 3.30pm - 4.30pm (4.00pm on Friday)



Wellington College Belfast
Co-educational Grammar School
UNIFORM POLICY

GENERAL UNIFORM REGULATIONS:

- Pupils are expected to maintain a high standard in their personal appearance. Shirts must be fully buttoned and tucked in.
- Full uniform must be worn when travelling to and from the College as members of school teams and when engaged in College events.
- Only College and Youth Organisation badges may be worn.
- Girls may wear one pair of small plain studs. No other earrings are permitted. The stud must be worn in the earlobe only.
- Pupils may wear one plain ring. No other jewellery is permitted.
- Hair must be neat and tidy and of a reasonable length as defined by the Principal.
- Scarves and outdoor coats may not be worn during the College day.
- Make up is not permitted.

UNIFORM FOR GIRLS:

BLAZER:

College blazer.

PULLOVER:

Regulation College 'V' necked pullover. (Years 8 - 12)

Regulation grey 'V' necked pullover. (Years 13 - 14)

SHIRT:

Plain white long sleeved shirt

TIE:

Regulation tie for Years 8-12 or the Year 13/14 tie

SKIRT:

Regulation blue skirt. (Years 8 - 12)

Regulation grey skirt. (Years 13 - 14)

SOCKS:

Regulation socks or plain navy tights. (Years 8 - 12)

Plain black tights. (Years 13 - 14)

SHOES:

Plain black, flat-heeled shoes.

Heels must not be higher than 4 cm.

Boots or trainers are not permitted.

UNIFORM FOR BOYS:

BLAZER:

College blazer.

PULLOVER:

Regulation grey College 'V' neck pullover.

SHIRT:

Plain white.

TIE:

Regulation tie for Years 8 - 12 or the Year 13/14 tie.

TROUSERS:

Charcoal grey regulation school trousers.

SOCKS:

Mid-grey or dark grey.

SHOES:

Plain black.

Heels must not be higher than 4 cm.

Boots or trainers are not permitted.

OPTIONAL GARMENTS:

(i) A College Scarf - no other scarf may be worn.

(ii) A plain navy outdoor coat.

GAMES AND PE UNIFORM:

Red Polo Shirt.

Navy Skirt (Len Smyth).

Navy Athletic Shorts with Double Red Stripe (Gymplex).

Navy Socks (1st XI only - navy socks with red tops).

White Socks.

Track Shoes.

College Tracksuit or Navy Track-suit Bottoms

- (plain - stripes/buttons are not acceptable).

Red Sweatshirt.

Plain Navy Shorts - (without stripes).

STOCKISTS:

All uniform is available from:

Warnocks	Lisburn Road, Belfast
Gowdys	Woodstock Road, Belfast
Littles	Woodstock Road, Belfast
Rhoda Stewart Schoolwear	High Street, Ballynahinch
David Crawford	07801343505

GAMES AND PE UNIFORM:

Red and White Hooped Rugby Shirt (Halboro).

Navy Shorts (Rugby type) e.g. Bukta - no soccer shorts allowed.

Navy Socks (1st XI and 1st XV only - navy socks with red tops).

Navy Polo shirt.

White Socks.

White Shorts (plain).

Track Shoes.

Rugby or Soccer Boots.

College Tracksuit or Navy Tracksuit Bottoms

- (plain - stripes/buttons are not acceptable).

Navy Sweatshirt.

Regulation shoes available from:

Clarks	Forestside, Donegall Place
Reids	Sandy Row, Market Place, Lisburn
Inn Shoes	Saintfield Road