

ST MARY'S PRIMARY SCHOOL
& Nursery Units

**43 / 48 MELMOUNT ROAD
STRABANE**



School Prospectus



2023/2024



Teaching staff

Principal

Acting Vice-Principal Junior School

Acting Vice-Principal KS1 (P4) & Senior school

Mrs Roarty

Mr D McBride

Mrs E McHugh

Nursery Mrs Mitchell

Nursery Mrs Lafferty

Nursery Mrs Ward

Nursery Mrs Quinn

P1A Mrs Johnston

P1B Mrs Feeney

P1C Miss Donaghey

P2A Mrs Kennedy

P2B Mrs O'Hagan

P2C Mrs Mc Kinney

P3A Mrs Forbes

P3B Mrs O'Donnell

P3C Mrs Haughey

P4A Mrs Conroy

P4B Mrs Harkin

P4C Mrs Cooke

P4D Mrs Collins

P5A Ms Barr

P5B Mr Lafferty

P5C Mr Donnelly

P6A Mrs McElroy

P6B Mr O'Neill

P6C Mr Mc Mahon

P7A Miss McElroy

P7B Mr Moorehead

P7C Mrs Devine

Rainbow Class Miss C Mayse

SENCo Mrs O'Hara



Posts of Responsibility

Mrs McHugh	Numeracy
Mrs Johnston	Literacy
Mrs O'Hara	SENCO
Mr Lafferty	ICT
Mrs Harkin	Assessment
Mrs Mitchell	Head of Nursery
Mr Mc Bride	Physical Education
Mr Mc Mahon	PDMU & Health Education
Mr O'Neill	World Around Us
Mrs O'Hagan	The Arts
Mrs O'Donnell	Music
Mrs Mc Elroy	Religion
Mr McMahon	Extended Schools

The Leadership Team consists of the Principal and two Vice Principals.

The Senior Management Team consists of the Principal, Vice-Principals and TA2 post holders.

ANCILLARY STAFF

Nursery Unit (Nursery Assistants)	
Melmount	Mrs V Mc Gillian Mrs M O'Neill
Ballycolman	Mrs O Devine Mrs R Ilupeju

JUNIOR SCHOOL

Administration Mrs L Houston
Mrs M Dooris
Mrs A Devine

Classroom Assistants Mrs C Hunter
Mrs M Harkin
Miss T Patton*
Mrs G Doherty
Miss K Lafferty*
Miss Kennedy*

Special Needs Assistant Mrs F McGettigan
Mrs I Ochman
Mrs S Dolan
Mrs K Mc Mahon*
Miss N Clifford
Mrs M Plata
Miss M McGuire
Mrs P Muszynska*
Miss J Mc Inytre
Mrs S Hamilton

Mrs L Logue
Mrs S Mc Intyre
Mrs E Maxwell*

SENIOR SCHOOL

Administration Mrs M Patton
Mrs C Stewart

Special Needs Assistants Mrs A Dolan
Mrs L Kane
Mrs D Duncan
Mrs J Cassidy
Miss R McCullagh
Mrs N McCool
Miss E Crawford*
Mrs M McGlynn
Ms D Bogle

ICT Technician Mr A Mc Hugh

Lunch-time supervisors Mrs M Roarty
Mrs M Murray
Mrs C Donaghey
Mrs E McHugh
Mr D McBride
Mr A Mc Hugh
Mrs E McColgan

The classroom assistants asterisked (*) above are also lunch-time supervisors

Auxillary Staff - Ballycolman Nursery

Building Supervisor: Mr M Kelly

Cleaner : Mrs A Hyjek

Auxillary Staff - Junior School

Building Supervisor: Mr M O’Kane

Cleaners :

Mrs P Caulifield

Mr L Mc Colgan

Mr M Neeson

Mr W Mc Menamin

Auxillary Staff - Senior School



Building Supervisor Mr M Kelly
Cleaners :

Mrs H Falconer
Mrs Siobhan Farrell
Mr M Kelly

Canteen Staff

Mr Peter Mc Callion
Miss Stephanie Walters
Mrs Martina Mc Cosker
Mrs Marie Farrell
Mrs Linda Coyle
Mrs Josephine Mc Ginn
Miss Roisin Conwell

Board of Governors

Chairperson / Trustee	Ms Liz Kavanagh
Secretary	Mrs Margaret Roarty
Trustee	Mr Michael Houston
Trustee parent	Mrs Mary Mc Menamin
DENI	Dr Joseph Clarke
Trustee	Mr Mark Quigley
ELB	Mr Stephen Devine
Parent	Mrs Sarah Gallagher
Teacher	Mr Aiden O'Neill



Mission Statement

VISION STATEMENT

Together we achieve.....

MISSION STATEMENT

St Mary's Primary School is a welcoming, child centred school and a community of good practice, where all feel valued and inspired. Our excellent staff collaborate to meet the aspirations of our pupils through high quality learning and teaching. We work in partnership with our parents, parish and community to meet the needs of our children in this rapidly changing global society. Our school ethos, pastoral care and family atmosphere permeates every aspect of school life to ensure the well being and safety of every child. We endeavour to support each child to reach their full potential



About Our School



BACKGROUND

St Mary's Primary School is situated in the Parish of Melmount. The school opened in 2012 as a result of the amalgamation of St Mary's Boys' and St Mary's Girls' Primary schools. In April 2013 the Minister of Education, Mr John O'Dowd approved a Development Proposal to close Ballycolman Nursery and re-open it under the management of St Mary's Primary School as of 1st September 2013.

We have an enrolment of 707 pupils, 599 primary school pupils and 108 nursery pupils. About 17.7% of children are adjudged by the school to require Special Educational Needs teaching. St Mary's has a long tradition of inclusion and adaptations to the school building to enable children with disability to attend. Approximately 38.9% of children are entitled to free school meals.

The permanent staff comprises of the Principal, 2 Vice-Principals, 28 teachers and 42 classroom assistants (mainly special needs).

We put very strong emphasis on the three-way partnership between home, school and our parish community. Regular contact between parents and the school is encouraged.

The school operates on three sites, Ballycolman Nursery, Junior School (Nursery and P1-P4) and the Senior School (P5 – 7). The Junior School has 16 classrooms, including our new Social and Communication class, the Rainbow Class, a main hall, an administration office, a Vice Principal's and a Principal's office. It has a purpose built full time self contained Nursery at the back of the building beside two playgrounds and a large grassy area. There are also 4 mobile classrooms beside the playgrounds.

The Senior School comprises of 12 classrooms, main hall, an administration office, a Vice Principal's and a Principal's office. Outside we have 3 mobile classrooms, one of which is the music room and one of the others is a staffroom. Another building beside the school playground is used as a canteen and a computer suite. We have one tarmac playground. Both buildings have a school library and a computer suite.

As already mentioned above, in April 2013, the Minister of Education granted a Development Proposal for the Ballycolman Nursery to come under the management of St Mary's as of 1st September 2013. As a result of this St Mary's Nursery is a Co-educational Nursery now based on a split site situated in the grounds of St Mary's Primary School, Melmount and Ballycolman. The Melmount Nursery unit which is purpose built and self-contained consists of two playrooms, two quiet rooms, an enclosed outdoor play area, toilet facilities (which can cater for disabilities, utility room, a staffroom and Parent Area. The Ballycolman Unit is a purpose built Nursery and consists of two playrooms, two quiet rooms, a large enclosed outdoor play area, toilet facilities, a large entrance hall and a newly converted office.

The Nursery caters for 104 children on a full-time basis. It is staffed by a well qualified and experienced team whose aim is to provide quality Nursery education within a secure, safe and caring environment.

The Nursery Curriculum offered will stimulate and promote the physical, intellectual, emotional and social development of each child.

The staff are also strongly committed to partnership with parents in providing an enjoyable and enriching pre-school education.



School Aims

At St Mary's we aim to:-

- To be an integral part of the local Catholic community, promoting religious awareness and practice of Catholic faith;

We aim to contribute to the CRED policy through the following aims:

- Treat all those who are part of the school community as individuals with their own particular abilities, beliefs, attitudes, challenges and experiences.
- Create a school ethos which promotes equality, develops understanding and challenges stereotypes, misconceptions and prejudices.
- To maintain an atmosphere of caring and well-being for the individual child within the school context;

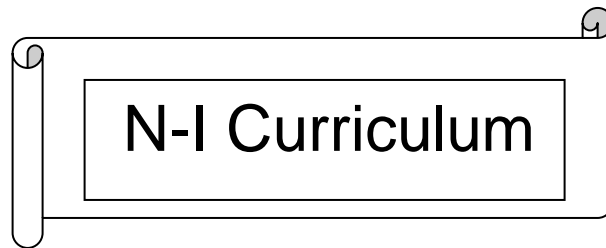
- To foster, in partnership with the parents and children, a system of pastoral care which promotes compassion, tolerance, forgiveness and self-esteem, while setting high standards of respect, self-discipline, commitment and generosity;
- To deliver a balanced and relevant curriculum, which will meet the needs of all pupils, encourage them to achieve their full potential and prepare them for the future role in society;
- To deliver a carefully structured religious education programme, supported by local clergy and family, which incorporate participation in religious services;
- To enable each child to communicate clearly, confidently and effectively in both orally and written forms;
- To promote confidence in the application of computation skills with speed, accuracy and understanding, undertaking practical and problem solving activities efficiently;
- To develop confident use of ICT skills in keeping with the requirements of the Revised Curriculum;
- To promote appreciation and development of the creative and expressive skills through art, drama, movement and music;
- To develop physical skills, promote participation games, swimming and sports and develop awareness of the role of exercise in obtaining a healthy lifestyle;
- To foster knowledge, understanding and respect for the immediate environment and appreciation of our world;
- To promote links with the local community, undertake cross community projects, develop respect for all traditions and cultures and heighten community awareness through support for charities such as Trocaire, Foyle Hospice and Concern.



Nursery Curriculum

Young children require a stimulating and supervised environment where they feel happy, safe and secure and where they are provided with opportunities to investigate, satisfy their curiosity, explore the environment both inside and outside the playroom, extend their sense of wonder, experience success and develop a positive attitude about themselves and towards learning.

While the curriculum for pre-school education is set out under six discrete headings (The Arts; Language Development; Early Mathematical Experiences; Personal, Social and Emotional Development; Physical Development and Movement; and The World Around Us) children will experience it in a holistic way through play and other relevant experiences. This may include using a thematic approach for planning, for example for stories, poems and songs.



At St. Mary's' we aim to: -

- Recognise the individual needs and talents of each pupil and to provide for development of moral, physical, social and creative capacities;
- To ensure delivery of a broad and balanced curriculum according to the N-I Curriculum and cater for the needs of all pupils;
- To provide a stimulating learning environment in which all pupils feel safe and are challenged to achieve full potential.

The Northern Ireland Curriculum

The revisions to the curriculum aim to retain the best of the current practice while seeking to give greater emphasis to important elements, such as children's Personal Development and Mutual Understanding and the explicit development of Thinking Skills and Personal Capabilities.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. The teachers aim to prepare our pupils for a rapidly changing world.

Stages in the Primary Curriculum

The primary phases comprises of :

The Foundation Stage:	Years 1 and 2
Key Stage 1:	Years 3 and 4
Key Stage 2:	Years 5, 6 and 7

The classes are normally arranged according to the age of the child, straight form entry. Where the need arises there may be composite classes.

Structure of the Primary Curriculum

The Curriculum for the three stages is set out in six Areas of Learning.

1. Language and Literacy
2. Mathematics and Numeracy
3. The Arts (including Art and Design, Drama and Music);
4. The World Around Us (Geography, History, Science and Technology);
5. Personal Development and Mutual Understanding
6. Physical Education

Religion is also taught throughout the school and we place great emphasis on Sacramental preparation and the Catholic ethos. If you do not wish your child to participate in religion classes please contact the school and arrangements can be made regarding this.

Any complaints regarding the curriculum can be made through the schools complaints procedure. Copies of this and copies of other documents are available on request from the school's office.

Pupils are taught in mixed ability classes. Children with special educational needs (SEN) are taught in class. Each SEN pupil has an Education Plan which is drawn up by the class teacher and classroom assistant (where applicable) and is presented and evaluated with parents each term. A copy of our Special Educational Needs policy is available on request from the school office.

Pupils are required to complete homework set by their class teacher as agreed in the Homework Policy. This will consolidate, reinforce and extend skills and understanding particularly in Literacy and Numeracy and provide opportunities for parents and children to work together. Homework will allow parents to gain an understanding of what their child is learning at school and also allow children to progress towards becoming more independent learners.

Parents are invited to attend a Parent’s Evening in the autumn term and are given a copy of their child’s pupil profile in June of each year. St Mary’s has an ‘open door’ policy in which you can make an appointment to speak to the Vice-Principals, Principal or your child’s class teacher if deemed necessary.

Inspection Reports

St Mary’s Primary School was inspected by ETI in January 2014.

Focus of inspection

The inspection focused on:

- the children’s achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
- the quality of provision in the school and nursery unit; and
- the quality of leadership and management.

Overall finding Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good
Nursery Unit	Good

In conclusion ETI stated that:

‘In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.’
(for full Inspection Report 26th Feb 2014 on the ETI website).

Sustaining Improvement Inspection June 2017

The previous inspection in January 2014 evaluated the overall effectiveness of St Mary’s Primary School and Nursery Unit as very good. A sustaining improvement inspection (SII) was conducted on 14 June 2017. Since the original inspection, the enrolment had increased steadily and the school was awarded Rights Respecting status in 2015.

Focus of the inspection

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the SII were:

- to raise further the quality of the children's attainment across the curriculum through the extension of a thematic, cross-curricular and activity-based approach to the World Around Us; and
- to improve further the quality of learning and teaching through the cross-curricular use of Using Information and Communication Technology (UICT).

ETI concluded that,

'St Mary's Primary School and Nursery Unit continues to demonstrate a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement.'



Pastoral Care

Through its pastoral care provision the school seeks to demonstrate a continuing commitment to the moral, intellectual, personal and social development of all pupils as secure, successful and participating members of the school and the wider community. We are committed as a community to the provision of a caring, friendly and safe environment in which all pupils will feel valued. All staff, parents and members of the Board of Governors will work together to promote and facilitate an atmosphere of care and respect within the school community.

Aims -

- * To ensure good relationships between teachers and pupils and among pupils within the school environment.
- * To create an atmosphere in which pupils feel secure and are confident about voicing concerns.
- * To foster development of self - esteem and self - confidence in pupils and the acquisition of appropriate skills to make reasoned and informed choices.
- * To encourage pupils, through working with their peers, to value and respect the opinions and contributions of others.
- * To promote effective home - school liaison, informing parents of and securing their confidence in the school's pastoral care provision.
- * To establish and maintain a good standard of behaviour through use of positive approaches and incorporation of disciplinary procedures which pupils consider to be fair and appropriate.
- * To promote good communication between school and relevant external agencies, ensuring that staff are fully informed of procedures.

Provision -

- * All members of staff are fully committed to creating an environment of care and trust, endeavouring to ensure the emotional and physical welfare of all pupils as well as academic success.
- * Staff will be kept informed of all relevant information and procedures in relation to pastoral care provision.
- * Staff are aware of the potential dangers to children / young people arising from issues such as child abuse, drug and substance abuse and bullying and remain guided by recommendations from CCMS, DENI and EA.
- * Key pastoral care concepts are integrated into the curriculum (RE, PDMU, PHYSICAL EDUCATION)
- * A variety of opportunities for class / group discussions through the use of a variety of teaching strategies, like Circle Time and the use of the School and Class

Councils will be provided to promote trust acceptance, tolerance and confidence in raising worries / concerns.

- * Development of personal and social skills will be encouraged, appropriate to existing challenges and in preparation for the next stage of pupils' education.
- * Teachers expect a high standard of performance and behaviour and are firm, fair and consistent in maintaining good order.
- * Effective communication between school, parents and external agencies where appropriate, enlists support in dealing with indiscipline and related problems.
- * Achievement of all pupils, within and outside the classroom is recognised, valued and celebrated, thus promoting self - esteem.



The **Rainbow Room**, The Den and Sensory Rooms



Our PTFA raised school funds which enabled us to establish Nurture spaces and Sensory rooms on both sites.

Nurture groups of 5 / 6 pupils take place in these spaces with the aim of improving the social and emotional wellbeing of the children involved.

Nurture support is not limited to the nurture group, as the whole school embeds the nurturing principles and practice providing appropriate support for all pupils attending our school.

Our Sensory Rooms are specially designed environments that provide a sensory experience to the children with a wide variety of different abilities. Our sensory rooms are used for relaxation and de-escalation, when children with autism, emotional and behavioral difficulties, sensory processing disorders, or other children who find themselves overwhelmed and in need of a safe and distracting place to return to a state of calm.



Eco School

Green Flag Award

St Mary's have been successful in being awarded our first Eco-Schools Green Flag on 08/06/2021.

Child Protection

A child protection policy operates in St Mary's Primary School which aims to protect our pupils by ensuring that everyone who works in our school, teachers, non-teaching staff and volunteers, has clear guidance on the detection and inter-agency management of situations where abuse or neglect of a child may be suspected. The paramount concern of all caring adults must be the welfare and safety of each and every pupil in our school.

The central principle which all staff members support is that every child has the fundamental right to be safe from harm and to have proper care given to their physical, emotional and spiritual well-being. In all cases of suspected child abuse, the action which will be taken in St Mary's is that of informing social services, EA and CCMS. The school will not be involved in investigating the suspected abuse.

The designated teachers for child protection in St Mary's are currently Mrs Roarty, Mr McBride and Mrs Mitchell (Nursery). Members of staff and some members of the Board of Governors have received training in this area.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.



School Attendance Aims

Through this policy we aim to provide all our pupils with the maximum opportunities our curriculum provides. In order to achieve this we aim to maximise the attendance of our pupils, therefore they must attend regularly and be punctual.

At St Mary's we recognise that excellent attendance is the key to achievement at school. Pupil attendance in

2015 / 2016	95.3%
2016 / 2017	95.3%
2017 / 2018	94%
2018/ 2019	94.6%
2019/ 2020	94.8%
2020 / 2021	95.6%
2021/2022	90% (COVID)
2022/2023	92.1%

Partnership between parents and the school

At St Mary's we recognise that attendance is the responsibility of pupils, parents and all school staff, who will work in partnership to ensure excellent attendance so that pupils reach their potential.

Matters pertaining to attendance will be mentioned and/or agreed upon;

- when meeting new parents;
- when a concern about attendance should arise;
- in the governors' annual report to parents;

The whole school approach to attendance recognises the important roles of all members of the school community, including support staff and governors.

School responsibilities to improve attendance

In order to achieve an excellent standard we at St Mary's will adhere to our role of monitoring, encouraging and rewarding good attendance through:-

- ❖ a high quality curriculum so that pupils enjoy learning and want to come to school;
- ❖ providing for the needs of all pupils, offering an inclusive environment where all can achieve success;
- ❖ following up all unexplained or unauthorised absences with parents;
- ❖ attendance awards from school.
- ❖ a school pastoral system to support pupils experiencing difficulties.

Parents' responsibilities

In order to achieve excellent attendance at St Mary's we ask the parents to try to adhere to their role in supporting and encouraging their children.

Parents and carers should let the school know at the start of the school day, by telephone or by sending a note with a sibling, that the child is ill, or give any other reason for the absence. A note should be sent to confirm the reasons for the absence.

Parents should notify the school as soon as possible as of when a pupil will return to school. This will allow for any necessary preparations on the part of the school and will help to monitor the return of pupils.

Parents are advised that it is not acceptable for pupils to be absent for the following examples and similar occasions:

- ❑ to spend a long weekend away from home;
- ❑ to stay at home for a delivery or similar event;
- ❑ to go shopping;
- ❑ to go to the airport;
- ❑ to visit relatives;
- ❑ to look after siblings;
- ❑ to take an unauthorised holiday in term time;

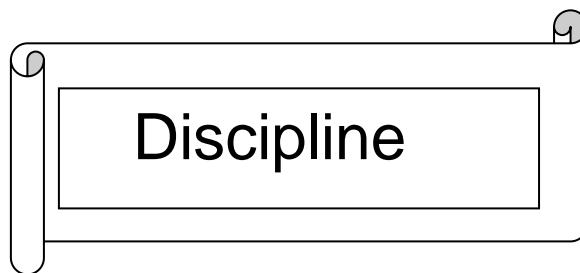
Absence from school affects the child's educational, social and personal attainment. The school therefore expects family holidays to be taken during school holiday periods.

Pupil's responsibilities

Pupils should:

- attend school regularly;
- arrive for school on time;
- take part in lessons as required by teaching staff;
- take full advantage of all opportunities offered;
- bring any difficulties such as bullying to the attention of the class teacher or other appropriate member of staff.





GENERAL STATEMENT

The general aim within the school is to create an atmosphere of mutual respect and collective responsibility, where the children can develop a sense of self-discipline. Pupils, parents and teachers all have an important part to play in producing such an atmosphere. The policy has been agreed with the parents and the rules are shared with the pupils. The guidelines for behaviour in the school have been framed with the interests of all in mind.

Good behaviour is a necessary condition for effective teaching and learning to take place, as well as being an important outcome of education which society expects. The school has attempted to set out boundaries of acceptable behaviour, to develop patterns of rewards and sanctions, and to establish constructive relationships within the school society.

- (1) The achievements of such standards for Lee Canter's Assertive discipline will involve the following:
 - (a) clearly defined rules and procedures
 - (b) praise
 - (c) sound relationships between teachers and pupils
 - (d) a stimulating and effective teaching and learning environment
 - (e) a system of positive rewards and sanctions

The school discipline policy can be summarised as follows:

“All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times”.

Children will be aware of the school rules, the reason for them, and what the penalties are for infringing them.

All parents will undoubtedly recognise that the learning process will flourish better in the positive and well-disciplined atmosphere which we aim to encourage and maintain.

This should be achieved by:

- (i) praising good behaviour and practice
- (ii) developing good relationships in the classroom
- (iii) by example and peer modelling/senior prefects, school council
- (iv) by developing accepted routines within the classroom
- (v) discussing the incident with child/class
- (vi) appropriate use of reasonable sanctions

Where such incidents happen persistently, the Principal and Vice-Principal(s) will be informed by the class teacher. Likewise, the incident will be recorded in the class behaviour record book.

It should be stressed that the Principal will be seen as reinforcing good behaviour, as well as reprimanding bad behaviour. Teachers should use opportunities for positive benefit.

It should be the duty of the Principal to highlight good behaviour and work in

- (i) individual situation
- (ii) a class situation
- (iii) whole school situation – pupil of the week



RULES AND PROCEDURES

The school expects each child to behave as follows:

1. In the corridor
 - walk at all times

- keep to the right
 - talk quietly
 - treat all adults with respect -
 - step back and make way for any adult you meet in the school.
 - hold doors open if appropriate.
 - put all litter and scraps in the bins
 - keep the cloak areas free from litter and tidy
2. In the playground
- At the end of break/lunch children will line up quietly and no pushing
 - walk in an orderly manner
 - no rough play
 - put all litter in the bins
3. Toilets
- toilets are not meeting places and must be left immediately after use.
 - taps should always be turned off after use
 - used paper towels should always be put in the bins
 - appropriate and sensible use of the Sanitizers placed outside each toilet (where applicable).
4. Messages
- no personal messages may be sent during class time
 - if sent on a message -knock the door and enter, go up to the class teacher and speak politely
 - permission to have a mobile phone in school must be obtained from the parent/guardian. Mobile phones should be kept in the child's school bag for after school use. Under no circumstances should a child use his/her mobile to send a message or make a call during school. (see Mobile Phone Policy)
5. Lunch Time
- children will follow the instruction of their Supervisors at all times
 - there will be no rough play in the playground
 - when sent outside to play children will remain there until The bell rings.
 - play sensibly with apparatus

REMEMBER:

- school does not end when you leave your classroom

-all teachers and supervisors must be listened to and treated with respect

Obeying these simple rules will make school a happier place for us all!

SANCTIONS

All parents will undoubtedly recognise that the learning process will flourish better in the positive and well-disciplined atmosphere which we aim to encourage and maintain.

However, there are occasions whenever unacceptable behaviour emerges. This cannot be tolerated under any circumstances because it is not in the best interests of that child nor the rest of the children.

Sanctions adopted will take account, not only of the "incident", but the individual circumstances.

The following procedures are used in each classroom:

Foundation Stage and Key Stage One

Rules

1. Do what you are told.
2. Keep hands and feet to yourself.
3. Be kind to each other.

Rewards

1. Praise
2. Stamps, stickers or stars
3. Positive notes to parents
4. Homework pass
5. Praise from Principal/Vice-Principal
6. Lucky dips



Key Stage Two

Rules

1. Do what you are told
2. No verbal abuse, taunting or using bad language
3. Keep hands, feet and objects to yourself

Rewards

1. Praise- Principal/ Vice -Principals
2. Merits

3. Homework Pass
4. 'Golden Time'
5. Positive note sent home

Consequences (start afresh each day- for all pupils)

1. Reminder of rules
2. Warning
3. Removal / withdrawal from group
4. Sent to another class / teacher
5. Removal from playground at the next designated time
6. Note in homework diary / phone call to parents by class teacher
7. Sent to Vice Principal / Principal
8. Reflection time followed by either written or verbal apology
9. 3 referrals to Vice-Principal / Principal will warrant a phone call / letter sent to parents
10. Planned internal withdrawal from class with work set for a fixed period of time and supported by a Senior Teacher
11. For persistent inappropriate behaviour parents will be asked to meet with Vice –Principal / Principal and class teacher.

The school's code places a greater emphasis on the positive than the negative so that the children will seek approval rather than fear punishment. Through our Positive Behaviour Policy the school will continue to nurture, promote and protect the rights of all children as detailed in the UNICEF Charter. There will be times however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour and encourage good behaviour. To meet this end each class teacher will keep a class behaviour book to record incidents and in some cases it may be necessary to introduce behaviour contracts and/or behaviour record book for a fixed period of time. Our school's aim is to promote learning through promoting positive attitudes to school life where all our children will thrive, achieve and be fully supported.

SANCTIONS

- Also
- where property is damaged, (e.g., books), parents may be asked to replace the item
 - recording of name and incident in the school incident book
 - persistent failure to comply with the school's discipline policy is a very serious matter and the parents of such pupils will be asked to discuss the matter with the Principal or Vice-Principal
 - in the interests of the safety of the children within our charge, the school retains the right to refuse to take persistent offenders on trips out of school, particularly where such trips are of a residential nature.

- in extreme cases pupils may be suspended or expelled. In such instances Education Authority's (EA's) procedures will be followed

We trust that parents will appreciate that these measures are for the benefit of their children and therefore the school expects the full support and co-operation of all parents in the implementation of this policy. Similarly, if parents at any time identify a problem, they can expect the full co-operation of the staff.

Copies of all school policies are available from the school office on request.





Drugs Education Policy Statement

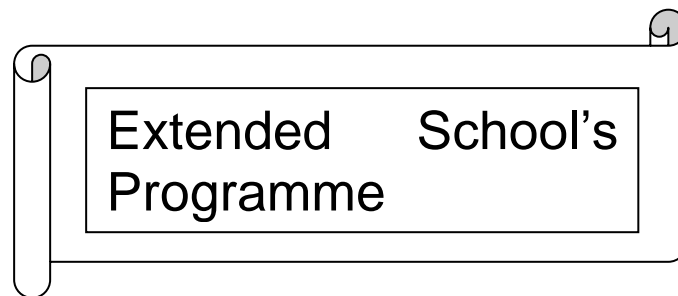
For the purpose of this document the term 'drugs' includes tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs. This school does not condone the misuse of drugs but recognises that there has been a considerable increase in the abuse of drugs in recent years in Northern Ireland. Drug misuse appears to be affecting an ever-younger population and the so-called "recreational" use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

We believe that this school has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a drugs education programme in our curriculum.

This school sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well being of our pupils and staff.

We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, we recognise that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem; the school is only one of a number of groups and agencies which must play a part in the education of young people and we make use of their expertise where possible in the delivery of the programme.

Copies of the guidance on which this policy is based (Drugs: Guidance for schools in Northern Ireland) are available from the Department of Education website www.deni.gov.uk (Circular 2004/09).



Extended School's Programme

At St Mary's the children are offered the chance of extending their interests beyond the formal curriculum. We are currently in receipt of Extended School's Funding and are part of an Extended Schools' Cluster Group which helps to develop and strengthen our links with other schools. We offer football, Gaelic and netball with the opportunity to become part of the school teams.

We offer all children a wide variety of activities after school. These programmes have proved to be extremely popular and they provide children with the opportunity to participate in gaelic, fitness, cross country, netball, digital media, cookery, Fundamental Movements, ICT, football and homework club. Local sports groups and Strabane District Council, the County Board (GAA) also provide coaches for the school to develop the children's talents.

The children are also given the chance to take part in a variety of trips, competitions and quizzes throughout the year.

Music also features highly in the school. Singing and instrumental performance is encouraged and developed through the school and parish functions. The EA provide tuition in wind, string and brass instruments for some children. All primary four pupils receive music tuition from the EA music teachers. All children are encouraged to participate in the local Feis competition. Our school has a Foundation Stage, Junior and Senior choir who have participated in various community events.

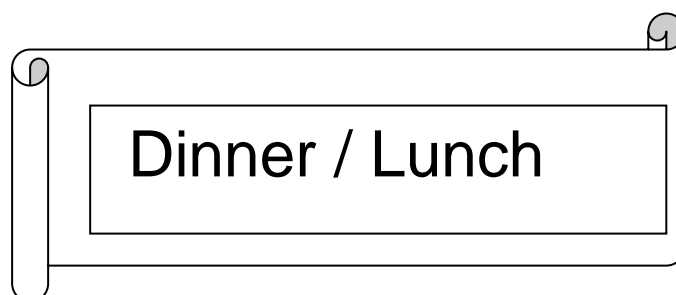
We feel that all our pupils should be provided with opportunities to display their many talents to a wider audience, and participation in such competitions has resulted in a high level of success, further enhancing self-esteem of the pupils and adding to the sense of achievement for the whole school community.

We have also developed links with community groups and businesses through their support, expertise, sponsorship and use of their facilities.

We continually promote health and fitness through our healthy break and lunch and participation in the Munch Bunch Challenge. We bring different outside agencies in to talk to the pupils about health and wellbeing eg. Disability Action, Fire Service, Child Line, PSNI and Genevieve the Goat (Ulster Cancer Foundation).

Nursery and Primary one pupils perform in separate Christmas plays on an annual basis. The whole school takes part in the Christmas Pageant in the church. A school show is included bi-annually. In 2013 our Senior School performed 'Pirates of the Curry Bean' in the Alley Theatre. In 2014 some of our Senior pupils performed in 'The Snowman', a production in conjunction with St Joseph's Brass Band in the Alley Theatre. In June 2015 our Senior School

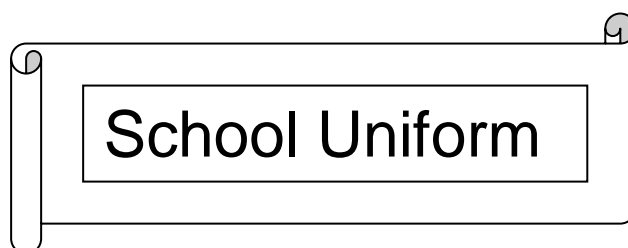
pupils performed 'The Rocky Monster Show' in the Alley Theatre. In June 2017 our show was entitled ' Robin Hood and his Sherwood Hoodies'. Due to the impact of COVID 19 we have been unable to stage any recent shows.



Hot meals are available daily in the school canteen at a cost of £2.60 per day. Meals for the week should be paid for at the start of each week. Each child is issued with a 4-week menu. Details of free meal entitlement are available from EA School Meals Section - Tel.028 82411411. Pupils taking packed lunches remain in their classroom while eating. In keeping with child safety requirements plastic bags or glass bottles should NOT be sent to school with a pupil.



In keeping with EA and DENI recommendations we operate a healthy break system and would ask that all pupils comply with this. Only fruit or water should be provided at break times. Please do not send chocolate bars, crisps or fizzy drinks for break. We ask that you give some thought to the contents of packed lunches from a healthy option perspective and for the sake of those pupils who do bring healthy lunches. High-energy drinks are not appropriate.



The school uniform is compulsory. Children should wear sensible **PLAIN black shoes / trainers** with non marking soles.(available from Mc Goldrick's Sports)

Sweatshirts and polo shirts can be purchased from O'Neills or GMG Logos. The uniform consists of :-

- grey trousers / skirt
- purple polo shirt
- purple sweatshirt
- grey socks
- PLAIN black trainers

P.E. - A change of clothing suitable for P.E. should be provided.

All uniform items should be clearly marked with the child's name.



New pupils entering P.1. must have reached age 4 on or before July 1st prior to starting school. On entry into school the parent of each pupil will fill a data collection sheet providing the school with accurate records, which include contact numbers and relevant medical information. Parents can call at the school to collect a copy of the Education Authority's publication on admission to schools in their area and an application form. Prospective parents are also welcome to make an appointment to come and have a look around the school.

A parent induction evening is held each June to inform parents about the school, the curriculum and with other relevant information. This will be followed with a visit to the school (in small groups) where the child and parent(s) will meet the class teacher in the classroom environment. Pupils are phased into primary 1 in September. Parents are also invited to attend a curriculum information evening in October.

The following table outlines the numbers applying for admission to the school over the past two years:

year	No. of pupils applied for entry	No. of pupils admitted
2015 / 2016	104	99
2016 / 2017	86	86
2017 / 2018	81	81
2018/ 2019	91	91
2019 / 2020	100	96
2020/ 2021	78	80
2021/2022	81	78
2022/2023	84	79

School Day

Nursery - St Mary's, Melmount – 9am – 1.30pm
- St Mary's, Ballycolman – 9.am – 1.30am

Primary school begins at 9.00 a.m.

Lunch : Foundation 11.55 – 12.40 p.m.
 KS 1 12.45 – 1.30 p.m.

 KS2 : P7& 6 12.30 – 1.15pm
 P5 12.45 – 1.30 p.m.

P.1, P.2 finish at 2.15 p.m.

P.3 – P.7 finish at 3.00 p.m.





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