



GLENLOLA COLLEGIATE SCHOOL

Parent Booklet for Year 8 Pupils **2020 - 2021**

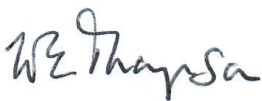
On behalf of the Board of Governors, staff and pupils of Glenlola Collegiate, I am delighted to congratulate your daughter on securing a place at our School and I warmly welcome you to our community.

We at Glenlola Collegiate very much look forward to working in partnership with you to help your daughter get the most from her time with us.

Academic achievement is our high priority and we encourage your daughter's involvement in the wide range of extracurricular activities on offer as this can help her to settle in quickly, enhance her overall attainment and provide a more enriching educational experience.

Your daughter will be joining us under unusual and unprecedented circumstances and we appreciate that this adds another layer of uncertainty to what is already a significant and challenging point in her life. This guidance applies to life in School under normal circumstances but much of its content will also be applicable during the current period of disruption.

It is my hope that this booklet will provide you with helpful and appropriate information as your daughter begins a new chapter in her education.



WE Thompson
Headmaster



OUR SCHOOL VISION

The School Vision statement is:

Excellence through commitment, contribution & caring

We believe that this encapsulates the core values of Glenlola Collegiate, emphasising our strong academic and pastoral ethos.

THE AIMS OF THE SCHOOL:




- To be a self-evaluating school
- To provide a safe and supportive environment, where positive behaviour is expected and rewarded and where pupils exercise sound judgement in relation to their own safety
- To promote a positive atmosphere based on a sense of community and inclusion within the School where all are involved in the decision-making process
- To enable all pupils to develop fully their academic potential and extra curricular interests and to celebrate their success
- To enhance pupil's self esteem and to encourage them to have self respect, respect for others and to demonstrate honesty, compassion, empathy and generosity at all times
- To promote learning for all pupils by effective teaching where expectations are high and individual pupil needs are met
- To recognise that each pupil is unique and of value
- To identify and encourage the development of the particular gifts and talents of all our pupils
- To prepare pupils to become responsible, confident, independent learners with the skills required to embrace future life challenges
- To further develop collaborative links between Glenlola Collegiate, other centres of learning and the wider community
- To equip pupils with the knowledge and skills to succeed in a dynamic technological era.

THE SCHOOL VALUES

In Glenlola Collegiate our values underpin everything we do, the ways in which we act and the relationships we have. Set out below are each of the values we pride ourselves upon and the behaviours that support those values.

<ul style="list-style-type: none">•Lead others by your example•Strive to achieve your best•Take pride in ourselves and our community•Celebrate successes big and small	<ul style="list-style-type: none">•Create an environment at home that enables your child to strive for excellence•Recognise and celebrate success	<ul style="list-style-type: none">•Lead by example and model professional behaviours•Strive for excellence•Celebrate success
Pupils 	Parents 	Teachers 

Excellence We take pride in ourselves, our School and in serving the wider - community

<ul style="list-style-type: none">•Care for and support one another•Seek opportunities to have fun together•Act with pupils' best interests in mind	<ul style="list-style-type: none">•Provide a caring and supportive home environment	<ul style="list-style-type: none">•Act with pupils' best interests in mind•Care for and support one another•Seek opportunities to have fun together
Pupils 	Parents 	Teachers 

Caring - We provide a caring, supportive and friendly environment

<ul style="list-style-type: none">•Respond constructively to challenges•Be trustworthy•Be true to yourself•Be optimistic•Respect confidentiality where appropriate	<ul style="list-style-type: none">•Maintain high standards•Set an example to your daughter/child	<ul style="list-style-type: none">•Lead by example and model professional behaviours•Be consistent with the School's values in all we do•Respect confidentiality where appropriate
Pupils 	Parents 	Teachers 

Integrity - We approach everything we do with honesty, integrity and enthusiasm

- Be flexible in your approach
- Motivate others to achieve their potential
- Be prepared
- Learn from mistakes
- Adhere to the School rules

Pupils



- Be a good role model
- Help your child to become more resilient by taking responsibility for their own actions
- Help your child to support and contribute to the School community by respecting and adhering to the School rules

Parents



- Be committed, diligent and enthusiastic
- Challenge others to strive for excellence
- Be willing to learn from experience

Teachers



Responsibility - We take personal responsibility for our actions

- Maintain and promote the good reputation of the School
- Participate in the life of the School
- Have a good "team spirit"

Pupils



- Maintain and promote the good reputation of the School
- Encourage participation in the life of the School

Parents



- Maintain and promote the good reputation of the School
- Participate in the life of the School

Teachers



Loyalty - We are loyal to each other and respect diverse views

- Treat everyone as individuals
- Hold yourself to high standards and set an example to others
- Listen to others and be considerate in what you say

Pupils



- Value the professional expertise and commitment of staff
- Strive to communicate effectively with the School
- Engage with staff in a constructive and reasonable manner

Parents



- Treat pupils as individuals
- Communicate clearly and listen to others
- Act in a professional manner with parents, outside agencies and the community

Teachers



Respect – we treat others with courtesy and respect

- Have high expectations
- Acknowledge effort
- Celebrate success
- Develop resilience and independence
- Be determined

Pupils



- Build resilience by helping your child to accept and cope with the everyday challenges of life
- Help your child to develop a spirit of self-belief, determination and aspiration

Parents



- Have high expectations
- Promote and acknowledge effort
- Celebrate success
- Help pupils to build resilience and independence
- Solve problems and create opportunities
- Instil values, challenge thinking and broaden horizons

Teachers



Aspiration - We promote a spirit of self-belief, determination and aspiration within our School community

GLENLOLA COLLEGIATE SCHOOL – a brief history

Glenlola Collegiate School has a long history which can be traced back to the formation of two schools – Bangor Collegiate School and Glenlola School. Founded in Victorian times when the population of Bangor was around 3000, both schools were to follow closely the growing national interest in the education of girls in the early part of last century.

BANGOR COLLEGIATE SCHOOL



*Bangor Collegiate School
1880-1957*

Originally known as ‘Ladies Collegiate School’, this private school for girls was founded in 1880 by Miss McGregor. It was taken over by the Misses Weir in 1914 and renamed ‘Bangor Collegiate School’. In order to accommodate the eighty pupils now on the Roll Book, it was decided to move to Numbers One and Two Pickie Terrace.

GLENLOLA SCHOOL

Though the exact date of foundation is unknown, it was Miss Ruby Harte who started the school in her home at 16 Seacliffe Road in the closing years of the Victorian era. By 1929 the school had outgrown its original premises, so the Board of Governors decided to purchase the entire building comprising Nos 12 and 14 Clifton Road. The building, to which the owner had given the ancient Irish name of the locality “Glenlola” (meaning Glen of Apples), thus became known as ‘Glenlola School’.



*Glenlola School Bangor
1897-1957*

GLENLOLA COLLEGIATE SCHOOL

In 1955 a joint meeting of the respective boards of Glenlola School and Bangor Collegiate decided that only by building a new school together could both establishments secure their future existence. Two years later, on 1 August 1957, the schools merged to form ‘Glenlola Collegiate School’. In April 1963 pupils and staff moved into new premises in the Castle Grounds. Costing £240,000 the facilities included not only the main school and preparatory department, but also playgrounds, three hockey pitches and four tennis courts. Also in 1963 the School was the first of its kind in the United Kingdom to acquire its heraldic symbol.

The Glenlola Collegiate Coat of Arms features a cygnet on blue and white waves (signifying young swans growing up on the shores of Belfast Lough) and bears the Latin motto based on the words of Psalm 127 – “nisi Dominus frustra” - ‘without the Lord, all is in vain’.

In May 2003, the School moved to its new £12m building and this was opened by HRH the Duke of York in October of the same year. This accommodates 1200 girls and staff and provides modern teaching facilities for all classes and subjects. Your daughter is about to embark on a new secondary level career. She has our support and best wishes for her time with us in Glenlola Collegiate.

ACKNOWLEDGEMENTS OF EXCELLENCE

INTERNATIONAL SCHOOL AWARD

In 2011 the School obtained a British Council International School Award in acknowledgement of the strong links it has developed over the years with a range of schools in countries around the world including Ghana, the United States of America, Germany, Portugal and Denmark.

INVESTORS IN PEOPLE AWARD

In 2012 and 2017 we received accreditation for the internationally recognised Investors in People Award, verifying the School's commitment as an organisation to continuous improvement through effective staff development planning and practice.

SECTION AND FORM ORGANISATION

The School is divided into three sections:-

JUNIOR SCHOOL	Years 8, 9 and 10
MIDDLE SCHOOL	Years 11 and 12
SENIOR SCHOOL	Years 13 and 14



YEAR 8 is divided into six classes for subjects such as Geography and History and eight groups for practical subjects such as Science and Art.

Each class has its own **Form Teacher** who will get to know your daughter very quickly. Right from the start they will help your daughter settle into her new school.

THE HOUSE SYSTEM

Our well established House System offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and, through involvement with peers and older pupils, to develop a strong sense of community within the School.

The six Houses, Clanmorris, Dufferin, Hamilton, Harte, Ward and Weir, have a most important role to play in helping pupils to develop vital skills for life through participation in the many Inter-House Competitions and fund raising activities for good causes.

JUNIOR SCHOOL CURRICULUM

At present all girls in Year 8 take a common course of study comprising the following subjects:-

Art	Combined Sciences	English
French	Geography	History
Home Economics	ICT	Mathematics
Music	Learning for Life and Work	Physical Education
Religious Studies	Technology	

German or Spanish are studied in Years 9 and 10.

ASSESSMENT

All Subject Departments operate a continuous assessment strategy appropriate to the Subject and Year Group. Assessment information is collected systematically and accumulated through classwork, homework, topic/unit tests, oral/aural/practical tests and internal examinations. Pupil assessment is also monitored through tracking tests.

All pupils in Junior School have formal School examinations twice a year. The pupils in Year 8 will be assessed against their individual subject targets throughout the year as part of a tracking system that occurs in all year groups.

Consultation Meetings for Parents are held for each Year Group at appropriate times during the School Year. It is proposed to hold the Year 8 Consultation afternoon in November 2020.



REPORTING

Reports form an integral part of the assessment policy and practice within School and are derived from the continuous monitoring process. The main purpose of the reporting process is to inform parents of their daughter's progress and in so doing to support and enhance her future learning. This process can help to promote an effective partnership between teachers, pupils and parents and facilitate informed dialogue between them.

Three reports will be produced each year; in December, March and June.

The Pupil Profile Report that you will receive at the end of the School Year is the result of an extensive exercise in targeting subject-specific and cross-curricular skills, combined with regular assessment of your daughter's progress culminating in end of year or Key Stage testing. We will aim to use language which is unambiguous and positive in approach, highlighting current achievements and appropriate future learning goals.

BEHAVIOUR POLICY

We believe that young people learn and achieve most effectively in a safe and supportive environment where high standards of behaviour and appearance prevail. The Board of Governors considers the behaviour and appearance of pupils to be the joint concern of pupils, parents, staff and Governors and understand that the highest standards are reached when all work together.

Places are offered in the understanding that parents will co-operate with the School in ensuring that their daughter conforms to its standards and traditions. The Behaviour Policy outlines the aims and expectations of the School and the systems of merit and sanction associated with positive and unacceptable behaviours.

THE PASTORAL CARE SYSTEM

The Pastoral Care Team together with the entire staff, strive to ensure that all pupils are given the necessary support and care throughout their School career.

Trained Peer Supporters assist staff by giving valuable additional support to younger pupils.



EXTRA-CURRICULAR ACTIVITIES

Pupils are encouraged to participate in the wide range of activities available. Suggestions from pupils are welcomed for the introduction of additional activities.

It is often through participation in these activities that new interests, skills and friendships flourish supported by the enthusiastic involvement of staff.

THE SCHOOL COUNCIL

Representatives from all year groups, meet on a regular basis to contribute to whole school discussion and decision making. They liaise with Form Captains in each section of the School to ensure that the student body has an effective voice.

MERIT AWARDS

On the occasion of a pupil behaving in a way which is significantly positive, her name is entered into the Merit File.

Examples of such behaviour may include:

- making significant effort in academic or extra-curricular activities
- making significant progress in academic or extra-curricular activities
- demonstrating clear evidence of responsibility
- demonstrating clear evidence of co-operation with others
- demonstrating clear evidence of consideration towards others
- demonstrating clear evidence of overcoming difficult circumstances

The Merit Committee will review all entries on a regular basis and decide whether to award Merit badges/certificates.

Where a pupil has already been awarded a bronze badge, she may be considered for a silver Merit badge in a later year, and finally, if appropriate a gold Merit badge.

No more than one Merit badge may be awarded to a pupil in any one academic year.



THE PARENT TEACHER ASSOCIATION

The PTA is an active and committed group which provides a valuable link between parents, teachers and pupils. It enables the School to engage parents regarding their views on broad school issues, plan events and raise money for particular projects.

Along with the School Governors, the PTA is at the forefront of efforts to provide pupils with the best possible learning experiences and facilities. Registers of interest from parents who are new to the School are always welcomed.

CONTACT WITH PARENTS

The School welcomes contact with parents. Should you wish to discuss any matter concerning your daughter's academic progress, please contact the School Office to arrange an appointment to speak to her Form Teacher. Mrs Spence (Head of Year 8) and Miss Byrne (Head of Junior School) are also available. All visitors should register at Reception on arrival in School.

Pastoral welfare is the responsibility of the Pastoral Care Team including the School Counsellor. If you wish to discuss any issue of a pastoral nature pertaining to your daughter please telephone the School to arrange an appointment with a member of the pastoral team.



TERM DATES AND HOLIDAYS 2020-21 (Provisional)

FIRST TERM 2020

Tuesday 25 August	8.45am - 12.30pm
Wednesday 26 August	8.45am - 12.30pm
Friday 28 August	8.45am - 12.30pm
School Development Day	24 September (School closed to pupils)
School Development Day	23 October (School closed to pupils)
Half Term:	Monday 26 October – Friday 30 October (inclusive)
Term ends:	Friday 18 December

SECOND TERM 2021

Term starts:	Friday 4 January
Staff Training Day	22 January (School closed to pupils)
Half Term:	Monday 15 February– Friday 19 February (inclusive)
School Development Day	22 February (School closed to pupils)
School Development Day	17 March (School closed to pupils)
Term ends:	Friday 26 March

THIRD TERM 2021

Term starts:	Monday 12 April
May Bank Holiday:	Monday 3 May
School Development day:	Monday 31 May (School closed to pupils)
Term ends:	Wednesday 30 June

