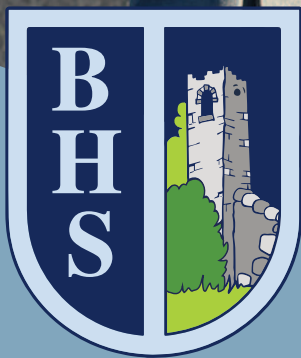


YEAR
23/24



BALLYMONEY
HIGH SCHOOL



Giving you the opportunity
to **REACH** your potential.

W E L C O M E

— TO BALLYMONEY HIGH SCHOOL

Thank you for picking up a copy of our prospectus. We have taken time to put it together so that you can have a snapshot of what life is like in Ballymoney High School. Our priority is our young people, from the moment they enter the grounds in the morning, until after they leave the school premises at the end of each day, the welfare and learning of our pupils is paramount. We provide a safe place for pupils to learn and grow together with the aim of 'Giving you the opportunity to reach your potential'.



Founded in 1961, Ballymoney High School is situated in the heart of the well-known and friendly town of Ballymoney. Pupils travel from as close to the school as across the road, and as far as the North Coast and the surrounding countryside between Ballymoney and Ballymena. The efficient and reliable bus and train service to the school and town makes this an effective way of getting boys and girls to school.

As prospective pupils or parents you are right to be asking the question, 'why should we pick Ballymoney High School?' Every pupil is afforded the opportunity to reach their potential and as a result our external examination results have continued to hit new high records over the past five years. This does not happen by chance. Academic success at Ballymoney High School is a combination of overlapping areas such as Learning and Teaching, Pastoral Support, the right Curricular offer and focusing on the individual achievements of our young people. We celebrate and reward when pupils achieve, both at the top end of groups and against their own individual targets. If things do not go to plan, we take time to identify barriers to learning and put in place appropriate supports to fill that gap in pupil's knowledge.

We also pride ourselves in being in and a part of the Ballymoney and Causeway community. We work hard to develop relationships with parents and carers and believe that students are best educated when we all work in together. Our strong and growing links with local businesses and community organisations add tremendous value to the development of our young people. We are passionate in our belief that every young person should be encouraged to raise their aspirations and have the opportunity to become accomplished independent learners so that they are able to achieve and be successful in this rapidly changing and competitive world.

This year we have welcomed our very first group of Post-16 or Sixth Form students. This fantastic bunch of young people embrace learning and leading in a manner befitting of how they have been taught over the previous five years and they are a tremendous asset to our school. They learn together in Ballymoney High School as well as travelling to Dalriada and Northern Regional College for subjects with a smaller uptake. We are delighted to now be able to offer our learners the opportunity to be with us for seven years and included in this prospectus are some of the subjects that will be available to pupils.

I trust that you will find the enclosed information useful, and in particular what it means to be part of Ballymoney High School. We always enjoy welcoming visitors and look forward to seeing you all on Monday 8th January 2024 at our Open Night. If you would like to chat with us more, please feel free to contact us and we'll happily meet you in school at a time that suits.

As a school we have a fantastic reputation and are proud of everything that our pupils achieve. Choosing a school is a very important decision and I believe our student-centred approach, high standards, outstanding teaching and personalised care, will ensure your child has a very successful and enjoyable future.

Jonny Bingham
Principal

INDUCTION

We aim to ensure that moving from primary to secondary school is as smooth as possible. We try to make the transfer as easy as we can, offering support and direction to help Year 8 pupils settle into learning and life in our school.

Even before pupils join in Year 8 we liaise with local Primary Schools finding how we can best support our new Year 8 pupils. In late June, transferring pupils and their parents are invited to an Induction evening in the school. On that evening, parents and pupils have the opportunity to meet the Principal and Vice-principal, together with other senior staff, the Heads of Year and Form Tutors who will be responsible for the welfare of Year 8 pupils. The arrangements for the start of the autumn term are fully explained and any queries pupils and parents may have are addressed. In this way we seek to reduce the risk of pupils and parents worrying during the summer.

On the last few days of the Summer holidays, all new Year 8 pupils attend school for fun-filled and action-packed induction workshops. These involve participation in a host of activities from outdoor pursuits to a hands-on Amazon Jungle experience. This helps the Year 8 pupils get to know their new classmates and build strong and lasting friendships as well as building personal and social skills.

On the first day of the autumn term, Year 8 pupils, peer mentors and prefects only attend school. This gives the transferring pupils an opportunity to find their way around, meet teachers, become familiar with the dining hall, bus queues and other school procedures and continue the process of induction with their Form Tutors before the rest of the school joins them on the following day.

Senior pupils are specially trained as Peer Mentors and linked to Year 8 class groups to help support new pupils as they settle in. A parents' information evening is held at the end of September where parents have opportunity to liaise further with senior staff and Heads of Year. In addition a Parent - Teacher afternoon is held in late October, to allow parents to meet subject teachers and discuss progress and how their children have settled into their new school.





SAFEGUARDING

We are committed to providing a caring, friendly and safe environment for all our pupils so they can achieve their potential. We all have a responsibility, in whatever way we can, to protect and maintain such an environment. Our school Pastoral Year Teams, Pastoral Committee and Care Team meet regularly to discuss safeguarding concerns in order to provide the highest possible quality of pastoral care for our pupils. All child protection concerns are discussed with our designated staff identified below.

The school has a very good working relationship with a wide range of external agencies. In providing the highest possible levels of pastoral support for our young people relevant school staff liaise regularly with a variety of professionals and agencies where a solution focussed, child centred approach is always adopted.

Designated Teachers:

Mrs K Blair

Assistant Principal &
Designated Teacher for Child Protection

Mr D Watson

Vice-Principal & Deputy Designated
Teacher for Safeguarding

EMOTIONAL
HEALTH &
WELLBEING

AcSEEDTM
Emotional Wellbeing in Schools & Colleges

Ballymoney High School are committed to promoting positive mental health and has a strong emotional wellbeing ethos in all areas of school life. Due to our comprehensive range of mental health and wellbeing provisions available to students, in June 2018 we became the very first school in Ireland to be accredited with the AcSEED Award. AcSEED promotes adoption of best practices in supporting the emotional wellbeing and mental health of young people in schools and colleges and provides recognition for organisations that satisfy the AcSEED criteria for wellbeing support.

ANTI-BULLYING

We are one of the first secondary schools in Northern Ireland to be awarded the National award for excellence in bullying intervention and prevention – the ‘Bullying Intervention Guild Award’.

We are registered members of the ‘Anti-Bullying Alliance’ and the ‘Northern Ireland Anti-Bullying Forum’. Together we strive to maintain our school ethos that bullying is completely unacceptable. The use of group work, peer support schemes, selfdiscipline, praise, restorative conferences and a bullying intervention focus group are used to support our anti-bullying culture.

The following policies and structures are available on our school website and are designed to minimise risks; Safeguarding, Anti-Bullying, E-Safety, Pastoral and Positive Behaviour Management.



“Delighted with our granddaughter’s progress not only academically but also in her self-confidence since attending BHS, you are doing an amazing job.” Grandparent 2022



HEALTH, DRUGS & ALCOHOL

We strive to promote healthy lifestyles across the school. Bespoke programmes and policies have been designed to educate young people in making healthy choices for themselves and in their relationships with others. In the interests of health and safety students must not use, be under the influence of, receive, distribute, have in their possession or bring to the college drugs, solvents, alcohol or tobacco. To do so will be considered a serious breach of school rules. It is the policy of the school to keep the premises free from all illegal substances and to give pupils the skills and knowledge required to resist the use of such substances.



E-SAFETY WITHIN SCHOOL

As part of the national curriculum pupils use computers in school to access the internet and to send email. Teaching pupils about safe use of these facilities is included as part of the curriculum. Your child will be introduced to e-safety in a planned and progressive way to help them understand how to keep themselves safe when using the internet and other electronic devices. We will ensure that safe use is always included when new activities are introduced to pupils. As part of our commitment to their safety we always ensure that access to the internet has a valuable educational purpose and is supervised. Internet access is provided by C2k through a filtered system which prevents access to undesirable material.

R

Respect

For all - everything & everyone.

**E**

Equality

Same rights, same opportunities, same expectations.

A

Aspire

I can and I will, watch me.

C

Commitment

Committed every single day.

H

Honesty

Say the truth, act the truth and be true to yourself.



Respect, Equality, Aspire, Commitment and Honesty are the core values that underpin everything that we do in Ballymoney High School. They have been developed, consulted and agreed by the whole school community. In this way everybody owns them and uses them to make our school even better. It is our mission that we give every pupil the opportunity to reach their potential.

Giving you the opportunity
to **REACH** your potential.



“Your teachers’ identify kids who want to work and push them to meet their potential.”

Parent 2023

STUDY SKILLS

In order to develop the pupils’ ability to work independently, study effectively and revise for and sit examinations, study skills programmes have been developed including a specifically designed Learning to Learn school based programme which pupils in Years 8 engage in each week. Study Skills modules are provided for pupils in every year group and in successive years pupils acquire and progressively refine and further develop the skills which are vital for effective home study and preparation for external examinations.

POSITIVE BEHAVIOUR MANAGEMENT

We strongly believe that pupils must have an ordered environment if they are to achieve and be ready for life and work. Our Positive Behaviour Management policy is based on respect - respect for self, for others and the school environment. Pupils are given clear boundaries and we expect that they will co-operate with school expectations and standards. In so doing they will receive rewards and credit. In the small minority of cases where work or behaviour fall below acceptable standards, the school will focus on positive behaviour management which combines sanction and support as appropriate.

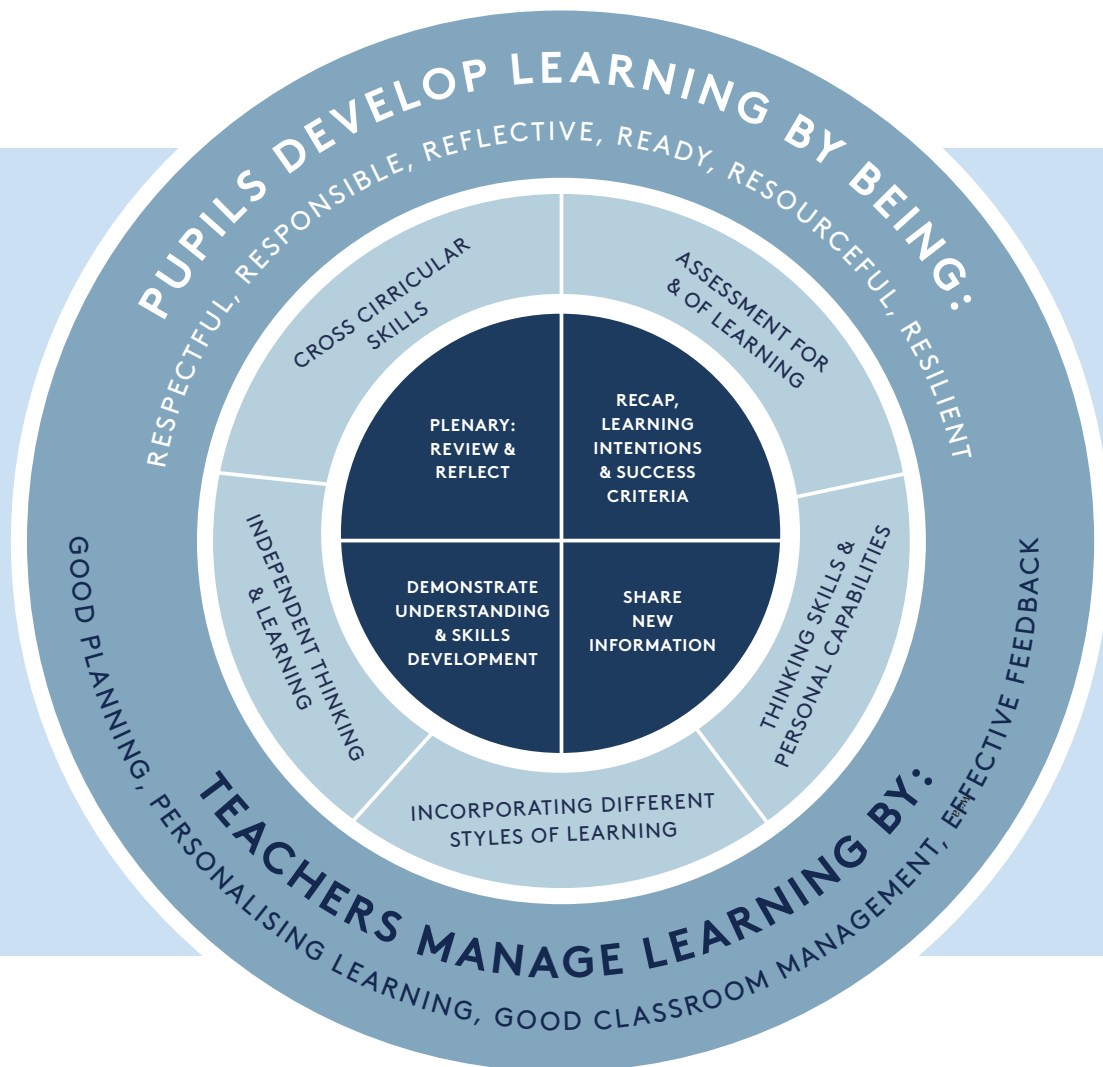
Our policy and practice aim is to promote real long term change by providing pastoral support and guidance such as counselling, mentoring, target setting and where necessary working alongside external agencies. Working in partnership with parents is an integral aspect of this Positive Behaviour Management process. All parents/guardians are asked to indicate their support for the implementation of the Positive Behaviour Management policy by signing a contract.

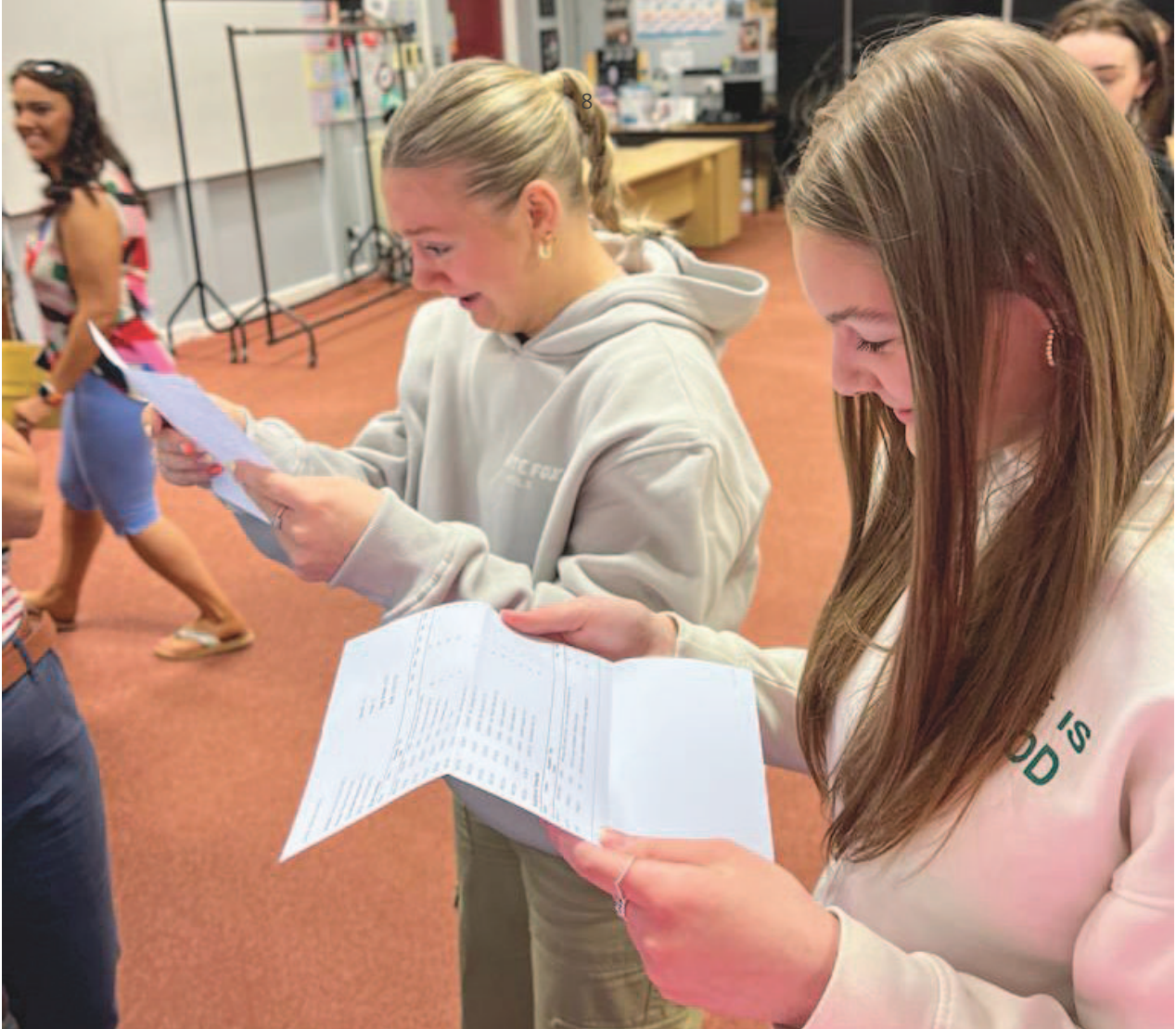




BALLYMONEY HIGH SCHOOL MODEL FOR LEARNING

We recognise that class groups and individual pupils have differing abilities, aptitudes and interests and have differing learning styles. This is why we employ a wide variety of teaching and learning strategies, to promote interest and enjoyment and to raise standards of achievement. These strategies include opportunities to develop skills based learning. The Cross Curricular Skills of Literacy, Numeracy and ICT are integrated across lessons and activities. Pupils are encouraged to develop their skills of self-management, working with others, managing information, being creative and using their thinking skills and personal capabilities.





HOMWORK

Here at Ballymoney High School homework policy is founded on the following principles:

- It is a consolidation of work pupils have covered in class, therefore allowing the class teacher to pick up any difficulties if they may arise.
- It is an opportunity for the pupils to further independent learning in their own time through different types of tasks.
- It can also showcase topics to parents that their children are learning about.

*A school that
supports learning*

Pupils are expected to do homework each evening and at weekends. The amount of homework each year group receives will vary according to age and ability. Homework is designed to reflect school based learning. The types of homework will vary and includes written work, research work, reading, revising and learning, preparing for the next lesson and creative based projects.

Homework is part of our partnership with you the parent or guardian and we encourage you to get involved in all aspects of your child's learning. One way is to check the homework diary each day. The homework diary or planner is key to homework organisation. All homework is recorded in the diary which is specially produced and provided by the school. The pupils can use the ICT facilities and staff are on hand to help with questions and queries.

It is critical that we identify barriers to learning for our pupils and put in place support strategies in order to maximise their potential to succeed.

HOME SCHOOL PARTNERSHIPS

PROMOTING LINKS WITH PARENTS

As a school we value the parents/ guardians of our pupils as key partners in supporting pupils' learning and the life and work of the school. We aim to engage parents through:



- Annual Parent-Teacher meetings for each Year Group
- Parental consultation on aspects of school such as policy development
- Parental evaluation of aspects of school provision
- Regular communication on matters relating to pupils' progress and well-being
- The use of a range of home-school communication methods using new technologies.

INVOLVING PARENTS IN SCHOOL LIFE

At Ballymoney High School we want the parents/ guardians to feel welcome in the school. We encourage parental involvement through:

- Attendance at school events
- Ongoing contact with members of school staff about individual pupil progress
- Contribution to extra-curricular activities
- Responses to parent audits on school provision
- Participation in the school's Friends of Ballymoney High School group



CURRICULUM OVERVIEW

ASPIRE | EXPERIENCE | ACHIEVE



A school with high expectations

KEY STAGE 3 — YEARS 8 - 10 —

CORE SUBJECTS

ENGLISH
(Incl. Literacy)

MATHS
(Incl. Numeracy,
Financial Capability)

LEARNING FOR LIFE & WORK
(Incl. Personal Development, Home
Economics, Citizenship & Employability)



CROSS CURRICULAR SKILLS (Communication, Application of Number, I.C.T)

THE ARTS
ART, DRAMA & MUSIC

ENVIRONMENT & SOCIETY
HISTORY, GEOGRAPHY

PHYSICAL EDUCATION

SCIENCE & TECHNOLOGY

MODERN LANGUAGES
FRENCH

OTHER SUBJECTS
(Incl. **TUTORIAL (Learning to Learn)**
Thinking Maps)

KEY STAGE 4

— YEARS 11 & 12 —

The curriculum at Key Stage 4 meets all statutory requirements as set by DENI. The overview highlights the core and optional choices available. A structured framework which includes CEIAG pathways linked to abilities assist pupils/parents in making informed decisions regarding their subject choices.

CORE CURRICULUM

MATHS

ENGLISH

SCIENCE

CAREERS EDUCATION

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

ASPIRE PATHWAY

EXPERIENCE
PATHWAY



4 SUBJECTS FROM

THE ARTS

Art, Drama, Moving Image Arts & Music

PHYSICAL EDUCATION
BTEC SPORT

MODERN LANGUAGES
French

ENVIRONMENT & SOCIETY

History, Geography, Business Studies,
Business & Communication Systems

SCIENCE & TECHNOLOGY

Science, Construction, Technology & Design,
Engineering, ICT (Computer Science), ICT, OCN
Digital Technology, Home Economics Child Development,

LANGUAGE & LITERACY
English Literature

RELIGIOUS EDUCATION
R.E (OCN), GCSE R.E

OCCUPATIONAL STUDIES

Business & Services, Construction, Design & Creativity,
Engineering & Engineering Services,
Environment & Society, Technology & Innovation

EQUIVALENT COURSES

Princes Trust Achieve, BTEC Health & Social Care,
BTEC Agriculture, Performance Skills,
Preparation for Adult Life

KEY STAGE 5

— YEARS 13 & 14 —

A variety of different qualifications are available, A-level, BTEC, CTEC. Subjects are delivered in collaboration with Northern Regional College and Dalriada School.

SUBJECTS FROM

PERFORMING ARTS

HEALTH AND SOCIAL CARE

ICT

GEOGRAPHY

DIGITAL TECHNOLOGY

HISTORY

LIFE & HEALTH SCIENCES

ART

CONSTRUCTION,

PSYCHOLOGY

See Post 16 Prospectus for further info



RAISING ACHIEVEMENT AND PROGRESSING PUPILS ACADEMIC POTENTIAL



The school's assessment / reporting system is designed to promote confidence in our young people and allow them to realise their full potential. Feedback on pupil progress is reported to parents / guardians through reports and Parent-Teacher meetings.

Pupils have formal Assessments three times per year. Each pupil is given a target grade by their teachers and reports subsequently inform how a child is performing in relation to this target. We also work together as a school to identify and address underachievement. Heads of Year and the SLT identify pupils post-Assessment and ensure appropriate interventions are actioned. Moreover, an important part of this area of school life is rewarding individual academic achievement. At Ballymoney High School we recognise those pupils at Key Stage 3 who, following each Assessment window, are in the top 10 achievers in each Year Group, top 10 achievers against their predictor rank, as well as those pupils making the most progress from their previous set of Assessments.



“The Year 8 Induction programme was a great help in making my child less anxious about starting secondary school. The Year 8 pupils have a lot of activities to get involved in. My child has enjoyed their first year and made good progress. They are much happier in BHS than they were in Primary School.” Year 8 Parent



“It is a very friendly school with lots of activities after school and at lunch. The pupils and staff are very kind and I have made lots of friends.”

Year 8 Pupil

RELIGIOUS EDUCATION

ICT

ICT facilities in the school continue to be a high standard, with 4 ICT suites, class group ICT facilities in the school library, technology and design and economics departments and class sets of iPads.

ICT skills are incorporated throughout the curriculum. It is also part of the taught programme in KS3 and offered as GCSE Digital Technologies alongside equivalencies.

As a school we are interested in the promotion of moral and spiritual development of our pupils. Classes are timetabled for religious education in accordance with the statutory requirement. In addition a range of extracurricular activities are an offer for our young people. Alternative arrangements are made for pupils whose parents wish to withdraw them from religious education or from the act of corporate worship, which each child will engage in twice per week.

PAST PUPILS SUCCESS STORIES



**Laura Jayne Hegarty,
Primary School Teacher**

I have always had a passion to pursue a career in teaching and I am very thankful today that I am now educating young children in a primary school. I was inspired by the many teachers who influenced, encouraged and shaped my school experience. Ballymoney High School provided a high quality education, with exceptional teachers who first and foremost built a secure pupil/teacher relationship. I fully embraced school life at Ballymoney High; the guidance and support was outstanding. In particular, the music and sports department played a significant role in my education; singing in choirs, playing in sport teams and completing Duke of Edinburgh were experiences that continue to be invaluable. I also had the privilege to have the role as Head Girl and what a fantastic experience it was! Team work, leadership and communication skills gained from all the latter experiences continue to play a vital role in my career. Ballymoney High School was a very special time in my educational journey and one I am so thankful for. One piece of advice I would give to you as a pupil starting Ballymoney High School - embrace school life and take every opportunity you can!



***“Thrilled with how my daughter has
“blossomed” at BHS. Thank you for all the
opportunities provided to make this possible!”***

Parent 2023

**Jonathan Hanna
Terex Ecotec Business Line Director & General Manager
(Campsie & Ballymoney).**

I attended Ballymoney High School from 1991 to 1996. I really enjoyed my time at the school and could see each year how more and more pupils were leaving Ballymoney High School to go on to third level education - many of whom were eclipsing the achievements of those from the local grammar schools. I embraced many of the opportunities Ballymoney High School had to offer. From the Duke of Edinburgh Award Scheme to playing rugby for the school's Rugby Team and attending the end of term summer water sports holidays to France, to name but a few. Coming from a farming background, the teachers made the subjects and activities very practical and helped me progress my academic skills. It was at the high school that my passion for Business Studies was ignited. The GCSEs I gained enabled me to progress on to Coleraine Technical College where I obtained a BTEC National Diploma in Business and Finance, which secured me a place at the University of Ulster, Jordanstown.

I was successful in obtaining a BA honours degree in Business Studies in 2002 and quickly started a career that August as Marketing Manager for a Car Franchise in Ballymena / Antrim. My working career has progressed from managing a family run engineering business with a £6M turnover and 60 people, to now working for Terex Corporation with circa \$5bn USD. I am responsible for the Ecotec Brand and manage a total of 500 people over 2 sites in Campsie and Ballymoney, turning over circa £100m. All seems a long way from when I started at Ballymoney High School, but I still refer back to many of the skills I learned at school as the basis for my success. All the teachers encouraged me to keep pushing my abilities and explained how to get to the end goal in a way that I understood. The teachers and staff knew how to do this as they were genuinely interested in the progression of the pupils, so much so, that when completing my University dissertation I was able to reach out and get support from my former English and Business Studies Teachers 6 years after leaving the school!

Ballymoney High School has plenty of opportunities to make sure all pupils achieve their maximum potential and help pupils to see for themselves that you really do get out what you put in. Every pupil is the focus - not just the top 5%.

A first class school and a first choice for all.

SPECIAL EDUCATIONAL NEEDS & INCLUSION

All barriers to learning, whether they arise out of literacy, numeracy, physical or emotional issues are addressed in an effective manner. At the beginning of Year 8 pupils sit baseline assessments to assist in identifying any difficulties. Pupils begin work within the level suited to their ability and this is reviewed throughout their school career. Their work is continually assessed and progress monitored. Further standardised testing is carried out periodically and results recorded.

In addition to planning differentiated lessons to meet the needs of pupils, we offer additional help through support co-ordinated by our SENCO (Miss G Cochrane) and a team of staff providing additional support. Where appropriate Individual Learning/Behavioural Plans target individual needs and progress is monitored regularly throughout the year. In each year group we have a smaller support class, consisting of pupils who require specialist teaching in English and Maths and the opportunity to learn in all subjects at a slower pace and with a higher level of teacher support than is required in other mainstream classes. Partnership with parents/guardians is very important to us and the pupil's individual needs and views are paramount.

LEARNING SUPPORT CENTRE

The Learning Support Centre for Children with Moderate Learning Difficulties is staffed by specialist teachers and Learning Support Assistants and caters for pupils on whom the Education Authority maintains Statements of Special Education Needs. The Learning Support Centre is an integral part of the school, so that while pupils spend part of their time in this department following individualised programmes of work, they integrate with mainstream classes as appropriate and are encouraged to participate in all aspects of school life. Parents wishing further information should speak to Miss Cochrane (Head of the Learning Support Centre), Mrs Ballantine or Mrs Setterfield during the Open Evening or contact the school for an appointment.

As of September 2023 we have established a Social Communication Class for pupils with a statement of educational need resulting from Autistic Spectrum Disorder (ASD). This class allows pupils to follow the same curriculum as other learners but at a pace and in an environment that suits them. Sensory breaks, practical learning and a high adult to pupil ratio ensures that the pupils needs are fully met.





BALLYMONEY LEARNING COMMUNITY

*A school that supports
personalised learning*

In Ballymoney High School we have a well-established partnership with Our Lady of Lourdes and Dalriada. Shared learning has enhanced the curricular offer at Key Stage 4 available to our young people who can leave us to undertake subjects such as BTEC Agriculture, GCSE Engineering, GCSE Moving Image Arts and a number of Level 2 Occupational Studies.

Our Shared Education Coordinator works closely alongside his counterparts in the other schools to arrange a variety of activities throughout the year to ensure that all pupils in Key Stage 3 can access shared learning. Our big aim with Shared Education is every pupil at some stage over their 5 years at BHS will get to experience some Shared Education and Shared Learning. We believe that this is instrumental in building a stronger community within Ballymoney for years to come.

Annual events that take place focus on different aspects of the curriculum such as Numeracy, Literacy, ICT, Art, Sport and Science. Many of these events are project funded so as well as the co-ordinators from the 3 schools working closely together, we also try to engage as much as we can with local groups in the community which help us host these events such as Building Communities Resource Centre (BCRC), Causeway Coast and Glens, UUC, Peace IV and many others. We are continually trying to develop and strengthen these community links within our SE curriculum and events.

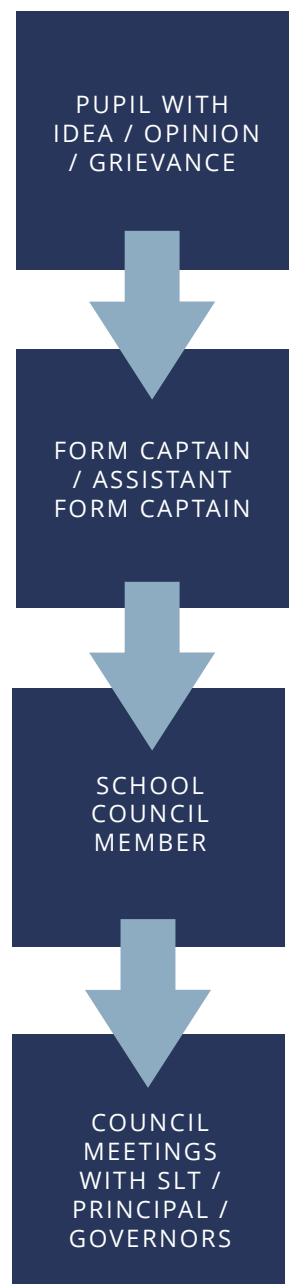
STUDENT LEADERS

At Ballymoney High School we believe that student leadership is integral to developing the character and skills that will help students as they progress through life. In leading others, students learn to be active citizens, develop relationships with staff and students, improve their communication skills and help to continually improve the school by making the pupil voice heard.

The roles that are on offer vary greatly. For example, students vote for their Form Captains and Deputy Form Captains. Form Captains are then also entered into a ballot for School Council which comprises of 15 pupils from years 8-12. The Council is advised by the School Council Forum, which is comprised of all remaining Form and Deputy Form Captains, and the pupil cohort as a whole. These student leaders meet regularly with a Senior Teacher and other stakeholders within the school to express students' views or concerns. Other leadership roles are appointed by staff. In Years 8-12 pupils can apply to become a member of the Eco-Committee. These pupils are the driving force behind environmental initiatives within the school. In Year 11 pupils can apply to become the Peer Mentors. Although primarily a 'mentoring' role for transitioning Year 8 students the role of peer mentor includes developing leadership skills such as undertaking initiatives, becoming ambassadors for their school and undertaking duties within year 8 Form classes. Another example is the Prefects. Prefects are Year 12 students that have demonstrated leadership qualities throughout their time at Ballymoney High and are divided into five committees in which they are given various roles and responsibilities during their final year in school.



A school that develops leaders



SCHOOL UNIFORM

Pupils should arrive at school wearing their full uniform. If they are timetabled to have PE or Games throughout the day, they should bring their PE uniform with them and use the changing facilities available.



BOYS PE UNIFORM



GIRLS PE UNIFORM

SCHOOL MEALS



Cooked mid-day meals are provided daily in our popular and award winning school canteen where there is a clear focus on healthy eating. The canteen is also open during the midmorning break for cooked snacks and hot drinks. A cafeteria system is currently in operation. Pupils may also bring packed lunches and there is a designated, supervised area in school for pupils who wish to do this.

SCHOOL TRANSPORT



Approximately half of our pupils travel to and from school by bus. Buses arrive and depart from the bus bay at the side of the school. Bus passes are issued to those who live three miles or more from the school, subject to Department of Education regulations. Special transport by mini-bus or taxi is provided, where necessary, for stated pupils with hearing impairment or moderate learning difficulties.

PHYSICAL EDUCATION & SPORT

A key aspect of school life is the promotion of the positive physical and mental wellbeing of our pupils. Two hours per week are allocated to PE in all year groups. In addition many pupils participate in sporting activities at lunch time and after school. The main aims of our school's Physical Education provision are: -

- a) to give pupils the opportunity to experience a range of sports and develop sports skills and experience new activities
- b) to enable pupils to develop strength of character, loyalty, self-discipline and an appreciation of the responsibilities involved in being part of a team and
- c) to make pupils aware of the benefits of physical activity in terms of healthy lifestyle, physical well-being and positive use of leisure time now and into the future.

The facilities available within the school campus include two gymnasias, two football pitches, two rugby pitches, four tennis courts and two all-weather hockey pitches, which are also used for athletics. The nearby Joey Dunlop Leisure Centre is used by year 8 pupils for timetabled swimming lessons and for pupils in year 11 & 12 during PE lessons to experience a wide range of recreational activities. Rugby teams have access to the facilities of Ballymoney Rugby Club for inter-school matches as required.

The sports available to pupils include:- athletics, badminton, basketball, cross country, football, golf, hockey, netball, rugby, softball, squash, swimming, table-tennis and volleyball. In addition time-tabled games, house competitions are held in football, hockey, netball and swimming and teams participate in inter-school leagues, tournaments and competitions in all age groups in hockey, netball, football, rugby, swimming, athletics and golf.





EXTRA CURRICULAR ACTIVITIES

A school that reaches out

Pupils are encouraged to take part in the many activities which are offered at lunch time and after school. In this way they develop social skills, learn how to make constructive use of their leisure time and gain in self confidence and independence. The activities on offer in the course of a year include: -

- Athletics
- Badminton
- Basketball
- Choir
- Computer Club
- Craft Club
- Cross Country
- Coursework Club
- Debating
- Drama
- Football
- History Club
- Hockey
- Instrumental Tuition
- Netball
- Public Speaking
- Quizzes
- Rugby
- Running Club
- Scripture Union
- Swimming
- Table Tennis
- Theatre Visits
- Volleyball

The Duke of Edinburgh Award Scheme is offered at bronze and silver level and includes activities such as badminton, fitness tests, aerobics, crafts, cooking and community service, with expeditions to the Antrim Hills and Mournes.

Residential visits are arranged periodically to locations in N.Ireland, year 8 for example travel to the Share Centre in Lisnaskea in the Summer term. Recent trips have included ski-trips to France and Italy, as well as educational visits to Paris. Cross-community contact is facilitated through several of these activities and trips and through school based events.



Keep an eye on our social media channels for up-to-date information on school events and key dates.

Ballymoney High School

17 Garryduff Road, Ballymoney, Co. Antrim, BT53 7AN

028 276 62361 | info@ballymoneyhigh.ballymoney.ni.sch.uk | www.ballymoneyhigh.net

The information in this prospectus is correct at the time of going to print. The progressive nature of the school may mean that aspects of policy and practice may change or be adapted to meet the needs of the pupils and life and work of the school.