

PARKHALL
INTEGRATED COLLEGE



PROSPECTUS 2025

To provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential.

www.parkhallintegratedcollege.org

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It is my privilege as the principal to welcome you to Parkhall Integrated College.

Our vision is to provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential.

At the heart of Parkhall Integrated College are our core values: Achievement, Community, Kindness, Respect, and Responsibility. These values are not just words; they are the guiding principles that shape our culture and influence our actions every day.

We continue to support the ethos of integrated education where children should be educated together, without segregation or division. We welcome children from both the Catholic and Protestant traditions, as well as children of other faiths and none.

We are dedicated to providing a high-quality education that not only prepares students for academic success, regardless of their background or personal circumstances, but also equips them with the skills and values necessary to thrive in an ever-changing world. We offer a rich range of extra-curricular and curriculum-enrichment opportunities for our students. We recognise the importance of pastoral care support for our students, ensuring everyone has access to a committed team of professionals who work tirelessly to maintain

their well-being. This ensures our students develop the confidence and resilience to make the most of their time with us. Students with additional needs are supported and participate fully in every aspect of college life. Our sixth form allows our students to complete their education from year 8 through to year 14, and progress to higher education or employment. At our core, we regard the education of our students as a partnership between the students, their parents/guardians, the college and the local community. Our school building was built in January 2018 and provides fantastic state-of-the-art teaching facilities and excellent sporting provision.

In the following pages you will find a flavour of the richness of our community and discover the many opportunities available at Parkhall Integrated College.

Thank you for considering Parkhall Integrated College as the next step in your child's educational journey. I look forward to a successful working partnership where we will work with you closely to ensure the very best for your child.

Mr N D Owen
Principal



www.parkhallintegratedcollege.org

Our vision: To provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential.

Our core values



Achievement

striving to be the best that we can be



Community

contributing positively to our college and local community



Kindness

being kind, helpful and polite in all we do



Respect

respecting ourselves, each other, and our environment



Responsibility

working hard, being committed, and taking responsibility for our own actions and development

To help realise our vision we will:

Place the core principles of Integrated Education at the heart of our college, through promoting equality, faith and values, parental involvement and social responsibility in all we do.

Promote academic excellence through a challenging and ambitious curriculum and evidence-informed pedagogy.

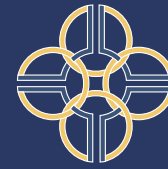
Give high-quality pastoral care to meet individual needs and support the development of the well-being of our students.

Offer a range of enrichment opportunities which develop life skills and character beyond the classroom.

Provide high-quality professional development for all our staff to ensure ongoing continuing personal and college improvement.

Our vision

To provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential.







In Parkhall

- Staff expectations are high, and all students are challenged to achieve their personal best.
- The growth of moral, spiritual, cultural and aesthetic awareness is encouraged so that all our students may become responsible and tolerant citizens.
- Students feel valued and respected and show respect for others.
- The personal, social and thinking skills necessary to cope with everyday life, both now and in the future, are developed.
- Students experience a broad, balanced and innovative curriculum, suited to their needs
- The college and its members are an integral part of the local community.
- Diversity and difference are celebrated



The majority of pupils are proud to belong to the school community

2024 ETI Inspection Report



Positive Behaviour

Effective learning and teaching can only take place when attitudes and behaviour are positive.

Our positive behaviour policy is based on the simple requirements of courtesy and mutual respect, which contribute to the development and maintenance of good behaviour and a positive ethos. The code of conduct is on display in all classrooms and is reinforced by teachers in class and through assemblies.

Students are encouraged to develop a sense of responsibility through opportunities to become a class monitor, mentor, member of the school council, or prefect.



Rewards

Rewards are very important and carry considerable weight in Parkhall Integrated College. In this way, students will achieve recognition for a positive contribution to school life.

In Parkhall Integrated College, we strive to raise self-esteem and self-confidence through recognising and rewarding our young people's achievements. This initiative was highlighted as an example of good practice in the ETI Inspection Report, citing the "tangible support from local businesses".

Our system works by teachers awarding achievement points on the students' SIMS profile, which can then be saved up and cashed in for the reward of their choice at the end of the academic year.

Achievement points, which are all based upon the core values of the school can be awarded when the teacher feels that the student has been exceptional in areas such as classwork, homework, performance in tracking tasks or exams, courtesy, student council, extra-curricular activities and many other areas of school life.

The rewards are sorted into different categories: small, mid-range and top-range items. The more points a student accumulates, the better the item they can have.

This whole-school programme of rewards is supported financially by local businesses through our business community partnership scheme and through our annual school colour run. Each can be viewed from the school website: www.parkhallintegratedcollege.org

There is a longstanding and growing collaboration with businesses in the locality which is providing meaningful learning experiences for the pupils

2024 ETI Inspection Report

Induction

In Parkhall Integrated College, we have always been sensitive to this stage in our students' lives and put a great deal of thought into the planning and carrying out of the induction period.

In June, we have an induction evening for the year 7 students and parents / guardians. During this evening, the students receive an induction pack which gives information about the school uniform and the structure of the school. Students and parents / guardians are introduced to the principal, senior staff and heads of year.

At the start of the school year, we have an induction programme for year 8. The students meet their class teacher and the other members of their class, take part in activities which focus on the integrated ethos of the college, and get to know their way around the school building.

During their first term at the college, year 8 students are involved in presentations and workshops on child protection, attendance, study skills and a session entitled "Stand up to Bullying".





The personal learning plans are of a high quality and the pupils are making good progress.

2024 ETI Inspection Report

Individual Support

Our vision is for all students to make continual and purposeful progress, regardless of their individual needs during their time at Parkhall Integrated College. We realise that all young people are different and will develop in their own unique way.

Partnering with parents/guardians, we strive to foster strong relationships to enable each young person to reach his or her full potential. Some students may require a greater focus on the core skills, and the timetable organisation allows for this.

Those students who need support in their learning are identified and provided with opportunities for individual and group tuition from staff with specialist skills and commitment. Close contact with parents is maintained, and learning support assistants give help and guidance in class. In addition, many students benefit from numeracy and literacy withdrawal support.

The Education Authority Literacy Service and Educational Psychology are utilised where their support is considered beneficial. Other individual support is obtained from the Education Authority Behaviour Support Service based at Rathmore Education and Guidance Centre and the Autism Advisory and Intervention Service (AAIS).

Pastoral Care

The most recent ETI Inspection graded the pastoral care provision in the college as “very good”.

In Parkhall Integrated College, we believe that children learn best in an environment where they feel happy, secure and valued. We therefore place great emphasis on our pastoral care programme, which fosters positive relationships and community spirit. We strive to ensure every child has opportunities to achieve success, not only in academic study, or vocational study, but also in the wider life of our school.

We promote healthy lifestyles and positive attitudes in all of our students as well as fostering an environment where diversity is valued and where the worth and self-esteem of all individuals within the school are paramount. We are a Take 5 accredited school promoting the ethos of connect, be active, take notice, keep learning and give.



*The College prioritises appropriately
the health and wellbeing of the pupils*

2024 ETI Inspection Report

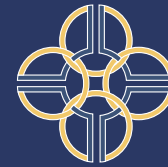
Counselling

Parkhall Integrated College has a pastoral team to help support our students.

Members of the pastoral team are available, along with year heads, to talk to individual students who may need help and support in overcoming whatever difficulties they are facing.

Pastoral staff work closely with parents to help students with any academic, emotional or behavioural concerns, and a wide range of outside agencies are also accessed when deemed necessary.

The EA has provided a counsellor for all schools in the board area. Students can self-refer to the college’s counsellor or referrals can be made by pastoral staff.







Key Stage 3

Students in key stage 3 follow a broad, balanced programme in accordance with the Northern Ireland statutory requirements: we use 'The Big Picture' as the basis for our curriculum mapping to ensure that key skills and knowledge are embedded in year 8 and revisited in each year group afterwards. Our curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The key objectives are to develop the young person as an individual, a contributor to society and a contributor to the economy and environment.



To key stage 3 students, we offer the following subjects in line with the Northern Ireland Curriculum:

- Art and Design
- Careers
- Drama
- English
- French
- Geography
- Home Economics
- History
- ICT
- Learning for Life and Work
- Maths
- Music
- Physical Education
- Religious Education
- Science
- Spanish
- Technology and Design

External examinations

We aim to ensure that all students have every opportunity to experience a wide variety of quality and exciting learning experiences, which will enable them to develop a love for learning, as well as an enquiring mind.

We offer individualised programmes of study at key stage 4 and 5: GCSE, Occupational Studies, OCNNI, GCE Advanced Level, BTEC / CTEC and other vocational courses. Our curriculum offer is continually informed by labour market information.

All students are encouraged to sit public examinations which cater for the full ability range in a wide selection of courses suited to the individual student. Most departments consistently achieve above the NI average for non-selective schools.

At post-16, learning pathways are carefully crafted to ensure students have access to suitable, relevant and engaging courses which ensure they are ready for work, college or university. The percentage of students achieving 3 A*-C grades has continued to increase year on year.

Internal examinations

At Parkhall Integrated College, the assessment of students' work is central to good teaching and learning because it enables teachers (and students) to quickly identify gaps in student knowledge and understanding, and therefore plan the next steps in students' learning, helping ensure that they make good progress.

This allows us to celebrate student success and provide support by allowing teachers to intervene quickly to secure bespoke support for individual students.

There are two key examination periods in the school year:

- Winter examinations in November / December
- Summer examinations in May



A majority of pupils feel they are making good progress in their learning

2024 ETI Inspection Report







Careers

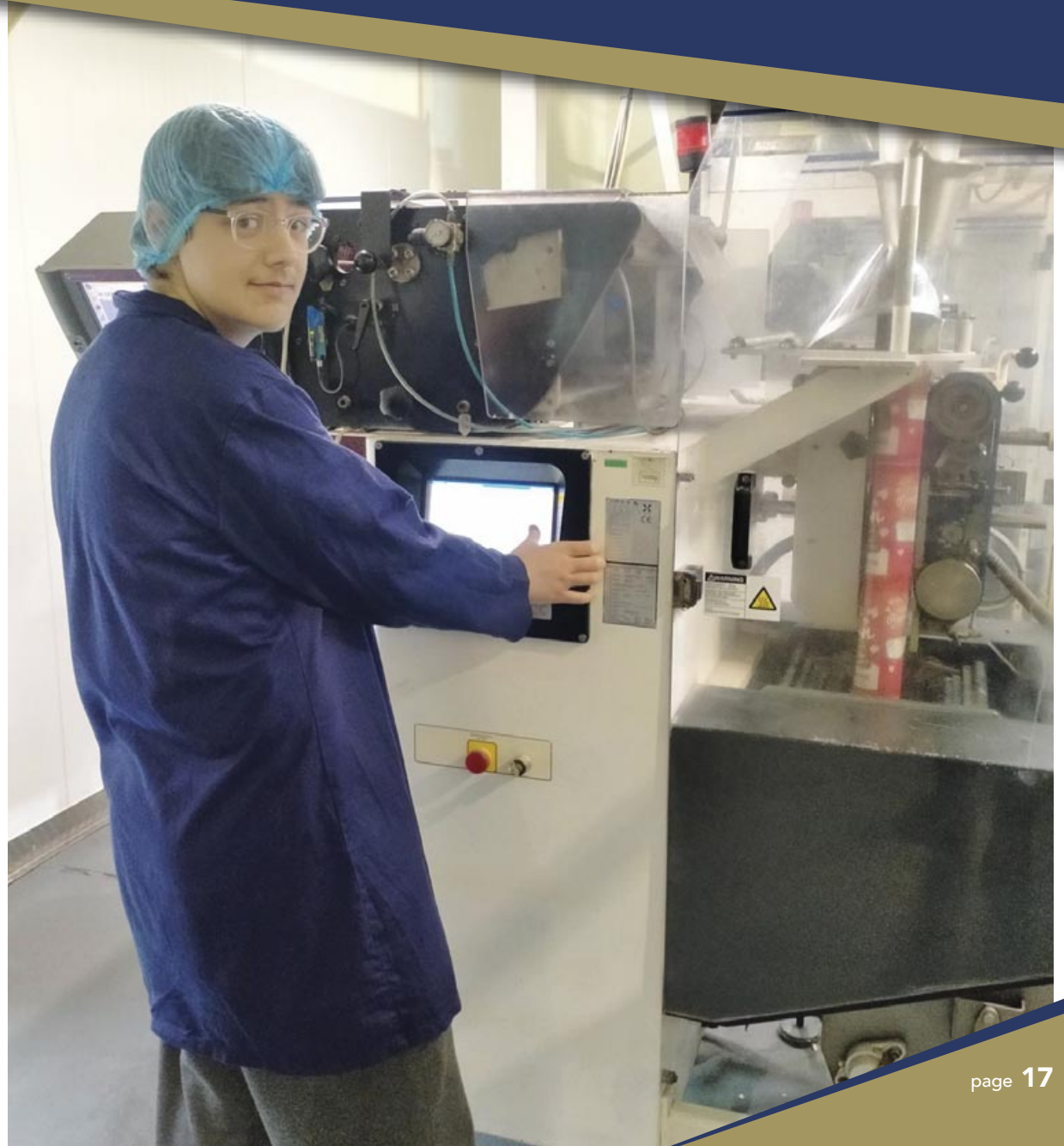
Careers Education is an essential element in our curriculum. The college is currently working towards the Quality in Careers Award.

All students from year 8 through to year 14 have timetabled Careers classes. Students also have the option to study OCN Employability at GCSE level and A level. The Careers programme is supplemented by educational visits and external guest speakers.

Students have opportunities to develop their self-awareness and recognise the skills and personal qualities most sought after by employers. All students are supported in making decisions about the next steps of their career pathway, whether that be further education, higher education, an apprenticeship or employment.

Year 14 students are guided through the UCAS process to gain a place at the university of their choice. Year 11 students participate in work experience designed to help them experience at first hand the challenges, demands and rewards of employment.

Careers advisors from the Careers Service NI are in regular contact with students at key transition stages to offer impartial advice on future progression routes.



Key Stage 4

All students follow the Northern Ireland Curriculum.

At key stage 4, students follow the statutory curriculum requirements. Students study GCSE English, GCSE Maths, Science (Double Award, Single Award or OCN) Learning for Life and Work, PE and RE. Our options programme is broad and balanced; students in key stage 4 make subject choices appropriate to their needs, abilities and interests. These important decisions are made after consultation from Careers teachers, subject teachers and parents/guardians. Students are able to make informed decisions through Options Evenings, 'Carousel Days', guidance booklets, parent-teacher meetings and through regular lessons.

A comprehensive list of our key stage 4 pathways and subjects offered can be found on our school website: www.parkhallintegratedcollege.org

The following subjects are offered at key stage 4:

GCSE:

- Art
- Business and Communication Systems
- Construction
- Childcare/Child Development
- Drama
- English
- English Literature
- French
- Further Maths
- Geography
- History
- Home Economics
- Horticulture
- Mathematics
- Media Studies
- Motor Vehicle and Road User Studies
- Music
- Public Services
- Religious Education
- Double Award Science
- Single Award Science
- Spanish





BTEC Qualifications:

- BTEC Level 2 First Award in ICT
- BTEC Level 2 First Award in Sport
- BTEC First Level 1/2 in Travel and Tourism

QCF Level 2 Qualifications

- Preparation for Adult Life (PAL)
- Performance Skills
- OCN Art, Business, Media, Vocational Skills
- Science, RE, Spanish, Employability

Occupational Studies Level 2 In-house:

- Environment and Society: Animal Care and Working in the Care Environment
- Construction: Carpentry and Joinery and Bench Joinery
- Technology and Innovation: Digital Imaging and Computer-Aided Design
- Design and Creativity / Business and Business Services:
Contemporary Cuisine and Patisserie and Baking
- Business and Business Services: Using Office Technology and Customer Service
- Environment and Society: Running a Leisure Event and Sports Leadership
- Design and Creativity: Website Development and Graphic Design
- Technology and Innovation: Manufacturing Techniques – Hand Fitting and
Manufacturing Techniques – Sheet Metal







Key Stage 5

Students wishing to enter sixth form must meet the published entry criteria. Students are guided through the curriculum offer process and, in the light of their career plans, advised on courses of study. At post-16 level, students are expected to study a minimum of three A levels or equivalent qualifications most likely to benefit their future careers. Most of the courses offered in the sixth-form curriculum are based on AS level study for year 13 to be followed by A2 level study in year 14. We offer both academic and vocational qualifications. The curriculum is enhanced through an enrichment programme,

which includes Young Enterprise, Spanish, sport and Duke of Edinburgh. An array of extra-curricular activities is also offered. Students have the opportunity to become part of the Parkhall Integrated College student leadership team by becoming a member of the student council or through the prefect programme.

A comprehensive list of our post-18 pathways and subject curriculum offer can be found on our school website: www.parkhallintegratedcollege.org

Post-16 level 3 qualifications:

- Art - Cambridge Technicals Level 3 Introductory Diploma
- Business BTEC Level 3 National Certificate
- English Literature A Level
- Geography A Level
- Health and Social Care - BTEC Level 3 National Certificate
- Health and Social Care - BTEC Level 3 National Extended Certificate
- History A Level
- ICT - Cambridge Technicals Level 3 Introductory Diploma
- Life and Health Sciences – double and single award A Level
- Maths A Level
- Media Studies A Level
- Sport - BTEC Level 3 National Certificate
- Travel and Tourism - BTEC Level 3 Extended certificate double and single award
- Employability

We have always believed that our students should have the opportunity to continue in a learning environment in which they feel supported, secure and happy.

Our sixth form continues to grow in size and in the number of courses on offer, matched only by the success of our students. Following completion of their sixth-form studies at Parkhall Integrated College, many of our students have advanced to many local and national universities as well as the following colleges of further education. A more comprehensive list of post-18 pathways and colleges can be found on our school website in the post-16 area.

- Anglia Ruskin
- Queen's University
- Ulster University
- Stranmillis University College
- Belfast Metropolitan College
- Cumbria University
- Edge Hill University
- Glasgow Caledonian
- Liverpool Hope University
- Liverpool John Moores University
- Northumbria University
- St. Margaret's University, Edinburgh
- University Campus of Football Business
- University of Chester
- University of Dundee
- University of East London
- University of South Wales
- University of Central Lancashire
- York University

Student Leadership Opportunities

An important element of college life is the need to provide opportunities for our young people to display their leadership skills through a variety of roles.

The senior prefects are led ably by a senior team consisting of the head boy and head girl and their deputies. Committees are formed to contribute to charity work, Eco Club, college events and the organisation of the college formal.

Prefects undertake a series of duties which contribute to the efficient running of college life.

The school council is elected each year and represents the whole school community, with a member from each registration class in years 8 to 14. It plays an active role in school life, contributing to school evaluation and improvement. These leadership positions give our young people the opportunity to display their many talents and abilities.

We are consistently working on whole-school issues to help improve college life for all.



The College provides a range of leadership and mentoring opportunities



Our vision is to create a reading culture based on engagement, exploration and challenge.



SIX MILE
INTEGRATED
PRIMARY SCHOOL



Primary School Links

The college enjoys close links with a large number of primary schools throughout the Antrim area.

Students from many of our feeder primary schools frequently participate in projects and workshops in a wide variety of subjects within the college and regularly take part in an activity day to sample life in the 'big school' environment, during which all of the students and staff have a thoroughly enjoyable experience.



Students reported that the staff are kind and easy to talk to

Youth Club

Parkhall Youth Club operates four nights a week and boasts a high membership of both students and non-students of the school.

A variety of activities is available to young people. Sports, including boys & girls' football, basketball and uni-hoc to name a few. These are facilitated in the sports hall and also the floodlit outdoor pitches. Art and crafts play a significant role on our junior night, where young people are encouraged to use their imagination to its fullest. We have a large social area which has a number of activities available such as pool, table tennis, gaming, and a coffee bar.

We have a large kitchen where young people have the opportunity to learn new skills in cooking and develop their knowledge of healthy eating.

Other activities also available to young people include group work programmes focussing on key themes such as personal and social development, young men's and women's programmes and leadership training. Young people also can participate in residential experiences in the outdoors, visiting other youth clubs and the youth club members committee.

A highly successful summer scheme currently runs for four weeks over the summer period for young people in the surrounding communities.





PARKHALL
YOUTH CLUB

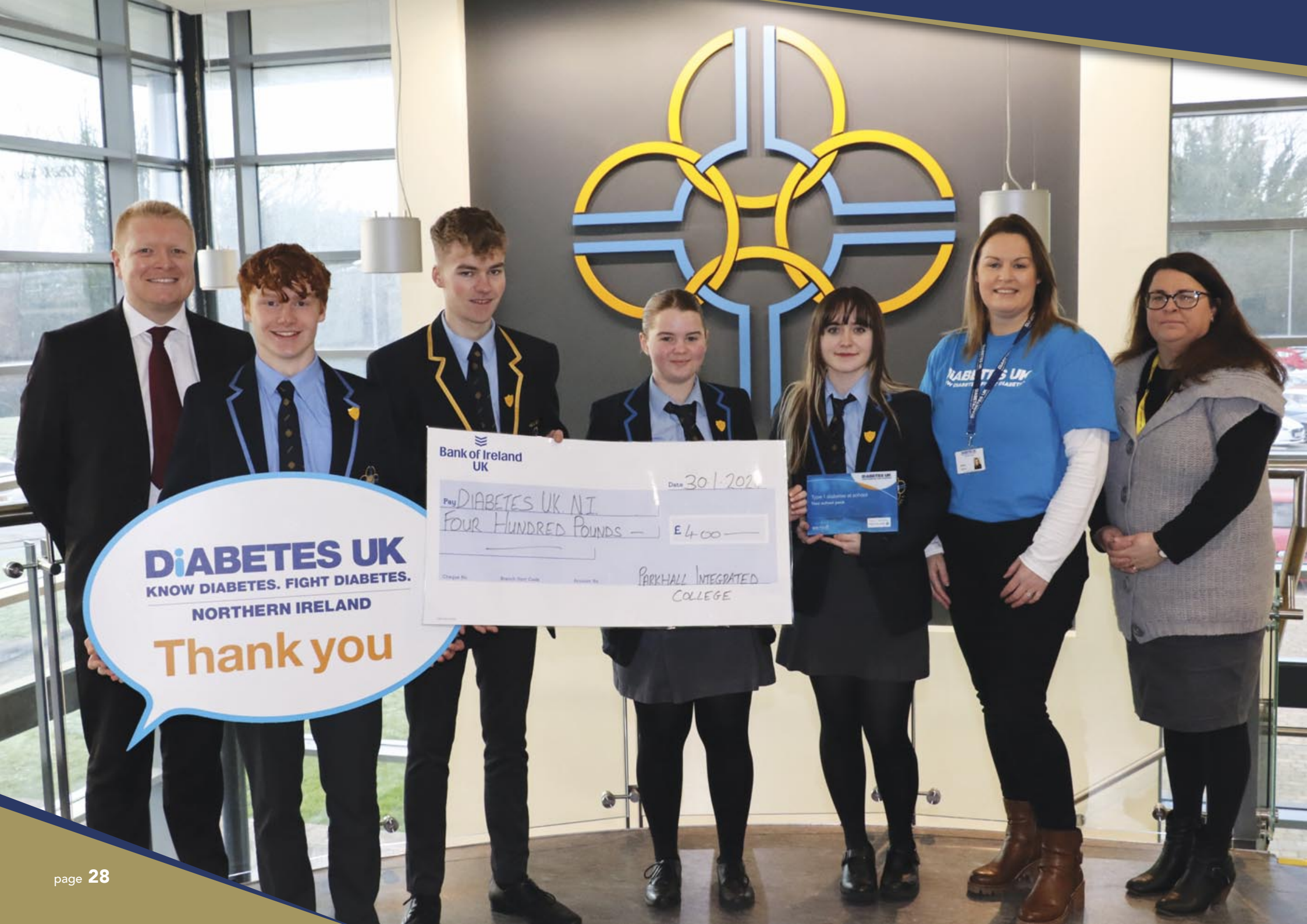
WE ARE BACK

TUESDAY 6:30PM - 9:15PM P5 - P7	WEDNESDAY 6:30PM - 9:15PM YEAR 8 - YEAR 12
THURSDAY 6:30PM - 9:15PM YEAR 11 - YEAR 14	FRIDAY 7:00PM - 9:45PM YEAR 8 - YEAR 14

ADMISSION IS FREE EVERY NIGHT
Membership form is needed to attend

 **PARKHALL**
YOUTH CLUB

 **ea** Education
Authority



DiABETES UK
 KNOW DIABETES. FIGHT DIABETES.
 NORTHERN IRELAND
Thank you

Bank of Ireland UK
 Date 30/1/202
 Pay DIABETES UK NI
 FOUR HUNDRED POUNDS — E 400 —
 Parkhall Integrated College



Charities

At Parkhall Integrated College, we believe in the importance of giving back to our community and fostering a spirit of kindness and responsibility among our students. Our commitment to charitable work is an integral part of our school culture and aligns with our core values of Achievement, Community, Kindness, Respect, and Responsibility. We are proud of the positive impact our charitable efforts have on both our school community and the wider community.

Throughout the academic year, we engage in various charitable activities that not only support local and national causes but also encourage our students to develop empathy and social awareness. Some of our key initiatives include:

- Fundraising events where students can actively participate and contribute to causes they care about.
- Community service projects where our students are encouraged to take part in projects that benefit local charities and organisations. This hands-on experience allows them to see the impact of their contributions and fosters a sense of belonging and responsibility.
- Partnerships with local charities to support their initiatives and raise awareness about important social issues. These partnerships provide our students with opportunities to engage directly with the community and understand the challenges faced by others.

Parent Voice

At Parkhall Integrated College, we deeply value the input and perspectives of our parents/guardians. We believe that a strong partnership between home and school is essential for the success and well-being of our students.

We welcome and encourage parent/guardian involvement at the college, both through our Parent Teacher Association and by seeking the ideas and views of our families.

For many years, the college has had a very supportive Parent Voice group, who contribute greatly to school functions and events in the college. We encourage all parents/guardians to participate in our Parent Voice initiative. Whether by attending meetings, completing surveys, or simply sharing your thoughts with us, your involvement is crucial. Together, we can create a positive and inclusive environment that empowers our students to reach their full potential.

The college instils in the pupils a strong social conscience which is connected to its core values and places a high value on its community connections

2024 ETI Inspection Report



Home-School Partnership

As partners in the education process, we expect parents to support the school actively in maintaining the caring discipline and high standards of learning we all wish to achieve.

One of the most important elements of a successful education is regular attendance at school. We work closely with the Educational Welfare Service and parents to ensure high standards of attendance and punctuality. Heads of year and registration teachers make regular contact with parents / guardians where attendance is an issue.

Individual students with 100% attendance are recognised on a monthly basis through certificates and awards. Registration class attendance in each year group is recognised monthly through class attendance shields and annually through reward trips. At the end of each term, the top attenders are recognised and rewarded as a group.

We value highly the close links that develop between parents and teachers and encourage and welcome on-going contact.

We believe that when students, parents and school support each other, positive relationships develop and reach their full potential.

Annual reports highlighting effort, attainment levels and behaviour are sent to parents. Parent consultation sessions are held throughout the year to provide opportunities for parents to talk to individual teachers and discuss their child's progress.

A special information evening for year 8 parents / guardians before the children join us has proved to be helpful in making the induction process as easy as possible.

We expect parents / guardians to support the school in implementing our behaviour policy, which is issued to each parent annually.



Shared Education

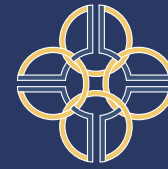
At Parkhall Integrated College, we firmly believe that developing respect for others is a key attribute of all our students. To encourage this, students are regularly given the opportunity to engage in a range of workshops, events and programmes.

In addition, the college is currently engaged in the Shared Education Programme alongside Antrim Grammar School and St. Benedict's College. The partnership involves student activities with a focus on our Take 5 initiatives to improve mental well-being, shared school council events and visits and opportunities for staff development and sharing of expertise.

The college has also made a significant contribution to the development of the Moving Forward Together group, consisting of nineteen schools across all sectors from nursery to post-primary ages. The focus of the group is to develop a common approach to cross-community and good relations work across all schools in the Antrim and Randalstown area. This has developed into a dynamic vehicle for sharing expertise and student events, alongside extensive networking opportunities.







Community Involvement

Parkhall Integrated College has a long, successful history of community groups using the school premises.

With our quality sports facilities, we enjoy strong links with many local sports groups, such as hockey, cricket, football and Gaelic football teams. Over the years, there has been a wide and varied use of the building. User groups have included Antrim Camera Club, Northern Ireland Group of Flower Arranging Societies, Antrim Bowling Club, Antrim Choral Society, music and instrumental groups, refugee support networks, summer schemes and many more.

We also have a long-standing relationship with the Northern Regional College, who use our facilities to provide adult education in the evenings. Typical courses revolve around Maths, English and ICT GCSE, but there is also a large uptake of Essential Skills, word-processing and ESOL courses.

Our main facilities include:

- Sports hall
- Fitness suite
- Floodlit AstroTurf pitch
- Grass pitches (both rugby and football)
- Tennis courts
- Cricket pitch
- State-of-the-art classrooms
- Assembly hall
- Table tennis tables
- Accessible changing rooms

Other facilities, such as the canteen, are available for special one-off events; however, this is separate to the school's community hire agreements.

The building meets modern building regulations. Therefore, we have excellent provision as regards accessibility for all. This includes many accessible changing and toilet facilities and level thresholds throughout.

For further details, including rates of hire, please see 'Facility Hire' on the school website.

www.parkhallintegratedcollege.org









Extra-Curricular

Many aspects of college life such as residentials, clubs, societies and youth club membership contribute further to our students' personal growth. Participation in the above assists in the overall development of our young people.

Students can choose from a vast array of activities to suit their individual interests and skills, including STEM Club, Drama Club, Scripture Union, E-Sports Club, Cookery Club, choir, orchestra, Lego Challenge and a wide range of sports including cricket, rugby, boys' and girls' football, Gaelic football, netball, hockey, tennis and athletics.

There are educational visits to the UK and Europe as well as to many places of interest locally and in our own province.

Parkhall Integrated College students have many opportunities to participate in musical and dramatic activities including Open Evening, Prize Distribution and the carol service. Individual instrumental tuition is available through the peripatetic staff, and a large number of students achieve recognition from external awarding bodies.

The college has a fine tradition of sporting success in an array of different sports for both boys and girls at local, regional and national level.



The extra-curricular provision enriches college life for the pupils

School Meals

The school canteen, which is supervised by staff, currently operates a self-service, cash-free cafeteria, offering a choice of cold snacks, a salad bar and hot meals. In order to comply with legislation around potential allergens in pre-packed foods, some items are available for pre-order. The cashless system requires parents to maintain a balance of funds in their child's account. Payments are made online using ParentPay. Pupils bringing packed lunches will eat these in social space assigned to their key stage. Parents who feel their child is entitled to free school meals should use the EA eligibility checker online before applying. Information sheets on how to claim free school meals will be

available at the school on the year 8 registration evening, and we would encourage all parents to check their entitlement.

At breaktime, we serve the following every day: scones, bagels, potato bread, pancakes, panini and soda. There are also sausage rolls on Fridays.

There is also a salad bar every day with freshly made wraps and baguettes. Panini fillings: chicken and cheese, ham and cheese, barbecue chicken, sweet chilli chicken, sausage and cheese, cheese, ham, chicken.

Parkhall Integrated College Canteen Lunch Menu 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
Chicken curry	Pasta Bolognese	Beef/chicken curry/katsu	Chicken fried rice	Chicken curry
Chips	Chicken goujon wraps	Hot dogs	Beefburgers	Chicken nuggets
Curry sauce	Roast dinner	Pasta bake	Pasta bake	Rice
Rice	Vegetable soup	Roast dinner	Roast dinner	Chips
Pizza	Rice	Vegetable soup	Vegetable soup	Beans
Fish fingers	Curry sauce	Wedges	Baked potato	Curry sauce
Cocktail sausages	Baked potato	Baked potatoes	Beans	Panini
Baked potatoes	Beans	Beans	Rice	Cocktail sausages
Beans	Panini	Rice	Curry sauce	
Panini	Brownies	Curry sauce	Panini	
		Panini	Brownies	



The School Day

The site opens for students at 8:15am and all students are welcome to take advantage of our breakfast club which is served in the canteen each day. All students should arrive by 8:55am and make their way to their Form Tutor Group line up point. Here they will be collected by their Form Tutor, with registration and or assembly beginning at 9.00. Access to the Library and a staffed Homework Club are available each day. Extra-curricular activities are also an important part of school life, and details of activities relevant to your child will be advertised and offered.

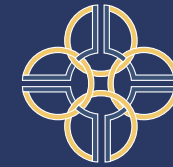


Years 8 - 10

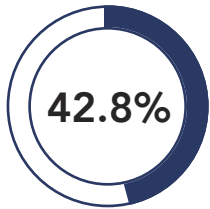
Registration	9.00 - 9.15
Period 1	9.15 - 9.45
Period 2	9.45 - 10.15
Period 3	10.15 - 10.45
Period 4	10.45 - 11.15
Break	11.15 - 11.30
Period 5	11.30 - 12.00
Period 6	12.00 - 12.30
Period 7	12.30 - 1.05
Lunch	1.05 - 1.35
Period 8	1.35 - 2.05
Period 9	2.05 - 2.35
Period 10	2.35 - 3.00

Years 11 - 14

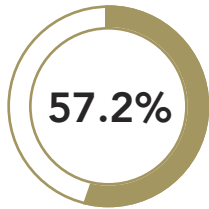
Registration	9.00 - 9.15
Period 1	9.15 - 9.45
Period 2	9.45 - 10.15
Break	10.15 - 10.30
Period 3	10.30 - 11.00
Period 4	11.00 - 11.30
Period 5	11.30 - 12.00
Period 6	12.00 - 12.30
Lunch	12.30 - 1.00
Period 7	1.00 - 1.35
Period 8	1.35 - 2.05
Period 9	2.05 - 2.35
Period 10	2.35 - 3.05



Leavers' Destinations



Employment



Further Education

Each year, while we are sad to see our year 14 students leave, we are delighted to watch them take the next step in their career pathway. Please see below for the destinations of some of last year's sixth-form students.

David Alexander	Ulster University - Biomedical Science	Zach Law	Belfast Metropolitan College - Barbering
Honey Allen	Employment	Naomi Leecocke	Employment
Emily Armstrong	Employment	Anna Little	Swansea University - Sport and Exercise Science
Oliver Boyd	Employment	Caitlin McCavana	Ulster University - Adult Nursing
Evan Bushe	Employment	Anne McDowell	Greenmount - Veterinary Nursing
Aaron Calvert	Ulster University - Quantity Surveyor & Commercial Management	Harrison McKelvey	Apprenticeship
Dylan Carnwath	Ulster University - Computer Technologies	Ellie McNeill	Ulster University - Biomedical Science with Pathology
Joshua Carson	Ulster University - International Hospitality Management	Caitlin McNicholl	Belfast Metropolitan College
Daniel Connor	Belfast Met - Combined Social & Behavioural Sciences	Neve Morris	Ulster University - Criminology
Lucy Connor	Employment	Mitchell Munorwei	Employment
Amy Davidson	Belfast Metropolitan College - Art and Design	Jamie Orr	Ulster University - Art Foundation Degree
Brooke Davis	Employment	Chelsea Palmer	Employment - Learning Support Assistant
Thea Feeney	Employment	Madison Palmer	Employment - Learning Support Assistant
Calvin Fullerton	Belfast Met College - Combined Social & Behavioural Sciences	Joseph Pearson	Ulster University - Biology
Lucy Hall	Employment	Lauren Porter	Employment
Katie Harte	Employment	Jessica Robinson	Employment
Leah Harvie	Queen's University - Zoology	Rylee Shaw	Ulster University - Art and Design Foundation Degree
Justin Ho	Ulster University - Information Technologies	Jane Speirs	Ulster University - Art and Design Foundation Degree
Kuba Kwencinski	Employment	Caitlin Swann	Liverpool John Moores University - Tourism
Thomas Latta	BIMM University - Music	Harvey Watson	Northern Regional College - ICT
Corey Laverty	Employment	Alisha Williams	Glasgow University - Children's Nursing

Admissions Criteria

Respective functions of the Board of Governors and Principal in relation to admission to Parkhall Integrated College.

The board of governors draws up the admissions criteria and delegates to the principal the responsibility for applying these criteria. Any reference herein to the term 'the board of governors' includes any committee, sub-committee or person appointed by the board of governors for the purposes of applying the admissions criteria set out herein. The application of the criteria provides for all children resident in Northern Ireland, at the time of their proposed admission to the school, to be selected for admission before any child not resident in Northern Ireland may be selected for admission.

Admissions Policy

The aim of the admissions policy is to achieve as even a balance as possible in the intake with regard to religious denomination. The board of governors will seek to reflect a balance amongst all communities, striving towards the NICIE statement of principles of 40% from the Protestant community, 40% from the Roman Catholic community and 20% from the 'None/Other' community.

For admissions in September 2025, the college will reserve a maximum of 20% of places for students from communities other than Protestant and Roman Catholic communities or those stating 'no religion'. The criteria detailed below will be applied initially to members of the 'None/Other' community in the order set down, and a maximum of 20% of available places will be awarded to these applicants. In the event of less than 20% of places being awarded to applicants from the 'None/Other' community, the balance will be divided equally between Protestant and Roman Catholic applicants.

The remaining available places will be divided equally between Protestant and Roman Catholic applicants. In the event of an odd number of places remaining in the division, an additional place

will be allocated to the main community which has the greater number of applicants. The criteria will be applied separately to Roman Catholic and Protestant applicants and, in the event of there being fewer applicants from either community than there are places available for that community, then the balance of places will be allocated to the other community. The religious affiliation will be decided by the religious affiliation noted on the online application form.

Please note further: when considering which children should be selected for admission, the board of governors will only take into account information which is detailed on the online application form. It is the responsibility of parents/guardians to ensure that all information pertaining to their child and relevant to the school's admission criteria is stated on the online application form before the closing deadline.

Duty to Verify

The board of governors reserves the right to request such supplementary evidence as it may require to support or verify information on any applicant's online application form. If the requested evidence is not provided to the board of governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

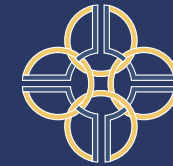
Admissions Criteria for Year 8

In the event of there being more applications than there are places available in each community, the following criteria will apply in the order set down:

1. Children who, at the time of application, attend the following feeder primary schools or children transferring from a grant-maintained integrated primary school or a controlled integrated primary school as defined in the Education Reform Order (NI) 1989:

- Antrim PS
- Greystone PS
- Parkgate PS
- St. Comgall's PS, Antrim
- Ballycraig PS
- Kells and Connor PS
- Parkhall PS
- St. Joseph's PS, Antrim
- Carnaghts PS
- Loanends PS
- Randalstown Central PS
- Straidhavern PS
- Creavery PS
- McKinney PS
- Round Tower IPS
- Templepatrick PS
- Crumlin IPS
- Mount St. Michael's PS
- Six Mile IPS

2. Children who, at the date of application, have a "child of the family"1 (see definition below) currently enrolled in the college. The name/names must be indicated on the online application form. Criterion 2 will be applied, and eligible applicants will be awarded a place; however, if criterion 2 is oversubscribed, the randomised selection of letters will be used to allocate places. If not all the places have been filled, criterion 3 will then be applied for the remaining places.
3. Children who, at the date of their application, are the eldest child2 (see definition below) of the family to be eligible to apply for admission to the school. This wording covers an only child and will treat twins (or other multiples) as the joint eldest. This criterion will also cover where the only elder child of the family currently attends a special school or where a child is more than seven years younger than his or her next oldest sibling. Full details of this must be indicated on the online application form. Criterion 3 will be applied, and eligible applicants will be awarded a place; however, if criterion 3 is oversubscribed, the randomised selection of letters will be used to allocate places. If not all the places have been filled, criterion 4 will then be applied for the remaining places.
4. Children who, at the date of their application, are the eldest child of the family ever to seek a place at a non-selective school. This must be indicated on the online application form. Criterion 4 will be applied, and eligible applicants will be awarded a place; however, if criterion 4 is oversubscribed,



the randomised selection of letters will be used to allocate places. If not all the places have been filled, Criterion 5 will then be applied for the remaining places.

- If applicants are still ranked the same after application of the above criteria, then selection will be made on the basis of the initial letters of the legal surname, with the applicants being selected in the order of the following randomised selection of letters:

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

In the event of surnames beginning with the same initial, the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the letter of the first forename appearing on the transfer form will be used.

During the admissions procedure, when applying the criteria, punctual applications will be considered before late applications. The application procedure opens on 28th January 2025 at 12.00 noon (GMT), and an application submitted by the closing date of 20th February 2025 at 12.00 noon (GMT) will be treated as a punctual application. An application received after 12.00 noon (GMT) on 20th February 2025 and up to 25th February 2025 – not later than 4.00 pm – will be treated as a late application.

1 Definition of child of the family

The Department considers that “child of the family” covers:

- A child born to a married couple or to a couple in a civil partnership;
- A child born to a co-habiting couple;
- A child born to a single parent;
- A child of either/any of those people by a previous marriage, civil partnership or relationship;
- A child living with a couple who has been treated as a “child of the family” whether there is a marriage or a civil partnership or not;
- A child living with an individual who has been treated as a “child of the family”;

- An adopted or fostered child;
- A situation where, for example, an orphaned cousin is being brought up with a family or individual;

The child should be a child of the family as at the date of application, and the individual circumstances should be included on the online application form.

2 Definition of eldest child

The intention of the governors would be to recognise an applicant as the eldest child of the family with the understanding that there are no other children of the family aged between 11 and 18.

Waiting List Policy

The college operates a waiting list for applicants in all year groups, if required.

Should a vacancy arise after the date when placement letters have been issued from EA, all applicants that were initially refused prior to that date will be considered using the published criteria applied and the rank order established during that process. Existing applicants who have supplied new or additional information will be ranked accordingly, and any new applicants after the date when placement letters were sent will be added below the existing applicants. This rank order will remain in place until the 1st of September of the year of admission.

Admissions to Year 8 after 1st September 2025

If parents/guardians wish to have their child’s name remain on the waiting list beyond this date, they should inform the school in writing. Parents who have been refused admission through normal processes, or who are late, or new applicants, may apply for inclusion on the waiting list. Once the child is placed on a waiting list, he or she will remain on it until offered a place, withdrawn from the list by the parent or the child reaches the end of compulsory schooling.

Number of Applications and Admissions *

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2022/23	150	192	180*
2023/24	150	203	192*
2024/25	150	178	190

* This table includes children who were admitted to the school through a Temporary Variation, including those with a statement of special educational needs.

Each year, a number of children with a wide range of additional needs are admitted to the college and supported appropriately.

Admission to Year 9 and onwards

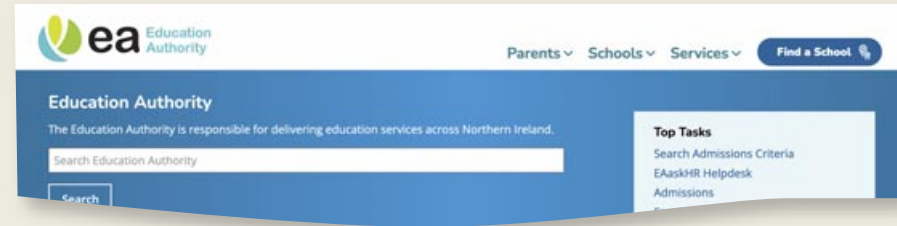
Within the overall school enrolment, pupils will be admitted according to the following criteria applied in the order set down below:

1. Provided the school’s enrolment number set by Department of Education is not exceeded;
2. Provided the admissions number for the year group is not exceeded;
- 3a. Provided the inclusion of an additional child does not place a class into conflict with DENI regulations on class sizes;
- 3b. Provided there is a vacancy in the class best academically suited to the child;
4. Should more than one child apply at the same time for the same year group, we would use the same admissions criteria as are used for admission into year 8;
5. Only in very exceptional circumstances will any new students be admitted to year 12, and only then provided subjects required by the student match those on offer in the college.

Useful links

Please see below for some useful links to online resources. Simply scan the QR codes to access the relevant EANI sites.

www.eani.org.uk



Free School Meals Eligibility Checker:

School meals are available for pupils who meet the criteria. To check eligibility, please visit :

SCAN ME



[Free school meals eligibility checker](#)

School Admissions Procedure:

Help and information for parents / guardians on the procedures for pre-school/school admissions.

SCAN ME



[Admissions procedures](#)

Uniform Grant Eligibility Checker:

Uniform grants are available for pupils who meet the criteria. To check eligibility, please visit :

SCAN ME



[Uniform grant eligibility checker](#)

Frequently Asked Questions:

Frequently asked questions on the admissions procedures and information needed.

SCAN ME



[Frequently asked questions](#)

School Transport Eligibility Checker:

Bus passes are available for pupils who meet the criteria. To check eligibility, please visit :

SCAN ME



[Free school transport eligibility checker](#)

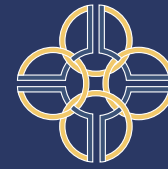
Special Educational Needs FAQs

Help and advice for parents / guardians whose child has special educational needs.

SCAN ME



[SEN advice and help](#)



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INTEGRATED COLLEGE





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