

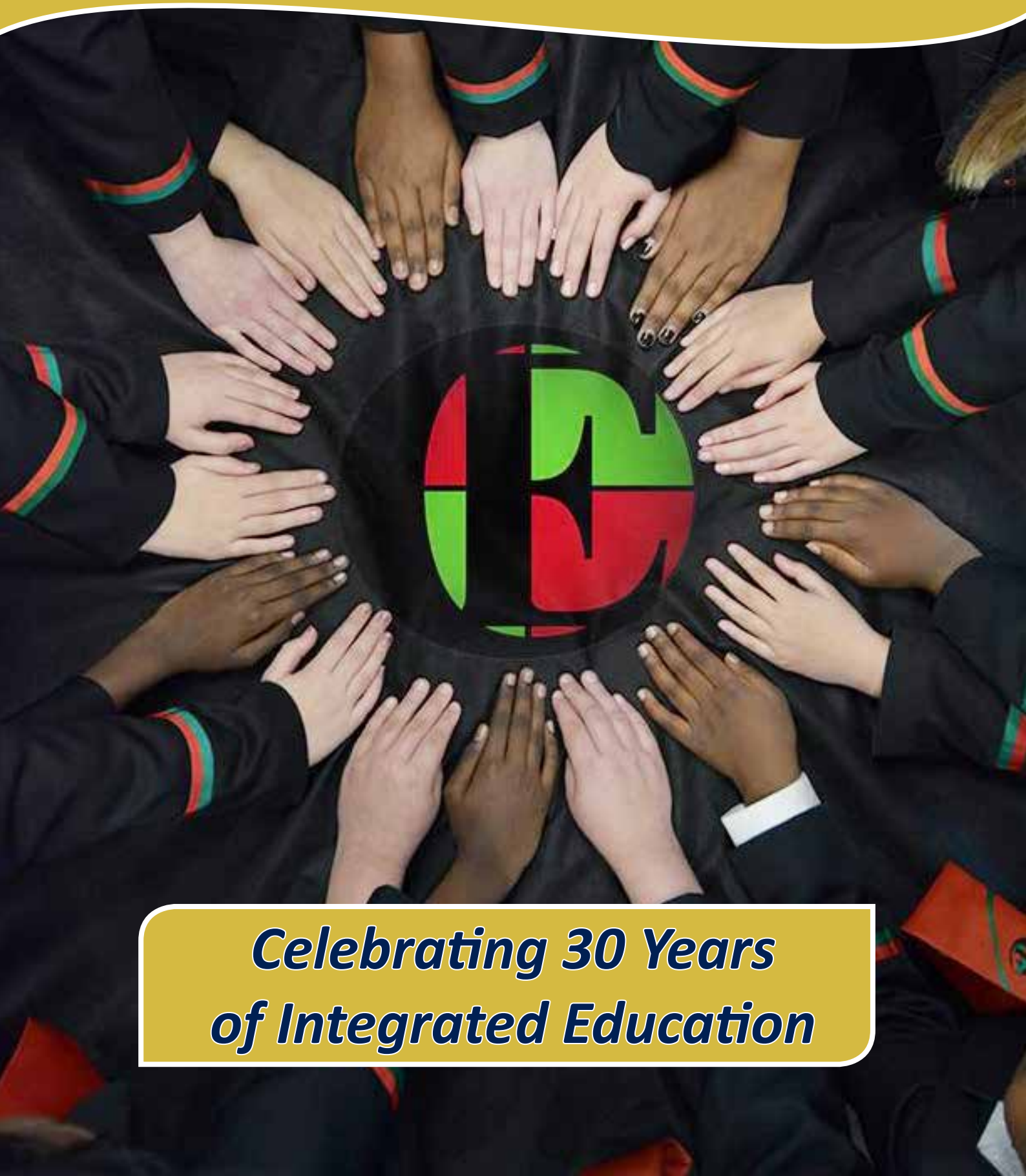


1994-2025

Erne Integrated College

Where everyone is valued equally

Prospectus 2025



***Celebrating 30 Years
of Integrated Education***



The Tom Noble Building:

- Learning Support Hub
- Fully Fitted Gym
- Sixth-Form Study Centre
- State of the Art Sports Hall

ENTRANCE

CHANGING ROOMS



Where everyone is valued equally

WELCOME

From the Principal

Welcome to Erne Integrated College. We are delighted that you are interested in finding out more about our inclusive, integrated and all ability school. We are celebrating our thirtieth anniversary this year, and since our foundation we have been striving to meet the needs of students from all faiths and none as a central part of our vibrant local community.

The experience we like to create for our students is a warm, supportive family, where everyone is valued equally and where we celebrate our differences. At Erne Integrated College we have a shared sense of purpose to be intentionally integrated. One of our strengths is the pastoral care our students receive. We are committed to providing the best possible learning experience for all our students. Not only do we want all our students to achieve their academic potential in a happy environment, but we want them to leave at the end of their school career as citizens who make a positive difference to the world around them.

We offer a range of exciting learning pathways to enable our students to excel. We are particularly proud of our past students who have moved on to other opportunities at university, further education and employment.

We hope that you will consider joining our college community in 2025.

Mr Darron McLaughlin
Principal

Mrs Hannah Phillips
Vice Principal

Ms Ellen McVea
Chairperson,
Board of Governors

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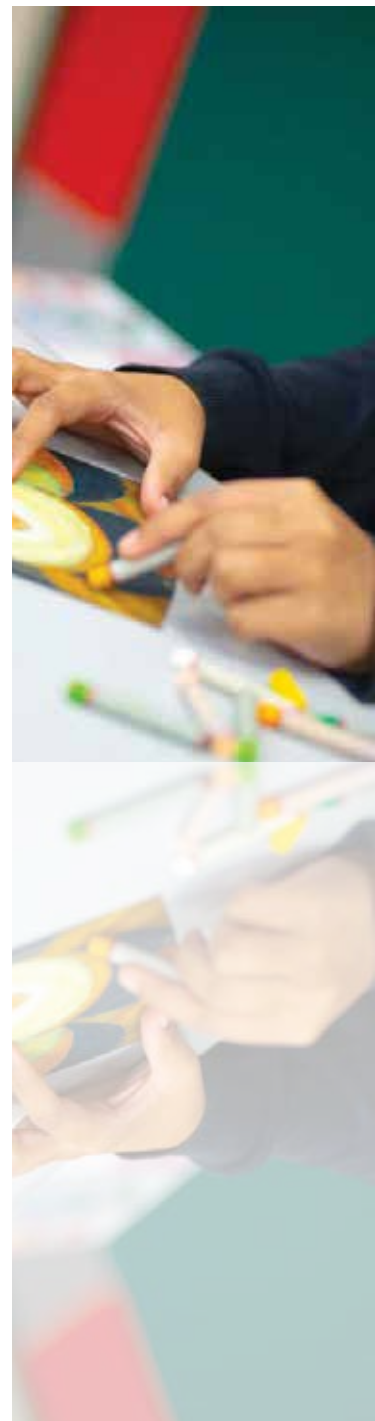
AIMS & CORE VALUES

Erne Integrated College aims to:

- Provide a broad and balanced curriculum
- Achieve excellence for all students and maintain the highest academic standards in a supportive, challenging environment.
- Develop young people's personal, moral and spiritual growth in an atmosphere which promotes knowledge, understanding, respect and appreciation of their common culture, as well as the two main traditions in Northern Ireland.
- Provide a learning environment where young people from Catholic and Protestant backgrounds, as well as those from other faiths and none can learn with, from and about each other.
- Develop independent learners with high self-esteem who are happy, questioning, confident, kind and cooperative.
- Ensure that students gain the knowledge, skills and awareness necessary for living in a changing world.
- Promote a happy, caring learning environment centred on the needs of the students.
- Work with students to develop a global perspective.
- Actively acknowledge and celebrate effort, progress, achievement and success.
- Teach and develop the skills for the peaceful and non-violent resolution of conflict and disagreement, through dialogue and negotiation.



- Ensure that arrangements for pastoral care are integrated with, and reflected in, the day-to-day learning and teaching.
- Encourage parents/carers to take an active part in the education of their children and life of the school.
- Report to parents/carers on the progress of their child/children on a regular basis.
- Create opportunities whereby students can develop an interest in, and involvement with, the wider community.
- Provide every student with equality of opportunity.
- Ensure that every child is treated as an individual, with equal worth and talents.



Serat Ahmad - Holy Trinity Primary School

I'm from Pakistan and moved here in May 2024. I thought of coming to Erne Integrated College because they value everyone equally and everyone is respected no matter what their religious belief or culture is. I felt nervous but excited at the same time. I am happy that I get to try out new subjects that I did not have a chance to try in primary school such as Home Economics. I really enjoy the after school team building programme because you get to socialise and have fun with friends in all of year 8. I really like the staff at EIC because they are very kind and help you out. I like that if you have good behaviour and tidy work you get credits and when you get 30 credits you get hot chocolate at the cafeteria, and then when you have more you get bigger and better prizes. I really enjoy attending school at Erne Integrated College and you really should come and see our school.



Jake Bradley - Enniskillen Integrated Primary School

I chose Erne Integrated College as I heard great things from my brother and I saw this for myself when I attended open morning. The first day of school was a very scary but wonderful experience but when I got settled into my form room I then realised I had nothing to be worried about. Teachers are amazing and very helpful and if you've a problem learning, or emotionally, they're always willing to help in any way you need. The school building itself is beautiful, bright and full of life. The classrooms are amazing and decorated to help you learn, for example Spanish has the Spanish alphabet and numbers on the walls and Geography has countries and continents. I can't wait to go on the Airtastic trip in December. The whole school is just amazing. If you are thinking about coming here I couldn't recommend it more.



Derrygonnelly

Eluned Rees - Moat Primary School, Lisnaskea

I'm Eluned and I went to the Moat Primary School in Lisnaskea, and I was born in Wales. I came here and I didn't know anybody and because my sister goes here I had heard brilliant things about the school. I also liked this school from the open morning and I also enjoyed the P7 taster day. I enjoy art because the homework is really fun, and I like drawing. I also like Spanish because I like learning about culture, and I love learning languages. On Monday after school, I do netball and I also am a part of the choir and school council. I enjoy attending these activities as I get to meet students from all other year groups and make friends. I like the credit system because when you get a certain amount of credits before the end of term you get a treat and I really enjoyed the hot chocolate and cookie treat. I am looking forward to the Airtastic trip in December. My favourite things about EIC are my new friends and the acceptance of everyone for who they are.



Lochlan Kelly - St. Ninnidh's Primary School, Derrylin

I am from Maguiresbridge and attended St. Ninnidh's Primary school. I wanted to go to Erne Integrated College for all my siblings to attend here and I wanted the same fun, safe learning experience that they are having. I felt excited when I first started the school because there were a lot of new subjects, teachers and friends. I enjoy Science and Music the most as there is lots of time to do practical lessons. In Science we have been able to do experiments and I now have my licence for lighting a bunsen burner. I have joined the school choir as I enjoy singing and have been able to perform at the school's prize night. I really enjoy all my teachers as they give us credits for doing good work and they make my learning so much fun but also provide lots of good help and support. When we got 30+ credits we got hot chocolate and cookies. I am really excited for the Airtastic trip in December. You should really come along and see what our school has to offer you.



Belcoo

Daithi Smyth - St. Ronan's Primary School, Lisnaskea

My name is Daithi Smyth and I am from Lisnaskea. I went to St. Ronan's Primary School in Lisnaskea. When I first arrived at EIC I was a little bit nervous and confused about the timetables but my form teacher helped us understand them and we got coloured timetables to help us. We all respect each other and we are all valued equally no matter what culture or religion we belong to. My favourite subject is Technology and Design because I love designing fun projects. One of the things I like most about EIC is the canteen and the variety of foods they have on offer at break and lunch time. I have also been taking part in the Team Building after school club and have enjoyed meeting new people at this. I am very excited for the Airtastic trip. I love this school and I am really having a good time here and if you join, I know you will too.



Ryan McCaffrey - St. Mary's Primary School, Tempo

My name is Ryan and I come from St Mary's Primary School in Tempo. I came to Erne Integrated College because I really enjoyed visiting on the open morning. My brother's friend also works here as a classroom assistant and knew from him how great the school was. On the first day I was a little nervous but after I got to my class I was fine and met my form teacher and learning assistants. My favourite class is Spanish as I didn't learn it in primary school and I enjoy it and find it helpful that the words sound how they look. One of my favourite parts of the school is the canteen and the water fountain that is available for us to use. I have really enjoyed my time at Erne Integrated College so far and I think you should come along and check it out.



Ibrahim Jidaal - Enniskillen Model Primary School

I recently moved from Denmark to Enniskillen. I attended Aarhus international school in Denmark and then Enniskillen Model Primary School. I visited the school with my parents to help find my brother a school, but also me a school after P7. There were many things I liked about the school from the start. For example, I liked the name integration which means all pupils are welcome irrespective of race & religion etc. and I know from going to this school that everyone is made to feel very welcome and are respected. I enjoy English because I enjoy poetry and writing long stories and talking about my prior experiences in these stories. I go to Team-Building every Wednesday. I like quizzing and games to help me make new friends. I also started going to a coding club on Tuesdays and it is a lot of fun. I like all my teachers as they are extremely kind and they know how to keep the class engaged and entertained through games and group projects. I am very excited to go on the Airtastic trip with all my year 8 group.



Kunashe Makore - Holy Trinity Primary School

My name is Kunashe I am from Enniskillen and I previously went to Holy Trinity Primary School. The reason why I chose Erne Integrated College is because the school is very nice, welcoming and respectful of everyone and I heard through other people how good the school was. You learn different subjects like Spanish which I find very fun. The subject I enjoy the most is English because the teacher is extremely nice and very helpful with our learning but makes it fun. I also really like Home Economics because I am learning how to cook and you can learn how to keep your body healthy. An extracurricular activity I take part in is choir and I really enjoy this. I had a fun time at the hot chocolate and cookie reward morning for 30 credits. I also really like that I got an early lunch pass for getting 100% attendance. What I like most about EIC is that all the staff are really helpful, kind and when you need them they are there to help you feel happy and make you feel at home especially when you are new.



Derrygonnelly

Mia Cluff - Enniskillen Integrated Primary School

I am Mia Cluff and I came to EIC from Enniskillen Integrated Primary School. I came to EIC because my Mum came here and said it was a great school for me and I wanted a mixed school where students from all cultures and religions are appreciated, welcomed and are happy. I was very excited as I felt this was a great new beginning for me. My favourite subject is Drama because I love dancing and acting. It is so much fun this year and I get to use my skills in my Lakeland Players role. I enjoy hockey which we do in PE. I like that when in EIC you can move classes throughout the school day. I also like that I have made new friends in my year group. For getting credits we get prizes and I enjoyed hot chocolate and cookies for achieving 30 credits. On Wednesdays I enjoy going to the Mindfulness club after school with other girls in year 8. You should really come here and see what this school has to offer. I love this school and I know I chose the right school to go to.



Mark Spence - Enniskillen Integrated Primary School

Hi my name is Mark Spence I am from Bundoran and I went to Enniskillen Integrated Primary School. I came here because a few of my friends told me what a great school it was, and I also thought this when I came here to see it. I was slightly nervous at the start but felt fine as soon as I met my form teacher and new class. I enjoy PE because of the games we play in it and I also enjoy Geography because I feel I am good at it and it is lots of fun. Home economics I also enjoy because I like to cook. Our head of year is Miss Pennell and I really like her because she is nice and kind and very helpful to me in school. I like playing football at the astro at lunch. We also have an SU group in school which is on during lunch. We are going to Airtastic in December and I cannot wait. Next year in September there is a Spain trip to Salou and we get to visit Barcelona and I am so excited to go. Mr Hopkins is our learning assistant and he is so helpful and open the astroturf and plays football at lunch with us. We got a hot chocolate treat for 30 credits which you can get for helping out, good homework and good classwork. Overall I have really enjoyed my time so far at EIC and would really like you to come and see how great our school is.



James Gallagher - Enniskillen Integrated Primary School

My name is James Gallagher I am from Enniskillen. I went to EIPS I came to EIC because my mum and my two uncles came here and they said it was a good school. I felt happy to go to EIC because I really enjoyed the open morning and because teachers also came to my primary school to talk to me about it. Both of these things helped a lot because it got me excited to go to EIC and to know I had made the right decision. I can really feel that every student in this school is valued equally. My favourite subjects are English, Maths, PE and Science. The teachers are very helpful and make it lots of fun. I like to play football on the astroturf at lunch time. I really like the canteen food as there is a good selection and tastes really good. The teachers are very kind and helpful no matter what you need. I got thirty credits before half term and for this I received hot chocolate and cookies as my treat and an early lunch pass for my 100% attendance. I can't wait for the next term and go on the Airtastic trip. This really is a great school and I think you should come and see what it is all about.



Molly Goan - Holy Trinity Primary School

My name is Molly Goan, and I went to Holy Trinity Primary School in Enniskillen. I came to EIC since the open day was amazing! Also, the reason I came was since my sisters went here and told me how great the school is. At the start of Year 8 I was nervous but mostly excited! Since then, I have made loads of new friends! I enjoy most of the practical subjects like PE, Science, Home Economics, Drama and Spanish. After school I take in activities, such as netball with Miss Conway and choir with Mr Doherty. I really enjoy these activities as I get to meet new people from other year groups. The things at EIC that I enjoy are how kind the teachers and learning assistants are and the way all the subjects are fun. We got prizes for having 30 credits which included hot chocolate and cookies which I really enjoyed. The staff here at EIC are very caring and make us feel so welcome. I really do recommend you come and visit our school as I know you will really enjoy it.



SUPPORTING THE MOVE FROM PRIMARY SCHOOL

We realise that moving from primary school to post primary school is a big change in a child's life. We provide the following to support this move and to ease the transition:

- In the summer term, we run a Year 7 day for students transferring to Erne Integrated College. During this day students meet other students who are transferring, their Form Teachers and the Head of Year 8. Students take part in activities such as Ice-Breakers, PE, Home Economics, Technology and Art, and are supported by staff and students who help them through the day. This gives students the chance to get to know each other, our staff and the school before September. In the morning, parents are invited into the school to be informed about the arrangements for the start of Year 8, to meet staff, to complete forms and to have any queries addressed.
- On the first school day of September, only Year 8, Year 11 and Year 13 students attend school. This helps them to find their way about, before the whole school starts. The day is spent with their Form Teacher and older students who help them by showing them around, answering questions and providing good advice.



OUR CARE AND WELFARE SYSTEM

We value our students as individuals and recognise the important role that a strong care and welfare system provides for them. Our secure, caring ethos allows for each student's spiritual, emotional, academic and social development. Care and Welfare is the responsibility of each member of staff. Our strong Care and Welfare system supports our students in being the best they can be.

Each student is allocated to a form class and a Form Teacher who monitors their well-being, attendance, progress and development, both formally and informally, and links with their subject teachers. Each pastoral team is led by a Head of Year who is supported by the Senior Teacher with responsibility for Care and Welfare, the Vice-Principal and the Principal. This pastoral team provides the vital link between home and the School, which is important in the development of each child.

Additional support is also available to students through our Learning Support Coordinator and our Learning Support staff, the school counsellor and the Learning Mentor.

Care and Welfare and related topics are further developed through:

- **Pastoral Period**
(weekly with Form Teachers)
- **Careers**
- **Health Education**
- **Visiting speakers**
- **Workshops**

All staff receive Child Protection training which is updated regularly by our Designated Teacher for Child Protection.

The School has Care and Welfare and Child Protection Policies, as part of its Safeguarding arrangements; copies of which are available on request from the main office.

KEY STAGE 3 CURRICULUM

At Erne Integrated College we are committed to ensuring that every student is stretched and achieves to the maximum of their potential. In support of this commitment students are grouped according to their academic ability. Erne Integrated College operates a system of Monitoring and Review of student attainment. At regular intervals during the academic year we assess student's attainment levels to monitor and review individual progress. This allows us to review and if necessary adjust the composition of each Form Class.



Broad and Balanced Curriculum

We deliver a broad and balanced curriculum which fulfils the requirements of the Northern Ireland Curriculum.

Areas of Learning and Subjects taught at EIC:

- **English**
- **Mathematics**
- **The Arts: Art & Design, Drama and Music**
- **Environment & Society: Geography and History**
- **Modern Languages: Spanish**
- **Science & Technology: Science and Design & Technology**
- **Learning for Life & Work: Home Economics, Employability**
- **Local & Global Citizenship and Personal Development**
- **Physical Education**
- **Religious Education within the NI Curriculum**
- **ICT** (Information, Communication and Technology) - although a cross-curricular skill, ICT is also taught weekly as a discrete subject in each year group at Key Stage 3.

The cross-curricular skills of Communication, Using ICT and Using Mathematics are developed across subjects, as are Thinking Skills & Personal Capabilities (Managing Information, Thinking, Problem-Solving & Decision-making, Being Creative, Working with Others, and Self-Management).

The emphasis on these skills are to enable life-long learning and the ability to make a positive contribution to society.

The curriculum is underpinned by the principles of integrated education. It is fully supported by our Care and Welfare programme and our extensive extra-curricular programme where additional opportunities are provided in a range of activities, including: art, crafts, choir, drama, languages, music, ICT, sport, homework club, STEAM club and subject-specific revision classes.

YEAR 10 CAREERS: As part of their Careers Programme, students engage in the process of choosing their GCSE subjects. These are often difficult decisions, as students consider seriously which courses are best suited to them and to their future career needs. Support, advice and individual interviews are provided by their subject teachers, year team and our Careers teacher.



KEY STAGE 4 CURRICULUM

At Erne Integrated College, we provide a wide range of subject choices, tailored to suit the individual needs of different students and learners, while striving to fulfil the requirements of the Entitlement Framework. Careers guidance is ongoing in Key Stage 4, through subject teachers, form teachers and careers classes; and it is supported by individual student interviews with our appointed DEL Careers Advisor in Year 12.

All students follow at least 7 GCSE or equivalent courses, with our most able students studying 9 GCSEs. Occupational Studies is offered and this provides additional vocational opportunities to some of our students.

CORE GCSE SUBJECTS:

- English Language
- Mathematics
- Science (Single or Double Award)

OPTION SUBJECTS:

- Art & Design
- Business Services
- Certificate of Personal and Social Wellbeing (CPSW)
- Child Care
- Construction
- Design & Technology
- Drama
- English Literature
- Further Mathematics
- Geography
- History
- Home Economics
- Horticulture
- Hospitality
- Learning for Life and Work
- Music
- Religious Education
- Spanish
- Sport

CORE SUBJECTS (NON-EXAMINATION)

- Physical Education, Religious Education, Learning for Life and Work and Careers Education

WORK EXPERIENCE:

All Year 11 students complete a week of Work Experience in the summer term.

TARGET-SETTING

We continue to support students to understand and meet their targets which are monitored and reviewed regularly during their GCSE courses.



POST-16

6th Form Curriculum

Many of our students choose to stay on at Erne Integrated College following their GCSE examinations and are joined by students from other schools, who we are delighted to welcome. The minimum requirement for admission to the Erne Integrated College 6th Form is 5 GCSEs or equivalent at Grade C or above, including either English or Mathematics.

We have a successful and thriving 6th Form where our students are able to choose from a wide range of applied and general subjects. The choice of subjects available to our students is enhanced by collaboration with our partner schools and South West College through the Fermanagh Learning Community.

In Sixth Form, students choose three or four A levels as well as being able to access a Certificate of Personal Effectiveness course. The vast majority move on to honours degree courses at universities in the UK or Ireland. A brand new, purpose built, state of the art Sixth Form Study Centre, complete with IT facilities, is provided for students to support their learning. Students receive Careers guidance, both from their Form Teachers and our Careers teacher.



Our 6th Form students also complete Work Experience and have opportunities for personal development, such as speaking in assemblies, volunteering and organising charitable fund-raising events in school.

A LEVELS

- Art & Design
- Applied Business Studies
- Biology
- Chemistry
- Design and Technology (Product Design)
- English Literature
- Geography
- Health & Social Care
- History
- Information & Communication Technology
- Life and Health Sciences
- Mathematics
- Moving Image Arts
- Performing Arts
- Photography
- Physics
- Religious Studies
- Spanish

BTECS

- Agriculture
- Applied Science
- Childcare
- Computer Game Design
- Construction
- Engineering
- Hospitality
- Music
- Performing Arts
- Physics
- Sport
- Travel & Tourism

STUDENT PROFILE

Sacha White

I was a student at Erne Integrated College from 2007-2014, and completed both my GCSEs and my A-Levels (in English Literature, History and R.E.) at the school. I went on to do a degree in English Literature at the University of York after leaving EIC, and then a Masters in Poetry at Queen's University Belfast, before beginning my PhD, which I'm currently working on. I was lucky enough to win the Ireland Chair of Poetry Student award in 2020 and be part of the Poetry Ireland Introductions Series in 2021, as well as having my work published in magazines and publications over the last few years. I have been fortunate to work on a variety of commissions with visual artists and theatre-makers. I also sometimes teach workshops on poetry for those who are looking to develop their writing, which offers a wonderful opportunity to share my love of poetry with others.

The skills I learned at Erne Integrated have helped me throughout my academic career and beyond. The teachers and classes at EIC helped shape my love of learning, and set me on the path towards higher education, as well as equipping me with the tools to navigate life beyond school. The subjects I studied have helped to guide my interests; not only English Literature (which honed my love of literature and reading) but many others such as History, Drama, and Art, all of which I still use today when researching, writing or performing my work, as well as when collaborating on commissions

with other artists. The support I received at school helped me gain the confidence to pursue my interests and provided me with the important groundwork I needed to continue my academic studies.



SCHOOL POLICIES

Copies of the School Policies are available from the Main Office and on our website, including:

- Care and Welfare Policy
- Positive Behaviour
- Homework
- Attendance
- Examinations
- Anti-Bullying
- Child-Protection
- Health and Safety
- Internet and Email Services Acceptable Use Policy
- Policy on Drugs Education
- Relationships and Sexuality Policy
- Smoke Free Policy
- Parental Complaints

ATTENDANCE

Erne Integrated College has high expectations with regard to attendance. Good attendance at school plays a vital role, both in supporting student development and in achieving examination success. Our target for each student is 95%.

The School Attendance Policy sets out the protocols and legal requirements for managing and monitoring student attendance. We work in partnership with the EA Western Region Education Welfare Service.



HOW WE COMMUNICATE WITH YOU

Our primary form of communication with parents and carers is through our satchel:one App, this is much more convenient for parents who will receive real time school updates, letters, reports and additional information – with the added advantage of being environmentally responsible.

- Telephone calls
- Email and text service
- Face to face appointments
- Parent consultation meetings with Form Teachers and subject teachers
- Website and social media

WORKING IN PARTNERSHIP WITH PARENTS

Erne Integrated College believes in developing the tripartite relationship between school, parent/carers and students. When we work together young people achieve their best.

Parent Council

All parents are warmly invited to join our Parent Council or actively support their activities. They help the school in a number of ways:

Focus group – they can provide very useful feedback on how we are doing as a school;

Fund-raising – helping to purchase new equipment/resources and extras for students e.g. prizes at our regular celebration assemblies;

Helping out at special events/occasions – for example, acting as tour guides on Open Day;

Helping with extracurricular activities.



EXTRA-CURRICULAR ACTIVITIES

We emphasise the value of extra-curricular activities, such as sports (both competitive and non-competitive), music, drama and charitable fundraising. They all play an important role in developing students skills and confidence and provide further opportunities for inclusion and integration. Since 1994 students have been exposed to a wide variety of such activities and have achieved much in terms of enjoyment, fulfilment of potential and personal growth.

A programme of sports, recreational and cultural pursuits and school trips has been designed to enable students to develop their interests and enjoy the benefits of extra-curricular activity.

Such activities currently include: Modern Foreign Language trip to Spain, ski trip to Italy, soccer, Gaelic football, netball, rugby, athletics, cross-country, charitable fundraising, code club, Scripture Union, choir, peripatetic tuition in drumming and percussion, Lego club, T-team Programme including mindfulness, arts and crafts, healthy body and minds, retro summer games, life skills and social skills, Maths revision support and homework club, ICT support, English revision support and Science revision support. We feel that the Student Voice is an important part of our school and welcome suggestions from students of any extra-curricular activities they would like to be offered.



RAISING FUNDS FOR CHARITIES

Our school community has a tradition of supporting a range of charitable causes and students play an active role in the organisation of many of these, supported and guided by staff such as: non-uniform days, coffee mornings, bake-off and 'name the bear' to support charities such as Comic Relief, MacMillan Cancer Relief, 'Bright Eyes' Animal Sanctuary, Children in Crossfire and our annual Christmas Hamper Appeal for the Salvation Army and the St Vincent de Paul presented at our Christmas Celebration event.



LATEST NEWS

Erne Integrated College

HOME ABOUT US PROSPECTUS ACADEMICS PARENTS CALENDAR CONTACT

Welcome to Erne Integrated College

Thank you for taking the time to visit our website. As Principal of Erne Integrated College, I would like to welcome students, parents and carers to explore all our college has to offer.

I am proud to lead a school such as Erne Integrated College, where we truly believe that everyone is valued equally. We strive to promote an environment of mutual respect, where students feel happy and safe. Our dedicated staff have the needs of our learners at the centre of everything they do.

We endeavour to inform our decisions through consultation with our students through our active School Council.

We are proud of the warm and welcoming atmosphere in our college, which is created by our supportive and caring staff working at all levels within our school community. Each student knows they are valued and belong to our school family.

Our core values of equality, respect and inclusion are founded in our Integrated ethos and underpin our commitment to every student. We understand that every student is unique and we seek to provide an enriching experience in which all can fulfil their potential.

Mr. D McLaughlin
Principal

Education & Training Inspectorate (ETI) Report

MySchool Satchel One Calendar Useful Links Vacancies

Enrolment Ethos Post-16 Prospectus Subject Info Prospectus Board of Governors Policies Operation Encompass Safeguarding & Child Protection

Erne Integrated College

1.7K likes • 2K followers

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Intro

As an integrated school we celebrate diversity and believe it enriches our society.

Page · School

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ernecollege.enniskillen.ni.sch.uk

g.uk

FACEBOOK:

www.facebook.com/ErneIntegratedCollege

WEBSITE:

www.erneic.org.uk



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ERNE INTEGRATED COLLEGE UNIFORM

How students wear the school uniform is the visible representation of the pride in our school.

We expect it to be worn with pride and in full.

The uniform is:

BOYS

Reflective Blazer
Black Trousers
(Tailored only, no fashion trousers, eg combats)
Black Socks
Plain V Neck Jumper
(This may be worn in addition to school blazer but not instead of)
White Shirt
Black Leather Shoes
(Trainers not acceptable eg. Vans, Converse etc)
School Scarf (Optional)



GIRLS

Reflective Blazer
Black Pleated Skirt or Black Trousers
(Tailored trousers, not hipsters or other fashion trousers)
Black Tights or Socks
Plain V Neck Jumper
(This may be worn in addition to school blazer but not instead of)
White Blouse
Black Leather Shoes
(Trainers not acceptable, eg Vans, Converse etc, heels no more than 5cms)
School Scarf (Optional)



A red clip on school tie with Erne Integrated College logo is compulsory for Years 8 - 12.

A green clip on school tie with Erne Integrated College logo is compulsory for Post-16 students.

During Summer Term a short sleeved white cotton shirt or blouse (not a polo shirt) may be worn.

All items of uniform should be clearly labelled with the student's name.



PE UNIFORM

For all lessons students must have:

College shirt (black and green)

Black shorts (white stripes are accepted)

Sports socks

Games socks should be green (with two black stripes)

Trainers (soles must not be of the type which mark floors)

Towel

The school PE uniform can be purchased at the O'Neills store located in Enniskillen

Additional kit for cold weather:
School tracksuit



ADMISSIONS CRITERIA

The Board of Governors draws up the admissions criteria and delegates to an Admissions Sub-Committee, which includes the Principal, the responsibility for applying these criteria. Any reference herein to the term the Board of Governors includes any Committee or Sub-Committee appointed by the Board of Governors for the purposes of applying the Admissions Criteria set out herein.

ADMISSIONS CRITERIA 2025

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer application.

The provision of false or incorrect information or the failure to provide information within the deadlines set by post-primary schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer application.

The criteria as set out below will be applied to all children resident in Northern Ireland at the time of their proposed admission to the College before any child not so resident may be selected for admission.

Balance of the two main traditions of Northern Ireland

In the application of the criteria set out below, the Board of Governors will seek to reflect in the total number admitted to the school in 2025 a balance of the two main traditions of Northern Ireland and those of other faiths and none. In order to achieve this aim the College will reserve a maximum of 20% of places for pupils from traditions other than the Protestant and Catholic traditions. The criteria as set out below will first be applied to members of other traditions in the order set down and a maximum of 20% of the available places will be awarded to this group. The remaining places will be divided equally between Protestant and Catholic applicants. In the event of fewer than 20% of places being awarded to applicants from other traditions the balance will be divided equally between Protestant and Catholic applicants. Should an odd number of places remain after places have been allocated to other traditions, the additional place will be allocated to the main tradition which has the greater number of applicants.

The criteria as set out below will be applied separately to Protestant and Catholic applicants. In the event of there being fewer applicants from either tradition than there are places available for that tradition, the

balance of places will be allocated to the other main tradition and to the "other" traditions equally until the "other" traditions group has reached its 20% quota. Any remaining balance of places will be allocated to the other main tradition.

Academic Excellence

Academic excellence for students of all abilities is central to our provision, and a full academic curriculum and vocational experience is available to all our students.

In the event that there are more applicants than places available, the Board of Governors has determined that the following criteria shall be applied in the order set down:

- a) Applicants who are transferring from (in the order set down):-
 - (i) Enniskillen Integrated Primary School;
 - (ii) A controlled integrated or grant-maintained integrated primary school as defined in the Education Reform Order (NI) 1989.
- b) Applicants whose sibling(s)* presently enrolled in Erne Integrated College.
- c) Applicants of a mixed marriage/union, ie where parents/guardians are of different traditions (Catholic, Protestant or Other).
- d) Applicants who are the first child in the family to be the age to transfer to second level education since September 1994, or in the case of a family recently arrived in the area, the first to reach transfer age since arrival (applicants will be accepted under this criterion if the College was unable to accept a previous child due to over-subscription. Twins and other multiples who are the eldest in the family are treated as joint eldest children. Applicants whose elder sibling(s) are statemented to other provision are treated as an eldest child).
- e) Other applicants.
 - Sibling is defined as another child of the family (Article 2(2) of The Domestic Proceedings (NI) Order 1989), to include any child that is living/being cared for in the household.

In the event of over-subscription at the last criterion which can be applied then selection for all places remaining will be on the basis of initial letter of the surname, in the order set out below:

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

The order was determined by a random selection of letters. In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

The religious affiliation of a pupil will be decided by either:-

- (i) the religious affiliation noted on or attached to the Transfer application; or
- (ii) the category of primary school which the pupil attended ie controlled or maintained.

The Board of Governors reserves the right to seek confirmation of any information supplied, or to seek additional information deemed to be necessary to apply the criteria above.

The Board of Governors, while retaining final approval, delegates to the Admissions Committee the task of applying its criteria. The Admissions Committee consists of the Principal and at least two voting Governors.

WAITING LIST POLICY STATEMENT

The Year 8 waiting list begins as soon as parents have been informed of their post-primary placement and all unsuccessful Year 8 applicants will remain on it until 31 August. From 1 September those who still wish to be enrolled should inform the Principal and they will then join the whole school waiting list. This is applied according to:

- the admissions criteria;
- the need to maintain a balance of Protestant, Catholic and Other students;
- the care and welfare resources of the College;
- capacity in each year group.

APPLICATIONS TO YEAR 8 AFTER THE BEGINNING OF THE SCHOOL YEAR

In the event of over-subscription, the Year 8 Admissions Criteria, as published above, will be applied.

NUMBER OF APPLICATIONS AND ADMISSIONS

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2022/23	70	52	52
2023/24	70	46	46
2024/25	70	36	36

ADMISSION CRITERIA FOR ENTRY TO YEARS 9 – 12

1. Students will be considered for admission provided that the College will not exceed its enrolment number as determined by the Department of Education.
2. Students will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the use of the College's resources.

In the event of over-subscription all the conditions applying to Year 8 admissions criteria as published above shall be applied in the order set down. Such criteria will be a, b, c, d, e as above.





APPLICATIONS TO YEARS 9 TO 12

1. Students will be considered for admission provided that the College will not exceed its enrolment number as determined by the Department of Education.
2. Students will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the use of the College's resources.

In the event of over-subscription all the conditions applying to Year 8 admissions criteria as published above shall be applied in the order set down. Such criteria will be a, b, c, d, e, f, g as above.

APPLICATIONS TO YEARS 13 AND 14

1. Applications for Post-16 are welcomed from students from other schools, and are processed following the publication of GCSE results in late August.
2. Students are required to have a minimum of 5 GCSE passes at grades A*-C, including English or Mathematics, and at least a 'B' grade in their chosen subjects. Full details are printed in our Post-16 Booklet.
3. In all other respects, the criteria as published above for Years 9 to 12 will be applied.
4. Applicants must have demonstrated, through their preparation for their Key Stage 3 and 4 assessments, their commitment to achieving their best. This will include attendance, punctuality, the meeting of deadlines and behaviour. Students' Behaviour Manager listings will be checked and where behaviour is not acceptable, admission will be refused. In the case of attendance the school's expectation is at least 95% except where there are documented extenuating circumstances.



CHARGING AND REMISSIONS POLICY

The Board of Governors of Erne Integrated College has determined its Charging and Remissions Policy as follows:

Charging Policy

It is the policy of the Governors to charge for:

1. Board and lodgings on residential visits;
2. Costs associated with the provision of individual tuition on a musical instrument whether inside or outside school hours unless it is provided as part of the syllabus for an approved public examination or to meet the requirements of Article 11 (1)(b) of the 1989 Order.
3. Optional extra activities which take place wholly or mainly outside school hours and are additional to the education provided by the school for the purposes of preparing students for an approved public examination for the purposes of meeting statutory requirements imposed by Article 11 (1)(a) and (b) of the 1989 Order. Participation in any such activities is to be on the basis of parental choice and a willingness to meet such charges as are made.



Remissions Policy

Charges will be remitted as follows:

The charge for the board and lodgings costs of a residential visit will be remitted in the case of students whose parents are in receipt of Universal Credit if the education provided on that visit must otherwise be provided free, that is the activity takes place mainly or wholly in school hours and/or is provided as part of the syllabus for an approved public examination or is required in order to fulfil statutory duties in relation to the NI Curriculum or religious education.

Voluntary Contributions

The Board of Governors reserves the right to seek voluntary contributions from parents or others in support of any school activity or for the benefit of the school. Students whose parents are either unwilling or unable to make such contributions will not be treated differently. However, the school reserves the right to cancel planned activities if the voluntary contributions are insufficient to meet the cost of the planned activity.

Annual Parental Voluntary Contribution

Parents/Carers are asked to make a voluntary contribution of £30 per student or £50 per family of two or more students, per year, to the school funds.


Breakages/Losses

The Board of Governors reserves the right to seek to recover from parents the whole or part of the cost of breakages and losses incurred as a result of a student's behaviour – as determined by the Principal. This includes loss or defacement of text books.









In the spirit of promoting a better and shared future, the friends and supporters of the Northern Ireland Council for Integrated Education (NICIE), define Integrated Education in the Northern Ireland context as:

“ Education together in a school of children and young people drawn mainly from the Protestant and Catholic traditions, with the aim of providing for them an excellent education that gives recognition to and promotes the expression of these two main traditions. The integrated school, while essentially Christian in character, welcomes those of all faiths and none, and seeks to promote the worth and self-esteem of students, parents, staff, governors and all who are affected by the presence of the school in the community. The core aim is to provide children and young people with a caring and enhanced educational experience thus empowering them as individuals to affect positive change in a shared society. ”

In an inherently segregated and contested society, children and young people can learn to respect difference more effectively when they are afforded the opportunity to have meaningful and sustained engagement with those who are different from themselves.

Source: The Statement of Principles, NICIE

Where Everyone Is Valued Equally



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