

**Hunterhouse College**

**Prospectus 2018 – 2019**

**Admissions Criteria**

**and**

**Additional Information**



## HUNTERHOUSE COLLEGE

Finaghy  
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Principal: Mr A Gibson MA DipEd PQH

Chair of Board of Governors: Mr D McClay



Voluntary Grammar School  
Girls' Grammar  
Non-denominational  
Age Range: 11-18

Admission No: 100  
Enrolment No: 710

### OPEN EVENING

Friday 5<sup>th</sup> January 2018 - 7.00pm – 9.30pm (talk by Principal at 7.00pm, 7.30pm and 8.00pm)

### OPEN DAY

Saturday 6<sup>th</sup> January 2018 - 9.30am-12.00noon (talk by Principal at 9.30am and 11.00am)

To Parents/Guardians naming Hunterhouse College ("the College") as a preference on your child's Transfer Form

#### **Entrance Test Results**

Hunterhouse College will consider the outcome of a pupil's performance in either the AQE assessment or the GLA assessment. On the Transfer Form parents should provide details of the candidate number issued to their daughter by AQE and/or GLA when she registered for the assessment.

- Parents should record the Standardised Score awarded by AQE and/or the Cohort Percentile Rank attained in the GLA in section C of the Transfer Form.
- Parents should attach the original AQE results form and/or a copy of the GLA results form to the Transfer Form as applicable.

#### **Special Circumstances and/or Special Provisions**

If you are making a claim for your child to be considered under Special Circumstances or Special Provisions, please note that you are required to:

- present all such material as you consider will assist the Board of Governors Transfer Panel in determining if Special Circumstances and/or Special Provisions apply;
- attach all such material to the Transfer Form.

**Further details can be found in Section 3 – 'Special Circumstances' and Section 4 – 'Special Provisions' below.**

#### **CAPITAL FEE**

**£140**

#### **RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS TO THE SCHOOL**

The Board of Governors of Hunterhouse College has delegated to the Board of Governors Transfer Panel, in conjunction with the Principal, the responsibility of applying its admissions criteria to identify which applicants shall be admitted to the College in accordance with the admissions criteria set out below.

#### **ADMISSIONS POLICY**

##### **1. ADMISSIONS CRITERIA TO BE APPLIED TO ALL APPLICANTS**

The Board of Governors will consider pupils who are resident in Northern Ireland at the time of their proposed admission to the College before those who are not.

In the academic year 2018-19 the College will continue to use academic selection in the first instance to select pupils.

The Board of Governors will consider in the first instance applications from those pupils who have taken the entrance assessments provided by AQE and/or GLA, subject only to the consideration of those children whose parents are claiming Special Circumstances or Special Provisions as defined below.

The College will not use as a criterion the position of preference given to the College as shown on the Transfer Form; for example, a child who has chosen the College in any position on the application form will be considered in the same way as all first preference applicants.

There is no requirement that any applicant should sit both the AQE and GLA entrance assessments. However, where an applicant has sat both assessments, the College will consider whichever outcome places the applicant in the higher Band.

Applicants will be allocated to the Bands shown in the tables below.

AQE will provide parents with an age-adjusted Standardised Score. The College will allocate pupils to the appropriate Band as follows:

<b>Band</b>	<b>AQE standardised score</b>
Band 1	106 or above
Band 2	103 – 105
Band 3	99 – 102
Band 4	94 – 98
Band 5	88 – 93
Band 6	87 or below

GLA will provide parents with a Standardised Age Score, a Grade and a Cohort Percentile. The College will use the Cohort Percentile as the percentile rank to allocate pupils to the appropriate Band as set out below. For the avoidance of any doubt, parents should note that where the Cohort Percentile is recorded as less than 30 on the GLA Results Form, their child will be allocated to either Band 5 or Band 6 depending on the actual Cohort Percentile awarded. This information is made available to the College only; parents considering an application can contact the College to confirm whether their child has been placed in Band 5 or Band 6 on the basis of their Cohort Percentile.

<b>Band</b>	<b>GLA Cohort Percentile Rank</b>
Band 1	60 or above
Band 2	50 - 59
Band 3	40 – 49
Band 4	30 – 39
Band 5	20 – 29
Band 6	19 or below

In the event of there being more applicants in any of the above Bands than places available or should any further places remain to be filled, the criteria below will apply in the order shown:

- (i) children who, at the date of their application, have a child of the family<sup>1</sup> currently enrolled or accepted for admission at the College (details to be supplied).
- (ii) children who, at the date of their application, have a child of the family<sup>1</sup> who attended Hunterhouse College (details to be supplied).
- (iii) children who are entitled to Free School Meals.<sup>2</sup>
- (iv) children who, at the date of their application, are the eldest child<sup>3</sup> of the family to be eligible to apply for

admission to the College (details to be supplied).

- (v) If applicants are still tied after this, then priority will be determined amongst them by a method of computer generated random selection.

<sup>1</sup> 'Child of the family' as defined by the Department of Education to include, for example, half-sisters, together with females who are adopted or fostered.

<sup>2</sup> 'entitled to Free School Meals' will mean girls who are listed on the Education Authority register as entitled to Free School Meals at the date on which their parent or guardian has signed their post-primary Transfer Form, or at any date up to and including 2<sup>nd</sup> May 2018.

<sup>3</sup> Twins and other multiples who are the eldest in the family are treated as joint eldest children.

The College emphasises that it is the responsibility of the applicants to notify the College on the Transfer Form where the above criteria apply, and to furnish relevant details.

## **2. SPECIAL CIRCUMSTANCES**

The College has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected the applicant's performance in the AQE/GLA and which are supported by independent documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as "Special Circumstances".

### **Please Note:**

- If a claim for consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted, the Board of Governors Transfer Panel will take into account the fact that the child was granted Special Access arrangements for those matters.

Parents who wish to apply to the College under Special Circumstances should complete the appropriate form obtainable from the AQE/PPTC and attach it with relevant documentary evidence, as explained below, to the Transfer Form.

### **(i) Details of medical or other problems**

Where it is claimed that a child's performance in the AQE/GLA has been affected by a medical or other problem, evidence must be provided to the College. Where the problem is a medical one of short term duration which affected the child only at the time of the AQE/GLA process parents / guardians should be aware that the Board of Governors Transfer Panel will attach greater weight to evidence indicating that the child was examined by a medical practitioner in relation to the illness at the time of the assessment.

Where the problem is of a non-medical nature parent / guardian should set out in the appropriate form precise details of the problem and attach any appropriate evidence to corroborate its existence.

### **(ii) Educational Evidence which could support a claim for Special Circumstances**

It is the responsibility of the parent / guardian in making a claim for Special Circumstances to provide the College with evidence which reflects the child's academic ability. The Board of Governors Transfer Panel will consider any material presented (and attached to the Transfer Form) by parents/guardians. This material may include any or all of the following:

- i) The Standardised Score awarded by AQE and/or the Cohort Percentile Rank attained in the GLA;
- ii) The results for the child in any standardised test conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6 and where available the respective AQE/GLA results;

iv) Any other relevant material.

Parents/guardians are free to provide any other educational evidence for consideration by the Board of Governors Transfer Panel.

It should be noted that in all cases independent evidence will carry greater weight.

The Board of Governors Transfer Panel will consider all evidence as provided. Where Special Circumstances are accepted, the panel will determine, on the basis of the information available, and if necessary other comparative data collected by the school, and in exercising its judgement, a Band for the pupil. Such pupils will then be considered with all other pupils who have received either an AQE Score or GLA Rank and the admissions criteria applied.

### **3. SPECIAL PROVISIONS**

#### **Special Provisions will apply for:**

- A. Children whose parent / guardian wish them to transfer from a school outside Northern Ireland.
- B. Children who have received more than half their primary education outside Northern Ireland.
- C. Children who, as a consequence of medical or other problems, which are supported by appropriate independent evidence, were not able to sit the AQE/GLA.

Those children for whom B above applies may, if their parent / guardian wish, sit the AQE/GLA in which case the score/ rank obtained will also be considered.

Parents who wish to apply to the College under Special Provisions should complete the appropriate form obtainable from the AQE/PPTC and attach it with relevant documentary evidence, as explained below, to the Transfer Form.

It is the responsibility of the parent / guardian in making a claim for Special Provisions to provide the College with evidence which reflects the child's academic ability. The Board of Governors Transfer Panel will consider any material presented (and attached to the Transfer Form) by parents/guardians. This material may include any or all of the following:

- i) The Standardised Score awarded by AQE and/or the Cohort Percentile Rank attained in the GLA;
- ii) The results for the child in any standardised test conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6;
- iii) Comparative information from the Primary School, including the results, without names, for other children in the child's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7 and the results in any end of year tests in English and Mathematics in Years 5 and 6 and where available the respective AQE/GLA results;
- iv) Any other relevant material.

Parents / guardians are free to provide any other educational evidence for consideration by the Board of Governors Transfer Panel.

It should be noted that in all cases independent evidence will carry greater weight.

The Board of Governors Transfer Panel will consider applications for Special Provisions.

Where this is accepted the following procedure will apply:

- a) The Board of Governors Transfer Panel will consider any accredited assessments and may choose to commission an independent assessment.
- b) The Board of Governors Transfer Panel will consider all evidence as provided. Where Special Provisions are accepted, the panel will determine, on the basis of the information available, and in exercising its judgement,

a Band for the pupil. Such pupils will then be considered with all other pupils who have received either an AQE Score or GLA Rank and the admissions criteria applied.

Parents / guardians, who are applying for Special Provisions under category A, as explained above, must do so by 20<sup>th</sup> April 2018.

### **DUTY TO VERIFY**

- Parents should note that the College may require verification of information contained within an application that qualifies the child for admission.
- The Board of Governors Transfer Panel therefore reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form/Transfer Form.
- This information will be requested from successful children on or shortly after 19<sup>th</sup> May 2018 when they have been notified of their allocation of a place at the College.

Parents should also note that the provision of false information or incorrect information or the failure to provide verifying documents according to the required deadline may result in either the withdrawal of a place or the inability of the College to offer a place.

### **WAITING LIST POLICY**

Hunterhouse College operates a waiting list policy for all year groups. For Year 8 all applications for admission that were initially refused will be automatically added to the waiting list. New applications and applications where new information has been provided will also be added to the waiting list.

If a place or places become available in the College after 18<sup>th</sup> May 2018 and there are more applicants than places available, then decisions will be made using the Year 8 Admissions criteria as outlined above.

If the application is made by a child who arrived in Northern Ireland after the transfer process has been concluded and the Board of Governors Transfer Panel determines that the child is suitable to be admitted, the College will then seek Department of Education approval to admit the child as an additional place. If such approval is given, the child will be admitted.

It should be noted that all those who have applied previously, but who have failed to obtain a place in the College, will have their application held open until 30<sup>th</sup> June 2019 when their application is deemed to have lapsed.

### **Applications and Admissions**

<b>Year</b>	<b>Admissions No</b>	<b>Total Applications</b> <i>ie. All preferences</i>	<b>Total Admissions</b>
<b>2015</b>	100	175	100
<b>2016</b>	100	172	*101
<b>2017</b>	100	166	100

\*Admitted through appeals process

## Examination Performance at A level (%)

	Entered for 2 or more subjects	2 or more passes at A* - E	NI Average	Entered for 3 or more subjects	3 or more passes at A* - C	NI Average
2017	100	100	Not available	100	60	Not available
2016	100	99	98.1	99	69	66.3
2015	100	100	98	95	68.5	65

## A LEVEL AND BTEC RESULTS 2017 (% of students achieving grades)

Year 14: 73 students (SEN: 6)

SUMMARY OF RESULTS SUMMER 2017									
SUBJECT	No. entered	%							
		A*	A	B	C	D	E	U	X
Art & Design	2				100.0				
Biology	11		9.1	36.4	18.2	27.3	9.1		
Applied Business	13	7.7	23.1	46.2	7.7	15.4			
Business Studies	12		16.7	33.3	33.3	16.7			
Chemistry	6		16.7	50.0	16.7		16.7		
English Literature	18		16.7	22.2	38.9	16.7	5.6		
Film Studies	2					100.0			
French	3			33.3	33.3	33.3			
Geography	17	5.9	11.8	35.3	47.1				
Applied Health & Social Care	20		5.0	80.0	5.0	10.0			
History	10		20.0	30.0	40.0	10.0			
Home Economics	18		27.8	27.8	38.9	5.6			
ICT	16		6.3	18.8	31.3	43.8			
Mathematics	3		100.0						
Music	4			50.0	50.0				
Performing Arts (BTEC)	4	25.0	75.0						
Physics	2				50.0	50.0			
Polish	1		100.0						
Political Studies	7			42.9	28.6	14.3		14.3	
Religious Studies	5	20.0		20.0	60.0				
Applied Science	10		20.0	20.0	60.0				
Sociology	24			29.2	25.0	41.7	4.2		
Spanish	4			50.0	50.0				
Sport (BTEC)	0								
Technology & Design	5			40.0	40.0	20.0			
Theatre Studies	2				100.0				

<b>A LEVEL AND BTEC RESULTS 2016 (% of pupils achieving grades)</b>									
SUBJECT	No. entered	A*	A	B	C	D	E	U	X
Arabic	1	100.0							
Applied Science	8		12.5	50.0	37.5				
Art & Design	1				100.0				
Biology	8		12.5	37.5	37.5	12.5			
Applied Business	8	25.0	25.0	12.5	37.5				
Business Studies	14	7.1	21.4	28.6	35.7	7.1			
Chemistry	5			40.0	60.0				
English Literature	18	11.1	16.7	38.9	33.3				
Film Studies	6			16.7	33.3	33.3	16.7		
French	2		50.0		50.0				
Geography	14		21.4	28.6	35.7	7.1		7.1	
German	1		100.0						
Applied Health & Social Care	25		4.0	60.0	28.0	8.0			
History	8		12.5	50.0	37.5				
Home Economics	10		10.0	20.0	70.0				
ICT	15		13.3	26.7	26.7	26.7	6.7		
Mathematics	7		14.3	42.9	42.9				
Music	4		25.0	50.0	25.0				
Performing Arts (BTEC)	7	71.4	28.6						
Physics	3			100.0					
Political Studies	6			100.0					
Religious Studies	4	25.0			50.0	25.0			
Sociology	27	7.4	14.8	11.1	33.3	25.9	3.7	3.7	
Spanish	4			50.0	25.0	25.0			
Sport (BTEC)	3	100.0							
Technology & Design	4			50.0	25.0	25.0			
Theatre Studies	4			50.0	25.0	25.0			

<b>A LEVEL RESULTS AUGUST 2015</b>		<b>% of pupils achieving grades</b>							
SUBJECT	No. entered	A*	A	B	C	D	E	U	X
Art & Design	4			50	50				
Biology	13		38	7.7	46	7.7			
Applied Business	12	25	17	25	25	8.3			
Business Studies	17		18	24	53		5.9		
Chemistry	5		20	60	20				
English Literature	10		10		90				
Film Studies	7				57	29	14		
French	3				67	33			
Geography	21	4.8	24	29	14	29			
German	2			50		50			
Applied Health & Social Care	18		5.6	56	39				
History	9		22	22	44	11			
Home Economics	4			25	25	50			
ICT	13	7.7		31	38	15	7.7		
Mathematics	10	20	40	20	20				
Music	9			44	44		11		
Performing Arts	2				100				
Physical Education	2			50	50				
Physics	2			50	50				
Political Studies	7		14	43	43				
Religious Studies	6			50	50				
Sociology	26	3.8	12	27	35	15	3.8	3.8	
Spanish	2				50	50			
Technology & Design	11		18	45	27	9.1			



**AS LEVEL and BTEC RESULTS 2017 Year 13: 103 students (SEN:5)**

AS Level Results August 2017		% of students achieving grades						
Subject	No. entered	A	B	C	D	E	U	X
Applied Science	17		29.4	64.7	5.9			
Art & Design	5	60.0	20.0	20.0				
Biology	14		28.6	35.7	21.4	14.3		
Business Studies	13	7.7	61.5	15.4	15.4			
Applied Business	2		50.0	50.0				
Chemistry	10	10.0	30.0	40.0	20.0			
English Literature	22		9.1	40.9	31.8	18.2		
Film Studies	10			40.0	30.0	10.0	20.0	
French	4				100.0			
Geography	21	14.3	28.6	23.8	19.0	4.8	9.5	
Applied Health & Social Care	31		22.6	35.5	41.9			
History	14	35.7	7.1	35.7		21.4		
Home Economics	7	14.3	42.9	28.6		14.3		
ICT	12	8.3	41.7	16.7	25.0	8.3		
Mathematics	15	13.3	40.0	6.7	26.7		13.3	
Music	5			60.0	20.0		20.0	
Performing Arts (BTEC)	11		72.7	27.3				
Physics	5	20.0		20.0		40.0	20.0	
Political Studies	9	11.1	44.4	22.2	11.1		11.1	
Religious Studies	6	33.3	33.3	33.3				
Sociology	37	8.1	21.6	10.8	32.4	10.8	16.2	
Spanish	7		42.9	57.1				
Technology	1	100.0						

AS Level Results August 2016		% of pupils achieving grades						
Subject	No. entered	A	B	C	D	E	U	X
Applied Science	16	6.3	43.8	31.3	12.5		6.3	
Art & Design	2			50.0	50.0			
Biology	15	6.7	20.0	13.3	46.7	6.7	6.7	
Business Studies	15	6.7	33.3	33.3	20.0	6.7		
Applied Business	13	53.8	38.5	7.7				
Chemistry	10	10.0	20.0	20.0	20.0	20.0	10.0	
English Literature	25		16.0	48.0	28.0		8.0	
Film Studies	4			25.0	50.0	25.0		
French	3			66.7	33.3			
Geography	27	14.8	33.3	22.2	7.4	14.8	7.4	
Applied Health & Social Care	30	3.3	36.7	33.3	23.3	3.3		
History	11	18.2	36.4	27.3	9.1		9.1	
Home Economics	20	40.0	30.0	10.0	5.0	5.0	10.0	
ICT	20	10.0	30.0	30.0	10.0	15.0	5.0	
Mathematics	6	33.3	16.7	33.3	16.7			
Music	4		75.0	25.0				
Physics	5		20.0	20.0		40.0	20.0	
Polish	1	100.0						
Political Studies	9		33.3	22.2	22.2	22.2		
Religious Studies	6	16.7	50.0	16.7	16.7			
Spanish	5			40.0	40.0	20.0		
Technology	6		33.3	33.3	33.3			

AS Level Results August 2015		% of pupils achieving grades						
Subject	No. entered	A	B	C	D	E	U	X
Applied Science	13		30.8	46.2	7.7	7.7	7.7	
Art & Design	4		75.0	0.0	25.0			
Biology	10	10.0	40.0	40.0	0.0	10.0		
Business Studies	16	6.3	31.3	50.0	12.5			
Applied Business	11	54.5	27.3	9.1	9.1			
Chemistry	7		42.9	14.3	14.3	14.3	14.3	
English Literature	21	9.5	38.1	23.8	14.3	9.5	4.8	
Film Studies	4		25.0	75.0				
French	2		50.0	50.0				
Geography	21	19.0	19.0	28.6	9.5	14.3	9.5	
German	1	100						
Applied Health & Social Care	31	3.2	45.2	35.5	9.7	3.2	3.2	
History	10		30.0	40.0	20.0		10.0	
Home Economics	18		27.8	44.4	11.1	11.1	5.6	
ICT	18	27.8	16.7	38.9	11.1	5.6		
Mathematics	9	33.3	11.1	33.3	11.1	11.1		
Music	7	14.3	42.9	0.0	42.9			
Physics	3		100					
Political Studies	8	12.5	12.5	50.0	12.5		12.5	
Religious Studies	5	20.0	40.0	40.0				
Sociology	42	16.7	7.1	28.6	19.0	11.9	16.7	
Spanish	4		50.0	50.0				
Technology	8			25.0	50.0	25.0		

#### SUPPLEMENTARY EXAM RESULTS (Years 13 and 14)

Year	Awarding Body	Name of Qualification	No Entered	% achieving Qualification
2017	CCEA	Understanding Business Enterprise Level 3	7	100
	CCEA	CoPE	11	100
2016	CCEA	Wider Key Skills Working with Others Level 3	8	100
	CCEA	CoPE	11	100
2015	CCEA	Wider Key Skills Working with Others Level 3	7	100
	CCEA	CoPE	18	100
	CCEA	CoPE	12	100

#### Destination of Year 13 students

		Number	Percentage
2017	Students leaving school at the end of Year 13	13	12
	Students continuing into Year 14	93	88
2016	Students leaving school at the end of Year 13	10	10
	Students continuing into Year 14	92	90
2015	Students leaving school at the end of Year 13	14	14
	Students continuing into Year 14	88	86

**GCSE RESULTS AUGUST 2017**
**Year 12: 104 students (SEN: 16)**

GCSE RESULTS AUGUST 2017		% of students achieving grades									
SUBJECT	No. entered	A*	A	B	C	D	E	F	G	U	X
Art & Design	18	5.6	27.8	27.8	22.2	16.7					
Business Studies	40	10.0	32.5	37.5	12.5	7.5					
Double Award Science	166	6.6	27.7	50.0	14.5	1.2					
Drama	14		7.1	64.3	21.4	7.1					
English	104	2.9	28.8	49.0	19.2						
English Literature	44	4.5	27.3	43.2	22.7	2.3					
French	16		37.5	37.5	25.0						
Further Mathematics	16	18.8	56.3	18.8	6.3						
Geography	44	13.6	29.5	27.3	15.9	11.4	2.3				
German	18	5.6	38.9	33.3	22.2						
History	32	12.5	28.1	34.4	15.6	9.4					
Home Economics	31		9.7	54.8	29.0	6.5					
ICT	48	20.8	45.8	29.2	4.2						
Journalism	0										
Learning for Life & Work	101	13.9	39.6	26.7	16.8	3.0					
Mathematics	104	9.6	24.0	38.5	27.9						
Music	12	8.3	16.7	58.3	8.3	8.3					
Physical Education	6	50.0		50.0							
Physical Education (Double Award)	2	100									
Religious Studies	5	40.0	60.0								
Single Award Science	19			57.9	42.1						
Spanish	26	11.5	26.9	46.2	11.5	3.8					
Technology & Design	18		38.9	38.9	22.2						
Religious Studies (SHORT)	83	16.9	44.6	18.1	12.0	6.0	2.4				

**SUPPLEMENTARY EXAM RESULTS (Years 11 and 12)**

Year	Awarding Body	Name of Qualification	No Entered	% achieving Qualification
2017	CCEA	Wider Key Skills Improving Learning Level 2	17	100
		Wider Key Skills Problem Solving Level 2	36	97
		Wider Key Skills Working with Others Level 2	19	74

**Additional GCSE Information (1)**

	No. entered for 5 or more subjects	Percentage entered for 5 or more subjects	Percentage			
			5 or more passes at grades A* - C	NI Average	5 or more passes at grades A* - C including English and Mathematics	NI Average
2017	103	99	97	Not available	97	Not available
2016	99	100	96	83	90	70
2015	102	99	97	83	92	67

## Additional GCSE Information (2)

	2017		2016		2015	
	School	NI average	School	NI average	School	NI average
Percentage of students in Year 12 achieving 5 or more GCSEs at grades A* - C	97	Not available	96	83	97	83
Percentage of students in Year 12 achieving 5 or more GCSEs at grades A* - C including English and Mathematics	97	Not available	90	70	92	67
Percentage of FSME* students in Year 12 achieving 5 or more GCSEs at grades A* - C including English and Mathematics	100	Not available	79	94	100	90
Percentage of Year 12 leavers achieving 5 or more GCSEs at grades A* - C including English and Mathematics	96	Not available	83	Not available	88	Not available
Percentage of FSME Year 12 leavers achieving 5 or more GCSEs at grades A* - C including English and Mathematics	100	Not available	100	Not available	100	Not available

\* FSME: Free School Meals Entitled

GCSE RESULTS AUGUST 2016		% of students achieving grades									
SUBJECT	No. entered	A*	A	B	C	D	E	F	G	U	X
Art & Design	16	0.0	6.3	37.5	6.3	37.5	12.5				
Business Studies	39	12.8	20.5	43.6	15.4	5.1	0.0	2.6			
Double Award Science	164	8.5	27.4	37.8	25.6	0.6					
Drama	17	0.0	5.9	47.1	41.2	5.9					
English	99	4.0	18.2	48.5	23.2	6.1					
English Literature	33	3.0	9.1	45.5	36.4	3.0	3.0				
French	20	10.0	15.0	20.0	35.0	15.0	5.0				
Further Mathematics	15	33.3	13.3	33.3	20.0						
Geography	55	7.3	23.6	27.3	20.0	14.5	1.8	3.6	1.8		
German	27	7.4	14.8	25.9	44.4	7.4					
History	39	5.1	23.1	43.6	17.9	10.3					
Home Economics	29	3.4	10.3	27.6	48.3	6.9	3.4				
ICT	63	17.5	47.6	30.2	1.6	3.2					
Journalism	8	0.0	25.0	37.5	12.5	12.5	12.5				
Learning for Life & Work	98	7.1	28.6	40.8	15.3	6.1	2.0				
Mathematics	99	11.1	28.3	34.3	21.2	2.0	3.0				
Music	12	0.0	0.0	58.3	41.7						
Physical Education	6	16.7	0.0	33.3	50.0						
Religious Studies	6	16.7	50.0	16.7	16.7						
Single Award Science	16	0.0	0.0	37.5	43.8	6.3	12.5				
Spanish	41	0.0	17.1	39.0	31.7	12.2					
Technology & Design	19	0.0	21.1	47.4	26.3	5.3					
Religious Studies (SHORT)	88	17.0	23.9	21.6	14.8	13.6	5.7	2.3	0.0	1.1	

GCSE RESULTS AUGUST 2015		% of pupils achieving grades									
SUBJECT	No. entered	A*	A	B	C	D	E	F	G	U	X
Additional Mathematics	10	10.0	10.0	50.0	10.0	10.0	10.0				
Art & Design	18	5.6	5.6	22.2	33.3	33.3					
Business Studies	44		34.1	38.6	22.7	4.5					
Double Award Science	168	1.8	22.6	42.3	32.7	0.6					
Drama	25	8.0	20.0	44.0	16.0	12.0					
English	104	1.9	23.1	44.2	27.9	2.9					
English Literature	34		35.3	47.1	17.6						
French	23		8.7	30.4	34.8	21.7	4.3				
Geography	49	2.0	30.6	32.7	24.5	6.1	4.1				
German	13		23.1	38.5	38.5						
History	46	4.3	19.6	13.0	47.8	10.9	4.3				
Home Economics	31		6.5	61.3	32.3						
ICT	44	13.6	56.8	22.7	6.8						
Journalism	18			33.3	61.1	5.6					
Learning for Life & Work	102	2.0	26.5	45.1	24.5	2.0					
Mathematics	104	2.9	20.2	45.2	26.9	4.8					
Music	17		5.9	41.2	41.2	5.9	5.9				
Physical Education	14	7.1	21.4	35.7	35.7						
Religious Studies	14	7.1	35.7	42.9	14.3						
Single Award Science	17			70.6	29.4						
Spanish	40	12.5	15.0	37.5	32.5	2.5					
Technology & Design	17		11.8	41.2	23.5	23.5					
Religious Studies (SHORT)	89	10.1	20.2	29.2	22.5	14.6	3.4				

PROGRESSION OF SCHOOL LEAVERS	YEAR 14 (%)	YEAR 13 (%)	YEAR 12 (%)
Entered Higher Education	82.5		
Entered Further Education	8.75	64.3	26.1
Transferred to another grammar school		21.5	39.1
Transferred to a high school		7.1	26.1
Entered an apprenticeship			
Entered a training programme			
Took up employment	6.25		8.7
Took up full-time voluntary work			
None of the above	2.5	7.1	

#### Number of Leavers

Year 14	80
Year 13	14
Year 12	23

Attendance rate: 2016/17 94.2 %

Policies can be downloaded from the website: [www.hunterhousecollege.org.uk](http://www.hunterhousecollege.org.uk)

## Curriculum

If you wish to obtain copies of school policies and procedures relating to curricular issues please visit the school website or contact the school office to make appropriate arrangements. Important examples include:

- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Community Relations, Equality and Diversity Policy
- Homework Policy
- Gifted and Talented Policy
- Review and Appeal of Internal Assessment in External Qualifications
- Details of making complaints about the curriculum
- Department of Education Circulars
- Inspections Reports

## Health Education (including Drugs Education)

Hunterhouse College is a "Health Promoting School" and the physical and mental wellbeing of all members of the school community is paramount. Drugs Education forms a part of the personal development programme throughout the school.

## Pastoral Care

If you wish to obtain copies of school policies and procedures relating to pastoral issues please visit the school website or contact the school office to make appropriate arrangements. Important examples include:

- Child Protection and Safeguarding Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Drugs Education Policy
- Health Education Policy
- Special Educational Needs Policy
- Acceptable Use of the Internet Policy
- Behaviour Policy
- Relationships and Sexuality Policy
- Uniform Policy

Parents are always encouraged to make known to the school any concern which they have about their child's safety.

## Other School Policies

Additional policies include:

Admissions to Years 9 – 12

Admissions to Sixth Form

Complaints and Concerns Policy

Literacy Policy

Numeracy Policy

## Anti-Bullying

The College seeks to create a shared understanding of the values of community and of a climate of openness and sense of collective responsibility. Consequently bullying is not tolerated and the college policy states the procedures which are followed to ensure this.

## Religious Education

The College has no denominational religious affiliations. There is a collective act of worship either as a school, a section of the school or as a form group. Religious Studies is taught to all girls in accordance with the programme of study prescribed under the Education Reform Order (NI) 1989. The general aim of Religious Studies is to develop respect for religious and moral values and tolerance of other races, religions and ways of life. In Religious Studies lessons the girls study the central beliefs of Christianity but opportunities are also provided to learn about and discuss other religions and the place of religion in modern society.

All girls are expected to attend the lessons and morning Assembly unless their parents exercise their rights of withdrawal. Any parents wishing to withdraw their daughter should write directly to the Principal.