MALONE INTEGRATED COLLEGE



PROSPECTUS 2026

LEARNING FOR LIFE **TOGETHER**

WELCOME FROM THE **PRINCIPAL**



It is with great pleasure that I welcome you to the prospectus of Malone Integrated College. Our school is an inclusive all-ability learning community where young people are at the heart of everything we do. We are proud to offer a supportive and inspiring environment that nurtures every student's potential.

At Malone Integrated College we believe that true success comes from a well-rounded education, where academic achievement is matched by strong personal development. This holistic approach ensures our students are not only prepared for exams, but also for life beyond the classroom.

Our track record speaks volumes. Year after year, our exam results get better, our students go on to make a real difference in the world. Our alumni are shaping communities and industries. At Malone Integrated College, we believe every student can excel. By removing barriers, we ensure every learner gets the support they need. We don't just prepare students for the future - we help them shape it.

Malone Integrated College has a strong sense of community. We believe that positive relationships between staff, students, and families keep our young people the key focus. The balanced curriculum offer encourages creativity and leadership, and values both academic and vocational learning.

Our school is a vibrant place, with so much always going on. Extracurricular activities are promoted and celebrated. We have wonderful students and dedicated staff. We invite you to explore our prospectus and discover what makes our school a special place to learn, grow, and thrive. We are proud to be a 'School of Sanctuary'.

MRS ÁINE LESLIE
BA (Hons), PGCE, PGDip, MEd

Principal

ETHOS AND VALUES AT MALONE

Embracing Our Future: ***Learning for Life Together***

We are delighted to share our school's ***Mission Statement, Vision,*** and ***Core Values***.

OUR MISSION:

LEARNING FOR LIFE TOGETHER

This simple yet powerful statement captures the spirit of collaboration and lifelong growth we champion every day. It's about building a partnership between students, staff, and the wider community to ensure success that extends far beyond the classroom.

OUR VISION:

We are committed to providing an exceptional educational experience where every student can achieve their personal best. This is supported by an environment that is not just high-quality, but genuinely nurturing and supportive.

'To maximise the potential of all learners in our community by providing a high-quality education in a supportive environment. We strive to achieve excellence through a culture of respect, ambition, and inclusivity.'

OUR VALUES:

R.A.I.S.E.

Our school ethos is built upon five core values, which form the acronym R.A.I.S.E. - Respectful, Ambitious, Inclusive, Supportive and Excellent.

These values are more than just words on a page or a sign above a doorway - they are the living foundation of everything we do. They are the central topic of conversations in our staff room, guide lessons in our classrooms, and shape the interactions in our corridors.

Each day, our 'year-group based' assembly is built around these R.A.I.S.E. principles, ensuring they are front and central to the student experience. By living these values every day, we are creating a positive, dynamic, and successful environment for all members of our school community.

We look forward to Learning for life together with you as we collectively R.A.I.S.E. the potential and achievements of every student.

RESPECTFUL

We will listen to and respect each other in our words and actions.

- I respect myself.
- I respect others.
- I respect staff.
- I respect my school.

AMBITIOUS

We will strive for quality learning and support for all, inside and outside the classroom.

- I engage in the whole curriculum.
- I challenge myself and others to the be the best.
- I celebrate all success.
- I plan for the future.

INCLUSIVE

We are proud to be an integrated school and promote the principles of integrated education.

- I celebrate other cultures and faiths.
- I listen to other opinions and beliefs.
- I accept we are all unique.
- I understand we all learn in different ways.

SUPPORTIVE

We communicate appropriately with each other.

- I know this is a safe place for all.
- I know where to ask for help if I need it.
- I support the College values.
- I commit to all aspects of College life.

EXCELLENT

We will work hard and take pride in everything we do.

- I strive to be my best.
- I am prepared and organised.
- I meet the College's high expectations.
- I can be excellent every day.

Vision

To maximise the potential of all learners in our community by providing a high quality education in a supportive environment. We strive to achieve excellence through a culture of respect, ambition, and inclusivity.

PASTORAL **EXCELLENCE**

PASTORAL TEAMS
Malone Integrated College has a very professional body of staff who are not only interested in the academic performance of each student, but also their social, emotional and spiritual development.

The qualities of kindness, fairness and respect are encouraged daily within all aspects of school activity and sit firmly within the heart of our Pastoral Care system.

The Pastoral Care structure in the College is shaped around Form Classes. There are six Form Classes M, A, L, O, N and E. Each pupil is allocated to a Form Class upon admission. Mentors from Sixth Form assist new Year 8 pupils settle into school life to ensure they feel comfortable and happy in their new school.

All staff have a specific responsibility for the general welfare of pupils. However, a recognised structure also exists to care for pupils in an effective way.

- **PRINCIPAL**
- **VICE PRINCIPAL**
- **SENIOR LEADERSHIP TEAM**
- **HEADS OF YEAR**
- **FORM TEACHER**
- **DESIGNATED TEACHER FOR SAFEGUARDING**



PRINCIPAL - Mrs Áine Leslie
Has overall responsibility for the welfare of the staff and pupils.

VICE PRINCIPAL - Mr Ed Fulton
Provides advice and support for staff and pupils.

SENIOR LEADERSHIP TEAM
Provide help and support in key areas of the school.

SAFEGUARDING AND CHILD PROTECTION - Mr Patrick Cassidy
The designated teacher for safeguarding is Mr Cassidy. Along with the Vice Principal and a designated governor these staff form the safeguarding team.

FORM TEACHER
Each class has a form teacher. These teachers are the main link with pupil and home in the initial stages of school life and are responsible for pupil welfare, minor counselling, monitoring academic progress and behaviour, daily registration and reports.

HEADS OF YEAR
Will provide pastoral care for each year group and will lead a team of form tutors in supporting the pupils learning and wellbeing.

SUPPORTING **LEARNING**

ASSEMBLIES:
The school has a lively and varied assemblies programme which is centred around promoting our school values of: respect, ambition, inclusion, support and excellence.

Some recent themes have included Black History Month, Climate Change, promoting positive mental health, celebrating Maths Week Ireland and support excellent attendance.

Our best assemblies are led by our pupils and the themes are often chosen through student voice.

CELEBRATING SUCCESS:
In addition to our values-based assemblies programme, our year groups have a presentational assembly each half-term, where they and their form classes' successes are discussed and celebrated. Students have the opportunity to be rewarded here at our 'half term heroes' assembly for their hard work and excellent attitudes.

In our classrooms, our Heads of Department choose the subject stars, who have shown excellent attitude, improvement and work ethic in their subject. Look out for all these winners in our Malone Monthly newsletter!

SUPPORT:
Teachers at Malone Integrated College are committed to supporting pupils to achieve their academic potential. This may take the form of revision classes after school, Saturday School and Easter school in the run-up to GCSE exams. At Key Stage 3, pupils may access homework club, literacy and numeracy support or even receive peer-led support from our Post-16 pupils. The school looks forward to offering targeted numeracy support to parents. It is our aim that this support will build parents' confidence in helping their child with Maths outside of school.



STUDENT SENIOR LEADERSHIP TEAM

STUDENT VOICE AT MALONE

WHAT IS THE STUDENT LEADERSHIP TEAM?

We are made up of a small group of students from within Malone College selected by the students to represent all year groups from key stage 3, 4 & 5. Our team is led by the Head Girl and Deputy Head Boys.

WHAT DO WE DO?

We are the voice for all students in Malone College. If a student feels that something is not working well in the school, then they can pass this information onto the School Leadership Team so they can try and solve the problem and discuss it at the monthly meeting. We also plan and help run events such as the Hallow-een Disco, Culture Day or The Appreciation station which contribute to school values. Finally, we nominate charitable causes that are close to our hearts and raise funds for them through events.

WHAT HAVE WE BEEN DOING?

- We have carried out fundraising activities in school for a range of charities.
- Promote and run events e.g. Anti-bullying, Appreciation Station, Culture Day.
- Consulted with the school management on updates to the uniform policy in Malone College.
- Attended training events e.g. Anti-bullying training.
- Hold assemblies to promote wellbeing and promote the student voice.
- Update notice boards to promote events.
- Hold surveys to find out issues affecting students and gather ideas for improving the school.



“As Head Girl, the privilege I have received with being able to lead the student leadership team is one that has been made from trust. True leadership isn’t about standing in front of others but standing withthem, listening and trying the utmost best to turn shared ideas into lasting ideas that will benefit every student in Malone College.

The leadership team consists of multiple different individuals from different years, all who have a passion to make a difference. We are a group of young individuals who have joined together with a united purpose to turn ideas into reality. Having been giventhe opportunity to lead such a wonderful group of peoplehas filled me with such pride and appreciation.”

Head Girl - **Katie Clarke**

STUDENT SUPPORT



BILINGUAL CENTRE

Malone Integrated College is an incredibly diverse community with more than 40 different nationalities and languages spoken across the school. All our students are highly valued at Malone, and we actively promote awareness, understanding and empathy between all.

Staff across the school are trained in EAL (English as an additional language) and use a variety of differentiated approaches to meet the needs of all. Students are proud of their school community and present as happy, content, and aspirational with a willingness to contribute positively to the wider Belfast community and beyond.

As a School of Sanctuary, we have outstanding facilities including a Bilingual Centre open from 8am - 4pm. The Bilingual Centre provides an environment for students to meet, study and seek support or reassurance should they need it with a member of staff always on hand. Our staff are dedicated to supporting pupils both pastorally and academically in EAL.

Teaching takes place within the Bilingual Centre to facilitate students communicating effectively in both English and a variety of languages. We constantly strive to develop our practice having participated in several EAL related studies. Staff and pupils regularly discuss and share ideas, methods and experiences with other schools and universities.

We look forward to working with you.

SCHOOL OF
SANCTUARY AWARD
WELCOMING ASYLUM SEEKERS AND REFUGEES

INDIVIDUAL NEEDS SUPPORT

The Individual Needs Department is an integral part of Malone College, with a supportive reputation for the care and development of students with SEN.

The Department provides a variety of supports to enable students with SEN to access the broad and balanced curriculum they are entitled to.

Our aim is for every student with SEN to make a successful transition to adulthood and the world of further education, training, and work.

We work closely with outside agencies and invite these highly trained professionals into the College to work with our young people. Park Literacy Reading Support, Autism Advisory and Intervention Service, Sensory Support Service and Behaviour Support Services are just some of the agencies who support our students on a regular basis.

We have a team of dedicated classroom assistants who provide the necessary scaffolding that some students require to enable them to succeed in our mainstream learning environment.

STUDENT WELLBEING

The integrated ethos of Malone College permeates all aspects of the curriculum and is integral to the programme of pastoral care. Here at Malone, we create a caring environment where children are supported and encouraged each day, and this is crucial to the social and personal development of young people. It is essential in helping them to develop as responsible and independent young adults with self-esteem, who can play a full role in the community.

AN ANTI-BULLYING SCHOOL

As part of our Child Protection and Safeguarding procedures within the College is our policy on bullying. Throughout the education of our pupils, we encourage students to accept, tolerate and respect each other through trust, support and care. It is therefore obvious to state that any form of bullying which contravenes the ethos of the college will not be tolerated.

Malone College took a proactive approach when we became a member school of The Anti-Bullying Alliance. At Malone College we believe all children and young people have intrinsic value and worth and we embrace their uniqueness and autonomy. Our pastoral system supports all students in the school, and they can connect with their Form Tutor, Year Head, Senior Leader Link or any member of staff.

Our students also take part in workshops delivered by Cara-Friend. This training is designed to help young people understand and ensure they know that bullying behaviour and/or inappropriate language toward LGBTQIA+, racial and religious minorities, youth with disabilities and socially isolated young people is not acceptable. The workshops build knowledge, they develop understanding and promote respect and inclusivity for all which are core values of integrated education.

ANTI-BULLYING ALLIANCE

PEER MENTORSHIP

Our Peer Mentors team consists of pupils who have been trained to work proactively to support victims of bullying behaviour, raise awareness of the effects of bullying and to work preventatively to stamp out all forms of bullying in Malone Integrated College.

The Peer Mentors are involved in Form Classes and playground at lunchtimes. They are extremely approachable and can be easily identified with their badges throughout school and on school buses.



MENTAL HEALTH AND WELLBEING AT MALONE

The College works in conjunction with a range of external organisations to develop capacity, knowledge, confidence and relationships around emotional wellbeing issues, through a whole school approach. In line with the Children and Young People's Emotional Health and Wellbeing in Schools Framework, the overall aim is for a reduction in the growth of longer-term mental health difficulties.

They work preventatively with young people, school staff and parents to increase awareness and knowledge around key emotional wellbeing themes and the early intervention supports available in the community and voluntary sector as well as the thresholds of and support available within CAMHS.

MENTAL HEALTH AND WELLBEING AT MALONE

The YeHa Project is a youth based educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers.

We believe that there is a basic level of knowledge and skill that everyone needs around their own mental health.

By teaching every pupil about mental health, we hope that they will be equipped to meet the challenges they and their friends will encounter in life.

Our 6th form students have been trained in mental health first aid in conjunction with TAMHI. By training older pupils to deliver mental health lessons to younger pupils, the project aims to bypass the walls many young people put up when dealing with adults.

YeHa

MENTAL HEALTH CHARITY T.A.M.H.I

YEAR 8 INDUCTION PROGRAMME

The Year 8 induction programme at Malone College plays an integral role in the guidance of pupils through the transition from primary to post primary education. The induction programme is initiated by the Year 8 Form Teacher and is fully supported by the other Year 8 subject teachers, the Head of Year, the Vice-Principal and the Principal. The programme is aimed at improving relationships between pupils and staff members so that the individual pupil's educational and emotional needs can be ascertained at an early stage.

- An induction evening is arranged for all new pupils in June of each year when each student can meet their form teacher and new classmates. We will have food and an opportunity to socialise and meet other parents/staff as a nice way to welcome you all to our new Malone family.
- There will be a fun day of activities for the students before the start of the academic year so that year 8 students can get to know each other and meet the staff in a fun and relaxed environment.
- During this time extra support can be given to those students who are finding the transition difficult and to liaise with parents.
- The programme also pivots upon an information event held for Year 8 parents at the beginning of the academic year as communication between home and school is key to success.

The induction process continues throughout the first year and parents are always welcome to discuss their child's well-being with the form teacher.

> "Getting to meet our teachers and see around the school was great as I was nervous, but it really helped me, and I got such a warm welcome."

> "My form tutor was lovely and made me feel part of the school from my first day. I really enjoyed the fun days as there were lots of activities to take part in."









INNOVATIVE AND EXCITING **CURRICULUM**

Malone College believes that all pupils, regardless of ability, are entitled to the best that education can offer. The College has high expectations of all its pupils and adopts teaching approaches that encourage individuals to strive towards and achieve their own personal goals.The College is committed to ensuring that the curriculum is challenging, interesting and relevant, and that teaching methods are varied and innovative allowing pupils to access curricular content through their own learning styles.

AREAS OF STUDY - KEY STAGE 3, KEY STAGE 4 AND POST 16

At Key Stage Three (Years 8 to 10) the pupils will follow a broad, balanced programme in accordance with the Northern Ireland Curriculum.

SUBJECTS AT KEY STAGE 3

- ENGLISH
- MATHEMATICS
- SCIENCE
- SPANISH
- ART
- MUSIC
- DRAMA
- HISTORY
- RELIGIOUS EDUCATION
- HOME ECONOMICS
- GEOGRAPHY
- TECHNOLOGY & DESIGN
- PHYSICAL EDUCATION
- KING'S TRUST
- LEARNING FOR LIFE AND WORK
- INFORMATION TECHNOLOGY

At Key Stage 4, pupils are expected to study for qualifications most likely to benefit their future careers. At the end of Year 12, students will sit external examinations and/or enter portfolios in the chosen subjects (GCSE or equivalent). Sample subjects include:

SUBJECTS AT KEY STAGE 4

- ICT
- ART
- MUSIC
- DRAMA
- MOVING IMAGE ARTS
- ENGLISH
- ENGLISH LITERATURE
- MATHEMATICS
- FURTHER MATHS
- HISTORY
- SPANISH
- RELIGIOUS EDUCATION
- HOME ECONOMICS
- GEOGRAPHY
- ENVIRONMENT IN ACTION
- TECHNOLOGY & DESIGN
- PHYSICAL EDUCATION & SPORT
- KING'S TRUST
- LEARNING FOR LIFE AND WORK
- INFORMATION TECHNOLOGY
- CONSTRUCTION
- DOUBLE AWARD SCIENCE
- SINGLE AWARD SCIENCE
- PERFORMANCE SKILLS
- PUBLIC SERVICES
- BUSINESS STUDIES
- TRAVEL & TOURISM
- HOSPITALITY
- CHILD DEVELOPMENT
- PERSONAL & SOCIAL DEVELOPMENT
- HAIR & BEAUTY
- HEALTH & SOCIAL CARE

COURSES ON OFFER AT A-LEVEL INCLUDE:

- GEOGRAPHY
- SPANISH
- MOVING IMAGE ARTS
- HEALTH & SOCIAL CARE
- MUSIC
- DRAMA
- BUSINESS STUDIES
- HISTORY
- CHEMISTRY
- BIOLOGY
- ICT
- UNIFORMED PROTECTIVE SERVICES
- SPORT
- ART & DESIGN
- TRAVEL AND TOURISM
- DESIGN & TECHNOLOGY
- EMPLOYABILITY
- SINGLE LIFE SCIENCE
- DOUBLE LIFE SCIENCE
- MATHS
- ENGLISH

Post 16 pupils study A level or equivalent qualifications most likely to benefit their future careers. These courses are either taught internally in Malone or through collaboration with partner schools.





AWARD WINNING

Malone Integrated College, winners of the 2025 Carson Awards

The Carson Awards Showcase is an annual event which celebrates the creative talent of Integrated pupils by exhibiting the amazing projects they have been working on over the past year. Malone Integrated College was presented with First Prize in Key Stage Four at this year's Showcase for their impressive celebration of diversity in a film called 'One school, many Cultures.' The audience at the Showcase were then treated to a fantastic performance showing the many cultures celebrated in Malone Integrated College.



Blackboard Award 2025 Winner

Mrs Deborah Hamiliton celebrated winning the Excellence in Sustainability Teaching Award at the annual Blackboard Awards.

Miss Hamilton, Head of Geography who also runs the Eco Club is leading the way in protecting our environment along with student volunteers. It was great that the hard work of all the team was recognised at this year's awards.



National Awards for Pastoral Care in Education - *NAPCE*

Mrs Katrina Moore received a Lifetime Achievement Award at the National Awards for Pastoral Care in Education 2025. This is an outstanding achievement for our outgoing principal as she retires after 37 years in education.

The Board of Governors and all the staff at the college would like to thank Mrs Moore for her years of service and her dedication in changing the lives of so many young people.



Malone College awarded TAKE 5 Accreditation at City Hall



Malone College has proudly received the prestigious TAKE 5 Accreditation in a special ceremony held at City Hall, recognising its outstanding commitment to promoting mental health and well-being among students and staff.

In attendance at the event were Mrs Áine Leslie, Principal of the school, Mrs Cara Gilleece, Wellbeing Champion, and two dedicated TAKE 5 Ambassadors, Ellie and Miley, who have played a vital role in championing the initiative within the school community.

The TAKE 5 framework encourages us all to:

- Connect
- Be Active
- Take Notice
- Keep Learning
- Give

Five simple steps to improve personal well-being. The school's accreditation reflects its proactive approach to embedding these principles into everyday school life, fostering a supportive and inclusive environment for all.

ECO SCHOOL AWARD

Students and Malone College were proudly awarded the eco-schools award and green flag as a result of the great work in the college.

The students in Malone College meet weekly at our eco-club and have worked on a range of environmental projects over the past few years including:

- Hedgerow, bulb & tree planting
- Recycling of batteries & clothing
- Litter collection and education programmes focusing on litter and waste
- Sustainable and fast fashion workshops
- Wheelie Bin Challenge
- Bird & Bat Boxes and Feeders
- Collection of food waste and compost bins
- Climate Crisis workshops
- Blue Peter Green Badge Award







PHYSICAL EDUCATION AT MALONE

Malone College is delighted to have one of the most modern and high-tech school sports facilities in Northern Ireland.

The sports hall and external 3G pitches are available for PE classes and school teams. Every student has the opportunity to take part in activities such as,

- Football
- Basketball
- Badminton
- Netball
- Athletics
- Hockey
- Climbing wall
- Fitness suite
- Spin cycling bikes
- Dance

There are after school sports and exercise classes running every day and students have the opportunity to be part of the school teams and clubs.

These are open to all pupils and staff encourage pupils to reach their full potential in whatever activity they choose.











EXTRACURRICULAR ACTIVITIES







Extra-curricular activities form an integral part of the education of the whole child.

Malone College offers a busy and varied programme before and after-school, designed to promote health, social awareness and primarily enjoyment.

DIGITAL SCHOOLS AWARDS

We encourage all our students to become active members of our school community and to get involved in the life at the school. We are very proud of all the achievements of our students both inside and out of school and our extra-curricular clubs reflect the wide range of talent in Malone.

LIST OF EXTRACURRICULAR ACTIVITIES

Art	Drama	Homework Support	Science
Basketball	Eco Club	ICT	Coding
Bi-Lingual Support	Sign Language	Musical Instruments	Singing
Boys Football	Gaelic	Gym Club	Netball
Cookery	Girls Football	Photography	Cheer Leading

*We also offer afterschool classes for all subjects taught in Malone to support our students in the preparation for their exams at KS4/5.

THE OUTDOOR CLASSROOM

In Malone College we believe that our students should learn both inside and outside the classroom.

Taking learning outdoors can have a major impact on the learning and development of our pupils.

We encourage all departments to help support learning by visiting subject related attractions /centres to utilise the expertise and share their experiences.

MALONE SCHOOL TRIPS
Some of our actions:

- Spanish trip to Barcelona
- Post 16 trip to Malaga
- Skiing trip to Bulgaria
- Post 16 trip to Rome
- Reward trip to Dublin
- Geography field trip to Antrim Coast
- History trip to Crumlin Road Gaol
- Year 8 trip to W5
- Water sports trip to Fermanagh lakes
- Reward trip to Lazer Quest
- Art trip to Ulster Museum

INTERNATIONAL WORK EXPERIENCE
The Turing scheme offers international learning experiences to help pupils acquire social, civic and intercultural competences for their personal development. They can also help pupils to develop an understanding of cultures and languages.

In June 2026, post 16 students will have the opportunity to travel to Malaga, Spain on a funded placement.





> "I think that Malone College is the best school ever. I love the teachers and subjects. We got to go on these amazing school trips and they are so exciting."



CELEBRATING SUCCESS





MALONE EXAM SUCCESS

We have high expectations of our Malone College students. We believe that monitoring the progress of each student has a central role in achieving these expectations.

There are 4 assessment weeks each year across all subject areas, with formal school examinations at the end of term one and the end of each academic year.

REPORTING

The College will issue, through the school's 'parent app', achievement reports on 4 assessments throughout the year. Parents are also given the opportunity to discuss the educational progress of their child at regular Parent-Teacher evenings throughout the year.

Our 'parent's app' allows us to keep the home-school communication effective and will give regular updates on achievement, progress, and attendance.

SUCCESS IN 2025

- **94% of our Year 12 students achieved 5 A*-C in their GCSE exams.**
- **82% of our Year 12 students achieved A*-C in their GCSE English.**
- **67% of our Year 14 students achieved 3 A*- C in their A level exams.**
- **94% of girls achieved more than 5 A*-C in their GCSE exams.**
- **95% of boys achieved more than 5 A*-C in their GCSE exams.**





HIGH STANDARDS IN MALONE

Our ethos is one where we strive for the highest academic standards for all our pupils.

This, we believe, is possible through a committed team effort of pupil, home and school.

We also emphasise our belief, that academic success is made possible in a disciplined and orderly environment. We expect our pupils' behaviour to be exemplary so that everyone can learn together and succeed.

- To encourage high standards of work and behaviour, pupils receive Positive Achievement points for a range of good work practices and attitudes and actions.

- **We make it our priority to Recognise, Record and Reward positive behaviours shown by the students.** There are achievement points for excellent effort in classwork, showing kindness, excellent homework, being a student role model, sporting excellence, participation within class, helpfulness, as well as full attendance each month.

- Points mean prizes! The aim is for students to work hard and earn achievement points on a regular basis. The accumulation of achievement points then enables them to achieve reward for their continued efforts across the school year.

PROMOTING POSITIVE BEHAVIOUR

Points 75	SCHOOL PEN
Points 150	WATER BOTTLE
Points 200	BRONZE PRINCIPAL'S BADGE
Points 300	SILVER PRINCIPAL'S BADGE
Points 400	GOLD PRINCIPAL'S BADGE



MALONE COLLEGE UNIFORM

In Malone we are proud of our school uniform and students are expected to always wear full and correct uniform and parental co-operation in this area is essential. **The official suppliers are:**

- Warnock's, Lisburn Road, Belfast
- Truly Fare, Andersonstown Road, Belfast
- Gowdys, Woodstock Road, Belfast
- McCall's, Market Street, Lisburn
- Chaplin Sportswear, Park Centre

Malone College PE kit can be ordered online at:
https://playr-fit.com/malone-college-students-pe/



ADMISSIONS CRITERIA

MALONE INTEGRATED COLLEGE
45 Finaghy Road North Belfast BT10 0JB

Telephone No:	028 9038 1988
E-mail:	info@malonecollege.org.uk
Web-site:	www.malonecollege.org.uk
Principal:	Mrs Áine Leslie BA (Hons), PGCE, MEd
Chair of Board of Governors:	Mr Seamus Leonard

Grant Maintained Integrated College

Age Range:	11 - 18
Admission No:	130
Enrolment No:	800



OPEN EVENING INFORMATION AND PROSPECTUS

P7 students and their families should refer to our school website in January 2026 to access an online copy of our school prospectus and up-dates regarding Open Evening. It is planned to hold an Open Evening on Thursday 15 January 2026 3.30pm-7.00pm. Parents/carers are also welcome to telephone the school office for any further enquiries.

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

The Board of Governors, subject to its final approval, delegates to the Admissions Committee, {which consists of the Principal and at least three other Governors} the task of applying the Admissions Criteria.

ADMISSIONS POLICY

ADMISSIONS CRITERIA FOR ENTRY OF PUPILS TO YEAR 8 IN SEPTEMBER 2026

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on Tuesday 27 January 2026 at 12 noon (GMT) and an application submitted by the closing date of Thursday 19 February 2026 at 12 noon (GMT) will be treated as a **punctual application**. An application received after 12 noon (GMT) on 19 February 2026 and up to 4pm on Tuesday 24 February 2026 will be treated as a **late application**.

Punctual applications will be considered before late applications. If all available places are awarded to punctual applications, those who have submitted late applications **will not be awarded a place**.

IT IS THE RESPONSIBILITY OF PARENTS TO ENSURE THAT ALL RELEVANT INFORMATION {INCLUDING BUT NOT LIMITED TO THE CHILD'S RELIGIOUS AFFILIATION} IS INCLUDED ON THE TRANSFER APPLICATION.

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 an overall balance amongst all traditions. In order to achieve this aim, places in the college will be allocated on the following basis:

- 40% to pupils deemed to fall within the Protestant category.
- 40% to pupils deemed to fall within the Roman Catholic category.
- 20% to pupils deemed to fall within the 'Other Traditions' category.

The criteria set out below will first be applied to those in the 'Other Traditions' category and a maximum of 20% of places will be allocated to this group. The remaining places will be divided equally between pupils falling into the 'Protestant' or 'Roman Catholic' categories. In the event of less than 20% of places being awarded to pupils from the 'Other Traditions' category, the remainder of places will be divided equally between the other two categories. In the event of an odd number of places in the division, an additional place will be allocated to the category with the greater number of pupils.

Priority will be given to students residing within Northern Ireland at the time of proposed admission.

In the event of there being over-subscription, the following sub-criteria will apply:

a) Pupils who have a brother or sister attending the College.

b) Pupils who had a parent, brother or sister who previously attended the College **(name and date of attendance to be supplied on the Transfer Application)**.

c) Applicants with a parent or older brother or sister in the permanent employment of the Board of Governors of Malone Integrated College, i.e. not less than ten hours per week, on 1 February 2026, or an applicant whose parent is a member of the Board of Governors on 1 February 2026.

d) Pupils who are transferring from a Grant Maintained Integrated or Controlled Integrated Primary School {not in order of preference} as defined in the Education Reform Order {1989}.

e) Applicants who are the eldest child in their family to transfer to a mainstream Post-Primary School. This must be verified by an accompanying Primary School letter.

In the case of multiple births, if one child meets the criteria sufficiently to be allocated a place, the other child/children will be considered as having a sibling at the College, i.e. criterion a. In the event of one child being displaced and the other child/children being admitted the Board of Governors reserve the right to apply the a category to all children of multiple birth in that family to ensure that all are admitted.

f) All remaining applicants

Should there be over-subscription at the last criterion that can be applied, selection for all places remaining in this category will be on the basis of the initial letter of the surname in the order set out below:

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

The order was determined by a randomised selection.

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order using the above randomised selection. In the event of 2 identical surnames the alphabetical {randomised} order of the initials of the forenames will be used.

In the event of there still being too many applications for the last remaining place(s), preference will be based on the chronological order of pupils' dates of birth (oldest first). In the event of there still being too many applications preference will be given to students living closest to the College, measured 'as the crow flies' from the front door of the pupils postal address (as appearing on the Transfer Application) to the front door of the College.

DUTY TO VERIFY

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

The religious affiliation of a pupil will be decided by:

a) Information provided on or with the Transfer Application.

b) Information supplied to the school by the parents [e.g. on the college data-capture form}.

c) In the event of no clear information being available from the above sources, the matter will be decided as follows:

i) Pupils attending Catholic Maintained primary schools will be deemed to fall within the 'Roman Catholic' category.

ii) Pupils attending Controlled primary schools will be deemed to fall within the 'Protestant' category.

iii) Pupils attending other types of school will be deemed to fall within the 'Other' category if there is no clear indication as to religious affiliation.

The Board of Governors reserves the right to seek confirmation of any information supplied.

WAITING LIST POLICY

These criteria will also apply to students seeking admission to the college after September 2025.

APPLICATIONS AND ADMISSIONS

YEAR	ADMISSIONS NO	TOTAL APPLICATIONS *i.e. All preferences*	TOTAL ADMISSIONS
2023/24	130	216	130
2024/25	130	152	130
2025/26*	130	166	150

**The Total Admissions for year 2025/2026 includes all Year 8 children admitted to the school including those who have a statement of special educational needs and/or may be attending SPiMS.*
(SPiMS = Specialist Provision in Mainstream School).

Criteria for admission to years 9 onwards
Available on request from the school.



LEARNING FOR LIFE **TOGETHER**

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