



1st Year 2019

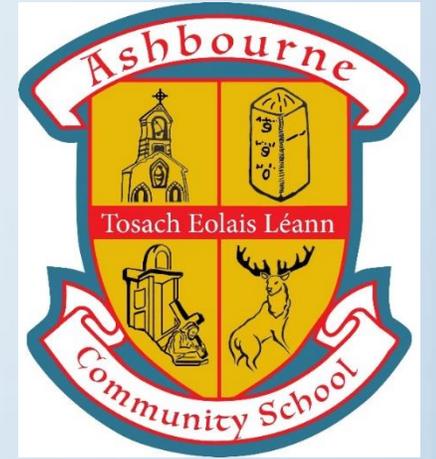
Welcome to
Ashbourne Community School

Introduction

Principal: Ms. Duffy

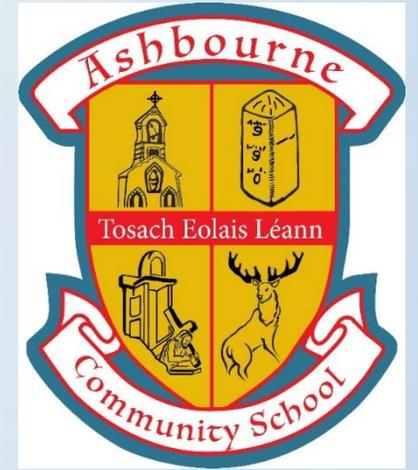
Deputy Principals: Mr. Stewart, Mr. Moriarty
and Ms. Casey

1st Year Head: Ms. Scannell

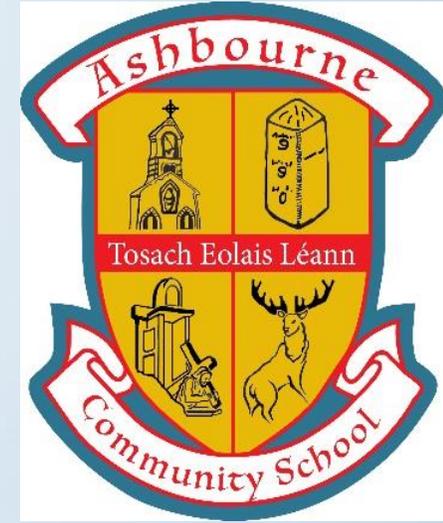


Overview

- Mission of ACS
- Transition into ACS/ Induction
- Daily routine
- Initiatives
- Cat4 tests
- Attendance
- Junior Cycle
- Supporting our students
- Key messages

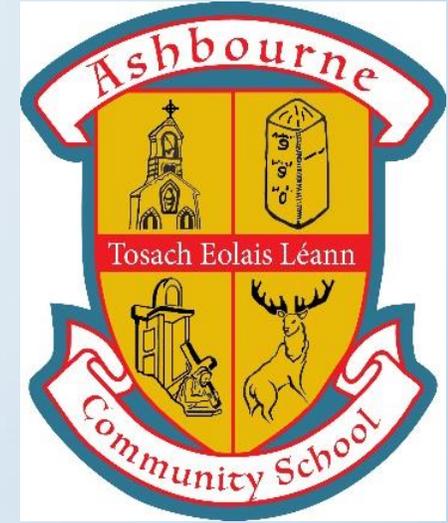


Mission Statement



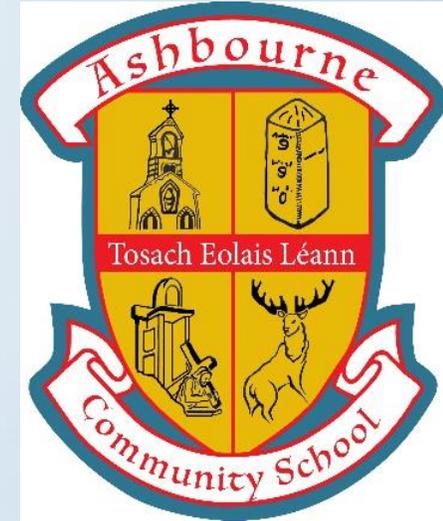
Our school is a place where we foster such **values** as **respect, inclusion and care** as evident in our school policy and practice.

Mission Statement



We pursue academic **excellence** while recognising the diversity of our student body.

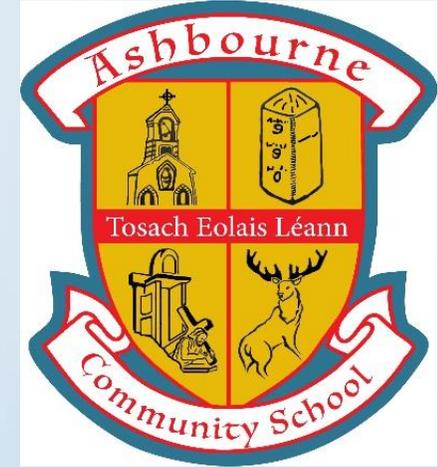
Mission Statement



Ashbourne Community School is a **partnership** of students, staff, parents and guardians, Board of Management and our local and global communities.

Induction Programme

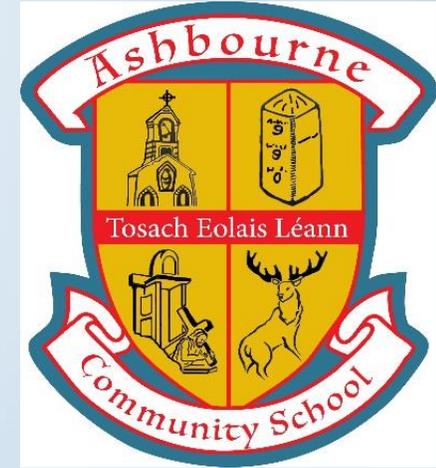
We had a number of staff involved in the Induction programme for our 1st years during their first few days in ACS. This programme is a valuable part of how well our 1st years transition into ACS.



Induction Programme

The workshops they took part in were:

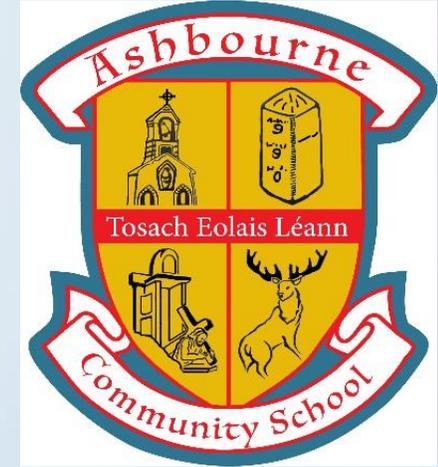
1. Team Building
2. Building Friendships
3. Belonging
4. Be ready
5. Problem Solving
6. Student Voice
7. ICT



Daily Routine

1st Year Locker Area

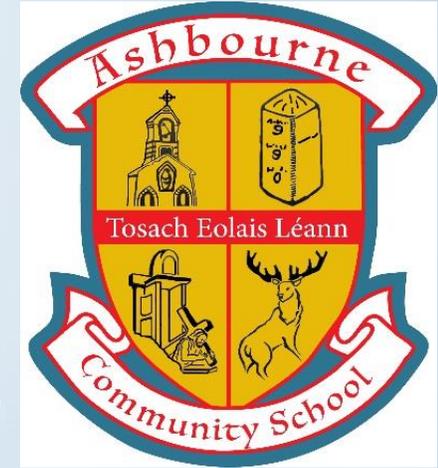
- Yellow Area
- Supervision on corridor
- Morning break/big break – sit with Tutor group/friends
- Use of the outside seating at lunch break
- Students are not allowed out to the garage shop at morning break



Daily Routine

The Journal

- The journal is an important medium of communication during students school life.
- Used well it establishes better home/school links
- It enables teachers to check that homework is being noted accurately and also to comment on outstandingly good behaviour or on unsatisfactory progress and unacceptable behaviour
- Students must have their journals in every day
- Parents/Guardians are asked to check their son/daughters journal and sign it every week.

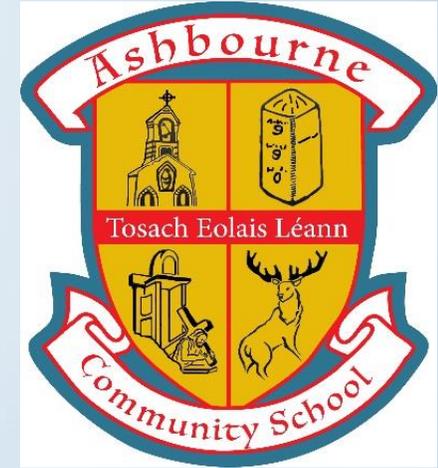


Daily Routine

The Journal

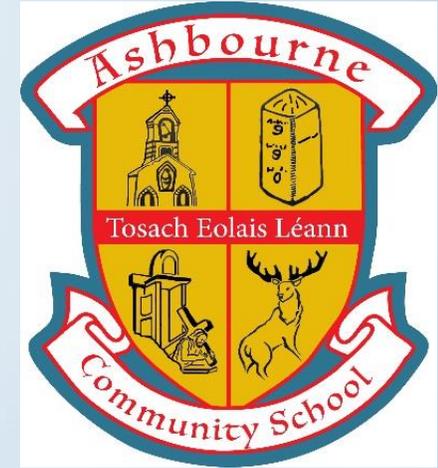
The school journal serves the following functions:

1. record all homework
2. record of important notices
3. Means of communication between teacher/Year head
4. Means of communication between teacher and parent/guardian



Daily Routine

Code of Behaviour

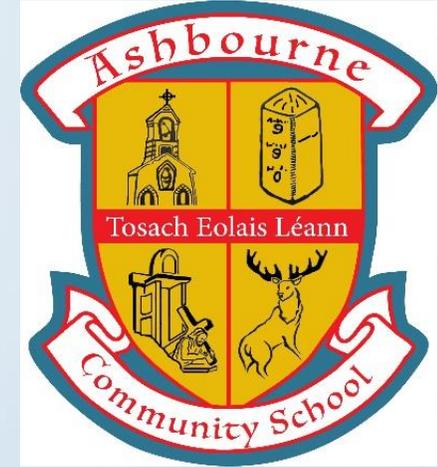


One basic school rule:

We must respect other people and the property of other people

Daily Routine

Code of Behaviour



Why do we have a Code of Behaviour?

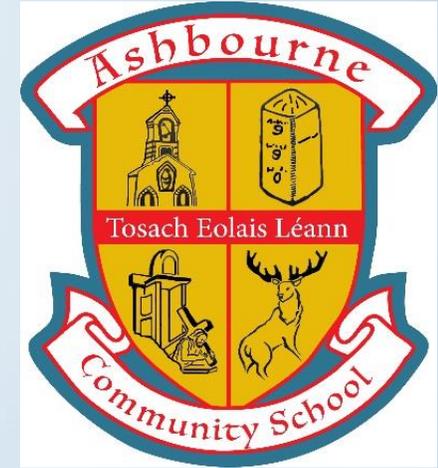
- To ensure good working relationships between students and staff
- To set out clear boundaries and to prevent disruption to learning
- To encourage students to take responsibility for their own behaviour and to promote good behaviour

Daily Routine

Code of Behaviour

Expectations:

- Good attendance
- Punctuality
- Courtesy, respect and good behaviour at all times
- Eagerness to learn
- Full preparation for class

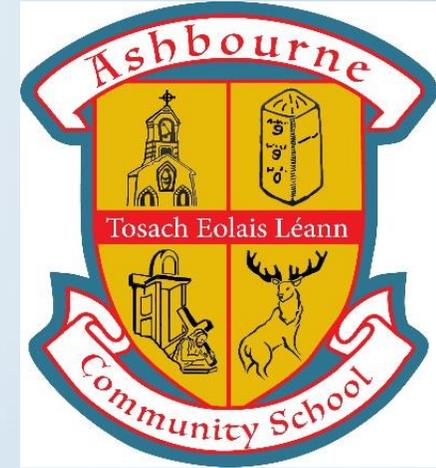


Daily Routine

Code of Behaviour

Expectations:

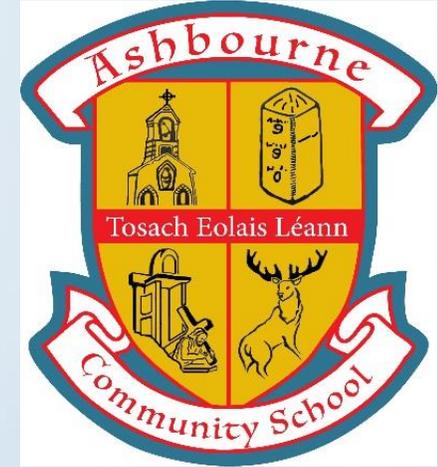
- Full co-operation
- All assigned work is produced
- Journal is signed weekly
- School rules are followed
- Full school uniform is worn



Daily Routine

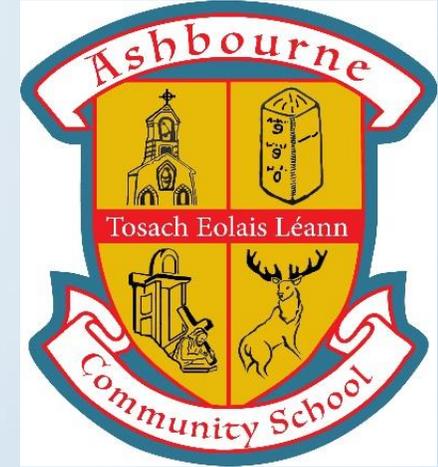
Attendance

- Attendance and punctuality are taken very seriously in ACS.
- The Principal/Deputy Principal and Assistant Principals meet & greet students as they arrive in school each morning & at lunchtime.
- Student attendance is marked electronically at morning registration by the class tutor & at every class by the subject teacher throughout the school day.
- Following morning registration, a text is issued to all parents/guardians of absent students.



Daily Routine

Attendance



Benefits of good attendance for our students:

- The strength of the link between good attendance and the child's performance in examinations is confirmed in several research studies
- School attendance contributes to personal and social development
- Self-esteem and confidence are developed as a result of regular attendance at school
- Children who regularly attend school achieve the most from their school experience
- Better relations with parents and siblings, easing parental stress and creating a good example for siblings
- Good school attendance is a positive habit learned and this habit and dedication can be carried on to future studies and employment

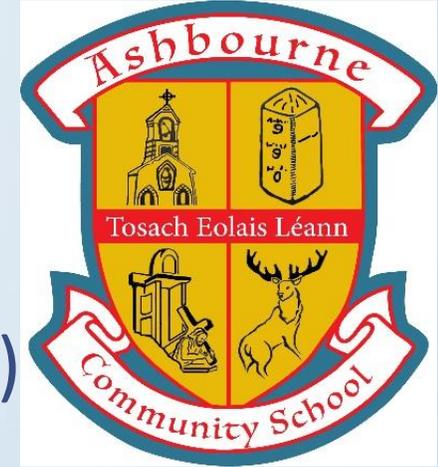
How Parents Can Help Make Every School Day Count:

- Establish a good routine in the mornings and evenings so your child is prepared for the school day ahead.
- Make sure your child goes to school regularly and follows the school rules.
- Ensure your child arrives at school on time – not late.
- Arrange dental and medical appointments outside school hours when possible.
- Always inform the school if your child is absent due to illness – this should be followed up with a written note when your child returns to school.
- Take truancy seriously – if your child is not attending school as you expect they may be putting themselves at risk – Who are they with? What are they doing?
- Take family holidays outside term time.
- Talk to your child about school and take an interest in their school work (including homework).
- Attend parent evenings and school events.
- Praise and reward your child's achievements at school.
- Always support school staff in their efforts to control difficult or challenging behaviour.
- Discuss any problems or difficulties with the school – staff are there to help and will be supportive.

Daily Routine

Punctuality

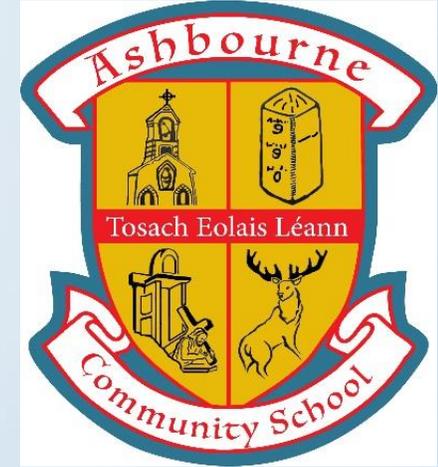
- Students must report for tutorial at 8.42(9.42 on Tuesdays)
- Arriving after 8.50 (9.50 on Tuesdays), students must report to the main office and sign the late book
- Two lates in a week result in detention
- Students should bring an explanatory note for their lateness with them
- It is good practice to be in school 15-20 mins before school starts to go to their lockers and get organised for the day ahead



Daily Routine

Signing in/out

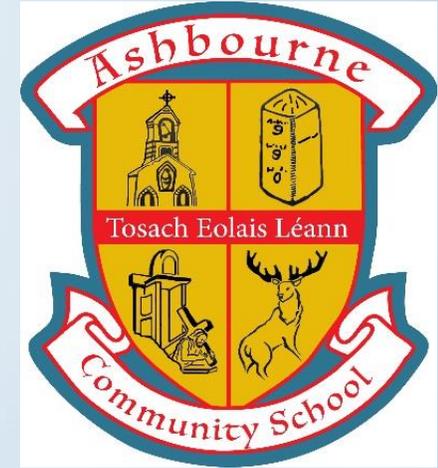
- No student may leave school during the day without prior notice
- Students must have a note and must get permission from their tutor, Year head or Deputy Principal before signing out
- I would urge you, where possible to organise appointments for after school as to minimise the amount of time students are missing from school

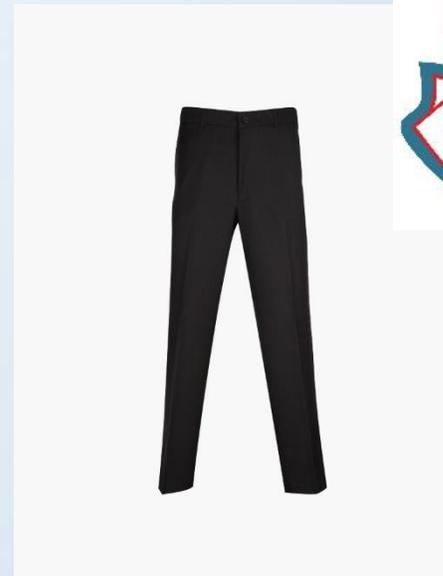
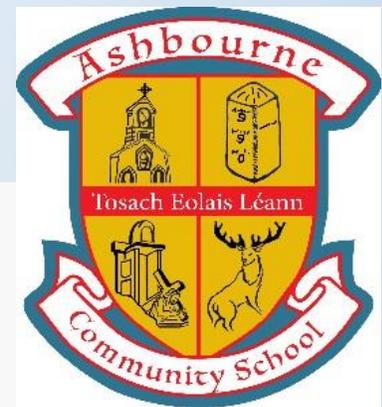


Daily Routine

Uniform

- Students must wear the full uniform, at all times
- Any student not in full school uniform must have a note from home and report to the Deputy Principal during tutorial time
- Please note, students should wear plain black footwear with black soles (not boots)

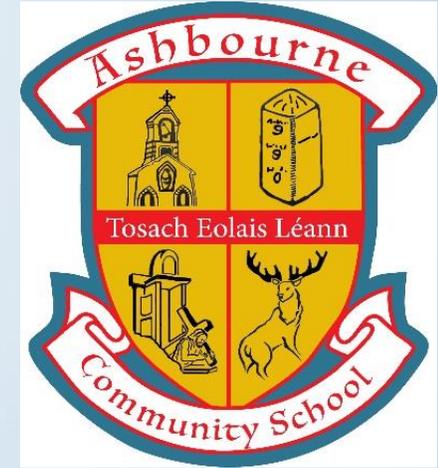




Daily Routine

Mobile phones/musical devices

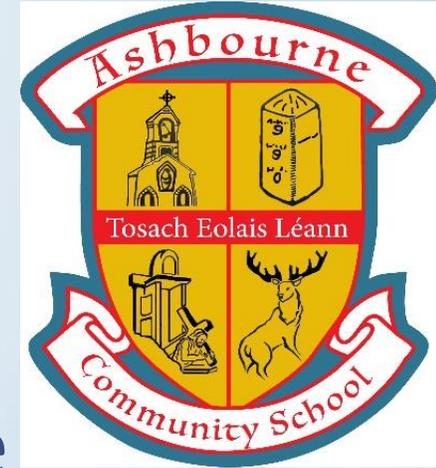
- Mobile phones are not to be visible or to be used **INSIDE** the school building at any time
- Mobile phones may be used as a class resource under the instruction of the class teacher
- Mobile phones may be used **OUTSIDE** school buildings before school, at breaktime, lunchtime and after school



Daily Routine

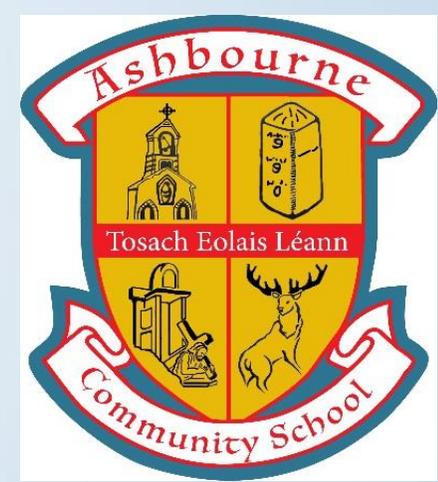
Reusable bottles

- Students are to use their own reusable water bottle in school
- We are a BYOB (Bring Your Own Bottle) school and adhere to strict 'no disposables'
- If a student is in possession of a single use plastic bottle they will be asked to empty it and place it in the nearest recycling bin

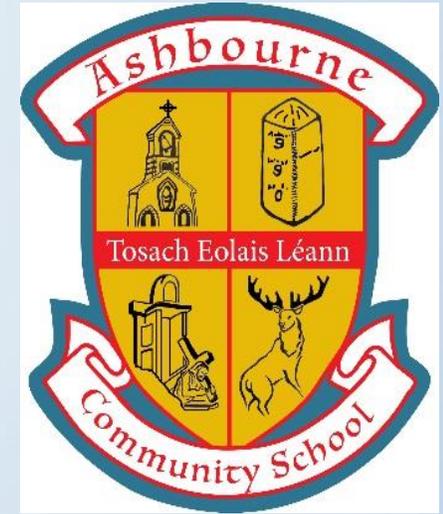


Initiatives

- **Cloud School** www.progresso.net
- **Assessment / School Improvement** – 'Traffic Lights'
(Learning and assessment tab in journal)
- **Maths Circles** - The aim of this initiative is to foster an enjoyment of mathematics in young people, to stimulate and challenge them, and to further develop their problem-solving skills. It is designed specifically for students who enjoy mathematics and want the added challenge of exciting topics that are normally outside the school curriculum. It gives students opportunity to build new friendships, challenge each other and learn from each other. The program will start on **Tuesday 12th of November 2019 at 9.00-9.40 am**. It will run for 8 weeks, one lesson per week. Students will be provided with the application letter in the late October.



Extra Curricular



“peer acceptance is so important to children, and feeling that they fit in. To help students who may feel they don’t fit in, it’s very important to encourage them to join in the extra-curricular activities” – be it sport, chess, drama, choir, etc.

– That is a great way of making friends

What is the *Cognitive Abilities Test Fourth Edition (CAT4)*?

Assesses students' *developed* abilities in:

- Verbal Reasoning Battery – thinking with words
- Numerical Reasoning Battery – thinking with numbers
- Non-verbal Reasoning Battery – thinking with shapes
- Spatial Ability Battery – thinking with shape and space

Why use CAT4?

- Overview of performance of the group of first year students
 - Comparison between groups of students
 - Identifying students at risk of underachievement
 - Monitoring ability profile of intakes
 - Tracking each students progress

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle

Information for Parents



Overview of presentation

1. Overview of the Junior Cycle
2. Subjects, Short Courses, Wellbeing and other Areas of Learning
3. Assessment and Reporting
4. Junior Cycle Profile of Achievement (JCPA)



Key Messages of Framework for Junior Cycle 2015

Flexible programme for student learning

Balance between knowledge and skills

Dual approach to assessment

Reporting a broader picture of learning

Student wellbeing is central to the
Framework

Supporting continuity and learning - building
on primary school



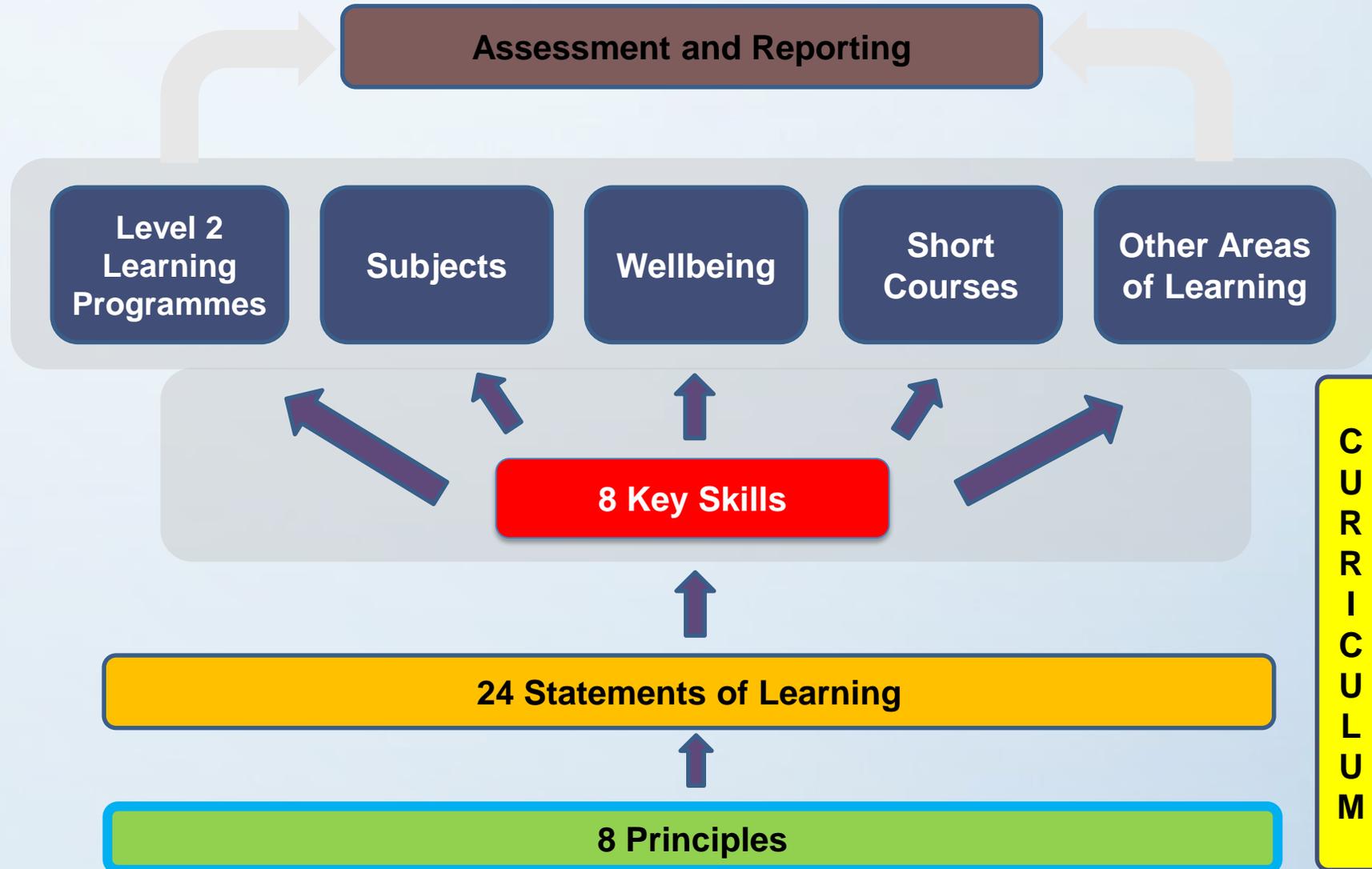
Framework for Junior Cycle
2015



DEPARTMENT OF EDUCATION AND SKILLS



Structure of the Junior Cycle





Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the role and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

KEY SKILLS

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

COMMUNICATING

BEING LITERATE

MANAGING MYSELF

STAYING WELL

MANAGING INFORMATION & THINKING

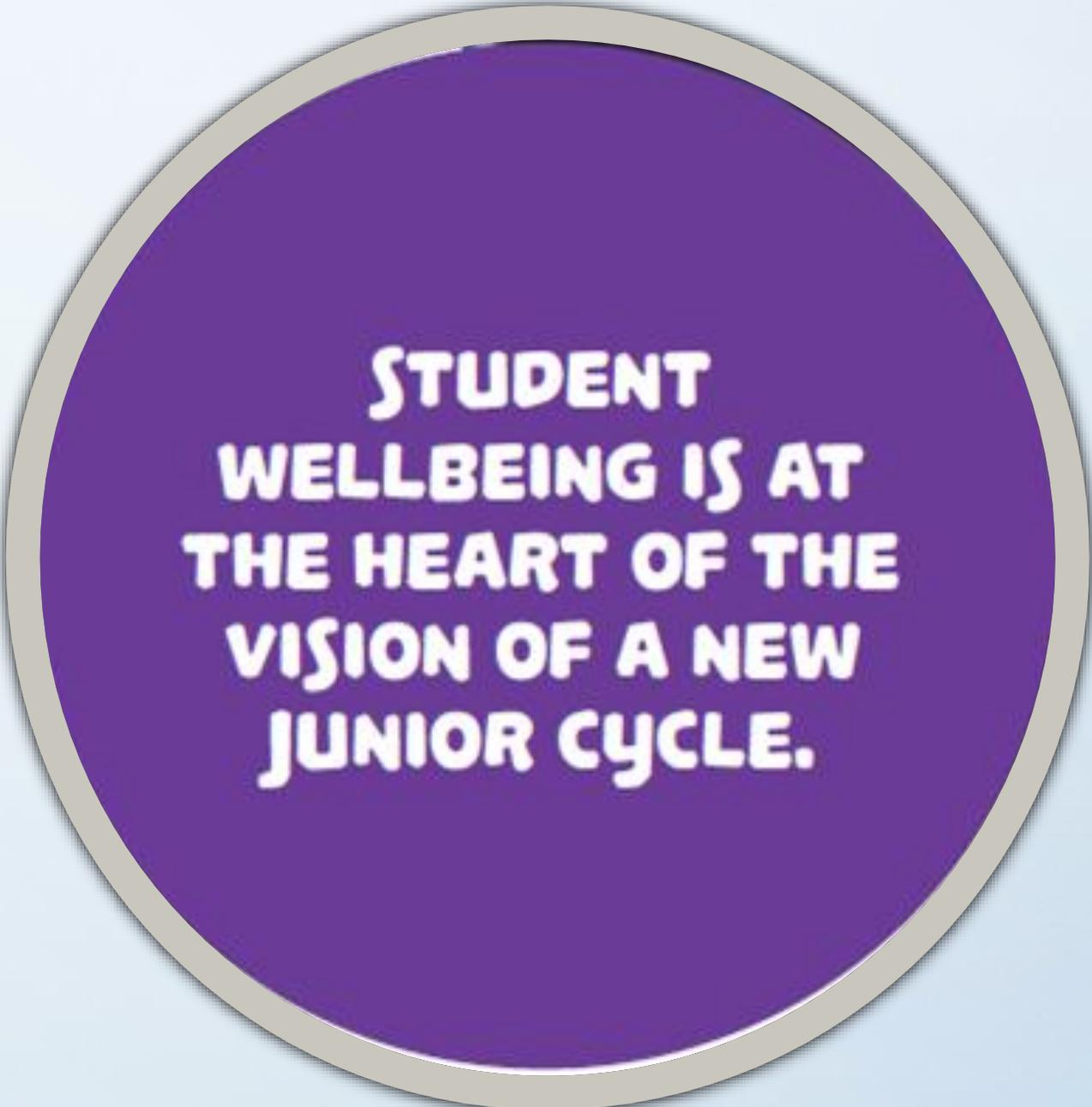
BEING NUMERATE

BEING CREATIVE

WORKING WITH OTHERS

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

A purple circle with a gold border is centered on a light blue background. Inside the circle, the text "STUDENT WELLBEING IS AT THE HEART OF THE VISION OF A NEW JUNIOR CYCLE." is written in white, bold, uppercase letters.

**STUDENT
WELLBEING IS AT
THE HEART OF THE
VISION OF A NEW
JUNIOR CYCLE.**

Why does wellbeing matter?

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.



INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

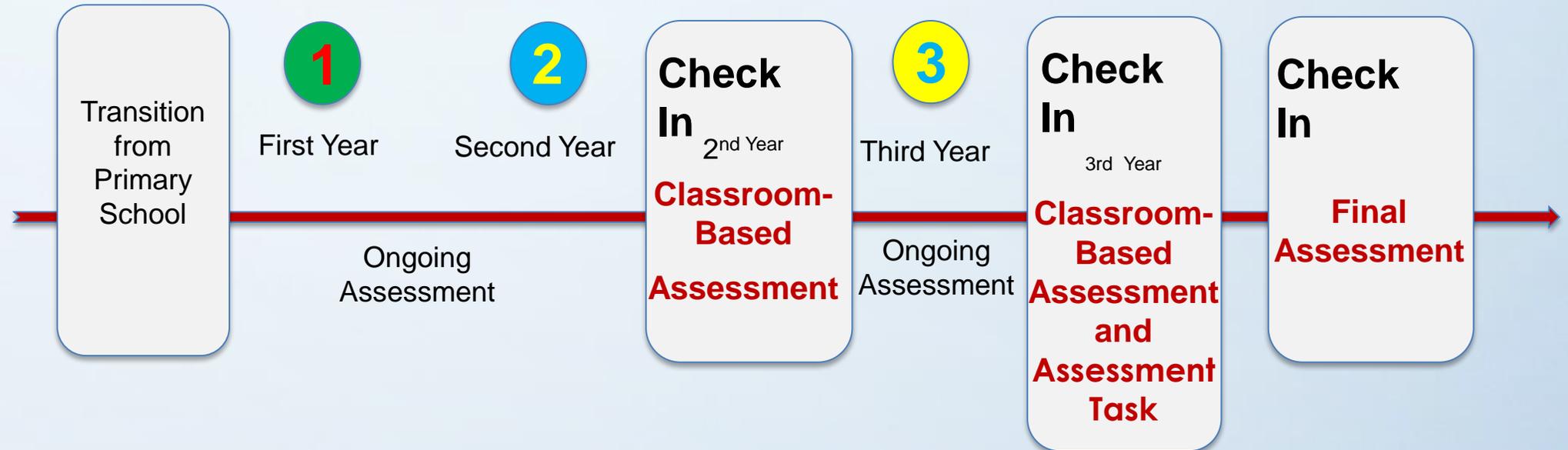
A changing culture of assessment

- A move away from numbers and letters!
- Assessment in support of learning
- Assessment focused on offering effective feedback
- Greater variety of assessment activity
- Teachers talking to teachers about assessment
- Building capacity, knowledge and confidence in assessment in schools

Your child will be involved in...

- Reviewing feedback and identifying what they have done well
- Identifying what to do next
- Setting and achieving personal goals
- Redrafting and correcting their own work
- Giving feedback to others
- Considering examples of good work and identifying how they can improve on their own work

One Subject's Journey



Ongoing assessment that supports student learning

Classroom-Based Assessment

Classroom-Based Assessments will provide students with opportunities to **demonstrate their understanding and skills** in a way which would not be possible in a formal examination.

The tasks will cover a broad range of activities including **oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.**

A particular purpose of the Classroom- Based Assessments will be to facilitate **developmental feedback** to students.

Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” meetings
- Teachers will compare their assessment of students’ work and ensure a common approach across the school
- CPD will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard

Assessment Task

- ◆ It may require the student to **demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.**
- ◆ The Assessment Task will be **completed in class** under the supervision of the teacher and will be **sent to the SEC for marking** along with the script for that subject in the state-certified examination.

Final Assessment: Subjects

Exams will be set, held and marked by the State Examinations Commission in June of third year.

- English, Irish and Maths specified at Higher and Ordinary levels
- All other subjects specified at a Common Level
- Duration of 2 hours or less

CBA and AT dates

- CBAs for 2nd year – towards end of year
- CBAs and AT for 3rd year – before Christmas
- Assessments are carried out to a national timeframe
- Dates are in student journal
- Dates will be made available to you via Cloudschool

The Junior Cycle Profile of Achievement will report on

- SEC examinations of subjects
- Classroom-Based Assessments
- Other Areas of Learning

State Examinations

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially Achieved
- Not Graded

Classroom-Based Assessments

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported





John Kelly

DOB: 21 June 2001

**STATE CERTIFIED
FINAL EXAMINATIONS**

Examination number: 456985

English (O) Distinction

Irish (O) ⁽²⁾ A

Mathematics (H) B

History (H) C

Geography (H) D

French (O) ⁽²⁾ C

Business Studies (H) B

Science (H) B

C.S.P.E. (C) A

Classroom-Based Assessments - English

Oral Communication Above expectations

Collection of Texts In line with expectations

Classroom-Based Assessments - Short Courses

Coding In line with expectations

Physical Education Above expectations

Artistic Performance Exceptional

Philosophy In line with expectations

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal

Ms Mary Ryan

Year Head

MR Jack Quigley

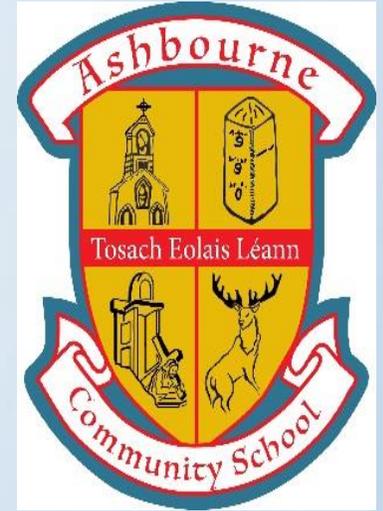
Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94HXW5



Anytown Secondary School

Pastoral/Academic Support



- **Chaplains**

Ms. Gildea, Mr. McCauley,

- **Guidance Counsellor**

Ms. Rahilly

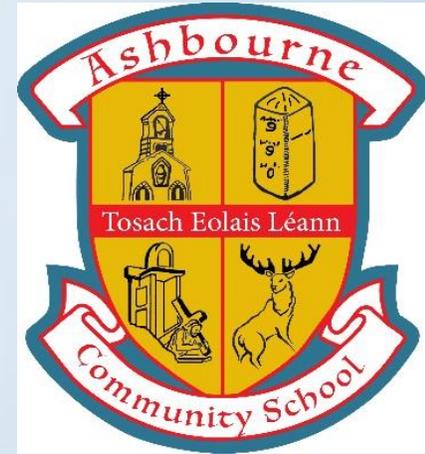
- **SEN Department**

Ms. Butterly, Ms. Jacobs

‘children at this stage in their lives need to know there is someone they can come to if they are having problems.’..

John Stevenson ..Irish Times

Supporting our students

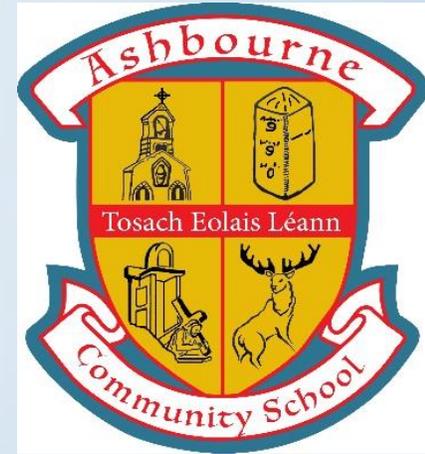


*Parents and schools can work together to teach children **organisational skills** – support them but don't do it for them – and eventually they learn to do it for themselves'...*

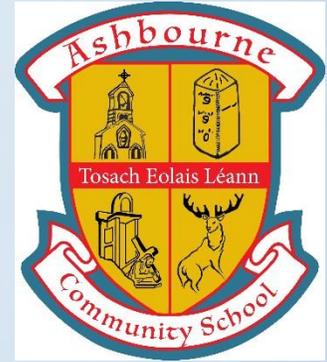
- *Moving Up! From Primary to Post-Primary, a Parents' Roadmap*

Key Messages...

- Communication is the key!
- Attendance
- Journal – Check daily, sign weekly
- Water bottles – No single use plastic bottles allowed
- Uniform – correct uniform everyday
- No mobile phones allowed or to be seen inside of the school building



Work hard & have AMBITION



“Who you are tomorrow begins with what you do today.” — *Tim Fargo*

Thank you!

- sscannell@ashcom.ie
- 01- 8353066 Ext 226
- 9th Oct 2019 School closed Staff CPD
- Key date for diary : Parent Teacher Meeting 1st April 2020
- Appointments : Contact Edel in reception