

# FIRST YEAR PARENTS AND GUARDIANS CHECK IN EVENING September 17th 2024





# SUPPORTERS



# **FIRST YEAR SUPPORT TEAM**

**PRINCIPAL - Ms Tobin (Designated Liason Person)**

**DEPUTY PRINCIPALS - Mr Clarke (First Years and Deputy Designated Liason Person), Ms Moran, Ms Molamphy**

**YEAR HEAD - Mr Dempsey**

## **TUTORS**

**1F Ms Gonzalez**

**1C Ms Lalor**

**1D Mr Dunne**

**1N Mr Curran**

**1M Mr Connolly**

**1J Ms Tynan**

**Chaplain - Ms Clarke**

**Guidance - Ms Coggins**

**JCT Coordinator - Ms Motley**

**AEN- Ms Cronin, Resource Team, SNAs**

# Guidance Counsellor's Role

- To encourage each student to follow an educational path which is appropriate for them.
- To support students who may be experiencing difficulties in their lives, at home or at school.
- To facilitate students in choosing and embarking on a career path which will be personally rewarding and will reflect their individual talents and values.
- To help students at times of transition.
- Personal Development.



# Guidance Counselling Supports

- ❑ 6th Class Ambassador and Transition Programme.
- ❑ Transition Support Follow Up - Classroom based workshop.
- ❑ Check and Connect Meetings.
- ❑ 1:1 Guidance Appointments.

# Guidance Appointments

Guidance appointments cover three areas:

-Vocational

-Educational

-Personal





# Guidance Counselling Appointments

Can be made by **students** themselves by **email** or **in person**

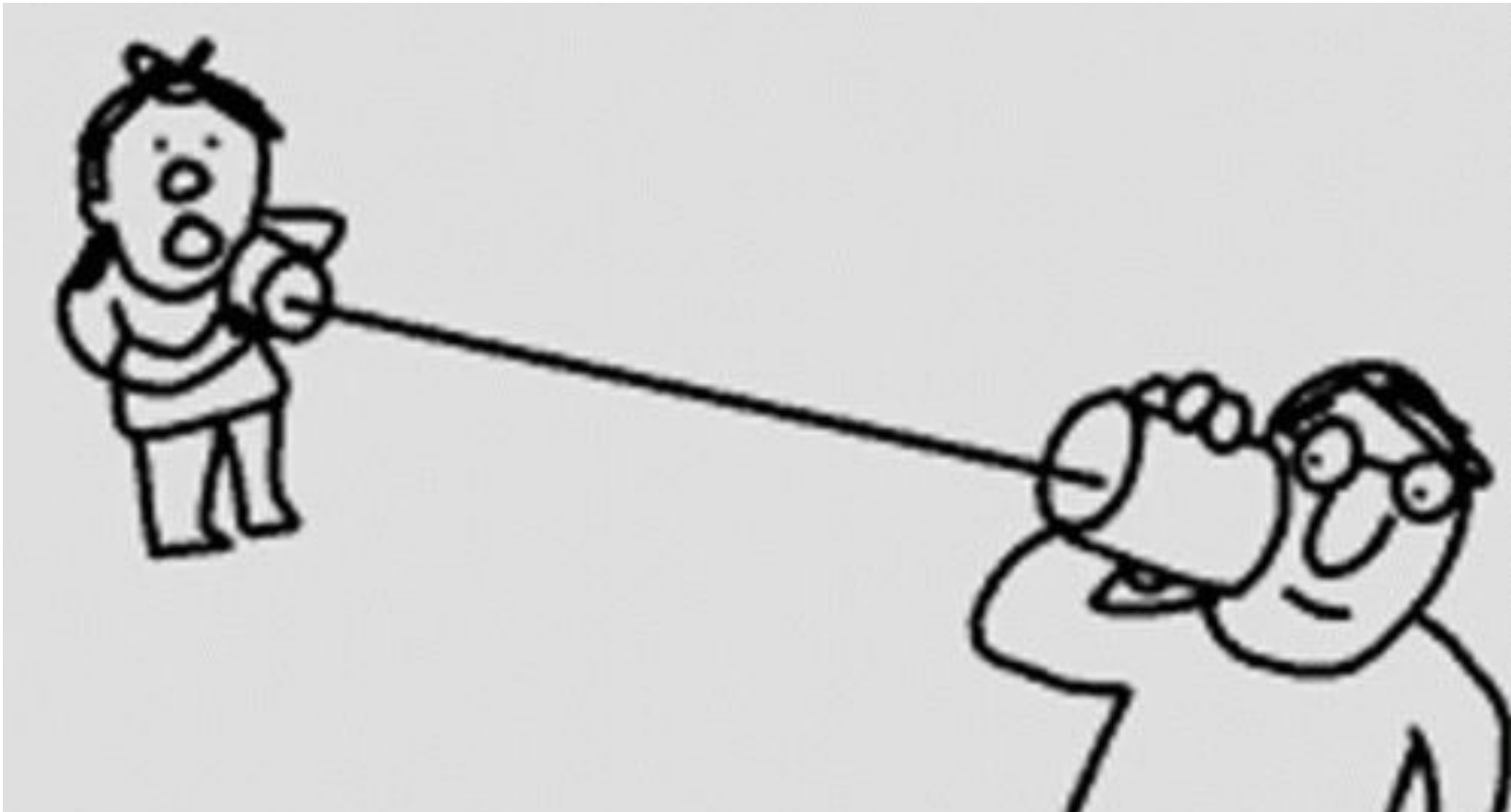
-Parents

-Year Head

-Principal, Deputy Principals



# COMMUNICATION





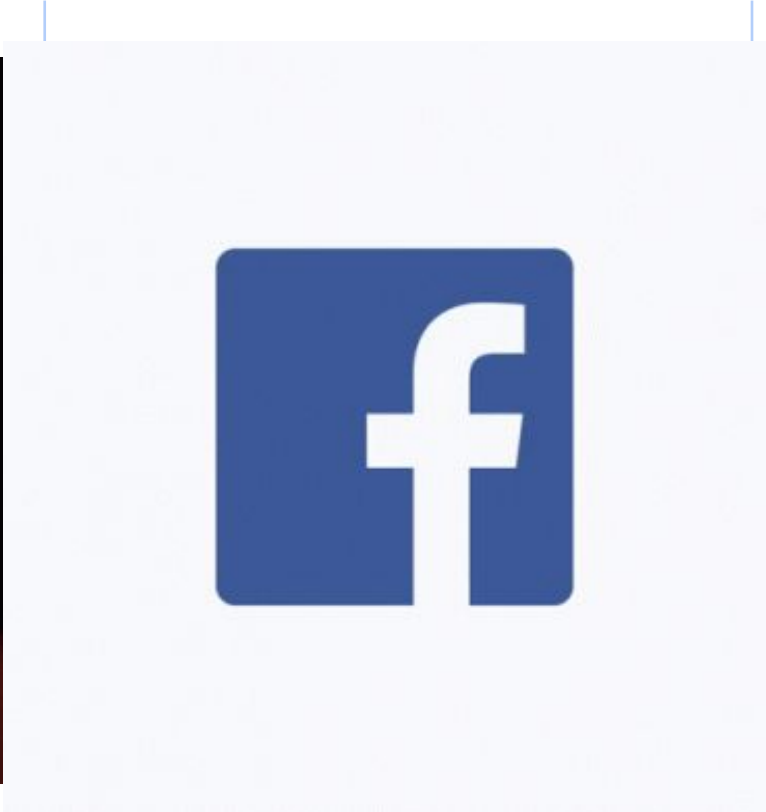
# COMMUNICATION PROTOCOLS

- ▶ CLASSROOM – TEACHER –teachers may contact you regarding how your student is doing, behaviour, homework concerns etc
- ▶ PASTORAL – TUTOR- tutors from time to time may check with parents regarding your son/daughter
- ▶ YEAR HEAD - Year Head's contact parents regarding several issues- pastoral, concerns, behaviour, attendance etc.
- ▶ DEPUTY PRINCIPAL/ PRINCIPAL -if any issue has arisen that requires the attention of Senior Management, the Deputy Principal or Principal will be in touch or arrange a meeting.
- ▶ If you as the parent/guardian want to make an appointment, speak with a teacher, senior management or have any issues of concerns, please contact the office at (01)8038056 or email [admin@portmarnockcommunityschool.ie](mailto:admin@portmarnockcommunityschool.ie)

**The Office will forward your email or message to the parties concerned.**

- **Allow time for teachers to get back to you**

# WEBSITE and SOCIAL MEDIA





# UNIFORM

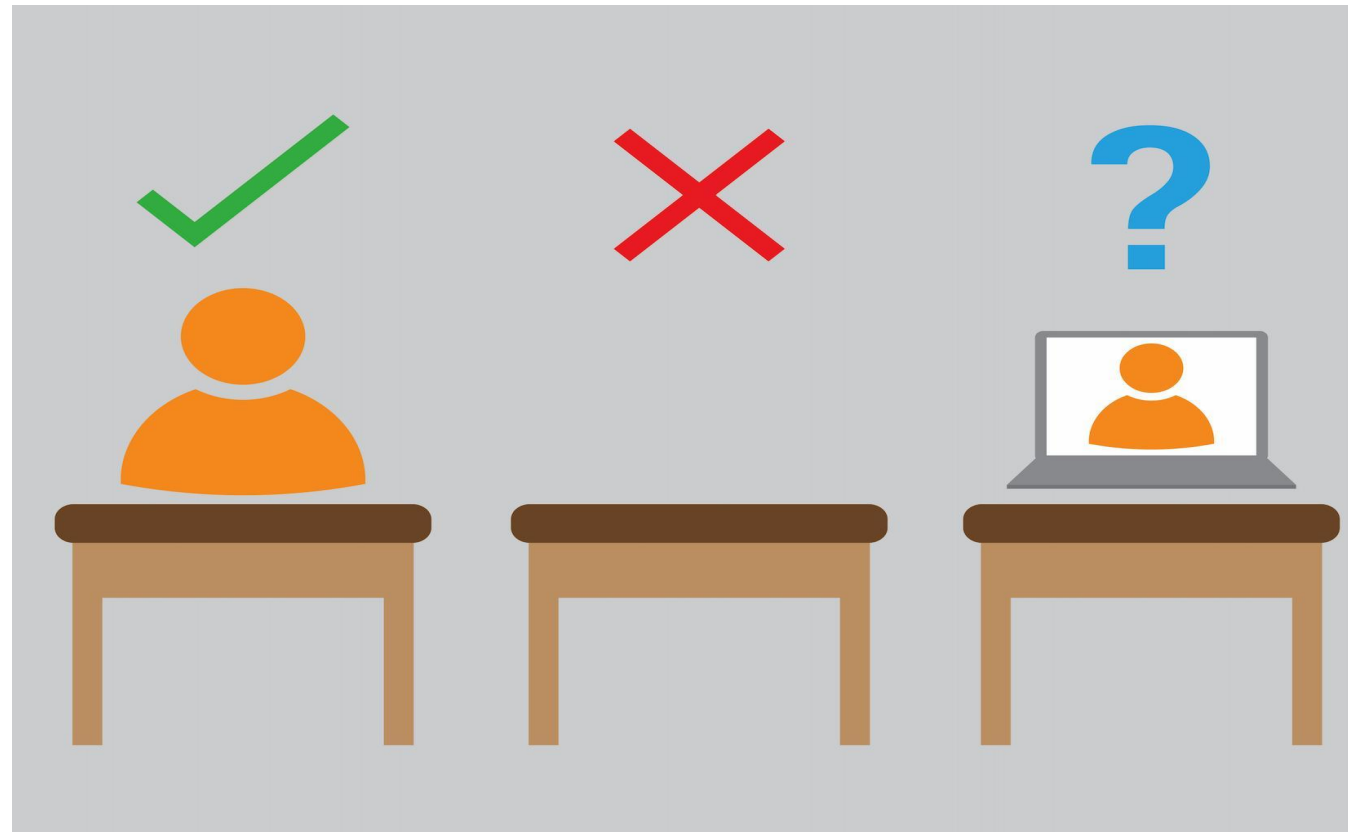


## **My appearance:**

- I will have my full **uniform** on every day. Plain black leather/leather look shoes. Put your name on everything.
- I will wear my **school jacket** even on PE days. No non-uniform jackets will be worn. Any non-uniform jackets will be confiscated.
- My hair will be a natural colour. Boys will be clean shaven. One pair of plain stud earrings. No nose or body piercings. No make-up. No false eyelashes, false nails, tan or nail varnish.
- **PE gear** can be worn on PE days **only**.
- I will wear my uniform on school trips to represent my school with pride.



# ATTENDANCE



# EDUCATION AND WELFARE ACT

- ▶ **PROVIDE A NOTE OF EXPLANATION FOR ABSENCE USUALLY IN THE JOURNAL. YOU CAN ALSO USE THE TYRO APP.**
- ▣ **UNEXPLAINED ABSENCES**
- ▣ **PROCEDURE FOR GOING HOME UNWELL**
- ▣ **APPOINTMENTS- email the main office, note in journal, same procedure for leaving**
- ▣ **STUDENTS ARE NOT ALLOWED TO LEAVE THE SCHOOL WITHOUT PERMISSION**
- ▣ **STUDENTS SHOULD NOT TEXT HOME TO REQUEST TO LEAVE. PARENTS WHO TEXT THEIR SON/DAUGHTER IN SCHOOL RISK ITS CONFISCATION AND BREAK THE COMMUNICATION CHAIN. WE WILL ALWAYS COOPERATE FULLY IN ENABLING STUDENTS TO LEAVE SCHOOL IF ILL ETC.**
- ▣ **ANY STUDENT, NOT FROM PORTMARNOCK, MUST REMAIN ONSITE ALL DAY- INCLUDING LUNCH TIME AND BREAK TIME**
- ▣ **FIRST, SECOND AND THIRD YEAR STUDENTS ARE NOT PERMITTED TO DUNNES STORES, SPAR OR THE PSLC**

# Tyro

- ▶ Download the Parent App and set up notifications
- ▶ Online system that records attendance
- ▶ Parental access to view their son/daughter's attendance and behaviour
- ▶ Also provide parents with access to view term reports
- ▶ If your son/daughter is late you will receive a text informing you
- ▶ Access to pay for lockers, voluntary contribution, trips, exams, etc...
- ▶ If you have not gained access contact the office and they will assist you.
- ▶ Notes for appointments/planned absences can be forwarded through TYRO



# PHONES

## ACCEPTABLE USE OF MOBILE PHONES

- ▶ Students do not need their phones in school. Please support us in maintaining a phone free sanctuary.
- ▶ Students when using the bathrooms will leave their phone on the teacher's desk.
- ▶ Phones should be turned off when in school
- ▶ If a student is using their phone without permission or have failed to ensure it is off be it in the classroom, toilets, at lunch, break time or anywhere onsite, the phone will be confiscated and held securely for a period of 24hrs.
- ▶ Parents/Guardians will be informed and will be asked to collect it from the office on the next day
- ▶ Failure to hand over the phone will result in a suspension and the phone confiscated for a week.



# How can our policy be supported in the home?

- ▶ Encourage and teach good and safe behaviours online. Do not contact your son/daughter by text - we will get messages to them. If you receive a text tell them to go through the office.
- ▶ Establish agreed rules on phone use in the evenings
- ▶ Cyberbullying, sharing images - lifelong implications
- ▶ Monitor Snapchat, WhatsApp groups etc
- ▶ A lot of helpful information regarding “Examples of expected use” of phones- Journal and Webwise.

# STUDENT'S RESPONSIBILITY- BEHAVIOUR FOR LEARNING



# School journal and homework





- **Encourage good habits with regard to monitoring the journal**
- **Students prepared and organised**
- **Good homework habits**
- **Routine**
- **Study**
- **Assessments**
- **Behaviour for Learning**
- **Respect**

### **My classroom:**

- **I will be ready for learning** at the classroom door at 8.40 am and 1.55 pm. I will line up at the classroom door until the teacher arrives for each class (unless remaining in the class).
- I will remain in my seat, prepare for my next class by placing my materials and journal on the desk
- I will have all of the relevant **books and materials** for every class.
- I will be **punctual** to every class on my timetable.  
Report to the office through front door if after 9am
- I will ensure that I follow **all** instructions given by my teacher.
- I will ensure that I note all my homework into my school journal, before I leave the lesson.

- I will ensure that I will be mindful of how my behaviour impacts mine and others learning
- I will be very respectful and kind when working in class, with another student(s).
- I will have a note of explanation in my journal/through Tyro for any **absences** the next day.
- I will ask the Principal, Deputy Principal or Year Head if I have to **leave during the school day**. If I feel sick I will **not** contact a parent/guardian myself but will go through the office.
- If I have an appointment my parent/guardian will provide a note/notify through Tyro
- I must **always** sign out at the office if permission has been given to me; by a parent's note, a teacher, Year Head or Deputy Principal; **and** a call has been made, by the school, to my parent/guardian informing them that I am leaving the school. If I do not follow these procedures, I may be liable to a suspension.



**“How can I help my  
child succeed at  
secondary school?”**



**Encourage a ‘Growth  
Mindset’**

# Growth mindset in action

- Reading regularly
- Arriving to lessons well-prepared
- Maintaining excellent attendance
- Home learning completed on time and to a high standard
- Asking questions to improve understanding
- Sharing ideas with others
- Respond to teacher's feedback in books and lessons
- Never waste time in lessons
- Find out how other people have achieved high marks
- Reflect on success: What was it that made you succeed?

# Junior Cycle Information

A guide to the new Junior Cycle Framework

# Overview- what they are working towards

- On **completion** of their **three** years in school, students will receive a **Junior Cycle Profile of Achievement Certificate** issued by the school.
  - Subject exam results (to a maximum of 10 subjects).
  - Two Classroom Based Assessment results each in these subjects.
  - Other Areas of Learning statements.
  - Wellbeing Reporting.
  - Other Areas of Wellbeing statements.



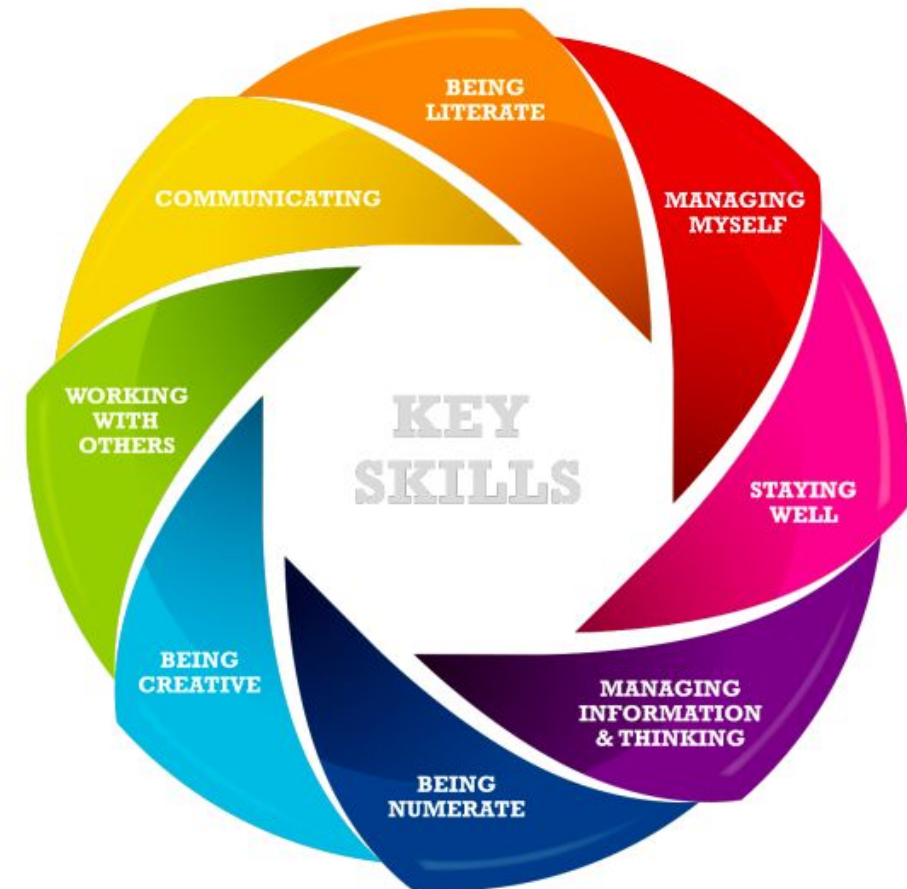
# Junior Cycle Profile of Achievement Example

Wellbeing and Other Areas of Wellbeing are new sections that will appear from this year's JCPAs onwards.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Mary Murphy 2020	
<b>State Certified Final Examinations</b>		<b>Classroom-Based Assessments - Subjects</b>	
Irish L2 (H)	Achieved	IRISH L2 Language Portfolio Communicative Task	In line with Expectations Above Expectations
Mathematics (H)	B	ENGLISH Oral Communication The Collection of the Student's Texts	In line with Expectations Above Expectations
English (H) (H)	Achieved	BUSINESS STUDIES Business in Action Presentation	Above Expectations In line with Expectations
Business Studies (C)	Distinction	FRENCH Oral Communication Student Language Portfolio	Above Expectations Above Expectations
French (C)	Higher Merit	SCIENCE Extended Experimental Investigation Science in Society Investigation	In line with Expectations Above Expectations
Geography (H)	A	VISUAL ART From Process to Realisation Communicate and Reflect	In line with Expectations Exceptional
History (H)	C		
Science (C)	Higher Merit		
Visual Art (C)	Higher Merit		
<b>Other Areas of Learning</b>		<b>Classroom-Based Assessments - Short Courses</b>	
Mary took part in a school drama performance, learned to express herself and build her communication skills.		Digital Media Literacy	Above Expectations
Mary participated in the school Science Competition (Let's Explore) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.		Philosophy	In line with Expectations
Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.			
Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.			
Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.			
		<b>Wellbeing</b>	
		CSPE	Not Reported
		SPHE	Not Reported
		PE	Above Expectations
		<b>Other Areas of Wellbeing</b>	
		In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.	
		Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.	
		As part of the school's Wellbeing Programme, Mary participated in Lockers where she learned about the influence of social media, peer pressure and stereotypes in the digital world.	
<b>Principal</b>		<b>Year head</b>	<b>Roll Number: 60478Q</b>
Colman Candy	Ann Howett		Anytown Secondary School Anytown Co. Any County

# Key Skills - Main Focus

- ▶ Being Literate
- ▶ Managing Myself
- ▶ Staying Well
- ▶ Managing Information & Thinking
- ▶ Being Numerate
- ▶ Being Creative
- ▶ Working with Others
- ▶ Communicating



# First Year

- First Year is to lay the **foundation** of subject **content and skills** that students will be using in the next two years, where they will be formally assessed throughout for the Junior Cycle.
- No results from First Year will appear or feed into the Junior Cycle Profile of Achievement (JCPA).
- What students **CAN** be doing this year is involving themselves in as many activities as they can outside of the classroom. They **CAN** use these for their **Other Areas of Learning (OALs)**, which **does** appear on their JCPA.

# Other Areas of Learning

- Students can include achievements outside of the classroom in this section.
- They **MUST** be school related.
- There are pages in the **school journal** where students can record their involvement in school activities. It is important that they keep **UPDATED** lists throughout their **three** Junior Cycle years.
- Examples of Other Areas of Learning would be Student Council, Green Schools, Choir, School Sports, Student of the Year Awards, Workshops, Student Wellbeing Committee, Debating, Gaeilge24 and the list goes on!

# Second Years

- This is the year where **Classroom Based Assessments** start. All subjects complete their **CBA1** this year.
- Projects completed **in class time** under the guidance and supervision of the classroom teacher. They are a **snapshot** of where the student is expected to be in their learning at this point in time.
- Subject teachers will let students know the details of their CBA1.
- CBA1s are **typically three weeks** long (some subjects are longer).
- Students will have a lot of CBAs to complete throughout the year. The main thing is to stay focused in class time and listen to their teacher's feedback and instructions.



# Features of Quality

- Features of Quality **differ from subject to subject.**
- They are set by the **NCCA** and used nationwide.
- They are typically a set of characteristics that teachers look for when assessing the CBA.
- Professional judgement comes into play and teachers are checked by each other when they meet in their Departments for their Subject Learning and Assessment Review meetings.
- Features of Quality will be shared with students before or throughout CBA completion so they are aware of what they are aiming for.

# Classroom Based Assessment Descriptors

- Exceptional
- Above Expectations
- In Line With Expectations
- Yet to Meet Expectations

**MOST** students are expected to achieve **In Line with Expectations** as CBAs are a snapshot of where that student is expected to be in terms of their learning at that point in time. **MOST** should and will fall into the In Line with Expectations range.

# Third Year: Assessment Tasks

- Arising from student's **CBA2s** are the **Assessment Tasks**.
- This is a written task completed during school time under specific time constraints and set dates.
- It is based on the knowledge, skills and competencies developed from the CBA2.
- **Students who do not have a CBA2 completed cannot complete this Assessment Task.**
- The Assessment Task. It is put together with the State Exam results to form 100% of the descriptor that appears for each subject on the JCPA.

# Junior Cycle State Exam Descriptors

Junior Cycle	
Percentage	Grade Descriptor
$\geq 90$ to 100	Distinction
$\geq 75$ and $< 90$	Higher Merit
$\geq 55$ and $< 75$	Merit
$\geq 40$ and $< 55$	Achieved
$\geq 20$ and $< 40$	Partially Achieved
$\geq 0$ and $< 20$	Not Graded (NG)

# External Subjects

- Those who are studying a subject outside of school need to be aware of a few implications.
  - Only a maximum of ten subjects can be registered for with the State Examinations Commission.
  - You cannot complete any CBAs.
  - You cannot complete the Assessment Task.

# Queries

Please don't hesitate to get in touch with us over any queries you may have.

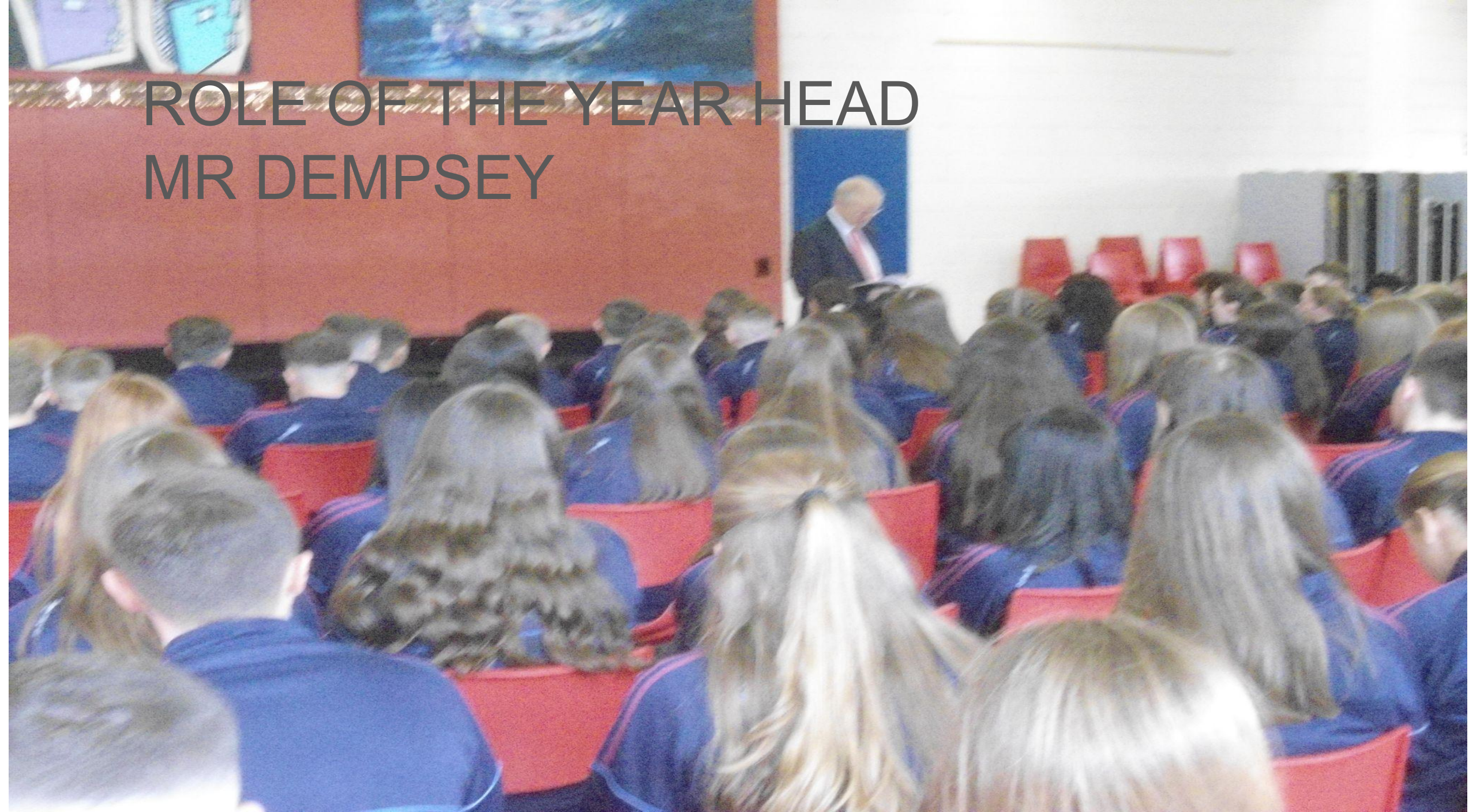
For specific subject queries, [students should ask their subject teacher](#) in the first instance.

On the [school site](#) in the **Parent section** we have links to further information and background to the new Junior Cycle. These may be of help to some of you.



# ROLE OF THE YEAR HEAD

## MR DEMPSEY





**FIRST YEARS 2024**

# 1F – Tutor : Ms Gonzales





# 1C - Tutor : Ms Lalor



# 1M – Tutor: Mr Connolly





# 1J – Tutor : Ms Tynan





# 1N – Tutor : Mr Curran





# 1D – Tutor : Mr Dunne





































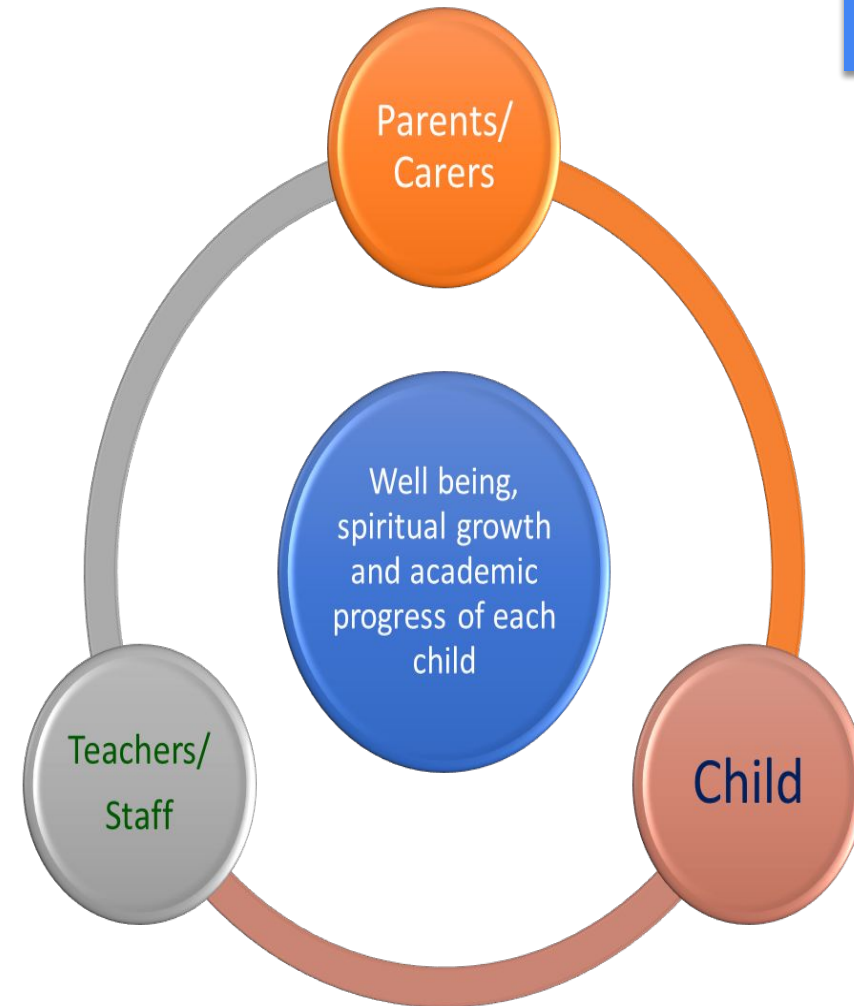


# Respect

ink saving Eco



## Continued partnership in education



**Go raibh míle maith agaibh!**