



Jesus & Mary Secondary School

Enniscrone,
Co. Sligo



PROSPECTUS

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Welcome by Principal

Welcome Parents and Guardians,

I hope you enjoy reading about our school, its courses and programmes, its subjects and extra curricular activities.

We in The Jesus and Mary Secondary School pride ourselves in working in partnership with parents, students and staff to provide an excellent education for our young people. We offer a student-centred learning suited to the needs of the individual and challenging them to reach their full potential.

We offer a holistic education which caters for the many aspects of the students lives. We aim to create a climate where relationships are positive and everyone is valued, respected and encouraged to be the best they can be. We provide a caring and pastoral environment so that students can negotiate the many processes in becoming an adult.

Our school is a community of learners, open to all those who wish to be part of the great adventure of education, with its thirst for knowledge, its creative expression, its challenging achievements and its sense of satisfaction in a job well done.

May your child continue to participate in the discovery of knowledge and its application to everyday living. May they use it to enhance their own lives and the lives of others.



Sr. Mary Kelly rjm

Sr. Mary Kelly rjm
Principal

Mission Statement

Under the trusteeship of Lé Chéile, The Jesus and Mary Secondary School is a Catholic school. We in Enniscrone are committed:

- to strive toward the educational development of our pupils in order to enable them to achieve their full potential in all areas - spiritual, intellectual, academic, emotional, physical, social and cultural in order to prepare them for life, for the world of work and further education.
- to build a school spirit based on the Christian ethos of love, justice and respect where students can develop into mature, responsible and caring people.
- to help students grow in their awareness of others especially the disadvantaged, conscious of the dignity of the person, of the need to care for the environment and for the community.

Location

The school is situated in the North West of Ireland, in County Sligo. We border County Mayo and have greater links with school communities in Mayo rather than Sligo. Enniscrone is a seaside village.

Religious of Jesus and Mary

ETHOS

The Congregation of Jesus and Mary was founded by Claudine Thévenet in Lyons, France, in 1818. St. Claudine's aim was to make Jesus and Mary known and loved by means of a truly Christian Education. Today, the Jesus and Mary Schools foster an integrated education where each individual is valued and respected. We believe, like Claudine, that young people: -

*Grow in a sense of personal worth and feel themselves loved by living together in an Educational Community.

*Develop in a more integrated way when surrounded by a family spirit of warmth and security.

*Need to prepare solidly for the world of work so as to enable them to face the future reality with faith and confidence.

*Respond to a methodology which is characterized by love, patience and forgiveness, and to the guidance of teachers who attend individually and progressively to their development, taking into account their particular talents and circumstances of life.

*Need support and guidance, which if given at the opportune time can help forestall errors of judgment and prevent mistaken choices.

The Jesus and Mary Educational Communities recognize that young people are the hope of tomorrow and a powerful force for renewal in the Church and in the world.



"How Good God Is"

Saint Claudine Thévenet
(Mary St. Ignatius)
Foundress of the Congregation
of the Religious of Jesus and Mary.

School History

The Sisters of Jesus and Mary came to Ireland in 1912 to continue St. Claudine's work.

In 1940 at the invitation of Dr. Naughton, Bishop of Killala, this school opened with five students and three sisters. Starting in a cottage and has developed six extensions in its sixty-nine year history. Originally was opened for girls only, and in 1967, to meet with local demand, we became co-educational. Since then the school has continued to grow and flourish. It provides an education which is attentive to the individual, open to the world and based on the Gospel. It offers the Leaving and Junior Certificate Programmes, Transition Year and LCVP. Since 1984 we offer PLC Courses in Art, Craft & Design, Business & Secretarial, Childcare and eBusiness. Extra curricular activities are very important in the school with students participating in Sport, Drama, Debating and Music. The school has an active Board of Management since 1992. Parents have played a very active role in the school and the Parents Council has been in existence since 1967. The school also has a Student Council. The Whole School Inspection in December 2006 can be found on www.education.ie.

The school website is www.jmsschoolenniscrone.ie. The 1986-'87 extension incorporated modern facilities for all educational and extra curricular activities, and provided better opportunities for all, to cooperate in the work of education. In 2000 we had the addition of a new Computer room. Our second Science Laboratory was completed in 2006 with the most up to date science equipment. In summer 2007 a Technology computer room was installed in the school. The room is attached to the Technical room and has 20 new computers.

Management Structure

LE CHÉILE TRUST

The school is a member of the Le Chéile Schools Trust launched in September 2009. www.lecheiletrust.ie

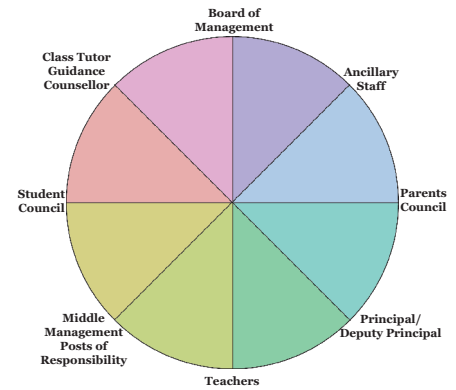
BOARD OF MANAGEMENT

The school is run by a Board of Management appointed by the Le Chéile Trust. It consists of Trustee, Teacher and Parent representatives.



PARENTS COUNCIL

The Parents Council is a great asset to the school. The role of the Council is to help maintain a link between the school and parents by having parent representatives on the Council. The Council organise many events for the school and outings for students through its term. The function of the Council is (i) to promote the interests of the pupils in cooperation with school authorities; (ii) also to advise the Board and Principal on school matters and (iii) to adopt a programme of activities to promote parental involvement. The Parents Council term is three years and in that time they meet over twenty occasions.



CLASS TUTOR SYSTEM

The school operates a class tutor system, whereby each class has an individual class tutor who acts as guide, support, motivator, by building relationships with each pupil in his/her class group, by promoting class spirit, by promoting greater collaboration between school and home, in order that we may work together in addressing issues of concern with pupils.

- Students are encouraged to see this teacher as someone who cares, who will present their concerns to other staff.
- Class tutors identify students difficulties – induction of new pupils, bullying, low self-esteem, truancy, inability to cope with work, home difficulties.
- The class tutor cares for students, by monitoring uniform, attendance, absence, reasons for absence, lateness, looks for unexplained absences, medical problems during daily registration.
- The class tutor is the first to be contacted via a written report by a subject teacher when problems arise.
- Class Tutors use the pupils journal, to communicate with parents weekly. Parents can also meet with their child's class tutor if they have concerns regarding their child.
- School discipline is implemented in a pastoral way so that pupils accept it as part of their education and training.

CLASS REPRESENTATIVE

Class Prefects are elected by class members to:

- facilitate communication between staff and pupils;
- represent class in official capacity e.g. welcoming visitors, give vote of thanks;
- assist the class tutor by recording absences, uniform, permission details.

The students who are chosen are in a position of trust, responsibility and service in relation to staff and pupils. A sense of loyalty and cooperation is very important.

STUDENTS COUNCIL

The Student Council consists of ten members: one male and one female pupil from each year group, from First year to Fifth year. The Council holds regular lunchtime meetings and each member has a role e.g. Chairperson, Secretary, Treasurer etc. Among its functions the Student Council represents the student body at important events during the school year and fundraises to make positive changes to the school community and environment.

TIMETABLE

School begins at 9:00am

Closing is at 3:30pm

Breaktime 10:50am - 11:00am

Lunchtime 1:00pm - 1:40pm

School Services

CAREER GUIDANCE / COUNSELLING

The Guidance service in the school includes advice on all aspects of subject choice, third level courses and the world of work. The Career Guidance and Counselling service is designed to assist students to make choices about their lives and to make transitions following on from these choices. These



choices relate to their personal, social, educational and vocational lives. Students undertake ability and achievement tests to help choose subjects and educational assessments take place to assess students needs. Assistance is given to students at the end of 1st, 3rd and Transition year to make subject choices that will allow them to keep all options open for the career of their choice. Classes in careers are provided for senior students as well as guidance on an individual basis. Students and parents are encouraged to attend seminars. Students are prepared in interview skills, job application procedures, higher education and for further training. Guest speakers give students the benefit of their knowledge and experience.

The school guidance service organises trips for senior students to a variety of careers related events and Open Days. Guest speakers also visit the school to give career talks and information on college courses.

SPECIAL EDUCATIONAL NEEDS

Learning Support and Resource Teaching is available to facilitate students in need of additional help and guidance in literacy and numeracy. Learning Support classes (small groups) and Resource Teaching (individual teaching) aim to develop social skills and life skills and to improve literacy and numeracy skills for these students. Students who receive resource hours have a reduced timetable to accommodate this additional teaching.

AFTER SCHOOL STUDY

After school study sessions are provided for all interested. These sessions take place from Monday to Thursday inclusive. Students have the opportunity to work in a silent, studious environment, similar to exam conditions. This extra service is of huge benefit to students, helping them to improve their study skills and achieve their aims. This service has been running successfully since the beginning of the school year 1999/2000.

BOOK RENTAL SCHEME

This scheme helps reduce the financial burden of school expenses for all families.

STUDENT JOURNAL

The student's school journal is designed to help students organise their life in school. Students are expected to use it for homework records, project deadlines, school events, details such as sport fixtures, school outings, etc. It is the first means of communication between teachers and parents. Parents are encouraged to check their child's progress by discussing homework records, journal entries by teacher about achievements, classwork, homework, punctuality, attendance. Parents are also expected to use the student's journal for notes from home to teachers, and for explanation for their child's absence. Journals are checked weekly, or daily when necessary during morning registration by students class tutors.

Efforts, achievements and contributions to school life are celebrated and recognised by:

- PRIZE GIVING DAY
- LOCAL NEWSPAPER ANNOUNCEMENTS
- ARTICLES IN SCHOOLS NEWSLETTER
- POSITIVE LEARNING PROGRAMME

At the end of the school year we have a prize giving ceremony and we present students with trophies, medals and certificates for academic, attendance, sport and extra curricular areas of school life.

POSITIVE LEARNING PROGRAMME

The Positive Learning Programme has been running successfully in our school for a number of years. Currently, First and Second year students take part in the programme over an eight week period. The aim of the programme is to promote team work and class spirit while developing a positive attitude to behaviour, classwork and homework. Students efforts are consistently rewarded as the classroom learning environment improves.

BIG BROTHER BIG SISTER

The Big Brother Big Sister mentoring programme is run in our school in association with Foróige. The programme involves First year students and Transition year students. The aim of the programme is to ease the transition of First year students from primary school to secondary school and to promote friendships across the student body. The programme involves myriad activities including weekly meetings and sporting and drama events.

OUTSIDE AGENCIES

H.S.E.; N.E.P.S.; I.S.P.C.C. are organisations which provide material relevant to the needs of young people. A mental health display provider literature for pupils. Guest speakers from these organisations are invited to speak to class groups in CSPE, SPHE and RSE.



PARENT/TEACHER/STUDENT MEETINGS

These meetings are held throughout the year for parents/guardians of every student attending the school. Students are encouraged to attend the meetings with their parents so that teachers can talk to parents and students together and discuss any concerns they may have or equally to offer praise and support.

Curriculum

We are pleased to offer a broad range of subjects at all levels.

Junior Cycle

Core Subjects	Well Being
Religious Education	Civic, Social & Political Education ~ {CSPE}
Irish	Physical Education ~ PE
English	Social, Personal & Health Education ~ (SPHE)
Mathematics	Computers
History	
Geography	
Science	

Options

Art, Craft & Design	Home Economics
Business Studies	Materials Technology Wood
French	Technical Graphics
German	Music

Senior Cycle

Core Subjects

Religious Education
Irish
English
Mathematics
Physical Education
Careers Guidance

Options

French	Business
German	Geography
Physics	Design Communication
Biology	Graphics
Agricultural Science	Construction Studies
Chemistry	Art
Home Economics	Music
Accounting	LCVP Programme/ Computers Studies

Post Leaving Certificate Course/F.E.T.A.C Awards

e-Business	Early Childhood Care and Education (Levels 5 & 6)
Business	Community Care
Business Administration	Healthcare Support
Office Administration	Health Service Supervisory management Skills
Art	Professional Cookery
Design	Hospitality Operations
Interior Design	Sports, Recreation and Exercise
Furniture Design and Making	

Transition Year

Core Subjects

Religion
Irish and Celtic Studies
English
Mathematics
French/German

Mandatory Subjects

Science
European Studies
Physical Education
Typewriting (Irish Examining Board)
Computers (Irish Examining Board)
Careers
Home Economics
Materials Technology Wood
Music
Mini Company/Business Enterprise
Drama
Art/Craft
Health and Safety

Modules

Work Experience
Personal Development/Junior Achievement
Ireland Programme {link with Sligo IT}
Driving/Road Awareness/Car Maintenance
Conflict Management
Gael Linn Residential –
Film making through the medium of Irish
Yoga, Aerobics & Gym work
Guest Speakers

Extra Curricular

Gáisce Presidents Awards
School Outings/Field Trips
Gallery/Theatre visits
Event Night – Music/Talent Show
Cross Border Programme ~
(St. Vincent dePaul project)
Drama Production

EDUCATION FOR LIVING

RELIGIOUS EDUCATION

The aim of the Religious Education programme is to provide the students with an opportunity for reflection on, and expression of, their own personal experience. Through scripture, liturgy, morality, prayer, doctrine and the example of Christian lives, the students will become aware of the means and qualities necessary to live as followers of Jesus Christ. During the school year the students are given the opportunity to participate in days of reflection. Students are also encouraged to take an active part in the life of their parish. Senior students who wish to study the RE curriculum for the leaving certificate state examination are also provided for, and each year a number of students do so within the school.



WELL BEING

The framework for junior cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in the school in support of students' wellbeing. This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community. The guidelines place a strong emphasis on the role that Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE), and guidance can play in supporting learning about wellbeing and learning for wellbeing. Student wellbeing is present when 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.

CSPE

(Civic, Social and Political Education)

CSPE aims to educate young people to live as active citizens in their own community, country and the world. There are three strands of learning: 1 Rights and Responsibility, 2 Global citizenship 3 Exploring Democracy. Students learn that the needs and rights of people are protected when individuals, communities and countries take responsibility for safeguarding them. Organisations such as Barnados, ISPC, Amnesty International, Trócaire, St. Vincent dePaul, Concern and many more provide valuable resource materials for the course. CSPE assessment is a class room based assessment (CBA) is based on three Citizenship Actions. CSPE is a common level mandatory subject.

PHYSICAL EDUCATION PROGRAMME

Physical education applies a holistic approach to the concept of physical activity for young people. It recognises the physical, mental, emotional and social dimensions of human movement, and emphasises the contribution of physical activity to the promotion of individual and group wellbeing. Learning in physical education involves the acquisition of knowledge, concepts, skills and attitudes central to physical education, together with recognition of its potential for integration with other curriculum areas. The general aim of physical education is to contribute to the preparation of the student for a life of autonomous wellbeing. This aim will be pursued through the a) Enhancement of the students sense of self through the development of skilful and creative performance of practical activities; b) Development of the students understanding of physical activity and awareness of the links between physical education and other curricular areas; c) Motivation of the student to choose a lifestyle that is active, healthy and meaningful; d) Personal enrichment of the student by developing personal and social skills, and encouraging positive attitudes and values in her/his interaction with others.



SPHE

(Social, Personal and Health Education)

SPHE provides opportunities for curriculum teaching and learning directly related to health and wellbeing, through the use of experiential methodologies including group work. SPHE aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and their wellbeing. It also aims to build students capacity to develop and maintain healthy relationships. Through studying aspects of SPHE, students have time to focus on developing personal and social skills including self-management, communication, coping and problem solving. Relationships and Sexuality Education is an integral part of junior cycle SPHE and the Wellbeing curriculum. RSE provides the context within which students can learn about the physical, social and emotional and moral issues related to relationships, sexual health, sexuality and gender identity including where to source reliable information.

HEALTHY SCHOOLS SCHEME

Our school is currently involved in the Healthy Schools Scheme organised by the Health Service Executive. We have successfully participated in this school for many years. Topics addressed included the area of Nutrition and Healthy Eating, Physical Activity, creating positive mental health awareness. One of the highlights of the scheme held during the school year was a portfolio of work evidence was prepared and an

assessment was carried out by members of the HSE. We are proud to have received the Healthy Schools Scheme Award for every year we have been involved with the scheme.

GIRLS ACTIVE

Girls Active – a programme run in conjunction with Sligo Sports Partnership aimed at increasing activity levels in girls over 15 years of age. Students are encouraged to participate in the many activities offered in our school. Through participation the students become more confident and self-reliant, improve their relationships with students and teachers and develop leisure time interests and pursuits.



GREEN SCHOOLS

Our Green Schools programme is proactive and energetic. Our Green Schools Committee are leading the school community in keeping the environment clean and green. From collecting compost bins and using the compost for flower beds, collecting plastic bottles, mobile phones and batteries for re-cycling. We have had some major coups – we were one of the first schools in Sligo to be awarded the Green Flag. Within this school the green flag programme with its focus on educating personal involvement in waste management, litter prevention and energy awareness is now as much a part of everyday school life as other curriculum subjects. The overall commitment to Green Schools demonstrates a real commitment by both staff and students to safe guarding and enhancing our environment.



MUSIC

Junior Certificate Music is offered as a choice subject. The Programme aims to develop students musicality in the following areas: performing, composing and listening. Leaving Certificate Music is offered as a senior cycle subject also focusing on performing, composing and listening. These essential skills are developed through aural perception, analysis, appreciation, writing and performance.

DRAMA/STAGE PRODUCTIONS

The cultural development of our pupils plays an important part in our Education Programme. Traditional staging of plays and variety concerts has provided much entertainment while, at the same time, developing a sense of confidence and achievement among our pupils. Our large hall provides excellent facilities for all stage productions – with its stage, lights and up to date sound and technical equipment.



GAISCE PRESIDENTS AWARDS

Transition Years in Jesus and Mary participate annually in this scheme. Students are encouraged through the programme to set and meet challenges and develop personal and social skills.



PUBLIC SPEAKING OR DEBATING

Public Speakers enter a range of Public Speaking and Debating competitions including Concern and Mental Health Competitions.



SCIENCE AWARDS

Junior and Senior students are encouraged to enter many science competitions and events such as the “BT Young Scientists”. As part of our Transition Year Programme students also enter “Young Environmentalists Awards”, as well as events organised by I.S.T.A. An Táisce, Sustainable Energy Ireland (S.E.I.). Finally students are also encouraged to enter essay competitions eg Remedi Ireland.

HOME ECONOMICS

Students are encouraged to enter various Home Economics events, competition organised by Bord Bia/Agri Aware, Tesco Ireland, Connaught Gold and Fáilte Ireland.

LCVP Programme

The primary goal of the LCVP Programme is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success. Throughout the programme students are encouraged to:

- » Be innovative and enterprising
- » Take responsibility for their own learning
- » Adapt to changing circumstances
- » Evaluate data and devise solutions to problems
- » Communicate their thoughts and ideas effectively
- » Work with others as part of a team
- » Investigate and plan career options
- » Use information and communications technologies
- » Investigate local businesses and community enterprises
- » Learn from their experiences

CERTIFICATION

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules.

Grades for the Link Modules are as follows:

Grade	Percent
Distinction	80% - 100%
Merit	65% - 79%
Pass	50% - 64%

The Link Modules are recognised in points term as by the Institutes of Technology and the Universities.

The points are allocated as follows:

Grade	Universities and Institutes of Technology Award
Distinction	66
Merit	46
Pass	28

TOURS

Students are encouraged to take part in all tours and school outings, because they are designed to support students co-curricular and extra curricular development as well as help develop school friendships and positive memories of school life.

LANGUAGES

GAEILGE/IRISH

The Irish course aims to give students an appreciation of Gaelic language, literature, heritage and culture. Students are encouraged to become more confident in its communication through reading, writing, oral and aural work. Opportunities are provided for all those who wish to attend courses in the Gaeltacht and students are given every opportunity to participate in all activities which promote the native language. Is í aidhm na múinteoirí go léir ná grá don Ghaeilge a chothú i measc na ndaltaí agus ardchaighdeán i ngach gné den teanga a bhaint amach.

ENGLISH

Junior cycle English focuses on the development of language and literacy in and through the three strands: oral language, reading and writing. The course focuses on communicating, on active engagement with and exploration of a range of texts and on acquiring and developing a knowledge of the shape and structures of language. This makes the English classroom an active space, a place of 'classroom talk' where learners explore language and ideas as much through thinking and talking as through listening and writing. At senior cycle students engage with a wide range of material that is relevant to their world whilst an appreciation of timeless classics such as Shakespeare's plays are also included.

GERMAN AND FRENCH

German and French are offered to Leaving Certificate level. First year student "sample" both languages for a number of weeks during the first term to assist them in their choice of language. The syllabus is "communicative" and aims to equip pupils with the knowledge and skills they may require to participate in everyday transactions in a German or French speaking country. Pupils learnt to communicate effectively through the four language skills: listening, speaking, reading and writing. Pupils also acquire cultural awareness of countries where their chosen language is spoken.

HISTORY & GEOGRAPHY

GEOGRAPHY

Geography will help to give students a greater awareness of day-to-day life at local, regional and world level about unemployment, industrial development, environmental pollution, third world problems, natural disasters and relief appeals. With its emphasis on landscape, Geography can help towards an understanding of the varieties of recreational opportunities



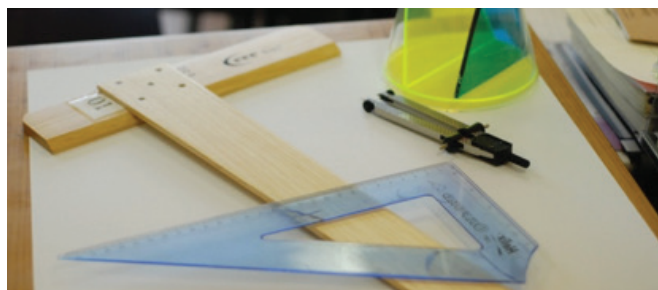
that exist and towards an appreciation of the need for conservation and protection. Fieldwork, incorporating the use of simple instruments and learning to read, use and draw maps, use information technology, are all important aspects of the Geography course at Junior and Senior levels. The geographical investigation (fieldwork) is a core area of study and is compulsory for all students at senior cycle. It provides the opportunity for students to apply the appropriate geographical skills that are central to all areas of the syllabus.

HISTORY

The History course aims to ensure that students acquire knowledge and understanding about human activity in the past so as to better understand the contemporary world. It highlights the economic, social and cultural implications of Ireland's membership of the broader European community. Students are encouraged to develop positive values such as commitment, objectivity and justice. In order to achieve these aims students are exposed to many and varied learning experiences including fieldwork, tours, project work, quizzes and viewing of films and other relevant secondary sources, emphasis at all times being on experiential learning.

TECHNICAL & PRACTICAL TECHNICAL GRAPHICS

In Technical Graphics for the Junior Certificate emphasis is placed on the practical application of Geometry and obtaining graphic solutions to real problems in the students' environment. As well as developing the practical skills of drawing, computer graphics, graphic communication, accuracy, neatness and judgement, students learn to visualise objects and shapes, solve problems and think for themselves.



MATERIALS TECHNOLOGY WOOD

Materials Technology Wood (Woodwork) is a practical subject where all types of materials, woodworking processes and joints are made and worked with. Students use their acquired skills to make various items of furniture, from simple pieces in First Year to a choice of larger and more complex items in Third Year. As well as acquiring the practical skills, students



learn the theory of all aspects of Woodwork including trees and forestry. There is both a practical and theory examination at Junior Certificate level.

DESIGN & COMMUNICATION GRAPHICS (FORMERLY TECHNICAL DRAWING)

The Design & Communication Graphics Course is a continuation of Technical Graphics at Junior Cycle. It combines computer aided design (CAD) and the conventional board drawing. Pupils learn skills including graphic communication, creative problem solving, spatial abilities/visualisation, design capabilities, computer graphics and CAD modelling. The creative and decision making capabilities of students in the activities associated with design, are developed through three principal areas of study –Design and Communication Graphics, plane and descriptive geometries and applied graphics. This Programme is intended to develop the creative thinking and problem solving abilities of students. The subject is examined by means of an electronic project(40%) and a board drawing test(60%). This subject is useful for students hoping to pursue a career in the field of Engineering, Architecture, Product Design or Computer Design.

CONSTRUCTION STUDIES

Construction Studies is a study of Architectural Technology, which follows on from Materials Technology-Wood in Junior Cert. It focuses on all aspects of the built environment through study and also practical experience project work. Some areas of study include sustainable architecture, conservation of natural resources, environmental & ecological issues concerning the selection and use materials, of materials and disposal of domestic waste etc.

ART

Art is offered to all students in both Junior and Senior cycles. Students are guided in preparing portfolios for Art and Architecture Courses in Universities and IT's. Art creates leaders in a safe space where they share their work, take risks and put themselves out there. Art develops critical thinking and has shown that everyone works differently. We believe in nurturing the creativity of each individual as part of the preparation of their work. We offer printmaking, pottery and graphic design. Digital Art also plays a role through film making and photography. Visits to galleries and use of online galleries serve to enhance the appreciation of visual art. We value qualities such as imagination, originality and ingenuity. This is evident in the student displays of work around the school and the leading role art students play in major school events.





HOME ECONOMICS

Home Economics is available to all students at Junior and Leaving Certificate levels. The Junior Cycle course is divided into three inter-connected strands

1. Food, health and culinary skills
2. Responsible family living
3. Textiles and craft

To give further emphasis to the integrated nature of learning in Home Economics, the learning outcomes for each of the strands are grouped by reference to four elements:

- Individual and family empowerment
- Health and wellbeing
- Sustainable and responsible living
- Consumer competence

The 2nd year C.B.A. involves making a textile item or recycle / up-cycle a textile item for an individual or the home. The 3rd year C.B.A. is a Food Literacy Skills brief. The Final examination in 3rd year consists of a C.B.A. in Practical Food Skills and a written exam both being 1hr 30 mins duration and each are 50% of the final examination mark.

Students learn the rights and wrongs of consumer issues, find out about social and health matters and improve their skills as resource managers. The practical learning experience prepares students for independent living as individuals and as members of a family in a diverse global society.

Leaving Certificate Home Economics consists of a core and three electives. Each elective is an extension of some aspect of the core. Core topics include food studies, resource management and consumer studies and social studies. Students complete one of three electives – namely, home design and management, or textile fashion and design, social studies. Five cookery tasks and a standard food studies journal together forms a further 20% of students leaving certificate examination. The practical experience in home economics provides a learning foundation for a wide range of careers in the Food Industry such as food science and in health nutrition, interior design, social studies, tourism, fashion and textiles industry.



BUSINESS STUDIES

BUSINESS STUDIES

At junior level, this subject covers personal finance, enterprise and our economy. It ranges in application from the skills necessary to manage pocket money to establishing a private limited company. At senior level students may opt for Accounting and/or Business.

BUSINESS

At Senior level topics include Business Legislation, Conflict Management, Enterprise, Marketing, Finance and the International Trading Environment. It provides a foundation for Business oriented Third Level courses as well as the world of work.

ACCOUNTING

Covers the concepts of Accounting, Financial Accounting and Management Accounting. It provides students with the essential skills to pursue accounting related courses in Third Level Colleges.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and Communications Technology ICT is an integral part of every second level student's education since we live in an era of rapidly changing technology. Our school has two networked computer rooms with internet access and state of the art technology.

Each classroom has internet access. The integration of ICT in learning and teaching helps create an environment which enables all students to become confident and self directed learners. ICT enriches learning and enhances teaching. It is a powerful motivational tool for students and it increases the scope and opportunities for learners with special educational needs. Our knowledge economy requires an ICT literate, creative and entrepreneurial workforce which can confidently use ICT in all disciplines.

MATHEMATICS & THE SCIENCES

MATHEMATICS

The Maths syllabus aims to help provide students with the mathematical knowledge, skills and understanding required for continuing their education and eventually, for life and work. At Junior and Senior cycle the course is divided into three levels to cater for all abilities. Transition Year is divided into two levels - Higher and Ordinary. Students have the opportunity to balance senior cycle basics with research, puzzles and practical applications. Learning Support classes may be offered to students who are experiencing difficulty with this subject.

SCIENCE

Over three academic years of junior certificate science, the students will undertake four contextual strands: physical world, chemical world, biological world and earth and space, with a focus on the nature of science which aims to promote greater engagement and thinking about how science works. Over the three years of junior cycle, students will have many opportunities to enjoy and learn science. They will work as a scientist as they formulate scientific questions and hypotheses initiate research, plan and conduct investigations, process and analyse data and information, evaluate evidence to draw valid conclusions, and report and reflect on the process. Students will collaborate as they prepare scientific communications for a variety of purposes and audiences. They will learn about, and make informed decisions about, their own health and wellbeing and about science related issues of social and global importance. Through these activities they will develop their science knowledge, understanding, skills and values thereby achieving the learning outcomes across the strands.

Topics covered include:-

Biology - Human Biology, Animals, Plants and Micro-organisms.

Chemistry-Classification of Substances, Air, Oxygen, Carbon Dioxide, Water, Atomic Structure, Reactions and Compounds.

Physics – Force and Energy, Heat, Light, Sound, Magnetism, Electricity and Electronics.

The course is activity based through a variety of investigations and experiments. Students develop a sense of safety, accuracy, attention to details when observing and measuring data from practical work.

Coursework A – Consists of mandatory experiments or investigations which are recorded in standardised journals and form 10% of the Junior Certificate science exam.

Coursework B – Completed in Third Year consists of two specific investigations which are recorded in standardised journals and form 25% of the Junior Certificate Science Exam.

PHYSICS

Leaving Certificate Physics covers a broad range of topics from basic life technology measurements to applied heat energy, light, sound, electricity, mechanics and medical atomic energy. Every year our strong tradition continues of students pursuing related careers in medical professions, engineering, agriculture and construction as technicians and electricians.

CHEMISTRY

Chemistry is the study of everything we use, wear, consume, including medicine, plastics, preservatives and much more. Leaving Cert chemistry is divided up into organic and inorganic. Organic and inorganic chemistry includes taking natural chemicals to make new substances, which are used in medicine, synthetic clothing, food etc. Chemistry is also involved the study of atoms and the periodic table. This study includes how atoms react with other atoms and what happens when they do react. There are 28 mandatory student experiments, which must be carried out of the two years. A range of courses requires chemistry, these include: Human Nutrition in DIT, Dentistry and Medicine in UCC, Veterinary Science in UCD and Pharmacy to name but a few.

BIOLOGY

Biology is the science of life and living things, like plants, animals, fungi (such as mushrooms) and bacteria. The study of biology also includes the study of organisms that can only survive in other living cells, the viruses. Biology students will also study ecology and will learn how organisms react with each other and with their environments. Biology examines the structure, function, growth, origin, evolution, distribution and classification of all living things. Biology is a two year course which can be taken at higher and ordinary level. It forms a knowledge base for hundreds of careers from Oceanography and Ecology to Medicine and Biotechnology.

To help with their studies students enter various science competitions throughout the year. Two of which are The Physics Paperclip Challenge & The Young Scientist & Technology Exhibitions.

AGRICULTURAL SCIENCE

Agricultural Science involves the application of known scientific principles in the production of food for human use. The two-year Leaving Certificate course in Agricultural Science covers a wide range of topics including animal science, crop cultivation, genetics, soil science, forestry and farm management. This course includes theory and experimental work as well as hands-on projects and would be suited to any student with an interest in farming.

Transition Year

Transition Year is optional and available to interested students after their Junior Certificate.

The programme is timetabled to suit the needs of each new year group entry. We aim to:

- Promote personal, social, educational and vocational development of students.
- Prepare students to be participative and responsible members of society.
- Enable students to take responsibility for their learning and decision making.
- Help students to develop critical thinking and problem solving skills.
- Prepare students for the world of work.
- Enable students to develop basic competencies in key areas according to their individual needs, including remediation where appropriate.



Core subjects such as Religion, Maths, English, Irish, languages and Career Guidance remain stable and offer both further studies and remediation to students.

Taster subjects include arts, technical subjects and the sciences. Students experience the world of work in two separate two-week blocks. Work experiences ranging from business, creative, caring and legal professions. Visits to Third Level Colleges support career investigations. Research, recording, assessment and evaluation are an integral part of the whole programme and are assessed through a digital portfolio at the end of the year.

Modules offered to students may include Driving Awareness, Dance, Golf, Personal Fitness and Coaching. Gaeltacht residential. Each term has a highlight focus, which includes a drama production, an organised event and a final exhibition of work which includes an Awards Ceremony.

Students are encouraged to personally develop through extra-curricular activities such as sport, Gaisce Awards and St. Vincent dePaul projects, Drama Production and Sport. The Programme is concluded with a personal interview where each student has the opportunity to present their portfolio of work showing their growth and development gathered throughout the programme. Skills developed in Transition Year include speaking and listening, technical communication through different media study and research.

T.Y. activities often take place in group situations, in pairs or individually. Preparation for Mock interviews & CV preparation is an integral part of the programme.

Transition Year Projects involve many out of school visits.

Assessment takes place in each subject area and student evaluation is very much part of this. A Personal Growth Portfolio is developed throughout the year.

CERTS AWARDED :

- Department of Education & Science.
- School: Based on portfolio interview
- Mini-Company Enterprise: On successful completion of Transition Year Programme Projects connected with outside agencies.
- Exhibition & graduation ceremony takes place at the end of the Year.
- School Tests at Christmas and summer.

The T.Y. year is concluded with each student presenting a Growth Development portfolio gathered throughout the year. This is presented in an interview.

EXAMINATIONS IN:

Typewriting, Computer Applications {Certified by Irish Examining Board}



Post Leaving Certificate Courses

The Post Leaving Certificate Programme is available to adults of all ages. The programme aims to prepare students for the world of work or to enable them to apply for entry into certain Certificate/Diploma courses in 3rd level Colleges. It is suitable for students who wish to defer 3rd level for a year.

At present we are running Sixteen PLC Courses:

BUSINESS ADMINISTRATION/OFFICE ADMINISTRATION - QQI CERTIFIED

Modules - Spreadsheets, Word Processing, Web Design and many more IT related skills, Customer Service, Information and Administration, Communications and Work Experience.

BUSINESS LEVEL 6 - QQI CERTIFIED

Modules – Business Management, Supervisory Management, Payroll, Excel and Word and much more.

E-BUSINESS LEVELS 5 & 6 - QQI CERTIFIED

Modules - The Internet, Web Authoring, e-Business Studies, Communications and Work Experience.

ART - QQI CERTIFIED

Modules - Painting, ceramics, clay modelling, wood carvings & more

FURNITURE DESIGN & MAKING - QQI CERTIFIED

Modules - Drawing, Design, Architectural Drawing, Computer Aided Draughting, Bog Oak, Sculpture, Communications and Work Experience and much more. Furniture Design will appeal to learners who will enjoy the use of creative techniques and who are interested in learning a range of skills to design and make innovative furniture.

DESIGN - QQI CERTIFIED

Modules - Design, Architectural Drawing, Computer Aided Draughting, Colour and Light, Photography, Communication and Work Experience and much more. Interior Design is the process of shaping the experience of interior space through manipulation of special volume as well as surface treatment.

EARLY CHILDHOOD CARE AND EDUCATION LEVELS 5 & 6 -

QQI CERTIFIED

Modules - Caring for Children (0-6), Working in Childcare, Child Development, and Art & Craft for children, Care provision & Practice, Health and Safety at work, Communications, Work Experience, Special Needs Assisting and much more.

COMMUNITY AND HEALTH SERVICES - QQI CERTIFIED

Modules – Nutrition, Introduction to Nursing, Social Studies, Care Provision and Practise, Communications and Work Experience.

HEALTHCARE SUPPORT -

QQI CERTIFIED

Modules – Care Support, Care Skills, Health & Safety at work, Care of the Older Person, Intellectual Disability.

HEALTH SERVICE SUPERVISORY MANAGEMENT - QQI CERTIFIED

Modules – Conflict Management, Supervisory Management, Disability Awareness, Health Promotion.

SPORTS, RECREATION & EXERCISE - QQI CERTIFIED

Modules – Sports & Recreation Studies, Exercise & Fitness, Gaelic Football Coaching and much more.

OTHER MODULES INCLUDE:

Conflict Management
Digital Photography
Social Studies

Parental Involvement

BOARD OF MANAGEMENT

Two parents of students currently in the school are elected to the Board by the parent body.

PARENTS COUNCIL

The school has an active parents council elected from the parents of current students.

PARENT/TEACHER/STUDENT MEETINGS

Parent/Teacher/Student meetings take place during the school year. These are vital contacts between home and school, and between parent, student and teachers. We encourage all parents to make attendance at these meetings a priority.

TEACHING AND LEARNING

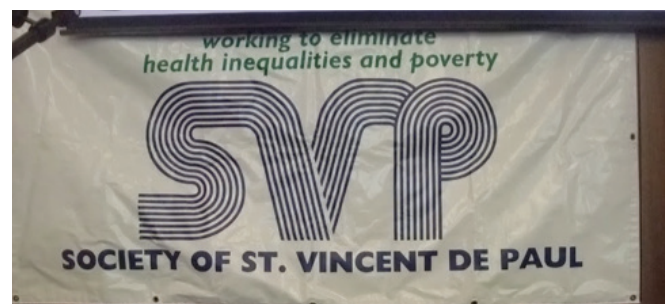
We foster academic excellence by effective (and differentiated) planning. Creative, challenging and motivating teaching and learning activities encourage positive interactions and engagement in a reflective environment where students are affirmed

PARENT MEETINGS

There are programme and subject choice information nights/study skills information night for Third year parents, Transition Year parents and LCVP parents. When the need arises parents are contacted regarding performances of pupils. Parents are encouraged to contact the school if they have any concerns.

SPORT SCHOOL OUTING PARENTAL INVOLVEMENT

We are grateful for help given to us in the past by parents who supervise travel, and support these activities. We look forward to continued parental involvement in this area in the future.



SCHOOL CORRESPONDENCE

A school calendar is sent home at the beginning of each term. A school newsletter informs parents of school events from the previous term. It is vital that parents check and sign their child's school journal, are aware of the "Home School Agreement", use their child's school journal for notes from home to teachers, and for explanations for their child's absence.

COMMUNITY LINKS

Log and Learn Module.

Saint Vincent DePaul Youth for Justice Programme.

Gaelic coaching course links with Primary school.

Transition Year work placement.

Youth Sport West-Cross border project.

Gáisce Community Challenge.

Discipline Policy

INTRODUCTION

Child protection and welfare considerations permeate all aspects of school life and are reflected in all the schools policies, practices and activities to create a culture of safety that promotes the welfare of our young people.

- Our Discipline Policy aims to encourage and foster the Christian, Social, Personal and Educational development of our students & to give recognition for desirable qualities, attitudes and achievements.
- It aims to help students grow in their awareness of others, conscious of the dignity of the person, of justice and respect where each can reach their full potential as a human being.
- It aims to build a good school spirit based on a Christian Ethos, where students can develop into mature responsible and caring people.
- It aims to encourage and foster good/positive behaviour and allow students the opportunity to be aware of & own their own behaviour.
- It aims to make this school a place that is dedicated to quality teaching & learning. That is supportive of the well-being of all who form part of the school community.
- It aims to develop a sense of community where the ethos is one of belonging & support and where the quality of the interpersonal relationships is conducive to reconciliation and conflict resolution.

CODE OF BEHAVIOUR

Pupils will respect:

1. Themselves
2. Each member of the staff at all times
3. Visitors to the school
4. People they meet travelling to and from school and during school hours
5. Fellow Pupils
6. School property and environment
7. Other peoples personal property

SCHOOL RULES

1. Attendance and Punctuality:

Each pupil is expected to be punctual and regular in attendance. Non-attendance must be recorded in the student journal, stating the reason and signed by a parent/guardian.

Any pupil wishing to leave school at lunchtime or any other time during the school day must have a request for permission in their student journal, signed by a guardian.

Students must be punctual for all classes & assemble in an orderly fashion outside classroom door.

Students must have all necessary books and equipment before class begins.

Students may only go to lockers during break times, not during or between classes.

2. Uniform:

The school uniform as prescribed must be worn in school, on the way to and from school and on official occasions. Each pupil is expected to be neat and well groomed.

Sleepers & Stud earrings only may be worn on the earlobe. Inappropriate jewellery/make up may not be worn in school.

3. *Health and Safety:*

Interference with the fire equipment is strictly forbidden.

(A penalty & fine will be imposed for a breach of this rule).

Corridors, stairs or doorways must not be blocked.

No running or pushing on corridor or stairs.

Playing with/throwing objects is forbidden at all times.

Laser pens will be confiscated. The use of mobile phones, walkmans or CD players/other unapproved electronic equipment are not permitted in class.

Playing football & other ball games is prohibited in all areas outside the playing areas approved by the school.

Students who drive their own cars must park outside the school grounds.

Smoking, consumption of alcoholic drink and the use of banned substances is forbidden at all times and on all school outings. Any student who is ill and wishes to leave class or the school premises must report to the Principal's office.

4. *Bullying:*

All forms of bullying & intimidation are strictly forbidden.

This school has an anti-bullying policy and each case will be investigated and dealt with on a personal basis by the Class Head, Deputy Principal or Principal in conjunction with the School Discipline Board.

Parents will be kept informed.

All students are requested to report bullying/intimidation incidents that they may witness. Reports will be dealt with in the strictest confidence.

5. *School Journal*

Each student must have an official school journal.

Students must have their journal in each class.

Students must have their journals signed by a Parent each week.

Journals will be inspected & signed each week by the Class Head.

Losing a journal, non-production of a journal or interfering with another student's journal will be treated as a serious offence.

6. *Personal Habits:*

The following are not allowed & sanctions/fines may be imposed:

Chewing Gum, Bad language, Litter, Graffiti, Eating or drinking during class.

Breach of the above code may be dealt with as follows:

- Teacher involved may deal directly with incident.
- Incident may be recorded in student journal.
- Incident Report Form may be initiated and passed on to the classhead.
- Classhead may interview students.
- Classhead may place student on report
- Classhead may consult with the Deputy Principal.
- Deputy Principal may interview student and inform parents.
- Deputy Principal may refer to Principal.
- Pupil may be brought before Discipline Committee, comprising of Principal, Deputy Principal, classhead and teacher involved.
- Parents may be asked to attend a meeting with the Principal and the Deputy Principal.

Sanctions may include:

1. Student may be spoken to and given a warning
2. Incident may be recorded in journal
3. Detention during school hours
4. Student may be placed on report
(Report card to be completed by each subject teacher)
5. Withdrawal from class
6. Loss of privileges e.g. (School outings; Games)
7. Fine for replacement/repair of property
8. Suspension

9. Automatic suspension may be imposed for the following:
- mitching
 - use of disrespectful language towards a member of staff
 - physical assault on another student
 - serious damage to school property
 - serious act of disrespect in school or on school outings

In all cases of suspension the Board of Management will be informed.

10. Expulsion/exclusion may take place if a student, having gone through all the stages and sanctions for a serious offence, continues not to comply with the ethos of the school or obey the code of behaviour.

The final decision with regard to expulsion/exclusion will rest with the Board of Management.

Each case of a breach of the Code of Behaviour or school rules will be treated on an individual basis, with regard and how serious the breach is. The past record, attitude and general behaviour of the student will be taken into account.

ADMISSIONS POLICY

All students who have completed a primary school education are welcome to enrol in the Jesus and Mary secondary school irrespective of age, religious faith, race or ability, provided they agree and adhere to the ethos of the school and the school, which is funded by the Department of Education and Science, is capable of providing the facilities necessary for their individual needs.

Where demand for places exceeds vacancies then selection may be made on one of the following bases:

- (i) Priority given to pupils living in or from primary school in the catchment area.
- (ii) Priority given to brothers/sisters of present pupils.
- (iii) Enrolment on a 'first come, first served basis'.
- (iv) Students capacity to participate based on resources

While every effort will be made to accommodate a student who has been expelled from another school, if it is felt that he/she cannot adhere to the ethos of the school or comply with the code of behaviour, he/she will not be admitted.

A student may be excluded/expelled if he/she, having gone through all the stages and sanctions, continues not to comply with the ethos of the school or the code of behaviour, as laid down in the Discipline Policy.

The Board of Management will reserve the right to make the final decision with regards to expulsion/exclusion.

SAINT CLAUDINE JM

Prayer to obtain a grace through
the intercession of St. Claudine Thévenet

God our Father,
You granted Saint Claudine Thévenet
an intimate experience
of you merciful goodness
and you called her to dedicate her life
to the education of the young,
giving her the grace
to draw from the Heart of your Son
an ardent zeal
to make Jesus and Mary known and loved.

Help us, like her,
to be witnesses to your love,
given over to the action of the Spirit
and open to the needs
of our brothers and sisters
especially the most deprived.
Grant us, through her intercession,
and for the praise of your glory,
the grace for which we now pray. Amen.





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