

Calasanzius College, Oranmore

School Handbook



Tel: 091-794564
Fax: 091-790607
Email reception@calasanzius.ie
Web site: www.calasanzius.ie

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A Thought for the Year Ahead

*Lord, grant me courage to do right,
When doing wrong or doing nothing at all would be easier.
Wisdom to say the right thing at the right time,
Because words have the power to help or to hurt.*

*Faith in the goodness of mankind,
Because living in doubt and fear is not living
As you mean it to be.*

*And most important, Love,
The kind that gives without demanding,
Supports without holding too tightly
And understands that we are, all of us, imperfect.*

Chapter 1 - Introduction

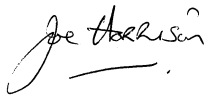
- *Foreword*
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- *Management Structure*
- *Admissions Policy*

FOREWORD

We are confident that this handbook will be an informative and useful support to students, parents/guardians and staff as a guide to this school. The handbook is a guide only to how the school operates. If you require clarification on any of the topics in the handbook, please contact the school office for an appointment with relevant personnel.

Our ambition is to ensure that all members of the school community are given best opportunity to achieve their potential in a happy, caring and supportive environment. We look forward to your support in fulfilling this ambition.

Sincerely,

A handwritten signature in black ink that reads "Joe Harrison". The signature is written in a cursive style with a long horizontal stroke at the end.

Joe Harrison, Principal.

A handwritten signature in black ink that reads "Marian Merrick". The signature is written in a cursive style.

Marian Merrick, Deputy Principal.

Mission Statement

Our school exists to co-operate with parents/guardians in promoting the full and balanced development of children in a safe and caring environment, recognising that each student who enrolls is unique and has different gifts as well as different needs.

Aims

- *To allow each student develop a good self-image.*
- *To give students a good academic grounding in an ordered learning environment, which fosters self-discipline and respect for authority and is conducive to high standards of achievement and behaviour.*
- *To allow all students to experience success by having a broad and balanced curriculum, with a variety of extra-curricular activities.*
- *To show special concern for those who are emotionally, materially and intellectually disadvantaged.*
- *To give our students a good knowledge and understanding of their faith and a respect for the religion and culture of others.*
- *To foster in our students a sense of respect for themselves and others and that they be aware of their responsibilities as well as their rights.*
- *To give students life skills and attitudes, which may enhance the prospect of admission to third-level education and / or employment.*
- *To encourage students to make learning a lifetime activity by making it an enjoyable experience. This will help them lead satisfying lives and contribute to the betterment of society.*
- *To encourage physical exercise as a healthy habit for life, to promote participation and support excellence in sport.*
- *To foster in our students, our school and our community an awareness of the environment and our responsibility to its preservation and improvement.*

1.1 History & Local Context of Calasanctius College

Calasanctius College is situated in the village of Oranmore, 7 miles outside of Galway City, in a beautiful setting overlooking Oranmore Bay. On the 23rd of May 1861, four Presentation Sisters left their Convent in Galway to found a Convent in Oranmore at the request of the Bishop, Most Rev. Dr. McEvilly. A sum of money was donated by Councillor John Blake of Galway for this purpose. Two of his sisters were members of the order.

Their first convent was locally known as the 'Hotel' situated near the present Moorings Restaurant, while an outbuilding was converted into a school. On the 18th July 1869, with the permission of Most Rev. Dr. Carr, the Sisters moved into the Parochial House of the then Parish Priest, Fr. R. Quinn, which was purchased for the sum of £600 (€762). The building of the old National School began in October 1886 and three years later the new convent was built adjoining the Parochial House. In 1916, a hall was built on the convent grounds to cater for Home Economics classes for the local girls. This became the first secondary school when blessed by Rev. Michael Browne on the 27th August, 1946, the feast of St Joseph Calasanctius. The following year a Boarding College for girls was opened. Due to the increased demand for places, a major extension was built in 1963 under the leadership of Mother Columba Heaney.

In 1973, with permission from Dr. Browne, the school enrolled boys for the first time. This led to the building of a new wing incorporating a Woodwork Room. From 1987 onwards the school no longer accepted boarders and the dormitories and refectories were converted into science laboratories and classrooms.

In 1994, when the Sisters decided to withdraw from the teaching staff, the convent was vacated and a lay Principal appointed. The school remains under the Trusteeship of the Presentation Sisters.

In 2001, the Department of Education and Science sanctioned new "state of the art" school buildings. The buildings include a Sports Hall, Library, Oratory, 4 Science Laboratories, 2 Home Economics Rooms, Art Room, Language Laboratory, Computer Laboratory, Woodwork and Construction Rooms, Technical Graphics Room, Social Studies Rooms, Guidance Suite, Music Rooms etc., with a greatly enhanced General Purpose Area. These buildings were officially opened by the Minister for Education & Science in 2006.

Calasanctius College is a co-educational school, which caters for the needs of the local community. The number of students on the roll at present is 729. The students come from Oranmore and the surrounding areas. The free school bus service serves the Maree / Clarinbridge area. Private bus companies are organised by parents/guardians to serve other areas. The students come from varied backgrounds both socially and economically. The majority of students tend to carry on to third-level education.



1.2 Management Structure

Calasanctius College, Oranmore, is a Catholic Voluntary Secondary School under the trusteeship, of Catholic Education: An Irish Schools Trust (CEIST) in the tradition of the Presentation Sisters (Northern Province). A Board of Management governs the school. The board is elected for a three-year term and is comprised of the following members -

- > 4 Trustee nominees, including Chairperson
- > 2 Parent nominees
- > 2 Teacher nominees
- > Principal, non-voting, who acts as secretary to the board.

The day-to-day management of the school is carried out by the Principal and Deputy Principal, with the assistance of the in-school management team, the school secretaries, caretakers and cleaners. Year heads take responsibility for each year group and liaise with parents/guardians on matters affecting their daughter's / son's progress in the school.

1.3 Admissions Policy

The policy may be downloaded from the school web site www.calasanctius.ie or hard copy is available from the school office .

NOTE: All applicants are advised to read the terms of the Admissions policy in full before submitting an application for a place in any year group of the school.

Make A Difference

*Plan your pathway towards success.
Be not afraid because you are unique,
And greatness lies within you.*

*As you develop your full potential,
Always remember to show loving concern to those around you.*

*The world is waiting for you.
Reach out, get involved,
And you will make a difference.*

Chapter 2 - School Organisation

- *School Hours*
- *Organisation of Classes*
- *Lunch Breaks*
- *School Uniform*
- *School Book Scheme*
- *Books / Schoolbags / Lockers*
- *Care of Property & Money*
- *School Transport*

2.1 School Hours

Monday: 9.00 a.m. - 4.00 p.m. Wednesday: 9.00 a.m. - 3.20 p.m.
Tuesday: 9.00 a.m. - 4.00 p.m. Friday: 9.00 a.m. - 3.20 p.m.
Thursday: 9.00 a.m. - 4.00 p.m.

Supervised Study (optional)

Examination students only: From Monday to Friday there is a 2 hour session commencing half hour after school.

Supervised Detention

Wednesday: 3.30 p.m. – 4.30 p.m.

2.2 Organisation of Classes

- In first year, classes are of mixed ability with an average of 25 students per class.
- Up to Junior Certificate level, students take ten examination subjects, of which some are optional. Students also take classes in the following non-examination subjects - Religious Education, Physical Education (PE), Computer Studies, and Social, Personal and Health Education (SPHE).
- At junior cycle, most subjects have 4 x 40 min. classes per week.
- Students at senior cycle have 5 x 40 min. classes per subject per week.
- Some classes are for 80 minutes, e.g. Home Economics, Materials Technology (Wood), Technical Graphics, Art, PE, and Music.
- Teachers generally have their own room with equipment etc. on hand and the students go to the room.
- At the present time most PE classes are taken in the school Sports Hall, Astro-turf, Hard Courts and playing pitch.

2.3 Lunch Breaks

There are two breaks each day -

Mid-morning: 11.00 - 11.15 a.m. Lunchtime: 1.15 - 2.00 p.m.

- Apart from Leaving Certificate (6th year) students, only students living in Oranmore who go home to their parents/guardians, may leave the school grounds during lunchtime.
- It is recommended that students take a substantial and nutritious lunch to school each day.
- Rolls, sandwiches, soft drinks etc. are sold in the shop in to the school.
- Students are encouraged to get involved in supervised games and activities organized during lunch breaks.
- From time to time, various clubs are organised by the students and take place during lunch breaks, e.g. Amnesty, Chess, Films, Photography etc.

2.4 School Uniform

All students are expected to attend school wearing the full school uniform. Students are expected to be neat and tidy in appearance. Any student attending school out of uniform will have sanctions imposed on him / her. (See *Code of Conduct - Behaviour*).

Uniform consists of

- White shirt / blouse
- Dark green 'V' neck jumper with red stripe and school crest
- Uniform grey pants
- Black and grey school jacket with school crest
- School track suit. This is compulsory for all 1st year students from September 2009 onwards.

Recommended Requirements -

2 uniform grey pants, 2 school jumpers, 3 white shirts / blouses, 1 school jacket and 1 school track suit.

Uniforms items are available from the following Shops -

Galvia Clothing Co., Eyre Square Centre, Galway. Ph. 562089

Anthony Ryan, Shop Street, Galway. Ph. 567061

National Schoolwear Centre, Liosbaun Estate, Tuam Rd., Galway. Ph. 755515

Physical Education Gear Consists of -

White polo shirt, white socks, runners and school track suit (see above).

NOTE: Runner soles must be "non marking".

2.5 School Books

Book lists are available from the school office at the end of May.

Book Shops for New Books

ABC Bookshop, Corbett Court, Castle St., Galway. Tel: 561950

Easons, 33 Shop St., Galway. Tel: 562284

Joyce Bookstore, 52 Dominick St., Galway. Tel: 568227

Book Shops for Second-Hand Books

Book Exchange, 23 Abbeygate St. Lower, Galway. Tel: 562225

Joyce Bookstore, 52 Dominick Street, Galway. Tel: 568227

NOTE: Since January 2009 the Department of Education and Science **no longer provides grants** towards school books from year to year in respect of necessitous students.

2.6 Books / Schoolbags / Lockers

- Students are advised to use their timetables to organise the relevant books to take to school, otherwise the bags are much too heavy.
- All students should have a Homework Notebook and will be issued with a Journal.
- Parents/Guardians or teachers may use the Journal to communicate information regarding the student to each other.
- Lockers are available to students in order that books can be stored between classes.
- Charge for lockers is included in the Administration Fee payable each year.
- Students are allowed to their lockers before 9.00 a.m., at 11.00 a.m. break, and at lunchtime. Students may only go to lockers at other times with permission from class teacher.

2.7 Care of Property & Money

While the school cannot take responsibility for books, PE gear, jackets etc., which are left unattended, we try hard to encourage students to have a sense of responsibility for their property. All students should have a name or an identifying mark on their clothes. Students are also warned not to leave money lying in pencil-boxes, school bags, coat pockets, especially during breaks. Large sums of money should be placed in an envelope, marked with the name and amount and handed into the school office for safe-keeping.

2.8 School Transport

- Bus Eireann School Service is available to students in the school's catchment area (Maree / Clarinbridge), living more than three miles from the school.
- Application forms are available from the teacher who has special responsibility for the School Transport Scheme. Forms should be returned to her/him by the date specified on the form.
- The School Transport ticket must be signed by student and retained in pouch supplied.
- Bus passes should be carried by students at all times when travelling on school buses.

Private bus serving the school:

Information will be provided on Open Night.

School Transport Office at Bus Eireann:

Office Hours: Monday to Friday 9.00 – 12.30 p.m. and 2.15 – 5.00 p.m.

Tel: 537694 / 537685 / 537628

Advice to my Child on Growing up in Life

*You are unique, my child....
A wonderful addition to life
For there is no one else like you.*

*You are important....believe it.... know it....
Allow your realization to radiate among your fellow man
Be yourself and try to be the best you can be.*

*Search your heart and be willing to try new things
Don't be afraid to be different..
Follow your feelings and be proud...be happy..
Like yourself, become a new experience for other people...
For they can learn from you.*

*Reflect your feelings, your hopes and your dreams....
You have much to contribute.
Take your time... and, please, don't hurry.*

*You must reach out and help others to grow...
For the more you give, the more you receive.*

*Your time on earth is a measure of progress year by year...
For each year will present new and different opportunities.*

*Enjoy what is beautiful in life, my child,
And try to achieve one of the highest goals in life....
To Love, To Care, To Give, To Share.*

Chapter 3 - Conduct

- *The Golden Rule*
- *Code of Conduct:*
 - A *Behaviour*
 - B *Anti-Bullying*
 - C *Substance Use*
- *Attendance & Punctuality*
- *Pastoral Care System*
- *Conduct on School Buses*
- *Mobile Phones / MP3 Players etc.*
- *Discos*

3.1

THE GOLDEN RULE

The Golden Rule sets out in a positive manner our expectations of all students in the school. The rule, which applies to all in the school community, adults and young people alike, states that we will all act with courtesy and consideration to one another at all times.

“Respect will be shown to all persons at all times”

This means:

- ***You always try to understand other people’s point of view.***
- ***In class, you make it as easy as possible for everyone to learn and for the teacher to teach.***
(This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
- ***You move gently and quietly about the school.***
(This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things). On the corridors, please keep to the left.
- ***You always speak politely to everyone.***
(Even if you feel bad tempered! And use a low voice; shouting is always discourteous).
- ***You are silent whenever you are required to be.***
- ***You keep the school clean and tidy so that it is a welcoming place we can all be proud of.***
(This means putting all litter in bins, keeping walls, and furniture clean and unmarked and taking great care of displays, particularly of other people’s work).
- ***Out of school, walking locally or with a school group, you always know that the school’s reputation depends on the way you behave.***

3.2 Code of Conduct

The following is a brief summary of the Code of Conduct, which is reviewed on a regular basis by the Board of Management, in consultation with the school community. The full policy is available from the school office on request at a nominal cost.

A. Behaviour

The Board of Management of Calasanctius College in co-operation with staff, both teaching and non-teaching, wishes to actively promote an ethos which encourages respect, trust, care, consideration and support for others, and to provide students with opportunities to develop a positive sense of self-worth.

Aims

- To develop in students a sense of responsibility.
- To foster in students a sense of respect for themselves and others.
- To create a suitable ordered environment for learning.
- To train students for life after secondary school.
- To ensure the safety of students at all times.

Sanctions will be imposed for failure to observe the Code of Behaviour by way of a Report Card Record system. A student will receive a Report Card for the following:

- Damage to property
- Continuous bad language
- Dangerous behaviour
- Not wearing school uniform

An individual teacher will issue a card for:

- Continuous misbehaviour which disrupts class
- Not having homework done on 3 occasions in a school term
- No books / copies at class on 3 occasions in a school term
- Late for class on 3 occasions in a school term
- Eating in class on 3 occasions in a school term
(Chewing gum is totally forbidden)

Procedures

- If a student receives 3 Report Cards, his / her behaviour will be discussed with their Class Tutor.
- If a student receives 4 Report Cards, the Year Head will speak to him / her.
- On receiving 5 Report Cards, the Year Head will put him / her on detention. Parents/Guardians will receive prior timely notice of this so that arrangements can be made to collect the student after supervised detention, which is held on Wednesdays from 3.30 - 4.30 p.m.
- If a student receives 5 more Report Cards, he / she is put on detention for a second time.
- If a student receives a further 5 Report Cards (15 in all), the parents/guardians of that student will be asked to meet the Principal to discuss suspension.
- A student who is suspended more than twice may have to attend at interview with the Board of Management, accompanied by parents/guardians.

Separate Sanctions Apply to -

- Mitching - The sanction for a student who mitches from class or school is automatic detention. He / she will be reported to the Principal who will, for safety reasons, make every effort to inform parents/guardians. Parents/Guardians who become aware of students mitching should inform the school.
- Not wearing school uniform.
- Fire Alarms - Interference with fire alarms by students is taken as a grave misdemeanour and a monetary fine is imposed on the student. Parents/Guardians are notified.
- Mobile phones used inappropriately (see 3.6.).

Red Card System

A Red Card will be issued for the following types of behaviour:

- Offensive, personal remarks to any teacher inside or outside the classroom.
- Disrespectful and unacceptable behaviour, e.g. bullying.
- Persistent disruption of the learning process.

Stages of Red Card System

Card 3: Detention

Card 5: Suspension (2 days)

Card 7: Detention

Card 9: Suspension (3 days)

Card 11: Detention

Card 12: A student who is suspended more than twice may have to attend at interview with the Board of Management, accompanied by his / her parents/guardians.

Serious breaches of school discipline policy include assault by students on teachers and other students, carrying offensive weapons, supplying or using illegal drugs, intrusions into the school / classrooms by adults with the intention of confronting teachers.

The Principal may take immediate action where it is deemed necessary or appropriate. In extreme cases, the ultimate sanction is exclusion.

B. Anti-Bullying

The following is a brief summary of the policy on dealing with bullying behaviour, which is reviewed on a regular basis by the Board of Management, in consultation with the school community and / or the Department of Education and Science. The full policy is available from the school office on request at a nominal cost.

The role of the school is to provide the highest possible standard of education for all the students. An essential requirement to achieve this goal is a stable, secure, learning environment. Bullying behaviour by its very nature undermines and dilutes the quality of education and imposes psychological damage. As such, bullying is an issue, which must be positively and firmly addressed through a range of school-based measures and

strategies, through which all members of the school community are enabled to operate effectively.

We wish to state categorically that bullying behaviour cannot be condoned and that every effort will be made to identify and deal with bullying behaviour in a fair and equitable manner.

Aims

- To create a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, students and parents/guardians.

Procedures

- All first-year students on their first day in the school are informed that bullying behaviour is totally unacceptable.
- The ethos of the school is to welcome and applaud different talents and gifts.
- Respect for different cultures, religion, race and abilities etc. is expected.
- Where one is either the victim of bullying or a witness to bullying, someone in the school or at home must be told as there may be a risk to the person's safety.
- The school will deal sensitively with such a report.
- The incident will be recorded.
- The Principal, Guidance Counsellor(s), and, where necessary, parents/guardians will be informed.
- This message will be repeated at the first assembly of the Year Group chaired by the Year Head and also by Class Tutors in the smaller pastoral-care groups.
- Religious Education teachers and SPHE teachers will discuss bullying behaviour in class and, where appropriate, subject teachers will deal with it in the context of their own subject.
- Staff will make every effort to supervise areas where bullying might occur.
- Prefects and senior students will be asked to keep a watch out for younger students.
- All ancillary staff, caretakers, secretaries etc., will be asked to intervene and report any incidents of bullying that come to their attention.
- Where a student is suspected of bullying, he / she will be sent to the Principal and / or the Guidance Counsellor(s).
- Where parents/guardians report bullying behaviour after school, the Principal will try to support and advise, but will avoid getting embroiled in a row between neighbours.
- Students receive guidelines for behaviour on buses from the organisers of the service. Students who do not follow these guidelines may lose the right to travel.
- Where bullying involves assault, the local Gardaí may have to be informed.

Possible Strategies for dealing with Bullies

- Try to make the bully aware of how the other person feels.
- Provide an opportunity for both parties to discuss the issue, facilitated by a neutral third party.
- Ask both people to write out what they think is happening.
- Ask other students not to repeat gossip, which gets distorted and can be hurtful.
- When dealing with bullying by a group / gang of students, work with members individually to get each person to take responsibility for his / her actions. Bring in

- parents/guardians of both students so that support will continue after school.
- Ask someone qualified to talk to student/s involved. He / she will work with the student/s with the consent of parents/guardians.
- Ensure bullies / victims report back after a period of time to make sure that the strategy used is effective.
- Peer Mediation.

C. Substance Use

The following is a brief summary of the policy for Substance Use, which is reviewed on a regular basis by the Board of Management, in consultation with the school community and / or the Department of Education and Science. The full policy is available from the school office on request at a nominal cost.

Calasanz College, in accordance with our Mission Statement, wishes to create a safe, secure learning environment, which supports and encourages student achievement. To this end, our aim is to have a drug-free environment, i.e. no tobacco, no alcohol and no non-prescribed drugs within the school.

Procedures

- The school will endeavour through classes in CSPE, SPHE, Religious Education (RE) Science, Home Economics and Physical Education to make students aware of the dangers and health risks, which arise through drugs misuse.
- Staff will be provided with up-to-date information and will be alerted to warning signs, which may indicate that a student is misusing drugs. An agreed procedure is in place. All suspicions in this regard will be reported to the Principal.
- In conjunction with the Parents' Association, the school will try to provide parents/guardians with up-to-date factual information about drugs and the signs and symptoms of drug use, which may indicate a student is misusing drugs.
- Any incident of drugs misuse by students will be seen not only in the light of the welfare of the individual student, but also the negative and disruptive influence that the misuse of drugs has on other students, the good order of classes and the learning environment.
- All incidents or suspicions of drug misuse will be reported to parents/guardians. Parents/ Guardians will be invited to the school as soon as possible after a drug related incident and advised by the Principal about their child's involvement, or any suspicions of such involvement. Where proved, it will be regarded as a serious breach of the school's Code of Conduct.
- There may be instances in this regard where the school may have to inform and work with outside agencies such as the Drugs Squad, the Juvenile Liaison Officer, or the Drugs Co-ordinator of the Health Service Executive (HSE) etc.
- After following due procedure, the ultimate sanction of exclusion from the school may be taken by the Board of Management.
- In instances where a student is suspended / excluded from the school, the school will assist the parents/guardians in seeking access to professional support, treatment or counselling as appropriate.

Smoking

- Under the Tobacco Health Promotion and Protection Regulations 1990, smoking is prohibited in the school and on school grounds.

3.3 Attendance & Punctuality

The school is responsible for the safety of students during school hours. To carry out this duty, it is necessary to know when students are absent from their classes, or have parental permission to leave the school early. Under the Education Welfare Act 2000, the school has certain obligations, therefore:

- Students are expected to attend school regularly and punctually.
- The school must be notified of absences. Parents/Guardians should write a note explaining the student's absence in the Journal prior to arranged appointments, or on their return to the school after illness.
- Students, who are late for school, are asked to sign the "Late Book" in the school office and likewise "sign out" if they are leaving the school early with the permission of their parents/guardians.
- Students, who are sick during school hours, should go to the school office.

Procedures for Recording Attendance

- Teachers keep a record of all students attending all their classes.
- During the first class in the morning, each teacher sends a list of students absent from class to the school office.
- Any student, who arrives late to school after 9.00 a.m. signs the "Late Book" in the school office and their Journal is stamped to show time of arrival.
- Absent students and students arriving late are recorded on computer.
- A master list of absent students is recorded daily in the staff room. Teachers are asked to check this list against their own class roll.
- The Principal / Deputy Principal, on a spot check basis, telephones the student's home to verify their absence.
- On return to school, following an absence, the student provides an Excuse Note in the Journal signed by the parent.
- If a student has to leave the school early, a note in the Journal should be shown to the class teacher / tutor and then presented in the school office before signing out.
- If the Deputy Principal is concerned about number of absences, a written record of absences is sent to parents/guardians asking for confirmation and/or explanation.
- The National Educational Welfare Board (NEWB) must be notified if any student is absent for 20 days, or where their absence is a cause of concern.

3.4 Pastoral Care System

We define Pastoral Care as the everyday experience of the students in the school. All staff, including teaching and non-teaching personnel, and the Students Council have a pastoral role.

Class Tutors take special responsibility for approximately 20 students, usually acting as their Tutor for the five years they are in the school where this is feasible. Pastoral Care groups are timetabled on a weekly basis.

Class Tutors are involved in the following areas -

- Fire prevention and fire evacuation drill.
- Explaining school rules and expectations to students, also the use of the Journal.
- Explaining the best use of Homework Notebook and giving basic study skills, if required.
- Inquiring from the student about illness or bereavement in a family.
- Being alert to incidents of bullying and talking through with students what they should do, if bullying occurs.
- Reporting to the Guidance Counsellor(s) or Principal any suspicions / knowledge of abuse or any family trauma.
- Acting as liaison with parents/guardians and subject teachers.
- He / she has a role with minor discipline problems.

Students' Council is involved in the following areas -

- Examining new policies and offering a students' opinion.
- Bringing student concerns to the notice of the Principal.
- Assisting at school functions, for example, Concerts, Masses, Information Evenings etc.
- Supporting the school's anti-bullying policy by reporting any incidents observed by them.
- Consultation on matters pertaining to the student body.
- Fundraising for charity.

Senior Students

A 'buddy' system is in operation where a senior student is linked to a first-year student to befriend and support them and to be someone to whom the young student could confide any concerns of difficulties.

3.5 Conduct on School Buses

Bus Drivers have the right to refuse to carry anyone who could, by their conduct or misbehaviour, compromise the safety of others travelling on the bus.

3.6 Mobile Phones / MP3 Players etc.

These items will be confiscated and parents/guardians will be required to collect them in the office if:

- They are switched on or used during class, study or detention.
- They are used inappropriately for recording or photographing purposes.

3.7 Discos

The school has no involvement in running or supervising discos.

Exam Prayer

Lord Jesus, as I now prepare for my exams,

I ask You to grant me strength of mind and constant hope.

Banish all fear, anxiety, regret and nervous distraction.

May Your gifts of the Holy Spirit guide and enlighten

My fragile mind at this difficult time.

Give to me the gift of self-confidence

And an assurance that You will hear my prayer,

Answer my need

And continue to guide me as I pursue life's journey.

Chapter 4 - Curriculum / Examinations

- *Choice of Subjects*
- *Information & Communications Technology*
- *Examination Levels*
- *Senior- Cycle Programmes*
- *Repeat Students*
- *Examination Fees*
- *Points System*

4.1 Choice of Subjects

Junior Certificate Examination Subjects

Irish, English, Mathematics, History, Geography, CSPE, French, German, Spanish, Science, Business Studies, Art Craft Design, Home Economics, Music, Technical Graphics, Materials Technology (Wood).

Leaving Certificate Examination Subjects

Irish, English, Mathematics, History, Geography, French, German, Spanish, Biology, Physics, Chemistry, Business, Accounting, Art, Music, Home Economics - Social and Scientific, Design and Communication Graphics, Construction Studies (Architectural Technology).

A subject may have to be withdrawn if selected by too few students.

Leaving Certificate Vocational Programme (LCVP)

Based on subjects choices students may also qualify to participate in the LCVP.

Junior Certificate Non-Examination Subjects

Religious Education, Physical Education, Computer Studies and Social, Personal & Health Education (SPHE).

Leaving Certificate Non-Examination Subjects

Religious Education, Career Guidance, Physical Education and Computer Studies.

4.2 Information & Communications Technology (ICT)

At present the school has a Computer Laboratory and all computers are connected to the Internet by Broadband. First-, second- and fifth-year students are timetabled for at least one ICT class each per week. The school has devised a programme, which after basic keyboard skills have been mastered, will introduce students to a variety of applications, including word-processing, spreadsheets, databases, power-point etc. All classrooms are networked and the Language Laboratory is fully equipped.

Students are encouraged to use computers in research for the various subjects studied and in project work. The new curricula in Physics and Chemistry may involve the use of data logging. The Career Guidance teachers encourage students to use the Qualifax Career Information Directory.

The Internet

(Barnardo's Rules of the Superhighway)

- The Internet is a great source of information that can help you at school and with your hobbies. The Internet is also a vast network of people, many of them children like you. Make friends and enjoy the company.
- Always get permission from your parents/guardians before using the net.

- Agree with your parents/guardians the time you can be on-line and the sites you can visit.
- Never give personal details such as name, address, telephone number, school name, location, parents' names, photographs, password, credit card number or any identifying information while on-line without parents/guardians permission.
- If anyone asks you for personal information, or if you feel uncomfortable in any way when chatting, log off and tell an adult.
- Always tell an adult if you receive a message that is scary, threatening or rude, do not respond and log off.
- Be aware that people on-line may not be what they seem; adults can pretend to be children with similar interests as yourself.
- Never arrange to meet anyone from a chat room without your parents/guardians permission and supervision.
- Avoid opening E-mails from unknown sources.
- Learn your 'etiquette' – widely accepted rules of behaviour; for example, typing in capital letters looks like you are shouting, use asterisk * for emphasis.
- Be polite when entering a chat room, check out what people are talking about before participating; be careful not to use bad language, providers will terminate your account!
- Finally, enjoy your time on the Internet but do not forget about all the other things you can do – share time with your family, read a good book, meet with your friends.

4.3 Examination Levels

Junior Certificate

- Students are assigned to higher or ordinary level in Irish, English and Mathematics based on the results of the first-year summer examination.
- At the end of second year, there is a review of a student's progress in the above subjects.
- All students are encouraged to remain with the higher-level course for as long as possible.
- It may be of benefit to students to study the higher-level course even if they end up taking the ordinary-level course for examination.
- After the Junior Certificate pre-examinations, students must decide in consultation with teachers what levels they are taking in all subjects.
- Students must sign the State Examinations Commission form selecting the relevant examination levels by the 31st March. The school informs parents/guardians if, in the opinion of the teacher, the student is risking too high a level. Parents/guardians make the final decision.

Leaving Certificate

- Generally students who take pass / ordinary level in a subject for Junior Certificate, will take pass / ordinary level in Leaving Certificate.
- In some subjects, it may be necessary to get 'C' in the higher / honours level paper at Junior Certificate to be allowed into the honours class for Leaving Certificate.
- Following the pre-results, students will be advised by the teachers as to the most suitable level to be taken in the Leaving Certificate examination.
- In January, prior to the Leaving Certificate examination, students will be asked

by the State Examinations Commission to indicate on a form the examination levels most likely to be taken.

- Students are given a choice of examination level on the day of the Leaving Certificate examination.

Selection of a Subject not studied for Junior Certificate

Most students select subjects from those studied for the three years of the Junior Certificate course. Occasionally, a student may request to study for the Leaving Certificate a subject not studied previously. This is allowed under the following circumstances -

- If the student can convince the subject teacher of their commitment to the extra study involved, and
- If there is room in the class after those who have studied the subject to Junior Certificate level have been accommodated.
- Understandably in certain subjects, e.g. languages, it is impractical.

Procedures for selecting Leaving Certificate Subjects

- The Career Guidance Counsellors talks to all third-year classes re subject choice and answer relevant questions.
- The teachers of optional subjects give information to the students re course content etc.
- All third-year students and their parents/guardians are invited to an Information Evening in March when speakers discuss the senior-cycle options.
- Students are first given a draft copy of the subject options and then asked to make a final choice on the official copy which must be signed by parents/guardians.
- Choice of subject options must be given to the Career Guidance / school office by the 30th March. Date received at office is noted. If places in class are limited, date of receipt will apply.
- Choice of subjects can be modified by requesting a new form from the Career Guidance Counsellor and returning it to the school office by the last school day of April. Date of receipt will be noted.
- No further change is allowed, except in exceptional circumstances, as timetable and assignment of teachers will be according to information given.
- ***Absolutely no change after Sept 30th.***

4.4 Senior-Cycle Programmes

Transition Year Programme (TY)

TY is a one-year programme taken by students after the Junior Certificate, who wish to do an extra year before deciding on their subjects for Leaving Certificate. Students must apply in writing. The policy of the school is to offer the programme to students, if there is an uptake of at least 15 students. All applicants are interviewed.

The following criteria are applied when accepting students into TY-

- Discipline record to date
- Age
- Reason for applying for TY

The purpose of the TY is to promote -

- Maturity in studies by making students more self-directed learners through the development of general, technical and academic skills.
- Maturity in relation to work and careers by developing work-related skills.
- Personal maturity by providing opportunities to develop communication skills, self-confidence and a sense of responsibility.
- Social maturity by developing greater 'people' skills and more awareness of the world outside of school.

Who decides on the programme for TY

Each school devises its own programme. The teaching staff draw up a programme in the light of the Transition Year Guidelines and the Resource Material published by the Department of Education and Science. Students' needs, parents' views, staff interests, possibilities offered by employers and the wider interests of the local community might also be considered. Each year the programme is evaluated with an input from all these parties and revised by the teaching staff.

Main benefits of doing TY

- A significant benefit to the student is the space provided by the year to grow and mature at a sensitive and key stage of transition through adolescence into young adult life.
- By sampling a wide range of subject areas, students can make more informed choices about the kind of Leaving Certificate programme they may wish to follow at the end of the TY.

Main features of a TY curriculum can include -

- Work experience
- Learning beyond the classroom (field trips)
- Community service
- Short Study Units (Modules)
- Cultural and Social Studies
- Use of Active Teaching / Learning Methodologies
- Enterprise Education (Mini-Companies)
- Wider choice of languages
- Visiting Speakers
- Technology
- Environmental Studies
- Projects / Assignments

Leaving Certificate Programmes

Students have a choice of doing one of the following:

- A. Established Leaving Certificate
- B. Leaving Certificate Vocational Programme (LCVP)

A. Established Leaving Certificate

- Many senior-cycle students will continue to choose the established Leaving Certificate, taking subjects at either, Higher, Ordinary or Foundation Level.
- At Leaving Certificate, students study seven examination subjects, four of which are usually optional. The best six results are counted for points.

- Students also take classes in the following non-examination subjects - Religious Education, Physical Education, Computers and Careers.

B. Leaving Certificate Vocational Programme (LCVP)

- The LCVP can be described as a Leaving Certificate with a strong vocational dimension.
- It provides students with the opportunity to realise their potential for self-directed learning, for innovation and for enterprise.
- The LCVP was introduced in response to the changing needs of the education system and the changing work and business environment.
- This programme aims to prepare students for a world where the ability to cope with rapid change is of increasing importance in preparation for social and economic life.
- LCVP students must take at least five Leaving Certificate subjects, one of these subjects must be Irish. Currently, LCVP students take between five and seven Leaving Certificate subjects plus the LCVP Link Modules.
- The core of the LCVP includes the following elements which students must take – two Leaving Certificate subjects from one of the Subject Groupings and one Leaving Certificate Modern European language, or a Vocational Language Module. There are two LCVP Link Modules - 'Preparation for the World of Work' and 'Enterprise Education'.

LCVP Subject Groupings: In this school a student has to have two of his/her optional subject choices in any one line below before he/she is allowed to present themselves for LCVP -

- Construction Studies and Design and Communication Graphics
- Physics and Construction Studies
- Home Economics and Biology
- Home Economics and Art
- Accounting and Business
- Physics and Chemistry
- Biology and Chemistry or Physics
- Construction Studies and Business or Accounting
- Home Economics and Business or Accounting
- Art and Business or Accounting
- Music and Business or Accounting

Main Benefits for Student taking the LCVP Programme

- Become more innovative and enterprising
- Take responsibility for your own learning
- Communicate your thoughts and ideas effectively
- Investigate and plan your career options
- Develop key skills for the modern working environment
- Work well with others as part of a team
- Network with people in business and the community
- Access and use computers and audio-visual equipment
- Adapt and cope with changing circumstances

4.5 Repeat Students

Repeat of a Year at Post-Primary

The Department of Education and Science has very strict guidelines on allowing a student to repeat any year in school. The circumstances in which an individual student will repeat a year at post-primary level and the detailed arrangements for assessing, deciding, recording and reporting individual cases have been set out in Department of Education and Science Circular M2/95. In certain instances, delegated authority within defined limits has been given to schools to permit students to repeat a year. In other instances, individual applications have to be referred to the Department of Education and Science for decision. An application form must be requested from the school office, completed and returned to the Department of Education and Science by a specific date, usually in early October of the school year in which the student is repeating.

Repeat Leaving Certificate

Students who have sat the Leaving Certificate Examination may be enrolled as recognised students to repeat Leaving Certificate Year 2 and the appropriate Leaving Certificate Examination on payment of the appropriate course and examination fees. Students, whose parents/guardians are the holders of current Medical Cards, will be exempted from the payment of the course fee on production of the medical card number for the Department of Education and Science. In addition, only the ordinary examination fee will apply to these students.

This school offers a place to students who wish to repeat the Leaving Certificate under the following conditions -

- The student has followed the school's Code of Behaviour prior to their application, or can produce references from their previous school.
- Following an interview with the Career Guidance Counsellor, the reasons and objectives stated by the student for repeating are found to be realistic and obtainable.
- The student agrees to continue to follow the school's Code of Behaviour and that a high standard of study is maintained at all times.
- The range of subjects offered will be constrained to those given to the current Leaving Certificate class.
- A place is available in the subject classes chosen.
- Course payments due to the Department of Education and Science arising because of repeating the examination are paid in addition to the examination fee.

Should the student receive a late "offer" of a place in a third-level college, he / she is free to accept it.

4.6 Examination Fees

The ordinary fees for entry to the Certificate Examinations are set each year by the State Examinations Commission.

Provision for payment of Examination Fees

At the beginning of the second school term, an individual pre-printed form (EF3/G) is issued to each candidate entered for the Junior and Leaving Certificate examinations. This form is a combined Bank Giro / Medical Card form. When the form has been stamped by a bank, or completed with medical card details in the case of those covered by the medical card

exemption, it should be returned to the school office by the required date for transmission to the Department of Education and Science.

Alleviation of Examination Fees – Waiver of Fees for Medical Card Holders

Candidates who hold a Medical Card, or are dependent on a parent / guardian who holds a current Medical Card, are not liable for Examination fees. Medical Cards will be accepted only if valid on the 1st February, the date payment is due in the Department of Education and Science.

Date of State Examinations

Leaving and Junior Certificate Examinations normally commence on the Wednesday following the June Bank holiday.

4.7 Points System

The Points System for entry to third-level colleges is as follows:

% Band	Leaving Certificate Grades	Points Scale for Leaving Certificate Higher Level Paper	Points Scale for Leaving Certificate Ordinary Level Paper	Bonus Points for Higher Level Maths
90 – 100	A1	100	60	40
85 – 89	A2	90	50	35
80 – 84	B1	85	45	30
75 – 79	B2	80	40	25
70 – 74	B3	75	35	20
65 – 69	C1	70	30	15
60 – 64	C2	65	25	10
55 – 59	C3	60	20	5
50 – 54	D1	55	15	
45 – 49	D2	50	10	
40 – 44	D3	45	5	

Note: Bonus points for Leaving Certificate Higher Level Mathematics are awarded by Univ. of Limerick which includes Liberal Arts (LM047) AND Early Childhood Care and Education (M10007). The Dublin Institute of Technology also awards bonus points for Mathematics and a number of science subjects in the case of the Level 8 course DT021. Applicants should refer to DIT literature for full details.

LCVP Link Modules

Certain institutions award points as set out below for results in Leaving Certificate Vocational Programme Link Modules in place of sixth Leaving Certificate subject.

I.T. & University

Result	Points
Distinction	70
Merit	50
Pass	30

Children Learn What They Live

If children live with criticism, they learn to condemn.

If they live with hostility, they learn to fight.

If they live with ridicule, they learn to be shy.

If they live with shame, they learn to feel guilty.

If they live with tolerance, they learn to be patient.

If they live with encouragement, they learn to have confidence.

If they live with praise, they learn to appreciate.

If they live with fairness, they learn what justice is.

If they live with security, they learn to trust.

If they live with approval, they learn to like themselves.

If they live with acceptance and friendship,

They learn to find love and God in the world.

Chapter 5 - Study / Performance Review / Career Guidance & Counselling

- *Homework*
- *Study Skills, Examination Techniques & Supervised Study*
- *Recommendations for Effective Study*
- *Class / Student Performance Review*
- *Student Progress Reports*
- *Learning Support for Students with Special Educational Needs*
- *Career Guidance & Counselling*

5.1 Homework

Homework has a role in consolidating the work done in class. Regular study will help promote good learning habits. It allows the student to work on their own initiative and take responsibility for their learning.

- Each student must have the necessary textbooks.
- Homework must be done conscientiously and in a tidy manner. The co-operation of the parents/guardians in this area is absolutely essential.
- Homework should be divided evenly over the week.
- The schoolbag should be organised each evening so that only the required books are brought into school.
- All students must have a Journal and Homework Notebook to record all homework assigned.
- The Journal and Homework Notebook should be used as a means of communication between parents/guardians and teachers.
- Students must be aware of the need for study in all examination subjects, plus occasional study in Religious Education, Health Education etc. Attention should be paid to both written and non-written work.
- Teachers may occasionally allow students to do homework in school to check how long it takes the “average student” to complete.
- If there are other opportunities to do homework during the school day, students may find it helpful to work from the heaviest textbooks, which will avoid the need to carry them home.
- No student will be punished for getting homework wrong, but teachers will insist on seeing evidence that it was attempted. (*See Code of Conduct*)
- Supervised study is optional for examination classes. (*See School Hours*)

Recommended Study Period

1 st Year > 1½ - 2 hours (max.)	5 th Year > 3 hours
2 nd Year > 2 hours	6 th Year > 3 – 4 hours
3 rd Year > 2½ - 3 hours	

5.2 Study Skills, Examination Techniques & Supervised Study

- Study Skills are taught by individual teachers as part of the study of their different subjects.
- The Career Guidance Counsellors take classes from time to time to explain the different methods which can be used to facilitate learning and to help in training the memory to retain and to retrieve information as necessary.
- From time to time, Optional Study Skills seminars are organised for students who wish to avail of them at a fee and are advertised within the school.
- Students are informed of, and practised in examination techniques, which increase the possibility of success in examinations.
- Pre or “Mock” Exams are held for examination students in February so that any faulty practise can be corrected.
- Supervised Study is offered to examination students at a reasonable cost. The study commences half an hour after classes end and lasts for two hours.

- During the week prior to the Junior and Leaving Certificate examinations, classes are timetabled as usual for examination students. Students are given the option of attending class, or using the special study facilities organised for this time.

5.3 Recommendations for Effective Study

- The first step in becoming a successful student is to become motivated.
What do you want out of school?
What goals do you have?
What do you expect to get out of study and exams?
Motivation is not the responsibility of any teacher, parent or school.
You must motivate yourself by determining what you want.
- At each study session, set yourself realistic and definite goals, e.g. "in the next 15 minutes I am going to have that page read and I will have extracted the major and minor points from it".
- Understand completely what you are studying. Never memorise what you do not understand. As well as being time wasting, it is also most unlikely that you will retain the material.
- Find a quiet, well-lit place to study. Distractions like the radio, T.V., computer games etc. only serve to reduce your ability to focus and concentrate. Switch off the mobile phone. Also, it is best to study in the same place every day because familiar surroundings enhance your ability to concentrate.
- Be sure to study at a desk or table. Your brain works best when your body is in an upright position.
- Avoid pre-study rituals, like getting something to eat or calling someone. All this does is put off the inevitable work.
- Remember your attitude and relationship to your learning is all-important. Make friends with it. Say to yourself "I like(name of subject / activity)" ... even when you do not". Repeat "I know I can do this ". (affirmations) See yourself (visualization) having accomplished your goal.
- Study is made up of homework – written / oral: revision and examination preparation. Begin each study session subject with a quick review of the previous session. Remember revision involves going back over material already learnt.
- Avoid the monotony of just reading the textbook and reading through your notes.
 - (a) Write outline answers to possible questions.
 - (b) Write out the main points of a chapter when revising.
 - (c) Recite aloud and recall your notes.
 - (d) Try to solve a problem you had not attempted before.
 - (e) Ask yourself, and answer questions.

- With some few exceptions, revision sessions ought not to be used to learn new materials. Revision sessions should be short bursts of memorising with breaks in between. Better to have many short revision periods than a few long sessions.

5.4 Class / Student Performance Review

- The Year Heads hold occasional student review sessions with the teachers who teach each year group.
- Following student review sessions, the Year Head may interview individual students re attendance, homework or application to study.
- Parents/guardians may be asked to come to the school to be advised of problems which have surfaced in the review of the student's performance or progress.

5.5 Student Progress Reports

- Written reports for all students are posted to parents/guardians in early January.
- Written reports are posted to parents/guardians of non-examination students in June.
- Verbal reports are given to parents/guardians at Teacher / Parent meetings.
- Pre-exam results are posted to parents/guardians before Easter.

5.6 Learning Support for Students with Special Educational Needs

The following are guidelines in relation to learning support for students with special educational needs. The full Special Educational Needs policy is available from the school office.

- Learning Support is the responsibility of every teacher on the staff. Through checking homework, giving tests and asking questions, teachers are able to give a general assessment of how a student is progressing.
- In most cases, the teacher is able to take whatever support action is needed to help a student along the way.
- Where a teacher suspects that learning difficulties which have surfaced have a deeper source than classes missed, inattention in class, or no attention to homework, they refer the student to a member of the Learning Support Team. Parents/Guardians who are aware of a student's learning difficulty may ask for the student to be assessed.
- All first-year students are given two basic tests – the Drumcondra Verbal Reasoning and the Gap Reading and Comprehension Test. Additional tests, such as the Jackson Phonic Tests, the Neale Analysis Tests, or tests for dyslexia etc. are administered to students who appear to have a learning difficulty.
- Following these tests, parents/guardians and teachers will be advised on the student's educational needs. The permission of parents/guardians will be sought if it is felt that students require special attention or classes.

- After consultation with the Principal, one of the Learning Support Team may be timetabled to take a small number of students for “one to one” or small group attention. This may be for a short time after which they return to main class.
- In certain cases, students may need to be referred to the National Educational Psychological Service (NEPS) for assessment by an educational psychologist. He / she can also be referred to the Health Services Executive (HSE) for specific help, i.e. Speech Therapist, Clinical Psychologist or others. Parental permission must be obtained and parents/guardians have a right to all results and to be kept informed of any outcomes.
- There may be very different reasons for such referrals -
 - (a) Diagnose what is wrong – physical, social, intellectual.
 - (b) Find causes for disruptive behaviour, e.g. family trauma, Attention Deficit Disorder.
 - (c) Find out if there is a specific learning problem, i.e. dyslexia, dispraxia.
 - (d) To check if they are entitled to an exemption from studying Irish or other modern languages, or to receive “special consideration” in the State examinations under Department of Education and Science circular letters.
 - (e) To check if the student is entitled to further support, e.g. a Special Needs Assistant.
- Some students may be exceptionally talented. It is possible to refer them to the Irish Centre for Talented Youth. He / she will be allowed to sit the Scholastic Aptitude Test (SAT) at their own expense. The Centre arranges special courses at weekends and holidays for the students as part of a Dublin City University initiative.

Learning Support Team

At present, the Learning Support Team consists of a Co-ordinator of Special Educational Needs, a number of Resource / Learning Support Teachers, Special Needs Assistants, Career Guidance Counsellors and the Principal. Support is also available from NEPS, the Regional Special Educational Needs Organiser and the Special Education Support Service (SESS).

5.7 Career Guidance & Counselling

The school has one full-time and one part-time Career Guidance Counsellor. General duties of the Career Guidance Counsellors are -

- Organising seminars on study skills for different Year Groups.
- Providing counselling to students with personal or family problems / difficulties.
- Liaising with families of students who drop out of school.
- Meeting with parents where career options are causing difficulty.
- Liaising with teachers on Learning Support Team.
- Meeting students at senior level in small groups and individuals to answer queries on different college courses and / or career choices.
- Arranging for people in various careers / professions to come to the school and talk to students at senior level.
- Inviting various third-level colleges to send representatives of the different faculties, i.e. Science, Business, Law, Engineering, etc. to talk to senior-level students.
- Inviting past students to give advice to students based on their own experience.

- In January of Leaving Certificate year, Leaving Certificate students and their parents/guardians are invited to an Information Evening when information is provided on the filling in of the CAO form, career options, points system, post-Leaving Certificate courses and third-level colleges and apprenticeships etc.
- Members of Junior Chamber of Commerce are invited to the school to hold “mock” interviews with Leaving Certificate students who wish to participate.
- Fifth Year students are given Differential Aptitude tests and Career Interest Inventory tests to help them decide which career is best suited to them.
- Interviewing repeat Leaving Certificate students and advising them of their options.
- Providing phone helpline to Leaving Certificate students in August.
- In March of Junior Certificate year, students and their parents/guardians are invited to an Information Evening in the school when the various senior-cycle programmes are explained and the importance of choosing subjects for particular careers.
- Available at most times to meet with parents/guardians by appointment.

Believe in Yourself

Having set a goal,

Believe firmly and unflinchingly that you will attain it.

Do not allow doubt to creep into your thinking.

Self-confidence is the first requisite to great undertakings.

Make the most of yourself,

For what you are, is all that is there to you.

Acknowledge your talents and powers and develop them,

For buried seeds may grow but buried talents never.

If undeveloped, they will be lost forever.

Chapter 6 - Health, Safety, & Welfare

- *Recommendations on Health & Safety*
- *Procedures for dealing with a Student who is ill, or who has an Accident during School Hours*
- *Child Protection Policy Statement*
- *Health Promotion*
- *Bereavement 'When Someone Close Dies'*
- *Social, Personal & Health Education (SPHE)*
- *Relationships & Sexuality Education (RSE)*
- *Personal Accident Insurance*
- *School Security / Visitors to the School*

6.1 Recommendations on Health & Safety

- The Principal should be informed by parents/guardians in writing if a student has a medical condition, psychological complaint, disability, allergy or any other problem that might affect the student during their time in the school.
- The parents/guardians of a student with epilepsy, diabetes etc. should give the Principal specific instructions in writing on the actions to be taken should the student become ill.
- If the student is taking prescribed medicine, or has a specific dietary requirement, the Principal should be informed in writing.
- Where possible, parents/guardians are encouraged to fill Doctor / Dentist appointments outside of school hours.
- Parents/Guardians should be aware of the increase in the number of young people taking alcohol or misusing drugs and the dangers to which this exposes them.
- Fire Evacuation Drills are held at least 3 times per year.

6.2 Procedures for Dealing with a Student who is ill, or who has had an accident during School Hours

A. Student who is ill during Class

- Teacher monitors student in classroom and, if necessary, sends student to the school office.
- Student must not remain unattended in toilet or other area.
- The Principal, Deputy Principal or staff in the school office will ascertain nature of illness - headache, tummy ache etc. The aforementioned staff will check if student has an ongoing health problem, or is on medication.
- Occasionally, a cup of water / tea may help the student sufficiently to allow him / her return to class. Under no circumstances should tablets be administered.
- If student is too ill to remain in school, parents/guardians should be notified to collect student.
- If parents are unable to collect student, he/she remains in school and is monitored by office staff. The Principal or a staff member may bring the student home, taking care to observe guidelines on child-care. A staff member must talk to parent / guardian re problem. A student cannot be left at home where there is no adult to care for him / her.
- If parents/guardians cannot be contacted, care is given to the student in the school, or the student is taken to the school's Doctor whose advice will be followed. Parents/Guardians are notified as soon as possible. Parents/Guardians are responsible for Doctor's fees.
- Certain contagious illnesses will require the student to remain absent from school following diagnosis for a specific period of time.

B. Student involved in a Minor Accident during School Hours

- If a minor accident occurs during school breaks, a teacher sends the student to the school office where temporary First Aid will be given. The student is advised to have the injury checked by parents/guardians when he/she goes home.

- If injury occurs during P.E. class, games or other classes, the teacher gives First Aid, or sends the student to school office. The injury is recorded. Students are advised that all injuries must be reported before the end of class.

C. Student Seriously ill, or involved in a Serious Accident

- A teacher or office staff member phones the Doctor and ambulance if necessary.
- Specific details are given re injury and location to the ambulance personnel based at University College Hospital (UCHG). Ph. 524222.
Local Doctor - Dr. Brennan. Ph. 794734: Dentist - Dr. Daly. Ph. 790609
- Parents/Guardians are informed of accident and what action taken.
- Staff member remains with the student until parent arrives.
- Staff member ascertains, if possible, whether the student has any allergies, or is on medication for any health problem.
- If student misses three consecutive school days following an accident, the Health and Safety Authority must be informed - Form IR3.

6.3 Child Protection Policy Statement

The management and staff of Calasanctius College are committed to practice which protects children from harm and recognise that the welfare of the children in our care is of paramount consideration at all times.

Staff of Calasanctius College accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

Staff will endeavour to safeguard children by:

- Adopting child protection guidelines through a code of behaviour for staff and volunteers
- Sharing information about child protection and good practice with children, parents/guardians, staff and volunteers.
- Sharing information about concerns with agencies who need to know and involving parents/guardians and children appropriately.
- Following carefully the procedures for recruitment and selection of staff and volunteers
- Providing effective management for staff and volunteers through supervision, support and training.

In any instances where children are at risk, the school will follow the Child Protection Guidelines for Post Primary Schools as set down by the Department of Education and Science and adopted by the Board of Management. The management and staff are also committed to reviewing our policy and good practice at regular intervals.

6.4 Health Promotion

- Health is much more than not being sick. Health is a feeling of wellbeing; of being in control of your life; of being enthusiastic about getting involved in life.

- Everybody is unique, special, one of a kind. Everybody is excellent at something, pretty good at quite a few things, not so hot at some things. Parents/Guardians have to constantly reassure young people HOW SPECIAL THEY ARE.
- Being involved is what it is all about –
 - Participating in school
 - Studying
 - Making friends
 - Playing sports
 - Listening to music
 - Exploring the arts
 - Doing some voluntary work
 - Growing more Independent
 - Having a voice in the family

The trick is to strike a balance, too much study can be as unhealthy as too much play.

- As teenagers grow, they can be torn between fiercely demanding independence and desperately needing reassurance. Although they know deep down that each of them is special, quite a lot of forces in their lives can cause them to question their own worth and lead them to worry or become confused. Advertisements suggest it is 'cool' to smoke, especially for girls. Girls are led to believe they have to develop certain types of body shapes or they won't be popular with the boys. Boys think they are supposed to take all kinds of risks, such as drinking a lot, or showing manliness by doing dangerous things. It's not 'cool' for boys to have a gentle side or to be responsible. Problem is, just as they're trying to be unique, the world is telling young people they have to conform to a certain pattern. Sometimes, young people even bully others just to be accepted as part of the gang.
- Often, adults are not exactly the best role models and anyway when children realise their parents/guardians are human, they go through a phase when they assume adults haven't a clue and that answers will have to be found somewhere else.
- As young people explore this exciting, promising and dangerous world, they need a lifeline. This lifeline has three strands TRUST, AGREEMENTS and HEARING. We have to TRUST our youngsters to take a little bit more independence all the time – we cannot hold them back. We have to keep reaching AGREEMENTS with them so that even as they grow and spread their wings, the limits are known and have been negotiated.
 - Most important of all, we have to keep TALKING, LISTENING and HEARING each other so that there is never a complete breakdown of communication or a complete break up of a relationship.
- Scare tactics don't work with young adults. Telling a young girl that smoking will kill her does not achieve much; what teenager ever wanted to be a forty-year old! It's the same

with all of the wisdom that adults want to pass on to young people, it has to be passed on in ways that make sense to them.

- Young adults need to know the good things about being a non-smoker, the natural highs of exercise, the advantages of being sober, the good feeling when sexual attraction is balanced by respect and dignity, the fun and benefit of good eating habits.
- There are many resources young people make use of to live - their homes and families, activities, community facilities, food and health. Health is a resource too. We need to think of it as something to be continuously maintained and improved, rather than something that only matters when we are "sick". *HEALTH - A RESOURCE FOR LIFE.*
- *While part-time work during school term and the associated degree of financial independence are tempting, parents/guardians and students need to be aware that schoolwork and results can and often do suffer. Further, the money earned can present an opportunity to engage in activities such as drinking and smoking.*
- *During the school term, students are expected to have as their first priority - attendance at school and attention to schoolwork. Participation in extracurricular activities, such as music and sport, is encouraged as this contributes to well-formed individuals. Rest and recreation are also very important as the demands and stresses of study can otherwise contribute to fatigue and stress.*

6.5 Bereavement 'When Someone Close Dies'

It is normal for adults to worry about what to tell young people and how to tell them when someone close to them dies. The way children react depends on their age and stage of development, but young people understand much more than we think. We need to be able to respond to their grief even when we ourselves are upset. Never be afraid to ask for support from family or friends who are close to the young person.

Prepare the child in situations where death is expected. This should be done by the person closest to the young person and should be done gradually and truthfully. Give them a chance to ask questions and help them to express their worries and fears.

When a sudden death happens, tell the young person as soon as possible, do not be simplistic or vague. Talking about sickness may make them feel that all sickness leads to death. They need to be told that there is illness that can be cured and illness that cannot be cured. Keep explanations short, simple and truthful and be prepared to repeat many times. Tell all the children together. Later, it may help to spend some time alone with each child.

Young persons can react in a variety of ways to bad news. They might cry or seem almost unaffected, or say nothing, or run out of the room, or do each of these things over a short period of time. The most important thing is to be honest and open, and to listen to what the young person has to say. This ensures they know that death can be talked about and worries dealt with as they arise. Involve the young person in the services and funeral and ensure he / she is cared for by a specific person who knows them. Do not force the young

person to do anything they are not comfortable with. Try to keep to the usual routines as this will help to alleviate the feeling of insecurity; this is particularly important if a parent has died.

Young people can regress to an earlier stage of development when they come under stress. They can also become aggressive; this is usually temporary. If worried, consult your family Doctor, Public Health Nurse, Social Worker or school Counsellor.

Going back to school can be difficult. The young person may be worried about 'who knows what' and what they are supposed to say to the teachers or to the other students. Help them to prepare a simple and honest explanation of what has happened. The teachers will understand and will help in every way possible. Again, getting back to routine helps to ease the insecurity. Insensitive comments at school can hurt; concentration can suffer. Talk with the young person regularly about how they are finding school and keep in touch with the teachers.

It is okay to cry in front of children, but explain to them why you are upset, as they can feel very helpless when they see an adult upset. Young people sometimes feel they did something wrong which caused the death; explain the cause of death to the young person.

Some young people cope with death by suppressing their emotions and may appear withdrawn. It is common for them to seek support outside the family. They may also be reluctant to talk about the death in case this upsets you. Give them opportunities to talk. Although they may appear grown up, this is a time of insecurity and they need extra support and reassurance. It is important to include them in decisions and respect their feelings and wishes. Try not to overburden them with the difficulties you are facing or expect them to take on too many responsibilities. TIME HEALS.

6.6 Social, Personal & Health Education (SPHE)

Social, Personal & Health Education (SPHE) examines such issues as relationships at home and in school, building self-esteem, learning skills of communication, decision-making and expressing feelings in an appropriate way. It also includes giving clear information on a range of topics, including healthy eating, alcohol, drugs, human growth and development, sexual development, safety and social responsibility and environmental issues.

At the present time, SPHE is timetabled for one class per week for all first- and second-year students. This contributes to developing the work of the school in promoting the health and well being of children and young people. This happens in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development.

SPHE is also supported by the Pastoral Care system through Class Tutors, Year Heads and Principal. Tutors also take classes on various Pastoral Care issues on approximately four occasions during the year. These cover issues such as fire safety, bullying, litter, health surveys etc.

6.7 Relationships & Sexuality Education (RSE)

Education Act - Part 11, Section 9 (d)

“A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them in consultation with their parents/guardians, having regard to the characteristic spirit of the school”.

The Relationships & Sexuality Education (RSE) policy of this school is to provide opportunities for young people to learn about relationships and sexuality in ways that help them to think and act in a moral, caring and responsible way. The values inherent in the RSE programme are consistent with the core values and ethos of the school.

In the school setting, RSE is taught in the context of Social, Personal and Health Education. It is timetabled for five to six classes a year in accordance with Department of Education and Science guidelines.

The work of RSE in the school is designed to be supportive of the efforts of parents/guardians and their concerns for the health, safety, security and wellbeing of their children. Any parent who has any concern regarding any aspect of RSE should consult the Principal to see the curriculum and/or topics to be covered.

6.8 Personal Accident Insurance

A specific Personal Accident Insurance Policy for students at the school is arranged with Allianz. The Administration Fee paid by parents/guardians each year will cover this insurance.

6.9 School Security / Visitors to the School

- All visitors to the school are asked to report to the school office.
- If there are specific worries regarding the safety of a child, the school should be given instructions in writing re the custody of the child.
- Parents/Guardians collecting students during school hours - see policy on Attendance and Punctuality 3.3.
- Security cameras are in use in the school and on the grounds.

Take Time

*Take time to Think
It is the source of power.*

*Take time to Play
It is the secret of perpetual youth.*

*Take time to Read
It is the function of wisdom.*

*Take time to Pray
It is the greatest power on earth.*

*Take time to Love and be Loved
It is a God-given privilege.*

*Take time to be Friendly
It is the road to happiness.*

*Take time to Laugh
It is the music of the soul.*

*Take time to Give
It is too short a day to be selfish.*

*Take time to Work
It is the price of success.*

*Take time to do Charity
It is the key to Heaven.*

Chapter 7 - School / Home Communication

- *School Calendar*
- *Information Evenings for Parents/Guardians & Students*
- *Parent / Teacher Meetings*
- *Parents' Association*
- *Change of Address, Telephone Number etc.*
- *Occasional School Notices*
- *Parent-to-Parent Programme*

7.1 School Calendar

At the commencement of the school year, a calendar is available. It provides information to parents/guardians of important dates for -

- > Holidays
- > Parent / Teacher Meetings
- > Staff Days
- > Graduation
- > Examinations etc.

7.2 Information Evenings for Parents/Guardians & Students

A. Information Evening for incoming First Year Students and Parents/Guardians

- Students who intend to apply for admission into 1st year are invited to attend an Information Evening with their parents/guardians, which is normally held in the school towards the end of the first term.
- Following a talk given by the Principal, the students and parents/guardians are free to walk around the school, meet with the staff and ask questions.
- Subject choice forms, transport application forms etc. are made available on the evening and can be returned by the date stated.

B. Information Evening for Parents/Guardians of Students considering the Transition Year Programme

- End of January each year
- Criteria for admission to programme
- Programme is outlined
- Modules explained
- Costs outlined

C. Information Evening for Third Year Students & Parents/Guardians

- All third-year students and their parents/guardians are invited to an Information Evening in March prior to sitting the Junior Certificate examination.
- Invited speakers and personnel from the school explain the different senior-cycle options provided by the Dept. of Education and Science. These include the Established Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP), the Leaving Certificate Applied, and the Transition Year Programme.
- The programmes provided in the school are discussed in depth, so that students and their parents/guardians can make an informed choice.
- General information is provided on specific subjects required for various further study and careers.

D. Information Evening for Leaving Certificate Year Students and Parents/Guardians

- All Leaving Certificate students and their parents/guardians are invited to an Information Evening in early January re third-level colleges and Central Applications Office (CAO) form. Parents/Guardians and students have found this beneficial in helping them to understand the CAO form – how to complete it, the implications of the choices to be made and how to handle the “offers” made to students within one week of receiving the Leaving Certificate results. *(Leaving Certificate results are usually available around the 15th August).*
- General information is provided on taking up courses in Great Britain.
- General information on entrance requirements to careers / courses outside of the CAO system, i.e. Guards, Army, apprenticeships etc.
- General information on Post Leaving Certificate Courses (PLC).
- School policy on repeating the Leaving Certificate examination.

7.3 Parent / Teacher Meetings

Annual Parent / Teacher Year Group Meeting

- The school holds a half-day Parent / Teacher meeting for each year group on dates and times notified to parents/guardians in the school calendar.
- All the subject teachers meet parents/guardians individually to give a report on the student's progress etc.
- If a parent is unable to attend at the meeting pertaining to their child, they are encouraged to attend at the next arranged meeting.
- If a teacher is missing due to illness, parents/guardians may request that the teacher contact them by phone as soon as is practicable.
- Because of the number of parents/guardians to be met, only short interviews are possible.
- If a longer discussion time is required, the parent is encouraged to make an appointment for an individual meeting at a later date.

Procedures to be followed if Parents/Guardians wish to meet individual Teachers

- Appointment should be made by telephone to the school secretary who will inquire which teacher/s the parent wishes to meet and the reason the meeting is being requested.
- The school secretary will ask the parent for a phone number and the teacher will contact the parent to arrange a mutually suitable time to meet.
- The meeting will take place in the school.
- The teacher will inform the Principal / Year Head where appropriate.

Procedures to be followed if Teacher wishes to meet Parents/Guardians

- The Year Head should phone the parent, or delegate the task to subject teacher.
- The meeting will take place in the school.
- Teacher can give a written report on the student to the Class Tutor or Year Head.
- Teacher has the right to ask the Year Head to be present at the meeting.

7.4 Parents' Association

The important role of parents/guardians as one of the partners in education is recognised by the school. At the Annual General Meeting of the Calasanctius College Parents' Association held in September / early October, a committee is elected. Membership is open to parents/guardians of students attending the school.

The Principal would like to acknowledge the tremendous support given to the school by the hardworking committee of the Parents' Association during the school year.

The Aims of the Parents' Association are -

- To assist the teaching staff in promoting the wellbeing and interest of the students.
- To promote communication between parents/guardians, school management and teaching staff.
- To help keep parents/guardians informed of school policies, plans and activities.
- To encourage parent participation in extra-curricular activities.
- To help, where possible, in the improvement of the overall school environment.
- To support the management and teachers when requested, e.g. in dealing with the Dept. of Education and Science and other outside bodies.

7.5 Change of Address etc.

Parents/Guardians are requested to inform the school in writing of change of address, contact telephone numbers, or change of guardianship.

7.6 Occasional School Notices

On different occasions during the school year, the Principal, the Parents' Association and the Career Guidance Counsellors may distribute letters and leaflets etc. directly to the students to be brought to the attention of parents/guardians. Notices may also be sent by way of the Student Journal. Parents/Guardians are advised to check school bags on a regular basis for these notices.

7.7 Parent-to-Parent Programme

For the past few years a small group of parents/guardians have, following training, facilitated courses for Parents/guardians in parenting teenagers, especially in relation to the use or abuse of alcohol and drugs. The course usually takes place for two hours once a week over five weeks. Additional information evenings have been organised with invited speakers from the Garda Drug Squad or Health Service Executive. For further information contact the school office.

The Secret of Success

It is not often that life comes up to your expectations.

You must face your fears and disappointments instead of avoiding them,

For the one who loses wealth, loses much,

But the one who loses courage, loses all.

If you face obstacles with an attitude of defeatism,

And permit them to control you, your failure is inevitable.

If you meet them with courage and fortitude, you can be confident of success.

The secret of success is having the courage to go on in spite of difficulties.

Chapter 8 - Religious Education & Faith Development

- *Religious Education & Faith Development*
- *Programmes*
- *Liturgies & Special Services*
- *Faith in Action*

8.1 Religious Education & Faith Development

According to our Mission Statement, one of the aims of the school is “to give our students a good knowledge and understanding of their faith, and a respect for the religion and culture of others”.

The Religious Education team in the school tries to fulfill this aim by seeking to develop the knowledge, appreciation and practice of Christian values in the lives of the students. It does this through the study of scripture, discussion on morality and liturgical celebration. Other major religions are studied with a view to appreciating their values and developing understanding and respect for the beliefs of others.

8.2 Programmes

- The junior-cycle students follow the Junior Certificate Religious Education examination syllabus. The text books are augmented by relevant extra resources, e.g. magazines, handouts, videos and invited speakers.
- At senior cycle, fifth-year students cover a morality based programme, with the emphasis on the concept of justice.
- Leaving Certificate students follow a modular programme, covering the areas of Spirituality, Relationships, Minority Groups, Morality and Personal Development.

8.3 Liturgies & Special Services

The celebration of the liturgy plays an important role in the Religious Education programme and the faith development life of the College, focusing on major transitions in school life and highlights of the Church’s liturgical year.

- First year students celebrate a special Mass together with their parents/guardians and teachers shortly after joining the school.
- The entire school community celebrate Presentation Day Mass together each year on 21st November.
- At the end of the year, the Graduation Mass is a high point in the school calendar.
- Services are held in the Oratory during Advent and Lent and the Sacrament of Reconciliation is offered during this time.
- First term ends with a Christmas Carol Service.
- A brief service is held in the Oratory on Ash Wednesday.
- A retreat is organised for the Leaving Certificate students during the first term.

8.4 Faith in Action

- The Religious Education programme emphasises the importance of applying Gospel values to everyday life both in and outside the school.
- Students are encouraged to take part in fundraising activities for organisations, such as Trocaire, St. Vincent de Paul and Operation Christmas Child.
- School – Parish links are encouraged.
- School policies, such as Pastoral Care and Code of Conduct, reflect the principles of care and respect for others, which underlie Faith Development throughout the school.
- The Board of Management promotes and supports such policies and endeavours.

I have this World in Trust

*I am a member of the world family.
I am related to those who stand next to me.....
By the air we breathe....
By the light we share....
The hope we have for a better world.*

*I have a responsibility
To give... to receive.
To be open, tolerant, free.*

*I have inherited this world
From those who have lived before...
I occupy space and time
For a few short years,
I have this world in trust
For those who will follow.*

Chapter 9 - Sport / Recreation / Environment

- *Policy for Physical Education*
- *Policy for Games*
- *Code of Conduct for Young Sports Participants*
- *Conduct expected of Students travelling to Matches or other Events*
- *Choir*
- *“Debs” Ball*
- *Gaisce – The President's Award*
- *Junior Achievement*
- *The Green Schools Project*
- *Care of the Environment*

Policy for Physical Education

- Physical Education (PE) is timetabled for 80 minutes (two classes) per week.
- All students take part in PE classes unless they have a Doctor's certificate, or other valid reason explained in a note from parents/guardians, or written into Student Journal.
- PE gear and runners must be worn at each class. Expensive runners are not necessary, but they must have "non-marking" soles.
- Students are responsible for the safe keeping of their own gear, which should be marked with some form of identification.
- Any student who is injured while at PE or during games must report to the supervising teacher before leaving the class or sports area. (*See policy and procedures for dealing with student who is ill or has an accident in school hours 6.2*)

9.2 Policy for Games

- Students leaving the school to participate in away games etc. should
 - (a) bring a note of consent from parents/guardians and
 - (b) make every effort to find out the homework assigned during their absence.
- All students representing the school in games should have Personal Insurance Policy.
- Students on a school team pay a small fee towards the cost of hiring a bus when playing away games. Team supporters pay the full rate.
- For weekend tournaments or All-Ireland games, players will be asked to pay a contribution towards the cost of hiring a bus and overnight stay.
- In order to encourage as much participation as possible, students who play a variety of games may represent the school on no more than two teams, except where absolutely necessary.
- Any student who, while representing the school, conducts themselves in such a manner as to bring disrepute on the school will not be selected on a school team for the remainder of that school year.
- Training in different sports takes place at lunchtime or after school, e.g. Basketball, Badminton, Hockey, Soccer, Gaelic, Hurling, Camogie, Rugby, Cross Country and Track and Field. School teams are also entered for competition in Judo, Golf and Swimming.

9.3 Code of Conduct for Young Sports Participants

You deserve to be given enjoyable, safe sporting opportunities, free of abuse of any kind. You have rights, which must be respected and responsibilities that you must accept. You are required to treat other athletes and team officials with fairness and respect.

You are entitled to

- Be safe and to feel safe
- Be listened to
- Be believed
- Be treated with dignity, sensitivity and respect
- Experience competition and the desire to win, as a positive and healthy outcome, of striving for best performance
- Have fun and enjoy sport

- Make complaints and have them dealt with confidentiality

You should always

- Treat sports leaders with respect i.e. teachers, coaches, managers, event officials and others
- Play fairly, do your best and have fun
- Shake hands after the game, whoever wins and mean it
- Respect team members, even when things go wrong
- Respect opponents; be modest in victory and gracious in defeat
- Abide by the rule set down by team managers during play, while travelling and staying overnight
- Behave in a manner that avoids bringing the sport or school into disrepute
- Talk to team manager if you have any problems

You should never

- Cheat
- Use foul language
- Use violence or physical contact that is not allowed within the rules
- Shout or argue with officials, team mates or opponents
- Harm team members, opponents or any property
- Bully or use bullying tactics to isolate another player
- Use unfair or bullying tactics to gain advantage
- Tell lies about adults / young people
- Spread rumours

Players, their parents/guardians sign up to an agreed Code of Conduct when a competition involves an overnight stay for an away game.

9.4 Conduct expected of Students travelling to Matches or other Events

- All students must wear school uniform.
- Students must travel on the bus assigned.
- A small number of students due to previous misdemeanours may have to be sponsored by a staff member if they are to be allowed travel.
- Behaviour must be such that everyone, including teachers and parents/guardians, will enjoy the day.
- Rules regarding smoking etc. apply as in school.
- Should any student be involved in any illegal activity, such as shoplifting, they will be left at the nearest Garda Station for their parents/guardians to collect them.
- The buses, and all areas visited, must be left in perfect condition.
- Give full support to the school team – cheering, flag waving etc.
- The team should not be embarrassed by anyone, including supporters, using bad language or jeering their opponents.

9.5 Choir

The Music teacher trains choirs for special occasions, i.e. School Masses, Christmas services etc. Choir rehearsals are generally held during lunch hour. All are welcome.

9.6 "Debs" Ball

In late September or early October following the Leaving Certificate, the new past students organise a "Debs" Ball. Teachers are invited to attend. This social evening enables everyone to meet before commencing third-level college courses or careers.

9.7 GAISCE - The President's Award

- All fifth-year students are encouraged to take on the challenge of The President's Award.
- The President's Award is the National Challenge Award from the President of Ireland to young people between fifteen and twenty-five years of age. It is the Nation's highest accolade for personal excellence among young people and is a most prestigious award.
- To earn an award, a participant agrees a suitable challenge in four different areas of activity with an Award Leader and then pursues the activity.
- The award is non-competitive – once the participant achieves the challenge, then he / she is automatically entitled to the award.
- There are three levels of award – Bronze, Silver and Gold, differing in the amount of commitment and time involved. We recommend that our students start with the Bronze Award and later achieve the Silver and Gold Awards.
- The four different areas of activity in the award are Community Involvement, Personal Skills, Physical Recreation and an Adventurous Activity.
- The award instils in the participants a high degree of initiative and perseverance. In an enjoyable way, the award challenges participants to stretch themselves to their full potential.

9.8 Junior Achievement

Calasactius College is a participating school in the Junior Achievement Ireland Programme Initiative. Junior Achievement is a non-profit making organisation dedicated to building a bridge between the classroom and the workplace. The organisation provides an opportunity for young people to participate in a range of educational programmes designed to help them understand the world of work. Volunteers from business communities go directly into the classroom to teach enterprise skills to students and thereby reinforce the value of educational qualifications. These individuals help young people develop the leadership skills they will need to succeed in school, the workplace and life.

9.9 The Green-Schools Project

Green Schools is a project co-ordinated by An Taisce and the Foundation for Environmental Education in Europe – the same organisation, which operates the European Blue Flag for beaches awards scheme. Schools successfully implementing a Green-Schools programme are awarded a prestigious European Environmental Certificate and Green-Schools flag.

Calasanctius College was the proud recipient of the Green-Schools flag from the Minister of Education and Science in June 2000 at a ceremony in Dublin. It was the first school in County Galway to achieve the award. Comprehensive recycling and waste management systems are now operating in the school and the work of the Green-School campaign is an integral part of school life. All students are encouraged to become part of the campaign and Green-School committees are active in every class. Students are encouraged to make the Green-Schools philosophy part of their lives not just in school, but also in their homes and communities.

9.10 Care of the Environment

Reason

- The need to improve the school environment.
- To acknowledge our duty to society by recognising the need for responsible use of the earth's resources for the wellbeing of future generations.

Policy

Our policy will be to make each member of the school community aware of their responsibilities in protecting the environment and proactive in caring for it.

Aims

- To educate
- To recycle as much as is possible
- To reduce overall waste
- To compost biodegradable waste

Procedures

- A Green-Schools committee is elected each year consisting of members from the student body, staff and caretakers.
- At each Year Group meeting, or at an entire school assembly, care of the environment is promoted.
- Each subject area will undertake to introduce topics relevant to the policy with each class in each school year.
- Each subject area will draw up a plan for recycling and reducing waste in their area.

Possible Strategies

- Paper
 - > All waste paper from photocopying room re-used or recycled
 - > All cardboard containers from supplies recycled
 - > All paper hand towels recycled

- Cans > Milk cartons recycled
- Cans > All cans from soft drinks machine recycled
- Biodegradable > Waste food, wood shavings, grass cuttings etc. composted
- Glass > Bottles etc. placed in special wheelie bins
- Plastic bottles > Recycled

A Thought for the Day

*Many people will walk in and out of your life,
But only true friends will leave footprints in your heart*

*To handle yourself, use your head;
To handle others, use your heart.*

Anger is only one letter short of danger.

*If someone betrays once, it is his fault;
If he betrays you twice, it is your fault.*

*Great minds discuss ideas;
Average minds discuss events;
Small minds discuss people.*

*He who loses money, loses much;
He who loses a friend, loses much more;
He who loses faith, loses all.*

*Beautiful young people are accidents of nature,
But beautiful old people are works of art.*

*Learn from the mistakes of others,
You can't live long enough to make them all yourself.*

*Yesterday is history.
Tomorrow is mystery.
Today is a gift.*

Appendix 1 Useful Web sites

Service	Web Site
Aids Help West	www.aidswest.ie
Alcoholics Anonymous	www.alcoholicsanonymous.ie
Al-Anon & Alateen	http://www.al-anon-ireland.org
AWARE - Helpline to defeat depression	www.aware.ie
Basketball Ireland	www.basketballireland.ie
Bodywhys – Eating Disorders	www.bodywhys.ie
Bus Eireann Travel Information	www.buseireann.ie
CAO – Central Applications Office	www.cao.ie
CARI - (Children & families affected by sexual abuse)	www.cari.ie
CERT.	www.cert.ie
Childline	www.childline.ie
Citizens Information Centre	www.citizensinformation.ie
Cura	www.cura.ie
Department of Education & Science	www.education.ie
Enable Ireland	www.enableireland.ie
FAS - National Training & Employment Authority	www.fas.ie
FETAC – Further Education & Training Awards Council	www.fetac.ie
FOROIGE - National Youth Development	www.foroige.ie
Galway Bay FM Radio	www.galwaybayfm.ie
Galway City Council	www.galwaycity.ie
Galway County Council	www.galway.ie
Galway County Library	www.galwaylibrary.ie
Galway Diocese	www.galwaydiocese.com
Galway Dyslexia Association	www.dyslexia.ie/galway.htm
GAA - Galway	www.galwaygaa.ie
Galway Mayo IT	www.gmit.ie
Galway Rape Crisis / Helpline	www.galwayrcc.org
Galway Youth Federation	www.youthworkgalway.ie
Gardai	www.galway-ireland.ie/gardai.htm
Gingerbread - Assoc. for one parent families	www.gingerbread.ie
GOOGLE – Web Site Search Engine	www.google.ie
HSE West – Health Services County Galway	http://www.hse.ie/en/HealthServices/HealthServices/County/Galway
HETAC – Higher Education Training & Awards Council	www.hetac.ie
Iarnród Éireann Information	www.irishrail.ie
Irish Cancer Society - Freephone	www.cancer.ie
Irish Council of People with Disability	www.iol.ie/~icpd
Irish Rugby Football Union	www.irishrugby.ie
ISPCC	www.ispcc.ie
MABS - Money Advice & Budgeting Service	www.mabs.ie
NUIG	www.nuigalway.ie
Oranmore Community Development Association	www.oranmore.ie
Qualifax – Careers Information	www.qualifax.ie
Rainbows Programme (support for children experiencing bereavement, separation etc.)	www.rainbowsireland.com
Samaritans	www.samaritans.org
Suicide Prevention – National Office	www.nosp.ie
State Examinations Commission	www.examinations.ie
Threshold (Housing advice)	www.threshold.ie
USIT - Youth and Student Travel	www.usit.ie
VEC - City of Galway	www.cgvec.ie
VEC – County Galway	www.countygalwayvec.com
Youthreach	www.youthreach.ie

