



COLÁISTE CHRAOBH
ABHANN

PARENT & STUDENT HANDBOOK



STRONG ROOTS FOR TALL FUTURES

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Copies of the policies referred to in this Handbook but which are not published in Section 2 are available at reception in the school or online at www.colaisteca.ie.

MESSAGE FROM THE PRINCIPAL AND DEPUTY PRINCIPALS

Dear Parents and Students

We welcome you to Coláiste Chraobh Abhann and look forward to working closely with you in the years ahead. The school has excellent facilities which coupled with a dynamic and dedicated staff will ensure the delivery of a top-quality education provision and service to all members of our school community.

There is a very strong emphasis placed on academic excellence at the school with students supported and encouraged to achieve their potentials. Further emphasis is also placed on the social, spiritual and personal development of students through its pastoral care structures.

At Coláiste Chraobh Abhann we endeavour to foster a culture of respect, tolerance, understanding and encouragement in all members of our school community. We urge all parents to take an active role in the education of their children and the life of their school. We ask students to achieve their potential and to have respect for one another and for the environment in which they live on a daily basis.

It is through working together that we will succeed.

Principal & Deputy Principal Team

MISSION STATEMENT

Coláiste Chraobh Abhann is a co-educational, multi-denominational second level school which opened in 2003 and operates under the patronage of Kildare and Wicklow Education and Training Board.

Our school is about the pursuit of educational excellence in a community where mutual respect prevails.

We aim to achieve educational excellence and mutual respect by:

- offering a broad-based curriculum which will meet the individual needs of our students.
- encouraging and motivating our students to develop academically with the support of a high-quality teaching service.
- providing opportunities for students to develop holistically through curricular and non-curricular means and from the example set by adults in the school.
- fostering a culture of respect, understanding and encouragement amongst all members of the school community.
- providing facilities, resources and services of the highest standards.
- responding to the needs of the community, society and the individual student by adapting our services when required.
- promoting life-long learning for all members of the school community.
- providing a well-maintained, safe and positive environment.
- providing a disciplined and orderly environment which is caring, tolerant and inclusive.
- valuing each member of the school community equally.
- fostering positive relationships between all members of the school community.
- Encourage and motivate our students to achieve their academic and personal potential.
- Encourage our students to develop physically, socially and personally by participating in a wide range of co-curricular and extra-curricular activities.
- supporting staff to develop both professionally and personally.
- establishing structures which allow parents, students and local community to cooperate with and support the school.
- encouraging the local community to use the school as a resource and, in turn, be a resource to the school.
- reflecting on and evaluating our customs, practices, policies and structures on a regular basis.
- closely co-operating with and supporting parents in fulfilling their role as primary educators of their children.
- preparing students for life so that they may continue to be valued members of society.

A BRIEF HISTORY

Coláiste Chraobh Abhann is a new Community College which opened for 1st year students only in September 2003. It is built on an eight acre 'greenfield' site on the edge of Kilcoole village and, with a phased introduction of students, reached its capacity of 560 in September 2008. The school was officially opened by The Minister for Education and Science, Mr Noel Dempsey T.D., on 24th May 2004. The school is co-educational and serves boys and girls in the community from 1st to 6th year. Students from all religious backgrounds, traditions and cultures are welcome at the school.

Teaching Staff

Teachers are encouraged to adopt a student-centred approach to education. This ensures that each individual student's needs are catered for. Students are encouraged to achieve their potentials whatever their aptitudes may be.

A strong but caring approach to student care and discipline is adopted at Coláiste Chraobh Abhann. A system incorporating Class Tutors and a Year Head for each year group ensures individual care and assistance to every student.

Students

The present student body is offered the following programmes:

- Junior Certificate Programme
- Transition Year Programme (optional)
- Leaving Certificate Programme
- Leaving Certificate Applied Programme

Students have a comprehensive choice of subjects, both academic and practical, available to them.

FACILITIES AND EXTRA CURRICULAR

At the school, a huge emphasis is placed on the social, spiritual and personal development of students outside of the academic sphere of the classroom. There is a vast range of extra-curricular activities in which all students are encouraged to participate. Activities include Athletics, Badminton, Hurling, Boys and Girls Football, Soccer, Camogie, Cross Country Running. Facilities at Coláiste Chraobh Abhann are second to none in the East Coast area. The school is quite literally 'state-of-the-art'. Some of these outstanding facilities are listed below.

- 5 Science Laboratories
- 2 Computer Rooms
- 2 Home Economics Rooms
- 2 Art Rooms
- 2 Construction Studies / Woodwork Room
- 2 Metalwork / Engineering Room
- PE Hall with a Viewing Room / Aerobics Room
- 2 Computer Aided Design Rooms
- Music Room
- Library / Study Centre
- Career Guidance Centre
- Conference Room
- Lecture Room
- Gaelic pitch / Soccer pitch
- Meditation / Prayer Room
- Outdoor hard-court surfaces incorporating volleyball, basketball and tennis

BOARD OF MANAGEMENT

Coláiste Chraobh Abhann has a Board of Management. This Board has a 5 year term of office. Nominations for the two parent representatives on the Board of Management for Coláiste Chraobh Abhann are sought every five years.

The Board of Management consists of:

- Three/Four nominees of K.W.E.T.B.
- Two nominees elected by the teachers in the school.
- Two nominees elected by the parents.
- Two co-opted Community Representatives (Optional)

The Principal is secretary of the Board and is a non-voting member of the Board with a responsibility for implementing the Board's policies in the day to day management of the school. The Board of Management Election Procedures are fully outlined in Section 2.

PARENTAL AND STUDENT INVOLVMENT

Parental and student involvement is actively encouraged at the school. We firmly believe that parents play a vital role in their children's education and that children need to feel 'part' of the school. Structures such as a Parents' Association, a Parents' Council, a Students' Council, a Prefect System and a Peer Mentoring System are in operation.

The Parents' Association

The school has a Parents' Association that plays a very active part in the promotion and development of the school. All parents of children attending the school are, automatically, members of the Association. It provides for the formal involvement of parents in the affairs of the school. It is through the Association that the parents' nominees on the Board of Management are elected and can consult with parents and bring forward their views at Board level.

The Annual General Meeting of the Association usually takes place in the autumn term each year and it is at this meeting that the Parents' Council is elected.

The Parents' Council

The Parents' Council is the Steering Group for the affairs of the Parents' Association, which is the body that represents parents of all students at Coláiste Chraobh Abhann.

The objectives of the Parents' Council are:

1. To promote and foster home-school cooperation.
2. To act in an advisory and consultative capacity in relation to the school and its policies.
3. To keep Parents advised as to their rights in relation to representation on the Board of Management.
4. To advise the Parents' Representatives on the Board of Management of the views and opinions of the parents and to offer such other advice as the Parents' Association sees fit.
5. To represent the views and opinions of parents on the National Parents' Council (Co Wicklow branch).
6. To encourage parents to participate in the promotion, development and financing of extra-curricular activities in the school.

Typically, the Parents' Council members meet once a term on Monday nights. Please refer to the school website www.colaisteca.ie for further information

The Student Council (S.C.)

In the month of September each year the Student Council Facilitator assists in the election of students to the S.C. The S.C. through their meetings with Senior Management, Middle Management and Staff members has a direct consultative input into decisions which affect students.

The objectives of the S.C. are:

1. To promote and develop the educational, social and cultural welfare of all students.
2. To provide students with a framework within which decisions may be democratically arrived at and implemented.
3. To co-operate with authority for the proper conduct of School Affairs.
4. To represent views of students to the Teaching Staff and the School Authorities.
5. To actively involve and interest all students in extra-curricular activities such as games, concerts, musicals, drama, quizzes, school magazine, debates, inter-class competitions, charitable organisations etc.

All meetings of the S.C. are attended by the Student Council Facilitator. The Principal and Deputy Principal attend some of the meetings during the year.

Prefect System

During term two, the Deputy Principal/Year Head of 5th Year seeks applications of Fifth Year students to act as School Prefects for the following academic year. The application forms are scored with a predetermined criteria and both Staff and Students in 5th year then indicated their preferences for suitability to the role. The final selection of students from this list results from an interview and final consultation process and involving Principal, Deputy Principals, Year Head and other relevant members of the school community as decided.

These students are entrusted with important responsibilities and it is essential that they are given the full support of staff, parents and students in the exercise of the duties assigned to them.

Head Students

These are the most significant student positions in the school and the choice of candidates reflects the high regard that they are held in by members of the school community.

The Head Students represent not just the students, but the whole school community and must be capable of fulfilling a variety of roles and responsibilities from the everyday routine to meeting visiting dignitaries and public speaking at school events. The names of the Head Students will be engraved in a Roll of Honour in the school.

Peer Mentoring System

A Peer Mentor is a very privileged position to hold in the school. The students in Transition Year are invited each year to apply to become Peer Mentors. The selection and training of Peer Mentors is facilitated by members of our school staff.

The supportive role of the Peer Mentor is very important in helping students settle into secondary school life. Peer Mentors help and support first year students in a variety of ways during their first year at the school.

SCHOOL E-BOOKS AND MATERIALS

The school is responsible for the purchase and distribution of the junior cycle and senior cycle materials and eBooks.

e-Book lists are supplied to students each year in June and published on the school's website. Every effort is made to keep down costs and to minimise changes of e-books from year to year. The demands of the curriculum are such, however, that teachers must use their professional judgement to make the fullest use of the best available textbooks.

LOCKER RENTAL SYSTEM

A locker rental scheme is in operation for all students.

The school encourages all students to rent a locker. It is a valuable service which lightens the load of the student's school bag. It also affords students the opportunity to take responsibility for the organisation of their class materials.

The following conditions apply to the scheme:

1. The lockers supplied under the scheme will remain at all times the property of the school. They will be subject to inspection at any time by a member of the teaching staff.
2. Students are advised that the provision of a locker is a privilege and subject to the payment of student services. If a locker is damaged or defaced full compensation for damage will be required before readmission to the scheme.
3. Any damage to a locker must be reported to the office immediately.
4. Membership of the scheme is at the discretion of the Principal. Any student found to be abusing, defacing or damaging a locker will be dismissed from the scheme.
5. A survey of the condition of lockers will take place annually. Admission to the scheme in the second and subsequent years is subject to the locker being left in good condition in the previous year.
6. Lockers need to be emptied at the end of each academic year.
7. The school cannot be held responsible for the loss of any items from a locker. Students are advised not to place items of value or money in lockers and to ensure the locker is locked at all times.
8. Students are responsible for the safe keeping of their locker codes.

SCHOOL TRANSPORT

The school transport scheme is operated by Bus Eireann on behalf of the Department of Education and Skills (School Transport Section).

Bus Eireann is responsible for planning routes, employing bus drivers, collecting fares and ensuring compliance with safety regulations and insurance.

Parents may contact Bus Eireann for further information of this scheme or view details online at www.buseireann.ie.

SCHOOL INSURANCE

The Board of Management of the school is indemnified by the insurers of Kildare and Wicklow ETB for legal liabilities arising from accidental injury or loss suffered by students or other persons using the services of the school. Claims arising from such injuries or loss can only be met where negligence is proved on the part of the Board or its Agents.

If there is no such negligence, or if such negligence cannot be proved, a claim for compensation cannot be met.

The school administers a Personal Accident Insurance Scheme for students. This is an inexpensive, no-fault, insurance which can provide for medical/dental expenses incurred as a result of accidental injury to students in school.

This is a compulsory scheme. All parents are expected to have their children included. The scheme is arranged by Arachas who are experienced in the area of school personal accident insurance. Cover commences from 1st October each year and continues up to 30th September of the following year. A master policy is issued to the school and may be inspected by parents. Further details may be obtained from the School Office.

The Board of Management accepts no responsibility for personal property which may be lost or stolen while in school.

Children should not bring unnecessary sums of money or valuable personal property to school. Personal lockers may be rented in order to assist students in taking care of their property. These facilities, however, are there to help and cannot be considered to impose any liability on the Board of Management for property kept in them.

SCHOOL CURRICULUM

The organisation of the curriculum and the direction of each student's course of studies is the responsibility of the Principal in consultation with teaching staff.

Junior Cycle Programme

During the first three years all students are prepared for the Junior Certificate examination through the Junior Cycle Programme. The new junior cycle features newly developed subjects and short courses, a focus on key skills, and new approaches to assessment and reporting.

The subjects offered are:

Irish, English, Project Maths, History, Geography, Religious Education, PE, CSPE, SPHE, Business Studies, French, Spanish, Science, Home Economics, Wood Technology, Engineering, Visual Art, Music, Graphics, Applied Technology.

During second and third year, students complete a number of Classroom-Based Assessments. Students are awarded with a Junior Cycle Profile of Achievement at the end of the programme.

After the Junior Cycle, students may proceed to:

1. A Transition Year Programme followed by a two-year Leaving Certificate Programme
- OR
2. A two-year Leaving Certificate or Leaving Certificate Applied Programme.

Transition Year Programme

Transition Year is a one-year programme. It provides a bridge to enable students make the transition from Junior to Senior cycle. It encourages personal and social development and recognises the need for students to grow in independence. Transition Year fosters academic achievement as students prepare for a Leaving Certificate Programme, further study and adult and working life. It encourages the development of critical thinking and creative problem-solving skills.

Full details of the programme on offer at Coláiste Chraobh Abhann are comprehensively outlined in the school's Transition Year Programme prospectus which may be viewed online at www.colaisteca.ie.

Leaving Certificate Programme

This is a 2 year senior cycle programme in which students must take at least five subjects. Those intending to pursue higher education at a third-level institute normally take this examination and access to third-level courses depends on results obtained.

The Leaving Certificate subjects offered are:

Irish, English, Mathematics, History, Geography, Religion, Physical Education, Business, Accounting, French, Spanish, Physics, Chemistry, Biology, Agricultural Science, Home Economics, Construction Studies, Engineering Technology, Art, Music, Design and Communication Graphics, Career Guidance.

Leaving Certificate Applied Programme

The Leaving Certificate Applied is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The programme puts an emphasis on forms of achievement and excellence, which the established Leaving Certificate has not recognised in the past.

The Leaving Certificate Applied is intended to meet the needs of those students who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes.

The Leaving Certificate Applied subjects offered are:

Vocational Preparation and Guidance, English and Communications, Mathematical Applications, Hotel, Catering & Tourism, Graphics and Construction, Introduction to Information Technology, Arts Education, Social Education, Spanish, Gaeilge, Leisure and Recreation, Religion.

Further details of all the programmes on offer at the school are available on our school website at www.colaisteca.ie

Subject and Subject Level Changes

The choice of course and of subjects offered to each individual is determined by an assessment of the students' capabilities and the most efficient use of available resources. Parents are required to take final responsibility for the choices adopted by their children.

Sometimes a student may wish to change subjects or to drop a subject during the school year. Such a change is a serious decision, not to be taken lightly. Before any change is made, the following procedures apply:

- The student must first discuss any change of subject with the relevant subject teacher(s) who will advise them in this regard.
- The parent and student must request the subject change in writing and address it to the Deputy Principal. A copy of this request will be kept on the student's file.
- The parent may wish to meet and discuss the implications of a change of subject with the Guidance Counsellor.
- All details of the change of level form for subjects in in the Whole School Guidance Plan.

If a student wishes to change level in a subject during the school year, the following procedures apply:

- The student must first discuss any change of level with the subject teacher who will advise them in this regard.
- The subject teacher should give the student a 'Change of Level Form' (available from the Year Head) which they must take home and discuss with their parents.
- This form must be signed by both the parent, student, subject teacher, guidance counsellor and returned to the Deputy Principal. A copy of the form will be kept on the student's file.
- The parent may wish to meet and discuss the implications of a change in level in the subject with the Guidance Counsellor.

No student may change his/her course of studies without the consent of the Deputy Principal, which will only be given after the above procedures have been carried out.

Religious Education

The school is a multi-denominational school. Facilities may be made available for denominational religious education for all students in accordance with the wishes of their

parents. In practice, the students are predominantly Roman Catholic, but a number of children of other religious persuasions are enrolled and find that the atmosphere of the school is conducive to the development of their religious beliefs.

There is a full programme of religious education which most children are expected to attend.

Physical Education

Provision is made for all students to have a Physical Education class once a week. This is a compulsory part of the curriculum unless, for health reasons, it is considered necessary that an individual student be excused. In such cases a written request from parents should be submitted to the appropriate Year Head.

Any student who is unable to participate in PE on a temporary basis must have the relevant note in the journal signed by a parent.

Extra-Curricular Activities

It is important that every student should take part in some form of activity outside of study. An extensive programme of such activities takes place throughout the year - games and sporting activities, music, debating, choir, computer club, etc. This extensive list is updated every September and can be viewed on the Extra Curricular section of the school's website.

Class Organisation

Classes are formed in such a way as to allow students to make the fullest use of their individual talents. Some classes are banded, others streamed and mixed ability occurs in the vast majority of instances. Class numbers range in size up to 30 students depending on circumstances.

1st, 2nd and 3rd year classes are generally Mixed Ability. However, from 2nd year onwards, students are allocated to Irish, English and Mathematics classes by the Deputy Principal in consultation with the relevant Year Head and subject co-ordinators. This process is done so as to facilitate students studying the subjects at the appropriate level. There are several criteria used for this process such as student ability and performance including student achievement in homework, tests and examinations.

Parents will be advised of any class changes that affect their child if the change occurs in the middle of the academic year. However, parents should be advised that the school management

conducts a whole scale review of class lists at the end of the academic year which is based on student performance. Students are advised of their class allocation at assemblies at the start of the academic year. The class allocation may be viewed by parents and students in advance of the school year on VShare which can be accessed through the school website on www.colaioteca.ie.

Examinations and Reports

Each student receives a minimum of 4 reports per year. 3rd and 6th years receive reports at Halloween, Christmas and after the 'Mocks' and Easter. For all other year groups, reports will be issued at Halloween, Christmas, Easter and Summer.

These reports are an important part of the communication between school and parents. They give an indication of student performance, effort, behaviour, attendance and punctuality. Parents will find it useful to keep these reports as a record of improvement or otherwise during the course of their children's school careers.

All students have formal house examinations at Christmas.

3rd and 6th year students will have a "mock examination" before February mid-term in the year of their Junior and Leaving Certificate respectively. These mock examinations are organised on the same basis as the State Examinations in June and will be considered an important part of the students' preparation for these State Examinations.

1st, 2nd, 4th and 5th Year students will have formal house examinations at the end of the Summer term.

Parent-Teacher-Student Meetings

There is an opportunity for parents to attend a Parent-Teacher-Student Meeting each year. The timing of these meetings depends on the year group involved. The dates and times of the meetings will be published on the school calendar in the Student Journal as well as the school website www.colaioteca.ie. All meetings take place after school from 4.15 pm to 6.45 pm.

Please note that students attend the meeting with their parents. These Parent-Teacher-Student meetings also require the student to complete an Evaluation Sheet in advance of the meeting.

HOMEWORK

What is homework?

Homework is a necessary part of the teaching process and may be set in a variety of ways.

1. Preparation

This type of assignment is intended to help students get ready for the next day's classroom lesson.

2. Practice

By successfully completing practice assignments, students have the opportunity to review and reinforce skills, knowledge, and information presented in a previous lesson.

3. Extension

Extension assignments ask students to expand on skills and/or concepts taught during a previous class.

4. Creative/Enrichment

This assignment includes analysing, synthesising and evaluating concepts or skills already taught. Students have an opportunity to develop and apply their own ideas about a topic and prepare a presentation for the teachers or class.

Why do homework?



Who should monitor homework?

It is the responsibility of the student to complete homework. Parents and Class teachers should monitor completion and progression.

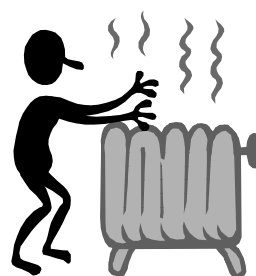
The Homework Environment



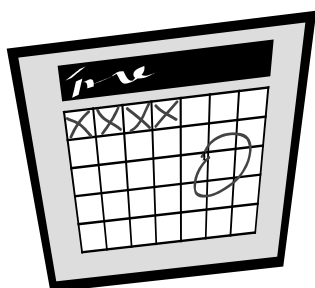
A suitable desk



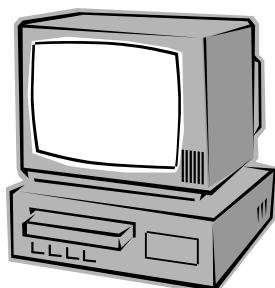
Good Lighting



Suitable Warmth



A Study Timetable



No TV, Computer, Radio, Mobile or other distractions



How much homework should my child be doing?

- ◆ This is a very difficult question to answer precisely.
It differs from individual to individual depending on various circumstances.
- ◆ In general, **between homework and some daily study (revision)**, we would recommend the following guidelines: -

Year Group	Hours (Homework + Revision)
1st	1-1½ per day
2nd	1½-2 per day
3rd	2-3 per day
Transition Year and Leaving Certificate Applied	Will vary considerably at different times of year due to nature of course
5th	2-3 per day
6th	3-4 per day

Please refer to the school's official Homework Policy which is outlined in full in Section 2 and for full and comprehensive details regarding Homework.

THE HOMEWORK JOURNAL

The journal is an essential item for every student in the school and is **compulsory**.

What are its functions?



For Students, to record all homework and to record assessment grades to monitor progress.



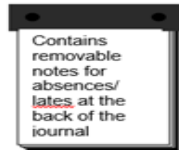
A valuable means of communication between teachers and parents



For Teachers, to record both praise, when due, and any difficulties that may arise in relation to homework



Provides information on school policy and other information that students and parents alike might find useful.



Contains removable notes for absences/lates at the back of the journal



Allow parents to take an active role in the monitoring of the student's homework. Allow parents to evaluate their child's progress by reviewing the 'Report Card' section at the back of the journal.

Please note the following:



The requirement for students to have a journal in their possession is regarded as similar to the need to have a passport in a foreign country.

Any student arriving in school without the journal will be denied access to class until the situation is rectified.



Year Heads and Class Teachers will regularly review the journal and the report cards may be assessed and filed by the Year Head at the end of the year.



To be signed daily if possible but at least once per week on both the daily calendar pages and on the weekly report card pages (Blue pages).



No Graffiti please.

New journals cost approximately double the original price.

More information on Homework can be found on our Homework Policy on

www.colaioteca.ie.

CODE OF BEHAVIOUR

Our Code of Behaviour (CCA Code of Positive Behaviour) is the result of a collaborative effort on the part of parents, teachers, management and senior students. It complies with the Education Act 1998, the Department of Education Circular M33/91 'Guidelines towards a positive policy for School Behaviour and discipline', the Education (Welfare) Act 2000 and the 'NEWB Guidelines for developing a Code of Behaviour'. The Code of Conduct must be read in conjunction with the school's Behaviour Policy.

Our school cares for each student and acknowledges that education is a right which provides an opportunity for each individual to reach his/her potential.

All students have the right to:

- Do their work in an atmosphere of peace and tranquility.
- To progress without interference from others.
- Study and learn in accordance with their ability.
- Enjoy a learning environment where the individual talents of each person are respected and fostered.
- Appropriate support and guidance when coping with the demands of school life.

The good name and reputation of the school as an institution must be nurtured and protected for the benefit of all students. Working in partnership with parents, the teaching staff is committed to providing all students with an education which will enable them to take on the challenges of the adult world with ease and assurance. Each of the partners, teachers, parents and students has roles and responsibilities which must be fulfilled if successful educational outcomes are to be achieved.

The Code of Behaviour (CCA Code of Positive Behaviour) is available to view on the school website www.colaisteca.ie

Loss of Privilege

In the interest of health, safety and student welfare, the management reserves the right to withdraw privileges from a student in instances where that student's behaviour would be a cause for concern given his or her record in the school. Examples of privileges would be school trips, school sports, participation in school shows, etc.

Parents: Roles and Responsibilities

The school acknowledges the role of parents/guardians in the development and operation of the Code of Behaviour (CCA Code of Positive Behaviour) and expects them to support the code and encourage their sons/daughters to uphold it. Parents/guardians are encouraged to share information with the relevant school personnel in order to assist the school in understanding a student's behaviour and to plan interventions where necessary.

The support of parents is vital for the emotional and academic welfare of each student.

Parents are encouraged to help their children by:

- Ensuring that they attend school regularly, punctually and well equipped;
- Encouraging their children to reach their full potential;
- Providing them with a quiet place and the opportunity to study;
- Taking an interest in their daily school life;
- Establishing clear boundaries so that the child develops a value system which enables them to clearly differentiate between appropriate and inappropriate behaviour;
- Supporting the authority and discipline of the school, thereby helping their children to achieve maturity, self-discipline and self-control;
- Discouraging them from engaging in outside jobs during the school term since this has such a detrimental effect on the academic progress of all students;
- Keeping in regular contact with the school;
- Contacting the school immediately if anxieties arise in relation to any aspect of a child's life in school;
- Informing the school about any incidents of bullying;
- Attending scheduled meetings.

All parents are encouraged to become actively involved in the Parents' Association which is a vehicle for their voice in school affairs and which, through its nominees on the Board of Management, has a direct input into the management of the school.

We have an 'open door' policy in the school and our aim is that all parents should find the school a friendly and inviting place and have no hesitation about coming in to discuss any concerns they may have about their children.

Please note that the school expects all parents to avail of the 'Personal Accident Insurance Scheme' which operates in the school.

All students participating in contact sports must take part in this scheme.

The Staff: Roles and Responsibilities

The Subject Teacher

The school acknowledges the role of teachers in the development and operation of the Code of Behaviour (CCA Code of Positive Behaviour). The school recognises that a teacher's immediate responsibility is in the area of teaching and learning to deliver the curriculum in their own subject area, but that they also have a pivotal role to play in behaviour management.

While the of each teacher is, they also have responsibility for classroom discipline.

Teachers and students are required to ensure that expectations/rules for classroom conduct are maintained by all. All teachers are responsible for ensuring that school expectations/rules are observed throughout the school. These expectations/rules are printed in the teacher handbook and the student journal for the convenience of students and teachers.

The Class Tutor

Each class in the school has a particular teacher who is designated the Class Tutor. The Class Tutor is expected to develop a particular relationship with the class group and to help students in the class with their day-to-day problems.

The Class Tutor has particular responsibility for:

- Attendance and punctuality.
- Day-to-day discipline in the class.

- Ensuring that all students are fully familiar with expectations/rules and procedures of the school.
- Reporting regularly to the Year Head on the progress of the class.

The work of the Class Tutors in each year group is co-ordinated by the Year Head.

The Year Head

Each year group in the school has a Year Head who has overall responsibility for the class groups in the year.

The Year Head's responsibilities are:

- To co-ordinate the work of the Class Tutors in the year group.
- To have regard for the overall conduct and progress of each student in the year group.
- To encourage and motivate students. To impose sanctions where necessary.
- To keep parents informed of all matters relating to their children's education and to be available to meet parents to discuss issues which may be of concern to them.
- To keep the Senior Management Team fully informed of any problems or difficulties which may arise for the group as a whole or for individual students.

The Deputy Principal

The Deputy Principal has overall responsibility for discipline and student care. His/Her particular responsibilities in this regard are:

- To co-ordinate and monitor the work of the Year Heads.
- To have regard for the overall standard of discipline throughout the school and to ensure that agreed disciplinary procedures are observed by all concerned.
- To receive reports from Year Heads on particular matters of discipline and to recommend or undertake appropriate action.
- To keep the Principal fully informed of any problems or difficulties that may arise for individual students or groups of students.

The Principal

Final responsibility for all disciplinary matters rests with the Principal. He/She shall, in consultation with the Deputy Principal and the Year Heads, maintain a continuous review of student care matters and disciplinary procedures. Parents and students have a right to consult with the Principal on any matters of concern to them.

The Students: Roles and responsibilities

The school expects that students will at all times uphold the Code of Behaviour (CCA Code of Positive Behaviour). While the whole educational undertaking is geared towards aiding the student as they mature into young adulthood, an essential aspect of this is the development of a sense of personal responsibility.

- The school promotes the notion that behaviour is based on the principle of personal choice and that *“students who disregard the expectations /rules of the school have chosen to do so and must accept the consequences”*.
- Being a student in our school presumes a willingness to abide by the expectation/rules.
- Students must be aware of clear boundaries between acceptable and unacceptable behaviour.
- The students have a responsibility to make a positive contribution to the life of the school in terms of work, behaviour and relationships.

Classroom Code

The teacher has the right to teach and carry out their professional duties unhindered and in an atmosphere that is conducive to teaching and learning.

The students have the right to learn unhindered in an atmosphere that is positive and conducive to learning and teaching.

1. Students are expected to attend promptly for class and line up in an orderly manner outside the classroom.
2. Each student must occupy the place in class assigned by the teacher.
3. Students are expected to have all necessary books and materials when coming to class.
4. All homework assignments must be completed by each student in accordance with the direction of the teacher.
5. Students must not interrupt the conduct of the class without first obtaining the permission of the teacher to speak.
6. Class finishes only when the teacher dismisses the class.
7. Students are expected to keep classrooms tidy at all times.
8. Any student who engages in abusive behaviour or who uses abusive language may be suspended immediately.

9. Tippex, permanent markers, aerosols or any solvent based substance may not be brought into school.
10. Mobile phones must be turned off between 8.50am and 3.55pm. Mobile phones will be confiscated from students who are in breach of this rule. Please refer to the school's Mobile Phone Policy.
11. Personal Music devices are not to be brought onto the school premises and may be confiscated. If confiscated, a parent may collect the item from the school office.

Around the School

General movement about the school should be characterised by respect for others and for the building. Running on corridors and all forms of rough behaviour within the school building and grounds is forbidden.

1. Students should walk on the left-hand side of the corridors at all times.
2. Smoking / Vaping is forbidden either on the school premises or while representing the school in uniform.
3. Parents/Guardians will, at the discretion of the Principal, be required to compensate the school for any damage caused by their children to furniture or fittings whether accidental or otherwise.
4. Students must always use the proper bins for the disposal of litter.
5. Chewing gum is forbidden. Students found in breach of this rule will be placed on the Community Service Programme.
6. Lockers are available for students to keep their belongings. The school can accept no responsibility for the personal property of students and lockers are liable to inspection at any time and the privilege withdrawn.
7. Students are entitled to have their goods safeguarded. Students found guilty of stealing will be automatically suspended and may, in due course, be subject to expulsion.
8. Any student responsible for throwing an object over the balcony will be suspended from school in the interest of Health and Safety of all students.

School Uniform

The official school uniform must be worn at all times. If, for any reason, a student is unable to wear the school uniform, a note of explanation must be brought to the Class Tutor or Year Head on that particular day.

Students who are out of uniform without a note of explanation will have their home contacted by the Year Head. The purpose of the phone call will be to seek an explanation or to request that the uniform be delivered to the school office.

All of the uniform items are made to a specific design and can be purchased from the official suppliers –

The Schoolwear House
Unit1, Tesco Shopping Centre, Greystones, Co Wicklow
Tel: 01-2873420
Fax: 01-2873420
E-mail: info@schoolwearhouse.ie

The official school uniform is as follows:

Wool V-neck jumper

Junior - (Dice Blue) with school crest

Senior - (Navy) with school crest

School kilt, woollen (Graham of Monteith Tartan)

Gaberdine grey trousers (Virginian Grey)

Revere Blouse (Ice Blue)

Shirt (Ice Blue)

Navy cotton tights/Navy knee socks for girls

Grey socks for boys

Official Navy School Coat with crest

Physical Education Uniform:

All students must have the required PE uniform for PE class

School T-Shirt, School Half-zip top, School Tracksuit or School Leggings, optional school shorts.

Please note:

1. All belongings should be marked with the student's name.
2. Parents are asked to ensure that footwear is of a reasonably formal nature. Shoes must be black in colour. Boots may not be worn to school.
3. Clothing, bearing printed or pictorial matter is not acceptable. Dyed hair which is not of a natural or uniform colour or other extreme fashions in hairstyle are not allowed (Please refer to the Custom and Practice Policy on our website regarding full details of the school's policy on hairstyles). Earrings (other than simple studs or small rings) or the wearing of other jewellery is not permitted and may be confiscated.
4. School Coats should not be worn within the school building. These should be placed in lockers before Assembly in the morning and before the commencement of the first class in the afternoon. Non uniform coats will be confiscated.
5. The acceptability of any particular trend or fashion will be ruled on by the Principal from time to time as the need arises.
6. The wearing of clothing in school which is a religious obligation but obscures a facial view and creates an artificial barrier between the student and the teacher will not be allowed.

Morning and Lunchtime Breaks

1. Students may not, under any circumstances, leave the school grounds during the morning break.
2. Students may, with their parent's permission, go home for the lunch break if they live locally. Such permission must be given in writing at the beginning of the school year. Junior students who are not going home are obliged to remain in the school grounds. The surrounding fields and roads are regarded as out of bounds.
3. During lunch break students are expected to eat their lunch in the areas designated to them for this purpose.
4. Students are expected to keep lunch areas clean and tidy. Litter bins must be used for the disposal of litter and students found littering or chewing gum may be placed on the Community Service Programme. A cleaning roster operates whereby students assist with cleaning duties under the direction of supervising teachers. Students must comply

fully with all directions given by a member of staff who is responsible for the supervision of break time activity.

5. In the interests of safety, cycling, skateboarding, roller blading or operation of an e-scooter on the school grounds is totally forbidden.

Outside of school

1. Students are expected to behave in a proper manner when travelling to and from school.
2. Students who, by their behaviour on their way to or from school, bring the good name of the school into disrepute will be subject to disciplinary action.
3. Students travelling in school groups to games or school tours must observe all regulations laid down for the conduct of such events.
4. Students are advised that poor behaviour on the school bus may result in them being denied transport to and from school.
5. Students who wish to avail of parking facilities in the school grounds for motorbikes or cars must have a full driving licence and a valid permit awarded by the school management. Application forms for parking permits are available from the school office on request.

Mobile Phone Policy

The school management is aware of the need for **some** students to carry mobile phones for personal safety and protection while travelling to and from school.

The Management is also conscious of the possible dangers and problems that may arise from the use of mobile phones by students attending our school. These include:

- Bullying of students through social media apps, SMS text messages or other means.
- Possession or transmission of inappropriate/unlawful images.
- General nuisance in the classroom and social areas.
- Accessing inappropriate websites on the internet.
- Possible loss or theft of phones.

In this regard, mobile phones are not banned by the school. However, their use in the school building, on the school grounds or while on school activities is banned.

The following rules apply:

1. On entering the school building, mobile phones should be turned off and put 'out of sight'.
2. Students are permitted to use their mobile phone before 8.48am in the morning, at morning break and at lunch time in the school grounds.
3. If a student needs to contact home during the course of the day, this contact **must** be made through the school office.
4. Any student who uses their mobile phone in school to contact their parents to collect them will automatically be placed on a year head detention the following Wednesday.
5. Any mobile phone seen in the possession of a student inside the building and outside of the permitted times will be confiscated immediately by a member of staff. Confiscated phones will be placed in an envelope, sealed and returned in line with the policy.
6. On the occasion of the first confiscation, students may collect the phone at the end of the following school day from reception from the Year Head/Deputy Principal/Principal.
7. Any student who has a phone confiscated for a second time in any one year will have his/her phone confiscated for a period of one school day. Further breaches will warrant the confiscation of the phone for one week and may result in suspension from school.
8. Failure to hand up a mobile phone to a member of staff when requested will result in an automatic suspension from school.
9. The use of a mobile phone camera app in school may result in immediate suspension. In particular, the use of any device to take pictures or record video in the PE changing rooms / toilets will result in an automatic suspension from school.
10. Parents are advised that the school **will not take any responsibility** for mobile phones that are stolen or lost on school grounds.
11. Parents are asked to support the school by not allowing students to bring mobile phones to school unless absolutely necessary.

Please note that the school will not engage in any investigation into the loss of a phone irrespective of the circumstances.

ATTENDANCE

“If children miss out on school they miss out on a lot more than just school work. A good education gives children the best possible start in life. Research has shown again and again that children who attend school regularly are more likely to stay in school and so are more likely to be emotionally, financially and socially secure in later life”

(National Education Welfare Board)

To deliver the highest quality education for each student attending Coláiste Chraobh Abhann, it is essential that high attendance standards should be maintained. Absences from school affect not only absentees but also those who are present in terms of overall morale and the necessity for teachers to repeat material which has been missed. Working together, the home and the school can ensure that students will realise their potential by regular attendance.

The school's Statement of Strategy Regarding Attendance acknowledges the link between attendance, learning and behaviour. It is vital that the school is informed of a child's absence in order to protect, in conjunction with all other aspects of school life, the care and welfare of the students.

The following are the procedures to be followed by parents when they are notifying the school about a child's absence:

1. Provide a note of absenteeism on the school app on the days absent or written explanation for the student's absence in the student journal to the Class Tutor on the first day of return to school. If students have 3 consecutive unexplained absences Class Tutors notify the Attendance Officer and Year Head. The Attendance Officer will contact home.
2. To inform the school in advance of any planned absences from school by noting the absence on the school app or phoning the office before 8:50am.
3. A doctors' certificate should be provided for significant absences due to illness.
4. Students who leave the school during the day due to illness or appointments should be kept to a minimum and a signed note in the journal is required.
5. To acknowledge and, where necessary, reply to communications from the school in relation to attendance issues.

Parents are asked to:

- Exercise discretion in distinguishing between genuine illnesses which require time off school and minor complaints which do not.
- Make every effort to arrange medical and dental appointments after school hours. In cases where this is impossible, students should be instructed to return to school after the appointment.
- Support their child's education by refusing requests for unofficial days off for activities which might include shopping, holidays or preparation for social events.
- Ensure that their child is not so fatigued from a part-time job that time is missed from school.
- Refrain from taking family holidays during school term. The school is obliged to include any such days in the total absences for the year.

The Education (Welfare) Act 2000 obliges the school to forward the name of any student who exceeds 20 days of absences for the year to TULSA Child and Family Agency. Letters will be issued to parents at 10 days absence and at 15 days absence a letter will be issued and a meeting required with the Attendance Officer.

Procedures

- Class registers are taken each morning at Assembly/Tutorial (8.48am – 9.00am) on TYRO.
- During assembly or tutorial, letters of excuse for absence (which are provided in the student journal) are collected by the Class Tutor or Year Head. Class Tutors ensure that students bring in notes explaining absence.
- A text message is sent to a parent if their child is marked as absent on the morning class register via the TYRO app.
- Teaching group registers are taken at the beginning of every class on TYRO.
- Teachers are circulated with an absentee/late list on TYRO so that the name of any student not present in class but officially in attendance may be forwarded to the office.
- If a student is absent for three consecutive days without a telephone call or message from home, the Class Tutor phones home to inquire about the absences.
- If a student does not bring in a note to explain absence, the Class tutor can phone or write out to the parents.
- The Year Head can leave a list of students to be written to regarding absences in the office. They may also request parents to make contact with them in cases where there is concern.

- The parents of a student who is approaching 20 days absent from school will be written to by the Attendance Officer / Deputy Principal and the parents asked to make contact with the school to arrange a meeting with the year head to discuss the reason for the absences.
- The Attendance Office conducts an attendance audit each term. Students who miss over 20 days of school will have their names forwarded to TUSLA (NEWB). Parents will be made aware of this procedure by letter from the Attendance Officer.
- Where there is a serious concern about attendance, the Attendance Officer will meet with the parents and the student to assess the situation and to put supports in place to encourage the student to attend school. The student may be referred to the Guidance Counsellor and/or an external support agency if relevant.
- An attendance list for each year group is brought to the Year Heads' meeting each week.
- The Deputy Principal / Principal will report student absences to TUSLA (EWS- Educational Welfare Services) on the specified reporting dates.
- The Principal brings relevant attendance information to the attention of Board of Management members after each TUSLA (EWS) reporting period.
- The Principal or Deputy Principal will contact the Education Welfare Officer to discuss individual cases where necessary.
- The Principal and Deputy Principal meet regularly to consider specific cases and to monitor the progress of any student whose attendance has been a problem in the past.
- A final report will be submitted to TUSLA (EWS) on student absences and explanations for all students at the end of each academic year.
- Students who absent themselves from class school without permission:
 - a. No student may be absent for any reason from class unless permission has been obtained from the Class teacher, Year Head, Deputy Principal or Principal.
 - b. If a student has absented themselves from class without permission, it will be regarded as a serious matter and the school will apply one or more of the sanctions listed in the 'Rewards and Sanctions' section outlined later in this handbook.
 - c. In the event of a repeated absence from class/school without permission, the student will not be permitted to attend school again until both parents and student have met with the Deputy Principal or Principal.
- Students are encouraged and supported to participate in all of the subjects on their timetable. However, in the event that a student wishes to opt out of a subject for whatever reason, the following procedure will apply:

- a. The parents must put the request in writing to the Principal
- b. The Principal will engage in consultation with the parent(s) and student or the student (if over 18 years)

Rewards for Good Attendance

1. Any student with full attendance for term one and two will receive a certificate at assembly at the beginning of the next term and any student with full attendance in term three will get a certificate on Prize Day.
2. Any student with full attendance for the year will receive a medal on Prize Day.
3. Any student with full attendance for 6 years receives a trophy at Graduation.
4. Students with 96%+ and 100% attendance will be entered in a draw for canteen vouchers.

Punctuality

A good record of punctuality is an essential part of any student's preparation for life as well as being essential to the smooth running of the school and to the continuity of teaching and learning.

- All students are required to be in school every morning at 8.48 a.m. and in class every afternoon at 1.47 p.m.
- Students who arrive late for school in the morning or afternoon must sign the late book and receive a late stamp before entering class.
- If a student has a persistent late coming record contact will be made with his/her parents.
- Students may be put on detention for persistent late coming (3 marks in the journal includes lates)

SAFETY, HEALTH AND WELFARE

The Board of Management makes every effort to provide a safe and healthy environment for all our students and staff. All of the school's plant, equipment and procedures are constantly reviewed to ensure that they meet fully the standards required by Safety and Health legislation.

Parents and students have serious responsibilities in this regard:

- a) Every student must take reasonable care for his/her own safety, health and welfare, and that of any other person who may be affected by his or her acts or omissions while in school.
- b) All students must observe fully the rules of conduct set down for their own safety in all areas of the school, especially in Practical Classrooms.
- c) All students must use, in such manner as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or other means of securing their safety, health or welfare while at school.
- d) All students must observe fully school regulations designed for their own safety and conduct themselves in a manner conducive to the safety and welfare of themselves and others.

Any student who is found to be abusing or interfering in any way with safety equipment will incur an immediate suspension from school.

The school cannot accept responsibility for students who absent themselves from school for any purpose without prior permission.

A copy of the school's Policy Statement on Safety Health and Welfare at Work is available on request.

Emergency Evacuation Procedures

EMERGENCY EVACUATION PROCEDURES

The following instructions must be observed by all students in the event of any emergency evacuation of the school building.

On hearing a fire warning or other evacuation instruction:

When in Class

Orders will be given by the teacher in charge.

Follow them strictly in silence.

When NOT in Class

Form single file and go to nearest exit.

Do not run.

Do not laugh, talk or make noise.

Do not attempt to pass others.

Do not return for anything you have forgotten.

Go directly to Assembly points, i.e.

Assembly Point 1 – Right side of Pitch

1st, 2nd and 3rd years

Assembly Point 2 – Left side of Pitch

4th, 5th and 6th years

Line up in class groups for roll call.

Driving Safely

All parents (and students where applicable) have a serious responsibility to be safety conscious while travelling in the vicinity of or in the school grounds. In particular please note the following.

1. The 'set down' areas are solely for the use of school buses. Use of the 'set down' points by cars may prevent the proper access of buses into the school grounds and may cause serious traffic delays on the main road.
2. The road through the school grounds is a 'one way' system. Under no circumstances should drivers attempt to leave through the entrance gate.
3. Please respect the safety of pedestrians by refraining from parking on the kerbsides, the pedestrian or cycle paths particularly at the school entrance/exit area.
4. Please respect the provision of wheelchair parking spaces and leave for those who are in need of this facility.

Smoking/Vaping

Smoking is illegal in public buildings under the Public Health (Tobacco) Acts and is therefore forbidden in the school. Smoking/Vaping or the possession of cigarettes/e-cigarettes in any part of the school building, its vicinity or while in school uniform is prohibited. Those in breach of this rule will warrant suspension in line with the Code of Behaviour (CCA Code of Positive Behaviour)

Drugs and Alcohol

The possession, use or distribution of illegal substances or alcohol will result in immediate suspension and may lead to expulsion.

A copy of the school's Substance Use/Misuse policy is available on www.colaioteca.ie.

Fire Equipment

Interference with fire extinguishers or the fire alarm system is a very serious offence and will have two-fold consequences:

- **Automatic suspension;**
- **Imposition of €100 (minimum) fine/Cost of damages (whichever is greater).**

Dangerous and/or Offensive Weapons or Implements

Any student found in possession of an item deemed by school management to be a dangerous and/or offensive weapon or implement in school or on any school related activity will be automatically suspended from school. This suspension may, at the discretion of the Principal, continue pending a Board of Management meeting to discuss the case.

The Student Support Team

The school is ever-aware of the ongoing personal problems which many students have to deal with on a daily basis. Many of our students need support and to co-ordinate this the Student Support Team consisting of the Guidance Counsellor, Principal and Deputy Principals has been established. The group discuss general issues in the school which may affect student care and ensure that students who have particular problems always know that they have somebody to talk to.

Bullying/Harassment

“Bullying can be defined as offensive, abusive, intimidating, malicious or insulting behaviour, or abuse of power conducted by an individual or group against others, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress. Bullying is behaviour which is generally persistent, systematic and ongoing.”

Bullying is not tolerated at Coláiste Chraobh Abhann.

Harassment takes place where a person subjects the victim to any unwelcome act, request or conduct including spoken words, gestures, or the production, display or circulation of written words, pictures or other material which in respect of the victim is based on any discriminatory ground and which could reasonably be regarded as offensive, humiliating or intimidating to him or her.

Rights

In our school everybody is valued. We have the right to be ourselves and we must remember that everybody else has that right also.

All students have the right to be educated in a safe and secure environment. Students cannot satisfactorily do their work if they are burdened with anxiety, humiliation and fear. No one should have to cope with name-calling, constant slugging, marginalisation or threats of violence.

All staff members have the right to work in a safe and secure environment. Staff also have the right to their good name and the right to expect that they will be vigorously defended against unfounded allegations and unwarranted attacks on their character. No one should have to cope with behaviour which undermines an individual's right to dignity at work.

Responsibilities: A whole school approach

We all have a responsibility towards each other. Our school is a 'telling school' in which bullying behaviour is not protected by a misplaced code of secrecy among students. The quality of the school is based on the quality of relationships between all of the partners. Teachers are trained to deal with bullying, properly and discreetly and therefore students can approach them in confidence and trust in their sensitive handling of the situation.

Parents know their children best and can quickly recognise when all is not well. We urge parents to support the school community by encouraging their children to tell teachers of any problems they may be experiencing or see others experiencing. Parents should contact the school themselves if necessary. Open communication between home and school is the only way of ensuring a healthy and happy school atmosphere in which all students and staff feel valued.

Sanctions

Bullying and harassment is behaviour that is destructive to a positive working atmosphere and will not be tolerated. It is regarded as an extreme form of misbehaviour and whether it is directed against students or staff may be grounds for disciplinary action up to and including expulsion. Students fighting either in school or travelling to and from school may be suspended or expelled.

Preparation for Life

The thrust of our anti-bullying programme is to prevent such behaviour through education aimed at making students aware that they are responsible for their own behaviour. An attitude of non-tolerance of bullying behaviour is essential to enable young people develop with an independence of spirit that will enable them to better cope with the adult world. Parents have an obligation to ensure that their child does not engage in any form of behaviour which could be regarded as bullying or harassment. Parents must also ensure that their child fully understands the consequences for them should they choose to engage in this sort of behaviour.

Bullying: A Proactive Approach at Coláiste Chraobh Abhann

At Coláiste Chraobh Abhann a proactive approach is adopted to raise awareness of and reduce the incidence of bullying behaviour. This approach includes the following:

- A “Diversity Week” is held in the school during September each year.
- A particular focus and emphasis is placed on the issue of Bullying and respect for Diversity during the Information Night for incoming 1st year students and their parents.
- The SPHE and CSPE coordinators ensure the delivery to all students of the relevant content of the respective syllabi with regard to Bullying. They also help coordinate a focus on this issue during “Diversity Week”.
- During “Diversity Week” a questionnaire will be given to a sample group of students on Bullying. The responses from these questionnaires will be analysed and an appropriate response formulated.

REWARDS AND SANCTIONS AT COLÁISTE **CHRAOBH ABHANN**

At Coláiste Chraobh Abhann we recognise that students - like all of us - respond more positively to encouragement than to criticism. Consequently, we have devised a system of rewards whereby the efforts of the student whether in the academic field or otherwise are recognised and applauded. As part of their personal development our aim is to make students aware that their behaviour is chosen and that their good efforts will be acknowledged and celebrated.

Inappropriate behaviour is also a choice and brings its own consequences. We want to encourage our students to choose the most appropriate way to succeed with school, their friends, adults, their work, everything. Therefore, we want to reinforce their good choices by rewarding it with:

- **Verbal and written praise**
- **Recording commendations on VShare**
- **Letters or phone-calls home**
- **Special certificates**
- **Certificates of commendation**
- **Letters of commendation**
- **Activity prizes**
- **Prize Day awards**
- **Outstanding references**

A clear set of sanctions are in place to deal with students who choose inappropriate behaviour.

These include:

- **Verbal warnings;**
- **Recording demerits on VShare**
- **Extra work;**
- **Detention;**
- **Letters home;**
- **Loss of Privileges**
- **Being placed on Report Book;**
- **Community Service Programme; ***
- **Suspension from class or school;**
- **Restricted Timetable;**

- **One-to-one tuition;**
- **Expulsion**

* This programme entails assisting the cleaning and caretaking staff in simple and safe tasks around the school after school hours or during holiday periods.

Suspension from class or from school

In the case of serious breaches of discipline or of continuous disruptive behaviour a student may be suspended from a particular class or from school for a period of time. This sanction may only be imposed by the Principal.

One-to-One Tuition

Another option which may be used in the case of a student whose conduct infringes on the rights of other students and staff is that of one-to-one tuition. This will result in a student being removed from mainstream classes and placed in a one-to-one situation with a tutor. The education provision afforded, in this instance, depends on the availability of Teacher, Special Needs Assistant, and Resource Allocation from the Department of Education and Science. Typically, the provision is in the order of 1½ - 2 hours per day.

Expulsion

This is an option which will be used only in the case of conduct which is considered to be a serious infringement of the rights of other students or staff.

Such a penalty can only be recommended by the Principal and ratified by the Board of Management and ETB.

PARENTS' ASSOCIATION CONSTITUTION

1. Membership

All parents of children attending the school are automatically members of the Association.

In this document the term Parent is as defined in The Education Act 1998. (See Appendix 1)

2. Name

The Association shall be named 'Coláiste Chraobh Abhann Parents' Association'.

3. Objectives

Parents are the prime educators of their children. It is they who have the responsibility of ensuring the moral, spiritual, intellectual, physical, social and emotional development of the child.

In view of this belief the Parents' Association advocates the following objectives:

- 3.1 To promote and foster home-school cooperation.
- 3.2 To act in an advisory and consultative capacity in relation to the school and its policies.
- 3.3 To keep Parents advised as to their rights in relation to representation on the Board of Management.
- 3.4 To advise the Parents' Representatives on the Board of Management of the views and opinions of the parents and to offer such other advice as the Association sees fit.
- 3.5 To represent the views and opinions of parents on the National Parents' Council (Co Wicklow branch).
- 3.6 To encourage parents to participate in the promotion, development and financing of extra-curricular activities in the school.
- 3.7 To establish a Parents' Council.

4. Parents' Council

- 4.1 The affairs of the Association shall be conducted by a Council.
- 4.2 Nominations for the council will be accepted at the AGM. In the case where a nominee is not present his/her nomination must be submitted to the Secretary in writing on or before the AGM and must contain the nominee's consent and the signature of a proposer.
- 4.3 The conduct of the election of a new council shall be the responsibility of the outgoing council or, in it's absence, the Principal
- 4.4 The Council shall consist of a maximum of ten members elected by the parents. In addition the parents' representatives on the Board of Management are entitled to full membership of the Council.
- 4.5 Representation shall be on an area basis as follows. Each area is entitled to at least one representative but should not have more than four.
 - a. Delgany and Greystones
 - b. Kilcoole
 - c. Newcastle
 - d. Newtownmountkennedy

- 4.6 Where representation for an area is not taken up the Council may co-opt representatives from other areas who have accepted nominations for election to the Council.
- 4.7 The Principal, Deputy Principal and a Staff Representative shall be ex-officio members of the Council. Only two of the above should attend at any one time.
- 4.8 The Council may co-opt members where vacancies arise during the term of office of the Council.
- 4.9 A member must resign on ceasing to be a parent in the school.
- 4.10 The term of office of the Council shall be one year. However, five of the Executive Committee may serve for two years if they so wish. These five members will be decided, by election if necessary, at a Parents' Council meeting. The remaining positions on the Council will be decided at the AGM or subsequently by election.
- 4.11 Elections shall be held in September at the end of the Council's term of office.
- 4.12 The procedure for the election is outlined in Appendix 2.

5. **Parents' Council Meetings**

- 5.1 The Council shall meet at least once each term with two meetings taking place in the first term.
- 5.2 At the first meeting of the Council in each new school year a Chairperson, Vice-Chairperson, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer and PRO shall be elected from those in attendance. Any other officers deemed necessary shall be elected at the same meeting. These shall be known individually as Executive Officers collectively as the Executive Committee.
- 5.3 Council resolutions shall be passed by simple majority of those members present and voting. The Chairperson will have the casting vote.
- 5.4 The quorum for all meetings shall be 40% and must include at least one Executive Officer.
- 5.5 Ordinarily members shall be given seven days notice of meetings. Where possible an agenda for the meeting and the minutes of the last meeting should accompany this notice.
- 5.6 The Secretary shall keep up to date and accurate minutes of the meetings. Meetings of the Council shall be called by the Secretary at the request of the Chairperson.
- 5.7 The Council may invite to attend its meetings such persons as it wishes.
- 5.8 Any member who misses three consecutive Council meetings without due cause shall be deemed to have resigned and shall be replaced.
- 5.9 Should a member of the Council be declared, by three quarters majority of the Council, to be guilty of conduct, which is prejudicial to the interests of the Association or the school or to be incapable of discharging his/her duty as a member of the Council, he/she may be discharged from the Council.
- 5.10 The first meeting of the new Council will take place as soon as possible after the AGM. This meeting must be attended, by the newly elected Council members and the outgoing Secretary. The outgoing Council may observe proceedings. It is the duty of the outgoing Secretary to oversee correct procedure is adhered to, in relation to the election of a Chairperson. Thereafter the newly elected Chairperson takes over.

6. **Council Sub-Committees**

- 6.1 Sub-committees may be formed by the Council. Such sub-committees may at the discretion of the Council, include persons other than a parent or a

guardian. All decisions taken by a sub-committee must be submitted to and ratified by the Council.

7. **General Meetings of Parents' Association**

- 7.1 The Annual General Meeting of Parents' Association shall be held in the month of September/October each year. Notice will be given to all parents of the children enrolled in the school.
- 7.2 Extraordinary General Meetings will be called at the discretion of the Council or when they receive a written request from ten per cent or more of members.
- 7.3 General meetings will be chaired by the Chairperson of the Parents' Council. Otherwise the Parents' Council shall elect one of its members to chair the meeting.

8. **Annual Reports**

- 8.1 The Secretary and the Treasurer will submit written annual reports for consideration by members attending the AGM.

9. **Finance**

- 9.1 All Bank/Credit Accounts shall be in the name of Coláiste Chraobh Abhann Parents' Association. Cheques or withdrawals drawn on behalf of the Association shall be signed by any two of the following: Chairperson, Secretary, and Treasurer.
- 9.2 The use of funds in excess of €100 may only be decided at a properly convened meeting of the Council at which Chairperson, Secretary and Treasurer are present.
- 9.3 In the event of the Council disbanding or ceasing to function, all funds shall automatically revert to a fund to be managed by the Principal, Deputy Principal and Chairperson of the Board of Management.
- 9.4 The Council shall appoint two external honorary auditors to examine the accounts of the Association on an annual basis.

10. **Parameters of Association and Council**

The Association and Council shall not concern itself with the investigation or resolution of problems relating to individual students, parents or staff. These problems will be for determination between the individual concerned, the school authorities and the Board of Management.

11. **Changes to Constitution**

- 11.1 Articles of the Association may be changed at Annual General Meetings and such rules shall not be changed subsequently except at a General Meeting.
- 11.2 Changes to Articles of the Association shall require a two thirds majority of those present at the meeting.

Appendix 1

The term “parent” includes a foster parent, a guardian appointed under the Guardianship of Children Acts, 1964 to 1997, or other person acting *in loco parentis* who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts, 1952 to 1998, or, where the child has been adopted outside of the State, means the adopter or adopters or the surviving adopter.

ATTENDANCE AND PARTICIPATION POLICY

Coláiste Chraobh Abhann Attendance/Participation Policy



1 Parents:

- 1.1 Coláiste Chraobh Abhann affirms that parents have the primary responsibility for ensuring that children of compulsory school going age attend school regularly once they are enrolled at the school, and bearing in mind that they are obliged to complete three years of post primary education up to their sixteenth birthday.
- 1.2 Coláiste Chraobh Abhann affirms that parents have a social responsibility to ensure that students attend school regularly regardless of age or status and they should ensure that their children complete their education.
- 1.3 Coláiste Chraobh Abhann affirms that parents have a statutory obligation to notify the school principal or his/her nominee, in the prescribed manner, of absences on part of a school day, or on full school days as appropriate and the reasons for such absences.

2 The Principal:

- 2.1 The Principal must maintain a register of all students who have been admitted to the school.
- 2.2 Coláiste Chraobh Abhann affirms that a student, who has not reached the age of 16 years or who has not completed three years of post primary education, cannot be removed from the register, except
 - a) For inter-school transfer and then only after all details regarding attendance and educational progress have been issued to the new school.
 - b) Where for whatever reason a student is removed from the school under the Education (Welfare) Act 2000 Section 20 (4).
- 2.3 Coláiste Chraobh Abhann affirms that the Principal shall, after admitting a student from another second level school, notify the principal of said school that they have registered said student.
- 2.4 Coláiste Chraobh Abhann affirms that the Principal must maintain a record of attendance and non-attendance on each school day or part of a school day of each student registered at the school, which specifies the fact of attendance or failure to attend and the reasons for such failure.

- 2.5 Coláiste Chraobh Abhann affirms that the Principal must notify the National Educational Welfare Board as follows:
- a) Where a student is suspended for a period of not less than 6 days.
 - b) Where the aggregate number of school days on which a student is absent (for whatever reason) during a school year is not less than 20 days.
 - c) Where, for whatever reason, a student's name is removed from the register in accordance with the Education (Welfare) Act 2000 Section 20(4) and under Section 2.2 above.
 - d) Where in the opinion of the Principal, a student is not attending school regularly and the reasons for such non-attendance.
 - e) In addition, such information should be available to the Board of Management, as appropriate.
- 2.6 Coláiste Chraobh Abhann affirms that the Principal may, at their discretion, delegate duties regarding school attendance to other professionals working in the school.
- 2.7 Coláiste Chraobh Abhann affirms that the Principal may remove a student from the school register where the student has reached the age of 16 years and completed three years of post-primary education in the following circumstances:
- a) A parent informs the Principal or Deputy Principal in writing that the student is not continuing their education at the school.
 - b) The student has a prolonged and unexplained period of absence (in excess of 4 weeks) and the school has been unable to make contact with the student or his/her parent(s).
 - c) The student has been working in either a full or part time capacity during school hours in term time.
 - d) The student has failed to reach a minimum attendance level of 80% (33 days) excluding:
 - a. Days which are certified by a medical practitioner as being unfit to attend school.
 - b. Days where the student was suspended by the school.

3 School:

- 3.1 Coláiste Chraobh Abhann is required to maintain a caring and pastoral ethos with regard to students.
- 3.2 Coláiste Chraobh Abhann shall, in as far as is possible, be required to co-operate with the National Educational Welfare Board and with the Educational Welfare Officer and shall seek to establish good and positive relationships with them.

4 Board of Management:

- 4.1 The Board of Management of Coláiste Chraobh Abhann shall ensure that the statutory obligations of the school with regard to school attendance and participation are adhered to.
- 4.2 The Board of Management of Coláiste Chraobh Abhann shall ensure that a report on attendance levels in the school is submitted to the Educational Welfare Officer, and to Kildare and Wicklow ETB not later than 6 weeks after the end of the school year.

- 4.3 Coláiste Chraobh Abhann affirms that data stored on computers in relation to students and parents is governed by the Data Protection Act 2018 and that information on file should be used only for the purposes for which it was intended.
- 4.4 The Board of Management of Coláiste Chraobh Abhann shall ensure that an evaluation of the effectiveness of the process, strategy and policy regarding attendance is carried out regularly.

5. Statement of Strategy:

- 5.1 As per The Education (Welfare) Act 2000 Section 22(1) and 22(2) Coláiste Chraobh Abhann has drawn up a Statement of Strategy with regard to attendance.
- 5.2 In addition to the statutory requirements in 5.1 above Coláiste Chraobh Abhann shall promote the following:
- a) The development of whole school structures in a positive and pro-active attempt to deal with the issues of attendance and non-attendance.
 - b) The fostering of school and community awareness of the effects on school attendance of the following:
 - i. Participation by students in employment.
 - ii. Entertainment/social activity.
 - iii. The abuse of alcohol and drugs.

Statement of Strategy Regarding Attendance

"If children miss out on school they miss out on a lot more than just school work. A good education gives children the best possible start in life. Research has shown again and again that children who attend school regularly are more likely to stay in school and so are more likely to be emotionally, financially and socially secure in later life"

(National Educational Welfare Board)

To deliver the highest quality education for each student attending Coláiste Chraobh Abhann, it is essential that high attendance standards should be maintained. Absences from school affect not only absentees but also those who are present in terms of overall morale and the necessity for teachers to repeat material which has been missed. Working together, the home and the school can ensure that students will realise their potential by regular attendance.

Parents are asked to:

- Explain all absences by a note which should be sent on the school app or a note to the Class Tutor. The note should clearly indicate the reason for the absence.
- Exercise discretion in distinguishing between genuine illnesses which require time off school and minor complaints which do not.
- Make every effort to arrange medical and dental appointments after school hours. In cases where this is impossible, students should be instructed to return to school after the appointment.
- Support their child's education by refusing requests for unofficial days off for activities which might include shopping, holidays or preparation for social events.
- Ensure that their child is not so fatigued from a part-time job that time is missed from school.
- Refrain from taking family holidays during school term. The school is obliged to include any such days in the total absences for the year.

The Education (Welfare) Act 2000 obliges the school to forward the name of any student who exceeds 20 days of absences for the year to the National Education Welfare Board.

Procedures

- Class registers are taken each morning at Assembly/Tutorial (8.49am – 9.00am) on VShare.
- During assembly or tutorial, letters of excuse for absence (which are provided in the student journal) are collected by the Class Tutor. Class Tutors ensure that students bring in notes explaining absence. These notes are collected and provided to the admin team for registering on VShare.
- A text message is sent to a parent if their child is marked as absent on the morning class register.
- Teaching group registers are taken at the beginning of every class on VShare.
- Teachers are circulated on Vshare with an absentee/late list on VShare so that the name of any student not present in class but officially in attendance may be forwarded to the relevant Year Head / Reception.
- The parents of a student who is approaching or missed 10 days absence will receive a text and reminding them to explain the absence.
- The parents of a student who is approaching or missed 15 days absent from school will be written to by the Attendance Officer / Deputy Principal and the parents asked to make contact with the school to arrange a meeting with the Attendance Officer / Deputy Principal to discuss the reason for the absences and to put supports in place to

encourage the student to attend school. The student may be referred to the Guidance Counsellor and/or an external support agency if relevant.

- Students who miss over 20 days of school will have their names forwarded to TUSLA (NEWB) by the Attendance Officer. Parents will be made aware of this procedure at the meeting in point 7 above.
- The Principal will report student absences to TUSLA (EWS-Educational Welfare Services) on the specified reporting dates.
- The Principal brings relevant attendance information to the attention of Board of Management members after each TUSLA (EWS) reporting period.
- The Principal or Deputy Principal will contact the Education Welfare Officer to discuss individual cases where necessary.
- The Principal and Deputy Principal meet regularly to consider specific cases and to monitor the progress of any student whose attendance has been a problem in the past.
- A final report will be submitted to TUSLA (EWS) on student absences and explanations for all students at the end of each academic year.
- Students who absent themselves from class school without permission:
 - a. No student may be absent for any reason from class unless permission has been obtained from the Class teacher, Year Head, Deputy Principal or Principal.
 - b. If a student has absented themselves from class without permission, it will be regarded as a serious matter and the school will apply one or more of the sanctions.
 - c. In the event of a repeated absence from class/school without permission, the student will not be permitted to attend class again until both parents and student have met with the Deputy Principal or Principal.
- Students are encouraged and supported to participate in all of the subjects on their timetable. However, in the event that a student wishes to opt out of a subject for whatever reason, the following procedure will apply:
 - c. The parents must put the request in writing to the Principal
 - d. The Principal / Deputy Principal will engage in consultation with the parent(s) and student or the student (if over 18 years)

Rewards for Good Attendance

5. Any student with 100% attendance for term one and two will receive a certificate at assembly at the beginning of the next term and any student with full attendance in term three will get a certificate on Prize Day.
6. Any student with 100% attendance for the year will receive a medal on Prize Day.
7. Any student with full attendance for 6 years receives a trophy at Graduation.
8. Each term any student with 100% attendance in each year group will be entered into a draw for a canteen voucher. Two draws will take place.
9. Each term any student with 96%+ attendance in each year group will be entered in a draw for a canteen voucher.

Punctuality

A good record of punctuality is an essential part of any student's preparation for life as well as being essential to the smooth running of the school and to the continuity of teaching and learning.

- All students are required to be in school every morning at 8.45 a.m. and in class every afternoon at 1.50 p.m.
- Students who arrive late for school in the morning or afternoon must sign in at reception and receive a late stamp before entering class.
- If a student has a persistent late coming record contact will be made with his/her parents.
- Students will be put on detention for persistent late coming.

HOMEWORK POLICY

Coláiste Chraobh Abhann HOMEWORK POLICY



MISSION STATEMENT

Coláiste Chraobh Abhann is a co-educational, multi-denominational second level school which opened in 2003 and operates under the patronage of Kildare and Wicklow Education and Training Board.

Our school is about the pursuit of educational excellence in a community where mutual respect prevails.

We aim to achieve this by:

- offering a broad-based curriculum which will meet the individual needs of our learners.
- encouraging and motivating our learners
 - to develop academically with the support of a high quality teaching service.
 - to develop physically, socially and personally by participating in a wide range of co-curricular and extra-curricular activities.
 - to develop morally, spiritually and ethically through curricular and non-curricular means and from the example set by adults in the school.
 - to achieve their potential.
- fostering a culture of respect, understanding and encouragement within all members of the school community.
- providing a well-maintained, safe and happy environment.
- providing a disciplined and ordered environment which is caring, tolerant and inclusive.
- valuing each member of the school community equally.
- providing facilities, resources and services of the highest standards.
- supporting staff to develop professionally and personally.
- establishing structures which allow parents, students and local community to cooperate with and support the school.
- encouraging the local community to use the school as a resource and, in turn, be a resource to the school.
- promoting life-long learning for all members of the school community.
- responding to the needs of the community, society and the individual learner by adapting our services when required.
- reflecting on and evaluating our customs, practices, policies and structures on a regular basis.

- closely co-operating with and supporting parents in fulfilling their role as primary educators of their children.
- preparing learners for life and responsible citizenship so that they may continue to be valued members of society.

Introduction:

Homework should be meaningful for the teacher and the student. It should serve to re-enforce work done in class and it should act as a bridge between the work of one day and the next. It should be linked with and integrated into a programme of teaching and learning thereby forming part of the process of assessment for learning. It should be designed in such a way as to offer the students opportunities for self-assessment. It offers an opportunity for a more meaningful dialogue between school and home.

Homework helps students to construct knowledge, develop deeper understandings and connections amongst the concepts to which they have been introduced, and provides an opportunity for them to apply the skills they have acquired. A properly co-ordinated homework policy in school will help students to develop and sustain good study habits. It fosters positive values such as self-discipline, responsibility, and an interest in learning, which will benefit them throughout their lives.

(NCCA 2009)

1. Setting Homework:

- The Student Journal should be ready for use at the beginning of class and all teachers should check that the homework has been recorded in the journal by each student.
- Homework should be set at the beginning of class or at least 5 minutes before the bell signals at the end of class.
- The homework given should relate to the topic covered in class. It should enhance and re-enforce the class room learning.
- The teacher should check that students understand what they have to do for homework.
- The teacher should set expectations about the length of time to be spent on homework depending on the subject level and programme course/year. This is discussed and agreed upon at subject department planning meetings.
- Exam related questions should be given for homework to all 3rd and 6th year students.
- Teachers should establish high expectations for the delivery of homework assignments from all students irrespective of subject levels.
- With regard to differentiation, extra assignments should be set for exceptionally able students.

2. Correction and Feedback:

- The correction and feedback on homework should be consistent and regular.
- Correction of homework should be a priority in the lesson. Teachers should start lesson with a check on homework.
- Learning homework should be examined orally.
- Regular testing should be conducted to assess learning and test results should be entered in the student journal and staff diary/roll book.

- Written and verbal feedback should be given. Copies should be collected regularly and written comments should be included to assist the student in improving homework. These may include:
 - a) what the student has done right
 - b) what the next step/s should be to improve performance or understanding
- Exam classes should be provided with graded feedback on assignments. (See Appendix 2 for Custom and Practice Policy on Project and Practical work for the State Examinations).

3. Recording of Homework

- Senior and junior students should be treated the same in terms of checking that homework is recorded in the student journal.
- The teacher should write the homework on the board or display on the data projector with ample time provided for students to record it in the journal.
- The teacher should clearly explain to students where to find the homework in the book and provide some tips on where to find the answers.

4. Communicating with Parents and Students:

- Communicating with parents about homework can be done by a phone call, a note written in journal or at Parent/Teacher meetings.
- At the annual 1st Year Parent Induction Night the journal system should be explained to the parents and practical advice given to parents for assisting and checking their child's homework.
- A handbook on Homework and Study is provided for all first year students and their parents.
- The record sheet in the student journal should be used for test results and notes about homework.
- The teacher should record a mark in the journal when homework is not produced. Three or more homework marks in a row in a subject area should result in a detention supervised by the subject teacher with further graded sanctions in accordance with the school's Code of Conduct if the problem persists.

5. Rewards and Sanctions

- Letters of Commendation are issued to the parents of students who successfully complete a term without homework or other marks in their student journal. Students from 1st to 3rd year also receive certificates for performance, effort and co-operation where merited
 - Written constructive feedback on corrected homework should be provided for all students.
 - Subject teachers need to take responsibility for checking homework and following up in instances where homework is not done or is incomplete. This follow up may entail detention or additional relevant work given to the student or may require a phone call home to the parent. The teacher keeps a record of all homework given to students and where a student fails to complete homework.
2. Any student who persistently fails to complete homework should be reported to the relevant Year Head.
 3. Teachers may decide to pool students for lunch-time homework detentions.

6. Whole school approach to improving Homework

Parents

- Parents need to be actively involved in the monitoring of homework to ensure their child's success. They should sign the journal on the daily pages and the 'blue pages' at the back of the journal.
- Parents should contact the tutor or subject teacher if there are concerns regarding homework.

Students

- All students need guidance and support on taking responsibility for the delivery of homework and the establishment of good study skills. This can be achieved by support from the Pastoral Care structure in the school - class tutors, subject teachers, SPHE teachers and the school's Guidance Team.
- Students should record homework in every subject area and fill in subject titles on the daily pages at the beginning of every week. This work may be done in tutorial.
- Students should be encouraged to take responsibility for completing their homework consistently and to the best of their ability.

Teachers

- Test verbally and check that homework is complete. Follow up with relevant additional work if homework is not completed.
- Teacher will phone home if homework is frequently incomplete and notify the year head.
- Subject teachers should give detention for homework not completed by a student on a regular basis.
- Record all homework and ensure that students record homework in the homework journal.
- Teachers should correct homework regularly.
- Teachers should follow the set procedures in instances where a student does not complete their homework
- Teachers should adhere to the homework policy. The consistent application of the homework policy by all teachers is essential for developing and improving homework and study across the school.
- Senior students should be encouraged to take personal responsibility for their homework. However, they should be treated the same as junior students in relation to recording homework and sanctions for non-completion of homework.

Principal/Deputy Principal and Guidance Team

- Inform parents about the importance of homework and the monitoring of the student journal at all meetings and Information Nights.
- Issue a circular at the start of the school year about the importance of homework and the parental support required in the area of homework and in monitoring the journal.

Subject Department

- Consistency in approach across all departments - all subject departments incorporate the Homework Policy into schemes of work.
- All subject departments decide on relevant homework, ideas on homework, differentiation, time allocation and resources.

APPENDIX I

(NCCA – Guidelines on Homework as recommended by Whole school inspections)

Types of homework assignments

Here are four types of daily homework assignments - preparation, practice, extension, and creative/enrichment assignments.

Preparation

This type of assignment is intended to help students get ready for the next day's classroom lesson. For instance, a reading assignment may be given prior to a lesson. Students might be asked to write their own discussion questions based on the reading assignment. Or, the student may be asked to complete answers to reading review questions from the text.

Practice

By successfully completing practice assignments, students have the opportunity to review and reinforce skills, knowledge, and information presented in a previous lesson. A simple example might be that after a grammar lesson, students are asked to write their own sentences and label the specific grammatical elements presented in the most recent classroom lesson.

Extension

Extension assignments ask students to expand on skills and/or concepts taught during a previous class. For example, after studying a period in history students might be asked to read an article or book pertaining to that period and report their findings to the class.

Creative/Enrichment

This assignment includes analysing, synthesising and evaluating concepts or skills already taught. Students have an opportunity to develop and apply their own ideas about a topic and prepare a presentation for the teachers or class. One example would be to assign students the task of creating an invention that would solve a problem. Another might be to write a play or short story.

What is stressed here is that not all homework is alike in nature and purpose. In considering different types of homework to set, teachers might usefully refer to the different kinds of questioning employed in class.

Assessing homework and offering feedback

Assessment of a piece of homework should be based upon the criteria for success in the particular task set. For example, there is little to be gained by drawing attention to lapses in the surface presentation (spelling, punctuation, etc.) of a piece of student work, if this had not been specifically articulated as one of the criteria against which success was to be measured. Neither is it helpful to set out too many criteria against which the work will be judged.

Teachers might usefully consider whether always giving marks or grades helps students to learn more effectively. In particular, the giving of marks can be counter-productive even when they are accompanied by the teacher's comments as to how students might improve. Students all too often ignore the helpful comments and pay attention solely to the marks. Those who have received low marks, then, merely see themselves failing to achieve while those whose marks are high can neglect to look for the specific direction as to the strengths in their work and the areas where they might need to improve.

Comment-only Marking

It is important to bear in mind that giving a mark in itself does not help students to understand how they might improve their work. The assessment is not formative in intention and it will do little or nothing for learning. In fact, giving marks or grades cancels out the impact of formative comments. In adopting the approach of comment-only marking the teacher gives feedback in

three key areas in the student's learning cycle:

- What homework the student has completed correctly
- What weaknesses there are in the student's work
- What the next step/s should be to improve performance or understanding

This kind of feedback will be most helpful when the learning intentions and criteria for success are clearly understood by the students. The teacher's comments should relate to the task in hand, the learning intention and the criteria for success.

Where a school (or a subject department within a school) adopts a policy of comment-only marking, this should be explained to parents so that they understand what is happening and can be supportive to students in responding to feedback. In this way comment-only marking can become an important part of the school's practice of reporting to parents.

Comment-only marking does not preclude the giving of marks or grades to an assignment. The teacher can record the marks he/she awards to each assignment and use them to build up a picture of summative achievement for the student.

STATE EXAMINATIONS PRACTICAL / PROJECT BASED EXAMINATIONS POLICY

Custom and Practice Policy RE: State Examinations Practical / Project Based Examinations Policy



Statement of Purpose:

1. To ensure that controlled State Examinations assessments are well organised/managed so that they run smoothly without problems.
2. To ensure that subject departments are given sufficient support to manage the controlled assessment process in order that we conform to State Examinations Commission regulations with regard to controlled assessments it is vital that we have a co-ordinated approach. Responsibilities are outlined below.

State Examinations Secretary:

- Enter candidates for all subjects, whether assessed by controlled assessment internally, or externally assessed, before the SEC deadline.
- Where confidential SEC materials are directly received by the School, to be responsible for receipt, safe storage and safe transmission.
- To provide Subject Departments / Subject Teachers with information circulars from the SEC in order to comply with SEC requirements.
- To ensure that all paperwork has been sent to the SEC before deadlines.
- To oversee student appeals.
- To ensure that Subject Departments have sufficient information and guidance to organise and manage their controlled examinations effectively.
- To co-ordinate the running of the practical State Examinations in conjunction with the Subject departments with respect to the order and timing outlined in the circular S08/17. The Principal/ Deputy Principal should be notified when State Examinations are taking place.
- To monitor Subject Department processes and procedures in order to ensure compliance with SEC requirements.
- State Exam Secretary must plan with the Subject Departments, when and how the State Exams will take place, with respect to the order and timing outlined in the circulars. The Principal/ Deputy Principal should be notified when State Examinations are taking place.

- To insure all relevant display materials have been removed or covered up, where appropriate by the Subject Teacher.
- A seating plan will be produced by the State Examinations Secretary with appropriate spacing according to SEC standards. The deployment of readers and scribes will be the responsibility of the State Examinations Secretary and this will be indicated on the seating plan.
- Sufficient clocks and whiteboards for exam centres will be provided by the State Examinations Secretary.
- To collect and forward Form P2's and keep safe the duplicate copy until the examination process is completed.

Subject Departments/ Subject Teacher:

- It is the responsibility of each Subject Teacher to obtain and read all of the examination material issued by the SEC and link with the SEN co-ordinator regarding Reasonable Accommodations for specific students.
- The Subject Teacher must plan and implement the examinations in the light of the SEC instructions.
- Subject Teachers should have familiarised themselves with the SEC circulars, pertaining to their subject, that explains the set up and supervision requirements – copies are available from the State Examinations Secretary.
- Subjects Departments must plan with the State Examinations Secretary, when and how the State Exams will take place, with respect to the order and timing outlined in the circular S08/17. The Principal/ Deputy Principal should be notified when State Examinations are taking place.
- The Subject teacher will check that all of the materials required are present and secured safely in advance of the exam. e.g. envelopes
- Relevant display materials must be removed or covered up, where appropriate.
- To keep completed State Examinations work in secure storage. Secure storage is defined as “a secure locked press / room”. Work should be kept secure (unless stated otherwise) until the examination results are published or until the results of appeals are accepted. Copies of keys for locked presses should be in the Principals office.
- Work produced over several sessions must be collected at the end of each session and stored securely. Work produced electronically will be kept secure through the use of our secure school network.
- To assess student performance as required by the State Examinations Commission and to submit marks to the State Examinations Commission by the date required.
- To ensure that “Form P2” (Form P2 is a computerised list of the candidates from your school entered for your subject. When the practical work is being submitted the teacher must ensure that each candidate who submits practical coursework for examination, signs this form in the space provided below his/her name. Under no circumstances should a candidate sign this form if practical coursework is not being submitted for examination. Where a candidate listed on Form P2 does not submit practical coursework for assessment “No work submitted” should be recorded in the space provided for the candidate’s signature on this form) has been signed and dated by the student and the teacher on receipt of the student’s work. The “Form P2” should then be presented to the Principal for signing. A copy of the “Form P2” is then given to the State Examinations Secretary on / before deadline issued by the State Examinations Commission.
- The Subject Teacher Plans for each individual examination.

- Read the exam paper for each examination with specific regard for the regulatory issues outlined.
- Read the circulars for each examination with specific regard for the regulatory issues outlined.
- Set out the room in the order required for each examination, work stations, equipment etc. and practice it with the candidates so that they know what to expect.
- Explain to the candidates what is required of them in the examination and what the role of the superintendent and the teacher is for each examination.
- Explain the security requirements for each examination.
- Go through specific issues and how they will be addressed e.g. work not dry in time for the conclusion of the examination.
- Go through how the examination will be concluded e.g. securing the work in the envelopes and placing them in order to then be placed in secure storage.
- Reporting back to school management on the transaction of the examination.

Storage of work:

- Completed State Examinations work must be kept in secure storage. Secure storage is defined as “a secure locked press / room”. Work should be kept secure (unless stated otherwise) until the examination results are published or until the results of appeals are accepted.
- Work produced over several sessions must be collected at the end of each session and kept in secure storage. Secure storage is defined as “a secure locked press / room”. Work should be kept secure (unless stated otherwise). Work produced electronically will be kept secure through the use of our secure school network.

Exam venue:

- Classrooms will be used depending on numbers of candidates to be accommodated. The gym is also available for use for the junior certificate art drawing exam.
- A seating plan will be produced by the State Examinations Secretary with appropriate spacing according to SEC standards. The deployment of readers and scribes will be the responsibility of the State Examinations Secretary and this will be indicated on the seating plan.
- The State Examinations Secretary is responsible for ensuring that all venues have the required signage including notices and warnings to candidates, silence notices, mobile phone warnings etc. All done in accordance with SEC regulations.
- Sufficient clocks and whiteboards for exam centres will be provided by the State Examinations Secretary.

Special Consideration:

- All requests for special consideration must be discussed with the State Examinations Secretary.
- It is the responsibility of the State Examinations Secretary and Subject Teacher to complete required paperwork and send to SEC as required within the time frame published for each exam.

BOARD OF MANAGEMENT ELECTION **PROCEDURE**

Election Procedure

1. K.W.E.T.B. Representatives

There will be four representatives to the Board from the K.W.E.T.B.

2. Teacher Representatives

2. 1 There will be two representatives to the Board from the teaching staff. (P.W.T., T.W.T., P.R.C.T and C.I.D.)
2. 2 Nominations should be received by the school office as per instructions on Nomination Paper.
2. 3 A nomination paper is attached to this letter.
2. 4 When all nominations have been received, a ballot paper containing the nominees will be distributed to all teachers.
2. 5 Ballot papers should be returned to the office where they will be stored in a secure place
2. 6 There will be a Chief Returning Officer, who will make all decisions as regards the validity of the election papers, and an Assistant Returning Officer. These positions will be filled from the Union Representatives on the Staff. Observers may attend and all candidates are invited to observe the counting process.
2. 7 In the event of an equal number of votes the candidates concerned may agree that a decision can be made by random selection by the Chief Returning Officer under supervision of Convenor. Failing this agreement, a further election will be held.
2. 8 A letter will be sent to all candidates informing them of the two elected representatives.
2. 9 Successful candidates will be asked to confirm in writing their acceptance of the position within one week.
2. 10 All staff will be notified of the final result following written acceptance by the successful candidates.
2. 11 Where for any reason a teacher representative ceases to be a member of the Board during their term of office, the teacher with the next highest number of votes from the ballot will be deemed to be elected, providing that teacher is eligible for election.

3. Parent Representatives

3. 1 The principal will send a letter to each family seeking two nominations for the Board of Management (1 male parent and 1 female parent)
3. 2 The term parent is meant as defined in The Education Act 1998. Guardians have the same rights as parents.
3. 3 All nominations must be received within ten days of the date on this letter.
3. 4 A numbered ballot paper, marked with the school stamp, will be distributed to each parent.
A list of nominees will be put on the ballot paper.

The date and time by which the completed paper must be returned to the school will also be stated on this paper.

3. 5 Ballot papers received after the closing date and time will not be accepted.
3. 6 The Principal will act as the convenor for the counting of ballot papers
3. 7 There will be a Chief Returning Officer, who will make all decisions as regards the validity of the election papers, and an Assistant Returning Officer. These positions will be filled from the Parents' Council. Observers may attend and all candidates are invited to observe the counting process.
3. 8 Counting should take place within one week of the closing date for receipt of completed ballot papers.
3. 9 In the event of an equal number of votes, the candidates concerned may agree that a decision can be made by random selection by the Chief Returning Officer under supervision of Convenor. Failing this agreement, a further election will be held.
3. 10 A letter will be sent to all candidates informing them of the result.
3. 11 Successful candidates will be asked to confirm in writing their acceptance of the position within one week.
3. 12 All parents in the school will be notified of the final result following written acceptance by the successful candidates.
3. 13 Where for any reason a parent ceases to be a member of the Board during their term of office the parent of the same gender with the next highest number of votes from the ballot will be deemed to be elected, providing that said parent is eligible for election.

4. Community Representatives

Up to two community representatives (persons having a direct interest and experience in education, manufacturing, or trades) shall be elected by the Core Group at the first meeting of the new Board of Management.

5. Chairperson

The chairperson will be elected annually at the first meeting of the academic year.

DIRECTORY OF SUPPORT SERVICES FOR PARENTS AND STUDENTS

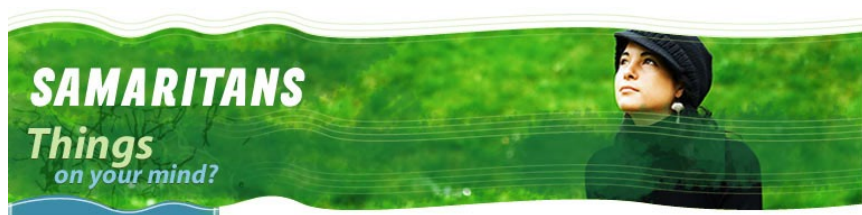


Barnardos supports children whose well-being is under threat, by working with them, their families and communities and by campaigning for the rights of children.

Barnardos was established in Ireland in 1962 and is Ireland's leading independent children's charity.

Tel: 01-4530355

Web: <http://www.barnardos.ie/>



Samaritans provides confidential non-judgemental emotional support, 24 hours a day for people who are experiencing feelings of distress or despair, including those which could lead to suicide.

Whatever you are going through, whether you think it is big or small, you don't have to bottle it up.

At Samaritans we offer confidential, non-judgemental support 24 hours a day.

Tel: 1850 60 90 90

Web: <http://www.dublinsamaritans.ie/>



Aware is a voluntary organization formed in 1985 by a group of interested patients, relatives and mental health professionals, whose aims are to assist that section of the population who are directly affected by depression.

Tel: 1890 303 302

Web: <http://www.aware.ie/>

ChildLine OnLine

Childline provides a listening service for all children and young people up to 18 years of age. This service is available 24 hours a day, 7 days a week, 365 days a year.

Childline seeks to empower and support children using the medium of telecommunications and information technologies.

Tel: 1800 66 66 66

Web: <http://www.childline.ie/>

4me – a childline service

The 4me service provides a mentoring and counselling service to young people aged between 13–18 years who are at risk of misusing drugs and alcohol or are experiencing challenges at home or at school or finding it hard to cope. There are four different categories for referral: Mental Health (e.g. suicide, depression, anger management), Drugs/Alcohol, Early School Leaving, Social Isolation.



If you feel alone, worried or distressed or just need someone to talk to, you can call our confidential helpline on 1800 833 634.

Our helpline is open on Wednesdays 3pm-6pm, Thursdays, Fridays and Saturdays 9pm - 12 midnight.

Tel: 1800 833 634

Web: <http://www.teenline.ie/>



At Jigsaw, we are here to make sure that every young person's mental health is valued and supported.

Mental health can affect every aspect of a young person's life. We believe every young person must have the support that's right for them, whatever they are going through.

Tel: 01 538 0087

Web: <http://www.jigsaw.ie>



For over twenty years, Parentline has provided a completely confidential helpline for parents and guardians. Parents phone Parentline with all sorts of problems. There is no typical call. Calls come from parents of new born babies, toddlers, pre-teens and teenagers - children of all ages. All ages offer different challenges.

We offer support, guidance and information on all aspects of being a parent and the reassurance that, whatever the problem, you're not the first parent to face it. Sometimes, all you could need is a listening ear.

Tel: 1890 927 277

Web: <http://www.parentline.ie>



Living Life Counselling is a charity that provides counselling services for people on low incomes. We help people who can't afford to access other services. Living Life was founded in Bray in 1996 and now has centres in Dun Laoghaire and Arklow as well as Bray. Living Life delivers a crucial service and in doing so addresses serious personal issues in the community. Without counselling, these problems can lead to mental illness, marital breakdown, domestic violence, truancy, abuse and tragically, suicide. The repercussions impact on everyone in society, not just the individuals involved.

There may be a small cost for this service. The cost will be decided at the first meeting with parent and student by the Counsellor Co-ordinator. Parental permission essential and a parent must be present at first meeting.

Our Bray centre is open from: 8.30am to 8.30pm - Monday to Friday

Tel: (01)286 6729

E-mail: livinglife@eircom.net

Web: <http://www.livinglifecounselling.com>



From constant fights to silence at the dining table, you might feel the emotions your parents are going through such as anger, shock, confusion, disbelief and a sense of uncertainty.

Teen Between is a specialised support service for teenagers whose parents are going through a divorce or separation. It can also help young adults who have experienced their parent's separation during their teenage years.

With Teen Between, you and the counsellor work together to resolve the issues that concern you. You can explore as much as you want of the situation and you will never be asked to talk about anything you do not want to.

Teen Between is supported by the Family Support Agency

Address: Teen Between, 38 Upper Fitzwilliam Street, Dublin 2

Freephone: 1800 303191

Email: teenbetween@mrca.ie

Web: <http://www.teenbetween.ie>



INNOVATION & ACTION FOR SOCIAL JUSTICE

TEEN COUNSELLING aims to provide a professional counselling service for adolescents and their families who are struggling with behavioural and emotional problems and to inform, support and complement the role of the State sector and other voluntary organisations.

Services are:

- no cost
- community based
- generalist counselling service
- for teenagers (12-18 years) and their parents/carers

Tel: 01 836 0011

Fax: 01 836 7166

Email: info@crosscare.ie

Web: <http://www.crosscare.ie/>

**Supporting Lesbian, Gay, Bisexual &
Trans Young People in Ireland**



BeLong To is an LGBT youth organisation in Ireland which caters for young people aged between 14–23 years. It is a registered charity and is supported by the Irish Department of Education. The service was set up in March 2003

Tel: 01 670 6223 (Monday-Friday from 9am-1pm & 2pm-5pm)

Email: info@belongto.org

Web: <https://www.belongto.org/>



RAINBOWS is a non-profit making, international organisation that provides curricula for establishing peer support groups for children, youth and adults who have experienced a death, separation, divorce or other painful transition in their family. We facilitate them through the grieving process by implementing the RAINBOWS curricula in schools, parish and pastoral settings and other social agencies. Such grief needs support as well as healing. This need is increasing each passing year. Rainbows provides a programme which, when followed, has been proven to be effective.

The aim of the programme is to give participants an understanding of their new family unit and to assist them in the building of self-esteem; and to direct them towards a healthy acceptance of the changes that have taken place in their lives.

Address: RAINBOWS IRELAND, Loreto Centre, Crumlin Road, Dublin 12

Tel: 01-4734175

Fax 01-4734177

Email: ask@rainbowsireland.com

Web: www.rainbowsireland.com



Bodywhys - The Eating Disorders Association of Ireland the national voluntary organisation supporting the 200,000 people in Ireland affected by eating disorders.

Bodywhys provides a range of support services for people affected by eating disorders, including specific services for families and friends.

Our vision is that people affected by eating disorders will have their needs met through the provision of appropriate integrated, quality service being delivered by a range of statutory, private and voluntary agencies.

Address: PO Box 105, Blackrock, Co Dublin

Tel: 01-2834963

Fax: 01-2056959

Helpline: 1890 200 444

Email: info@bodywhys.ie

E-Mail Support: alex@bodywhys.ie

Web: www.bodywhys.ie



Pieta House is the Centre for the protection of self-harm or suicide.

Opening hours in Pieta House:

Monday, Wednesday, Thursday 9am-8pm

Tuesday and Friday 9am-5pm

Saturday and Sunday* 10am-2pm

*Sunday on call service

Address: Pieta house, Old Lucan Road, Lucan, Co. Dublin

Tel: (01) 601 0000

Email: mary@pieta.ie

Web: <http://www.pieta.ie>



Bray Counselling and Therapy Centre offers a range of services including counselling, psychotherapy and family therapy. We also offer education, training and specialist group programmes and related holistic treatments.

The centre deals with issues as diverse as Depression, Anxiety, Relationship difficulties, Grief and Bereavement, Addiction, Eating Disorders, Anger Management, Phobias and Panic Attacks.

Address:

Bray Counselling and Therapy Centre, 9 Brennan's Terrace, Bray, Co. Wicklow

Tel: +353 1 2116298

Email: info@bctc.ie

Web: www.bctc.ie

www.citizensinformation.ie is an eGovernment website which was developed and is maintained by the [Citizens Information Board](#).

The Citizens Information Board is the statutory body which supports the provision of information, advice and advocacy on a broad range of public and social services. It provides the Citizens Information website, www.citizensinformation.ie, and supports the voluntary network of Citizens Information Centres and the Citizens Information Phone Service 1890 777 121*. It also funds and supports the [Money Advice and Budgeting Service \(MABS\)](#) 1890 283 438*.

In 2007 www.citizensinformation.ie won a [World Summit Award](#) in the eGovernment category. The Citizens Information Board also provides a website aimed at people who are unemployed or facing an unemployment situation. This site is called www.losingyourjob.ie. We have also developed a website on mortgage and rent arrears in conjunction with the Money Advice and Budgeting Service (MABS) called www.keepingyourhome.ie.

Address: Wicklow Town CIC, 9/10 Lower Mall, Wicklow Town, Co. Wicklow

Tel: +353 404 25089

Fax: 0404 69466

Web: <http://www.citizensinformation.ie>



The Bray Women's Refuge is an Irish voluntary organisation working to combat the social effects of domestic violence by:

- providing secure crisis accommodation for women and their children who are escaping from physical, sexual and mental abuse in their homes.
- providing support and relevant information for women regardless of whether they are resident in the refuge or not.
- assisting women understand their legal rights and entitlements.
- increasing general public awareness on the issues relating to domestic violence.
- lobbying the state regarding relevant legislation to make Ireland a safer place for all who experience violence and abuse.

Address: Wicklow Town CIC, 9/10 Lower Mall, Wicklow Town, Co. Wicklow

Tel: +353 1 2866163

Web: <http://www.braywomensrefuge.com>

Treoir, the national federation of services for unmarried parents and their children

Address: 14 Gandon House, Custom House Square, IFSC, Dublin 1.

LoCall: 1890 252 084

Phone: 01 - 6700 120

Fax: 01 - 6700 199

E-mail: info@treoir.ie

Web: www.treoir.ie

Contact Numbers of services dealing with Addictions

Below is a list of contact numbers for some of the services dealing with addiction across Wicklow:

Al Anon Family and Friends Support Group	01 8732699
Alcoholics Anonymous	01 8420700
Ballywaltrim Drug Project	01 2867355
Bara Project, Arklow	0402 33577
Betal of Ireland	01 2821207
Bray Community Addiction Team	01 2764692
Bray Local Drug Taskforce	01 2762975
Co Wicklow Community Addiction Services	0404 65700
DAISH – Bray Travellers Community Development Group	01 2762075
East Coast Regional Drugs Taskforce	0404 64978
Forest Rehab Programme	01 2015863
Kildare/West Wicklow Addiction Team	045 446350
Killarney Road Clinic	01 2762918
Narcotics Anonymous	01 6728000
Teen Challenge	01 6714436
Toranfield	01 2761000
Treo Nua, Arklow	0402 31313
Wicklow Child and Family Project	0404 64725