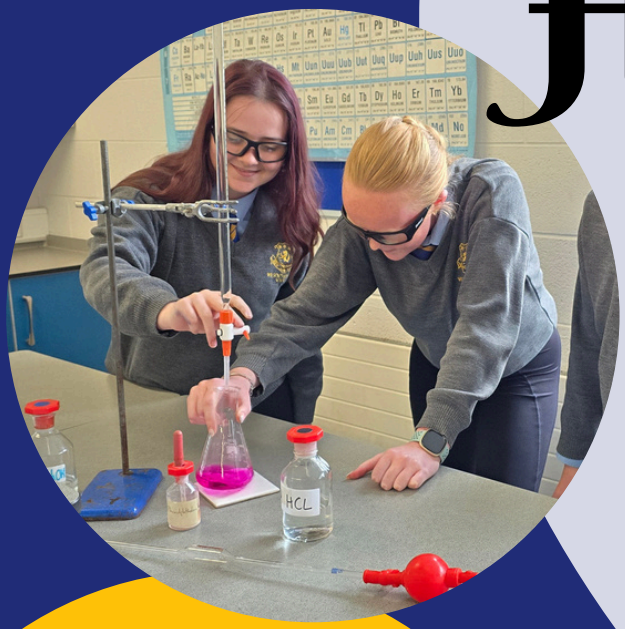
WHS.ie



Wilson's Hospital School





Welcome to Form One

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Principal's Welcome

Dear Students and Parents,

It is my great pleasure to welcome you to Wilson's Hospital School, a place where tradition and innovation come together to provide a truly unique education.
Founded in 1761, our school has a long history of academic excellence, personal growth, and strong Christian values. While proud of our heritage, we are equally focused on preparing students for the future. Wilson's is a vibrant and inclusive community where every student is known, supported, and encouraged to achieve their full potential.
At Wilson's, learning extends far beyond the classroom. Students are challenged academically, but they are also given opportunities to shine on the sports field, in music and drama, through leadership roles, and by serving others. These experiences help them to discover their talents, build resilience, and develop confidence for life after school.
Our boarding and day pupils alike benefit from a caring and structured environment where respect, responsibility, and friendship are central. Pastoral care is at the heart of all we do, and our dedicated staff work closely with students and families to ensure that each young person feels safe, valued, and supported.
We believe education is about more than examination results – it is about nurturing well-rounded individuals who are curious, compassionate, and ready to embrace the opportunities and challenges of the modern world.
I warmly invite you to learn more about our school and to experience the distinctive character of Wilson's Hospital School for yourself. We look forward to welcoming you into our community and supporting you on the next stage of your educational journey.

Noel Cunningham



Introduction

The transition from Primary to Secondary school is a major change to your normal routine. It is very natural to be nervous about this change. With good communication, forward planning and support we can overcome challenges and feelings of nerves.

If you think of any questions along the way, make sure to jot them down in the back of this booklet. You can then ask any of the teachers, Chaplain, Transition Year mentors or older students when you meet them.
We are happy to help.

Good luck and
Welcome to Wilson's.

Siobhan Devaney



Useful Contacts

Principal	Principal@whs.ie
Deputy Principal	Deputy@whs.ie
School Reception	reception@whs.ie
SEN Dept	sosullivan@whs.ie
	obutler@whs.ie
	tlynch@whs.ie
Guidance counsellor	fmalone@whs.ie

Mission Statement, Motto and Ethos

Our Mission Statement

Faithful to the Last Will and Testament of Andrew Wilson, made in 1724, Wilson's Hospital School maintains a distinctive Church of Ireland ethos, fostering Christian practice and teaching, promoting dignity and respect for the individual and constantly committed to the provision of a caring family atmosphere in which education can flourish.



Our Motto

Res Non Verba - encapsulates our belief that one's actions demonstrate one's true self. You, our students, are tasked with setting high expectations of yourselves in everything you do.

Our Ethos

Wilson's Hospital School is a Church of Ireland co-educational post-primary school with a Church of Ireland and Anglican ethos under the patronage of the of Archbishops and Bishops of the Church of Ireland. An ethos based on the Anglican Christian tradition seeks to nurture and encourage the formation of the intellectual, academic, sporting, social and religious abilities of each child within the framework of the community of faith. A Church of Ireland ethos encourages intellectual diversity of thought and encourages the individual to seek to understand themselves, the world around them and the connection between the world and the Divine.

Our Core Values

Faith

- Recognising that every person is made in the image and likeness of God.

Excellence

- Striving to ensure that standards of teaching and the delivery of the curriculum is at the highest level of quality. Pursuing high standards in all things.

Justice

- Looking for fairness in our dealings with others, seeking to order our lives and the world around us in a context of equality for all people and to address unjust imbalances of power.

Reflective

- Open to continually being self-reflective, combating our own biases, desires and motivations and engaging with pluralism of thought.

Respect

- Conscious of the importance of affirming to all students and staff that they are valued, supported and loved. That they are unique in themselves, are entitled to live their own lives and not to be judged by any external standards, other than how we all engage with those around them and the world.

Care

- Focusing on the experience of the young person to ensure that their experience of their time in school is accepting, happy and positive.

Community

- Enjoying the strength from membership of a community and the identity arising from strong tradition.

LEARNING AND TEACHING IN WHS

“Academic excellence is what we demand from our students. In order to help all our students achieve their academic potential we provide a supportive and modern teaching and learning environment where learners of all abilities can thrive”



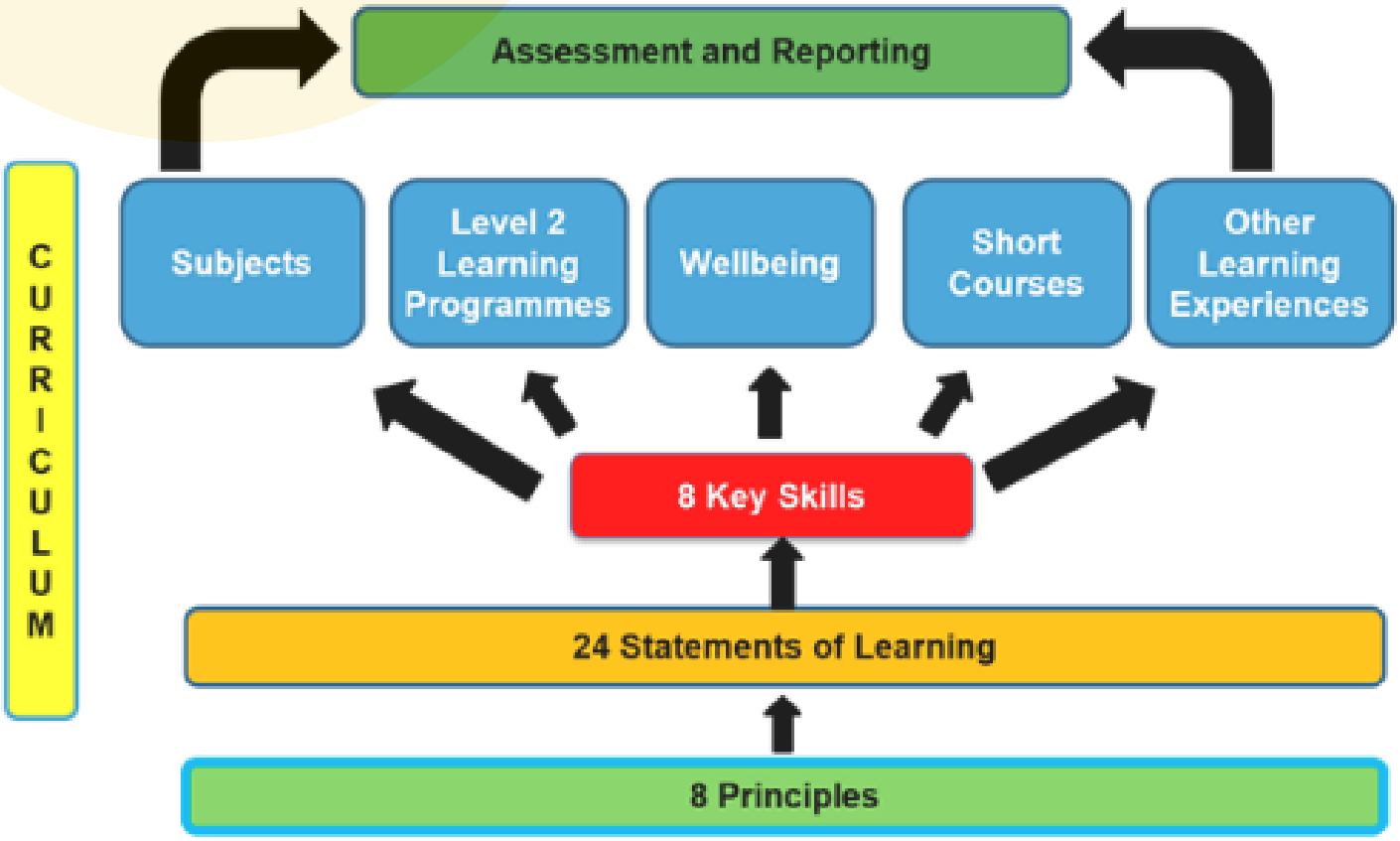
21st Century Teaching!

While our school motto ‘Res non Verba’ [Deeds not words] was laid down over 260 years ago, its relevance remains as important as ever. It demands that students are prepared with the skills required to thrive in the working environments of the future. We are proud of our modern teaching and learning facility which has up to date specialist rooms including a new technology laboratory completed in 2018 and two new science laboratories and home economics room completed in December 2020. Our students enjoy state of the art ICT facilities with a Bring Your Own Device Policy for our boarding students.





Your Junior Cycle Journey



How is my work graded?



Junior Cycle Assessment Grades & Descriptors

Examinations

Award	%
Distinction	85-100
Higher Merit	70-84
Merit	55-69
Achieved	40-54
Partially Achieved	20-39
Not Graded	0-19

Grades which will appear on the Junior Cycle Profile of Achievement (JCPA)

CBAs

Student Achievements in CBA's will be reported on using the following descriptors

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Key Skills

Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsibility for their own learning.



A FrAmework For Junior CyCle

Innovation & Identity
Schools developing Junior Cycle

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Statements of Learning

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

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

The 'Taster' Programme

In Wilson's Hospital School the following subjects are optional at Junior Cycle. Students will choose two subjects from the list below. All students will sample all subjects on a rotational basis before making their choice on which subjects they would like to study for their Junior Cycle. Information on all of the 'taster' subjects can be found on the next few pages. Additionally, we offer three modern foreign languages: **French**, **Spanish** and **German**.



Music

Applied Technology

Home Economics

Graphics

Business Studies

Visual Art



Music

Music at Junior Cycle focuses on giving students the opportunity to develop their musical knowledge, skills and cultural awareness through the practical and cognitive engagement with music. This can be achieved through the three interconnected strands: Procedural knowledge, Innovate and ideate and Culture and context.



The course includes developing aural skills, composing tasks (chords, melody/jingle), dictation (rhythmic or melodic), graphic score, Irish music and the music industry to include music production and promotion. Students firstly consider what music is and develop an ear for pitch through practical music making. We study musical elements, musical notation and instruments of the orchestra. There is much scope for creative music making, arranging existing pieces and study of style and structure. Performance aspects include singing, body percussion and playing instruments as a solo and group activity.

Students are welcome to use the music room's many instruments which include piano keyboards, guitars, ukuleles, percussion, wind and brass instruments. Students can bring their own instruments to class. It is not necessary to be able to play an instrument. Music is taught initially through the voice and class time is given to learning instruments. The school offers lessons in voice and instruments during the school day, which students may like to avail of.

What do our students say?

"I chose music because I like listening to it and playing instruments. I enjoy how every class is different and we are always doing fun things with rhythms and melody. We get to write our own songs and look at music from the past."

"I like doing music because we get to learn about different instruments and styles of music. We get to listen to the class talent and share our ideas. I like country and pop music. Doing music helps with my piano playing. It's a fun subject"

Applied Technology



Junior Cycle Applied Technology aims to develop your curiosity of the technological world while integrating the necessary subject knowledge with the disciplinary skills to investigate and solve real-life problems. Applied Technology is about using a design process to solve technological problems. 30% of our work will be textbook based, while the other 70% will be using drills, files, saws, electronics and your own creativity during practical work to design and build solutions to everyday problems. You will design new products and structures that improve on things that already exist.

The assessment for Applied Technology can be broken down into three parts:

1. Two Classroom-Based Assessments (CBAs), one in Form One and one in Form Three
2. A practical project during year three
3. A written exam at the end of year three.

The practical project is worth a whopping 70%, with your final exam being the remainder 30%.

If you are problem solver, enjoy working with your hands and curious about the world around you, Applied Technology is for you!

What do our students say?

> The subject is hands-on and we get to make things. Mr. Brady is fun and creative with his teaching. I chose this subject as it I want to explore it in the future.

Home Economics

Junior Cycle Home Economics is an engaging and practical subject that equips students with essential life skills. The Junior Cycle final grade is made up of a 50% theory exam and a 50% cookery exam, both completed in 3rd year.
Students must complete a total of two Classroom Based Assessments; one in 2nd year - a creative textile project where students can demonstrate their creativity while applying principles of design and sustainability to their projects. Many students choose to create their own pillows for this project. The second Classroom Based Assessment will be completed in 3rd year in conjunction with and in preparation for their Practical Cookery Exam around Easter time.

Over the course of the 3 years they will explore various aspects of nutrition, consumer studies and resource management.

They will learn about healthy eating habits, budgeting, food preparation and sustainable living practices. Home Economics we aim to foster students critical thinking, decision-making and problem solving skills, empowering them to make informed choices for themselves and their .communities which lays a solid foundation for lifelong learning and well-being.



What do our students say?

> I chose this because it contains information for everyday life. we get to bake and cook. more importantly, we get to enjoy the sweet treats that we make after.



Graphics



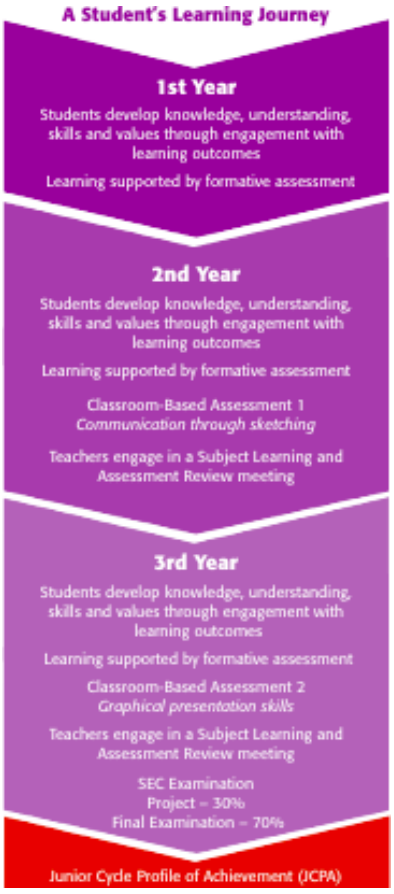
In Junior Cycle Graphics, students develop their creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities. Graphics encourages the development of the cognitive and practical dexterity skills associated with graphical communication Students will build an appreciation of the role of graphics in the world around them and will make judgements on the best mode through which to represent their ideas and solutions.

Learning will be experienced across three strands – 2D Graphics, 3D Graphics and Applied graphics. Throughout each of the strands, the use of four elements: Spatial reasoning, Design thinking, Communicating and Geometric principles and Constructions creates a framework for student learning that ensures a coherent learning experience.

Students will develop their creativity as they investigate and solve design challenges. Students will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design. Abstraction, and spatial reasoning are fundamental to this process; graphics provides multiple and varied opportunities for students to develop these high level cognitive and creative skills in engaging context.



Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Graphics in Junior Cycle. There are thirty-seven learning outcomes in Graphics as outlined in the structure of the specification. The specification stresses that the learning outcomes are for three years.



Business Studies



Young people are growing up in a globalised and dynamic world. New opportunities and challenges will emerge in their lifetimes that are virtually unimaginable today.
Developing technologies, environmental and societal challenges, demographics, global competition and changing consumer demand will drive these changes. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.
Business studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors.They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business studies also improves their knowledge and understanding of good business practice and of business as a productive activity.
There are opportunities to support all key skills in this course, but some are particularly significant.

- Stimulating creativity using digital technology
- Expressing ideas mathematically
- Estimating, predicting and calculating
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding



What do our students say?

I enjoy working with numbers, and know that there is accounting in business. I am really enjoying the budgeting side so far and the classes are very interesting.

Visual Art



Visual Art at Junior Cycle is a subject that promotes teaching and learning through art, craft and design. Students can get familiar with and learn to apply the elements of art and principles of design, and the knowledge and skills associated with these processes. They explore the influences of the great artists of the past and contemporary artists. Visual Art also allows students to express themselves emotionally and develops qualities of expression and empathy.

Visual Art focuses on the three strands of Art, Craft and Design. Students will explore a variety of materials and techniques to enhance their drawing skills from primary sources, both life and still life. There is a focus on the development of ideas and skills, concepts and practice. Students will use a sketchbook to aid them. Different techniques and crafts will be introduced to classes including drawing, painting, lino printing, batik, 3D projects/sculptures, wire construction, collage, textiles and more. With every project there will be research into contemporary artists 'work to explore, reference and inspire the students in their own work.

This subject suits all levels and abilities, especially those with a creative outlook and imagination.

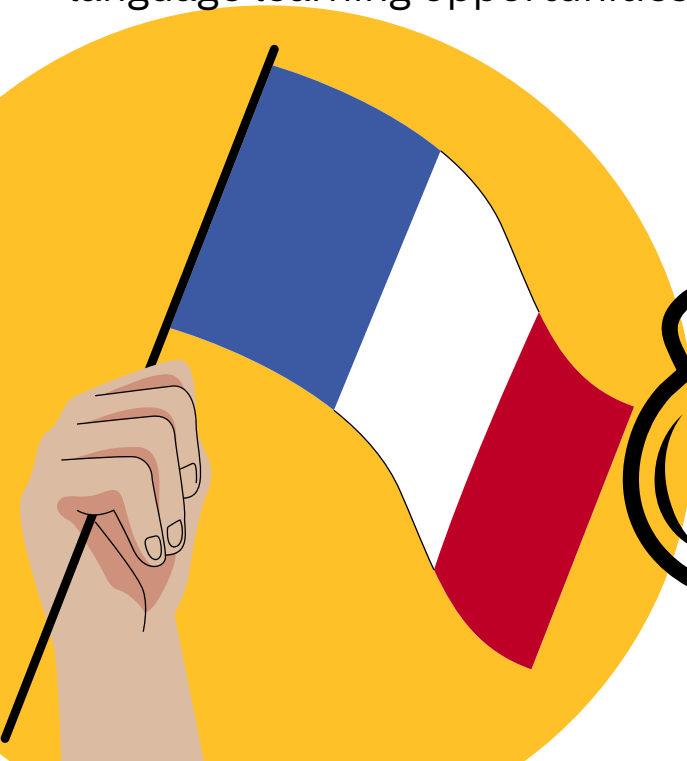
What do our students say?



"I chose Art as a subject because of the amount of supplies, inspiration and tools there is. Also being able to express my art in various ways like drawing, painting, collaging, colouring, sketching and a lot more. The teachers are supportive and very helpful. Art is an amazing subject to chose."

French

The Junior Cycle French curriculum provides a comprehensive foundation in the French language and culture for students over three years. It encompasses listening, speaking, reading, and writing skills development, covering basic greetings, vocabulary, and grammar structures to more nuanced linguistic concepts. Emphasizing interactive learning, students engage in conversations, role-plays, and written tasks to reinforce comprehension and communication abilities. The curriculum also integrates cultural exploration, offering insights into French-speaking societies worldwide. By fostering linguistic proficiency and cultural appreciation, Junior Cycle French equips students with valuable skills for communication, intercultural understanding, and further language learning opportunities beyond the classroom



What do our students say?

I studied French before school so it felt like a natural progression, I would like to travel to France and knowing the language would help/.

Hola

Spanish



Junior Cycle Spanish introduces students to the Spanish language and culture over three years. Through a structured curriculum, students develop communication skills in listening, speaking, reading, and writing. They learn essential vocabulary and grammar rules, progressing from basic greetings to more complex sentence structures. The program emphasizes practical language use in everyday situations, encouraging students to engage in conversations, express opinions, and understand written texts. Cultural aspects of Spanish-speaking countries are also explored, broadening students' understanding and appreciation of global diversity. Overall, Junior Cycle Spanish aims to equip students with foundational language skills and cultural awareness for further language study and real-life application.

What do our students say?



Spanish classes are really fun The teacher is fun and her classes are creative. I go on holidays to Spain a lot and my Spanish is really improving!

German



Junior Cycle German spans three years, delving into language and culture. It cultivates listening, speaking, reading, and writing skills, from basic to advanced levels. Emphasizing practical communication, students engage in conversations, role-plays, and writing exercises. Cultural exploration of German-speaking countries enriches understanding of traditions, customs, and societal norms. Junior Cycle German aims to equip students with language proficiency and cultural appreciation, preparing them for further study and fostering global competence. Through interactive learning and cultural immersion, students develop skills essential for effective communication and engagement in a multicultural world

What do our students say?



I chose German because I already knew a little bit from home. Studying German in school is going to make me a more confident speaker. I hope to study in Germany so it will be very useful.

Junior Cycle Profile of Achievement

The Junior Cycle Profile of Achievement (JCPA) is a certificate each student will receive upon completing their Junior Cycle course.

The JCPA contains a variety of different sections.

- **Junior Cycle Exam Results.**

The results of the SEC Exams are contained in this section. These are the exams taken in June 2027 at the end of Form 3.

- **CBA - Classroom Based Assessment results.**

Students complete one or two CBA's per subject during their studies in Form 2 and Form 3.

- **Wellbeing**

The subjects of CSPE, SPHE, PE are reported in this section.

- **Priority Learning Units**

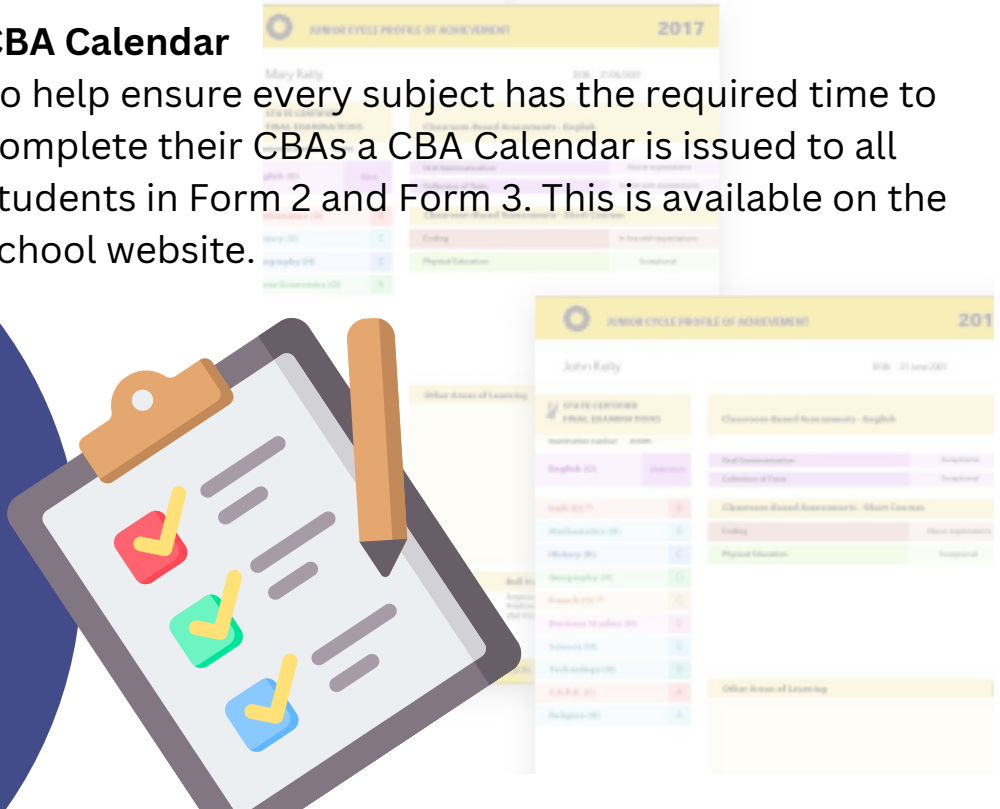
If undertaken, the results of the Priority Learning Units are reported.

- **Other Areas of Learning (OAL)**

This section captures any extra-curricular activities or participation in an Other Area of Learning a student may have completed during their Junior Cycle.

CBA Calendar

To help ensure every subject has the required time to complete their CBAs a CBA Calendar is issued to all students in Form 2 and Form 3. This is available on the school website.



LEARN MORE

Visit www.ncca.ie

Our Expectations of Students

Your Year Head



Hello, and welcome to Wilson's Hospital School!
I am delighted to begin this educational and life journey with each of you, as your year head. I am looking forward to working with you as together we establish a warm, welcoming, and safe environment where everyone's ideas are heard and valued.
I believe in each of you and know that you have so much potential. You have entered the doors with your many strengths and talents; be prepared to unearth your hidden skills and wonderful qualities. I want you to treat this as an adventure. Be inquisitive, explore new learning experiences, step outside your comfort zone, and allow your individuality, talents and strengths face each new situation with determination and enthusiasm. Let your curiosity lead to knowledge; be inspired and inspire others.

Some of my expectations for you, are:
To embrace all this journey.
To be happy, respectful, and comfortable in Wilson's Hospital school.
To set high standards for yourself for your Junior Cycle years.
To lead by example, following our Code of Behaviour.
To do your very best for the next three years – 'You can do it!'.
To look back at your Junior Cert experience with no regrets.
To welcome your Senior Cycle years with excitement; knowing you have prepared.
To smile and enjoy this wonderful journey as you develop and grow as an individual and member of our school community.



Your Form Tutors

Like every other year in the school you will have a form tutor. You will meet with them every day. They will be there to answer any questions you may have, check your homework journals and get to know you on a one-to-one basis. In short, they just want to make sure that your time in Wilson's is as positive as possible!

Teaching Staff



Ms. Elizabeth Barbour

Irish and French Teacher



Ms. Margaret Beirne
Assistant Principal

English and Physical Education Teacher



Mr. Brady
Assistant Principal

Technology Teacher



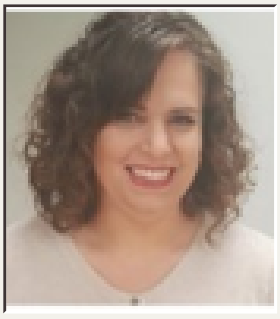
Ms. Olive Butler
Special Education Needs CO-Ordinator

Special Education Teacher



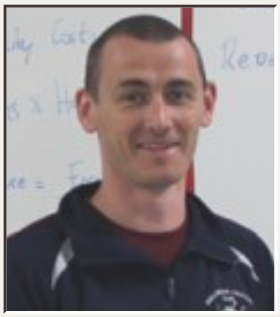
Ms. Justyna Byrne

Art Teacher



Ms. Sarah Byrne

French and Geography Teacher



Mr. Mark Condell
Assistant Principal

Chemistry and Science Teacher



Ms. Janine Cosgrave

Geography and Physical Education Teacher



Mr. Jamie Cunningham

Geography and Music Teacher



Ms. Stephanie O'Sullivan
Special Education Needs CO-Ordinator

Special Education Teacher



Mr. Colin Draper
Assistant Principal

Geography, Economics and Social, Personal and Health Education (SPHE) Teacher



Mr. Karl Dunne
Assistant Principal

Geography and Business Studies Teacher



Mr. David Nally

Mathematics and Physics Teacher



Ms. Esther Hawkins
Assistant Principal

Mathematics and Computer Science Teacher



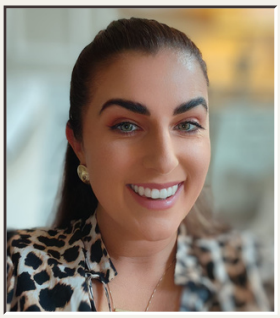
Ms. Sandra Heslin

English and Music Teacher



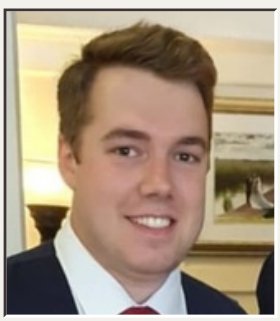
Mr. Peter Keaney
Assistant Principal

Mathematics, Science and Agricultural Science Teacher



Ms. Katie Buckley
Assistant Principal

Home Economics and Religion Teacher



Mr. Christopher Lee
Assistant Principal

English, History and Politics and Society Teacher.



Mr. Sebastien Luthers

French and English Teacher



Ms. Tracey Lynch
Special Education Needs CO-Ordinator

English and Religion Teacher



Mr. Joseph Maguire
Assistant Principal

Mathematics and Graphics Teacher



Mr. David Mahony
Programme Coordinator

English and History Teacher



Ms. Freda Malone
Guidance Counsellor
Assistant Principal

Music and History Teacher



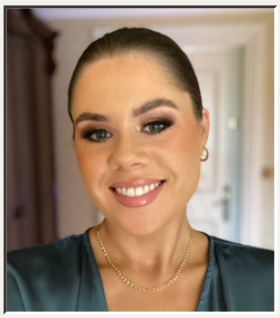
Ms. Maria O'Reilly
Assistant Principal

Religion and Philosophy Teacher



Mr. Thomas Parke
Assistant Principal

Mathematics and Business Studies Teacher



Ms. Anne Walsh

Geography and Irish Teacher



Ms. Rachel Waters

Spanish and Social, Personal and Health Education (SPHE) Teacher



Mr. Richard Williamson

Mathematics, Horticulture and Science Teacher



Ms. Anne Hogan
Assistant Principal

Mathematics and Irish Teacher



Ms. Danh Mahony
Special Education Needs CO-Ordinator



Ms. Edel Luty
Assistant Principal

Spanish, Social, Personal and Health Education (SPHE) and Civic, Social and Political Education (CSPE) Teacher



Ms. Anne McGurran

French and Irish Teacher



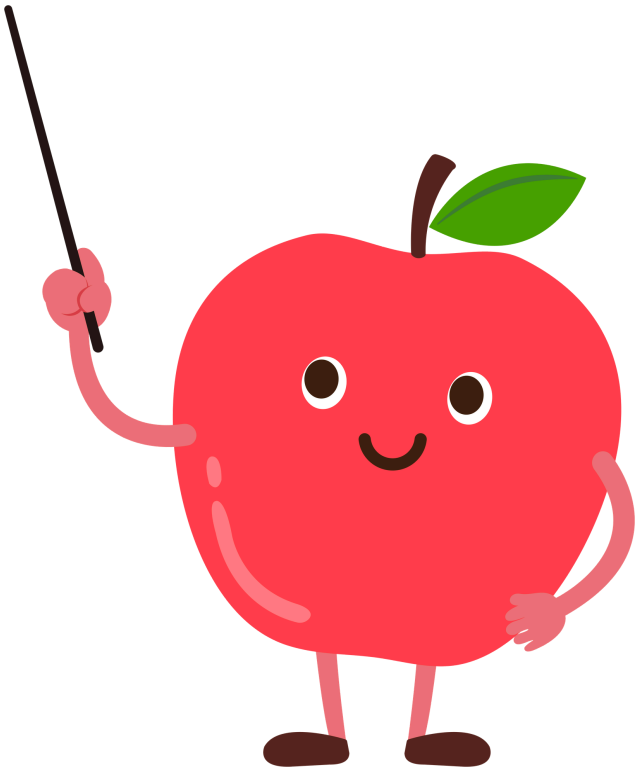
Ms. Angela Ocker

German and Mathematics Teacher



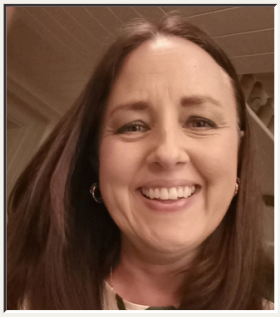
Mr. Jonathan Farrar

English, Social, Personal and Health Education (SPHE) and Civic, Social and Political Education (CSPE) Teacher



Special Needs Assistants (SNAs)





Ms. Boyhan



Ms. Swords



Ms. Coleman



Ms. Duncan



Ms. Kelly



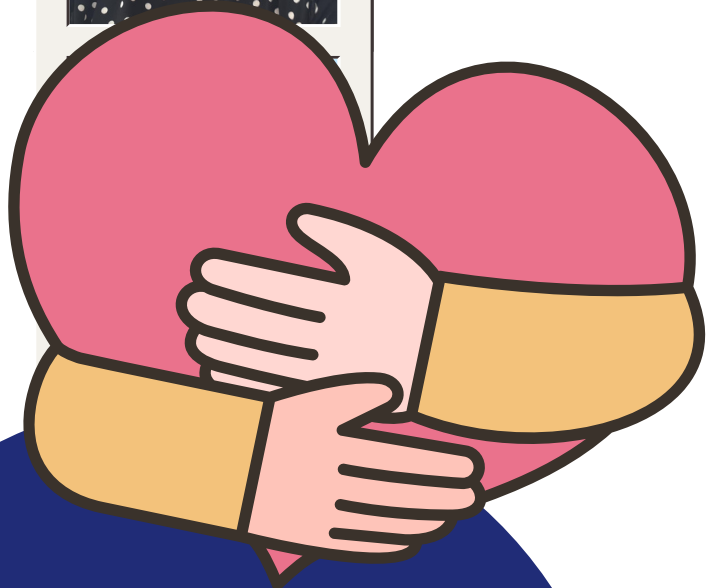
Ms. Lennon



Ms. Rooney



Ms. Rowden



Student Life

- **The School Day**
  - Timetable
  - Tutorial
  - Assembly
  - Breaktime
  - Lunchtime
- **Attendance and Punctuality**
  - Routines and Diet
  - Positive Attitude
  - Communicating with the School
- **Student Support Team**
  - Pastoral Care
  - Guidance
  - Chaplaincy
  - Nursing





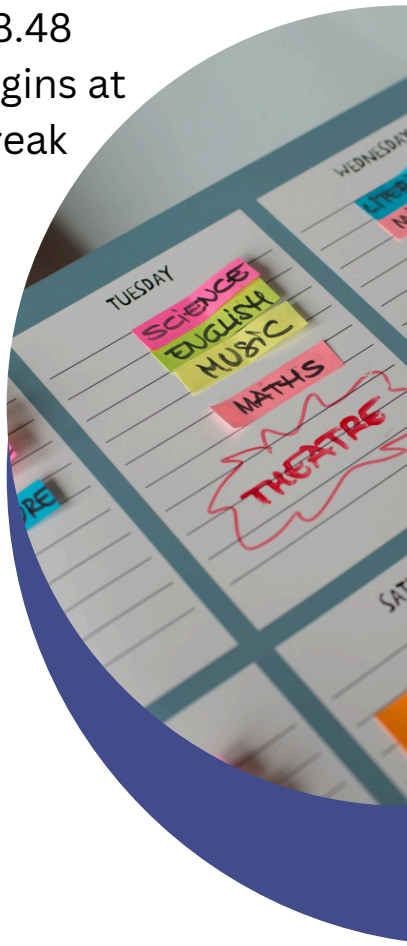


The School Day

Timetable

You will have 6 classes every day except Wednesday. This is a 'half-day' and you will have 4 classes. Your school day begins at 8.48 where you will make your way to tutorial. Your first class begins at 9.00 and school finishes at 3.43pm. You will have a small break from 10.56 to 11.11 and lunch from 1.07 to 1.47. A sample timetable can be found below:





Break-time

At 10.56 all students have a break. Students can use this time to have a snack, a piece of fruit or a flapjack. There is usually a tuck-shop at break time too. Students should also use this time to visit their lockers and get ready for the classes ahead.

Lunch-time

Lunch time for form one students is from 1.07 to 1.47. Hot meals are provided in the school canteen. Alternatively, students if they wish can bring a packed lunch with them. Food must be consumed in the dining hall. Students can then return to the main school building for the rest of lunch time.

Assembly

Every month an assembly for your whole year group will be planned. This will be led by your Year HEad and Junior Lead.

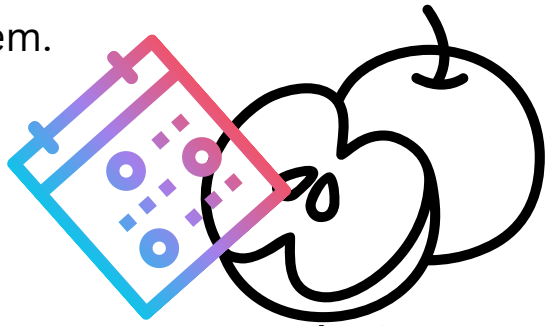


Tutorial

Tutorials happen every morning between 9:46 and 9:46. They are an amazing opportunity to meet with your tutor.

Attendance and Punctuality

Good attendance is vital to the success of your child in Wilson's. attendance is directly linked to attainment and a child's personal and social development. Every class the teacher records their attendance on our school record system.





Routines and Diet

Having a routine at home around homework and going to bed is essential to how a child feels the next day. completed homework and plenty of rest ensure that a student is comfortable to attend the next day.
A healthy and nutritious diet allow students to feel prepared for the task of the day ahead.

Positive Attitude

Talking positively about school is very important in keeping your child engaged in school life. Encouraging them with their work and being involved in what they are doing. A positive attitude is a powerful catalyst for success in school. It cultivates a mindset of resilience, fostering the ability to overcome challenges and setbacks. Positivity enhances motivation, encouraging active engagement in learning and a proactive approach to problem-solving. Students with positive attitudes are more likely to build strong relationships with peers and teachers, contributing to a supportive learning environment.

Communicating with the school



Stay in touch with the school. If your child is sick at home, please contact the office that morning and put a note in the school journal for when they return. All absences must be explained by a parent.

Student Support Team

The Student Support Team (SST) is part of the student support system in a school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students.

Essentially, the Student Support Team is a student-focused mechanism put in place by a school in order to:

- co-ordinate the support available for students in the school
- facilitate links to the community and other non-school support services
- enable students with support needs to continue to access a full education
- assist staff to manage those students effectively
- ensure new staff members are briefed about policies and procedures relating to student wellbeing and support
- advise on the development and review of effective student support policies and structures.



Pastoral Care

Chaplaincy



The Wilsons School Chaplain, Tam Scott, leads Chapel Assemblies at the beginning of each term, encouraging students to stay connected with the school ethos and uphold the faithful wishes of those who founded the school. You'll see her throughout the week in the hallways, occasionally classrooms, and at our weekly School Assemblies, and she is always happy to listen. If you're struggling to study, having issues with friends or home, or going through any other problem, Chaplain is there to help support you. You can find Chaplains office opposite A1.

Alternatively, she can arrange to see you during lesson time.
Finally, Wilsons has a student lead Christian Union on Thursdays after school in B6 and everyone is welcome. We meet, chat, drink tea, eat biscuits and share our thoughts on the bible.

Guidance



Career Guidance and Counselling is at the heart of our pastoral care system at Wilson's Hospital School. Our Guidance counsellor, Mrs. Malone has a caring and supportive role in the school where students can get advice and support about a range of issues. From relationships to study skills and family difficulties to college advice and information, the Guidance Counsellor is on hand to meet with students in a confidential environment where they can be cared for and supported throughout their time in our school.

Extra-Curricular Activities

Current Extra-Curricular at Wilson's

- Boys and Girls Rugby
- Boys and Girls Hockey
- Boys and Girls Basketball
- Badminton
- Robotics
- Choir
- School Band
- Strength and Conditioning
- Christian Union
- Open Minds
- Athletics and Orienteering
- Cricket
- Dungeons and Dragons
- Tag Rugby
- Baking Club
- Craft Club
- Gym/Weights



Supervised Study
Monday to Thursday



An up-to-date timetable is available on our website.



Mentoring

In Wilson's we have a buddy system where Transition Year students (4th Years)help 1st years settle in. Each 1st year will have a 4th year mentor (buddy)to help you settle into school. There is a small group of 1st years to each mentor, so they get to know each other really quickly.







Your mentor can answer your questions about things like, 'What happens if I don't get my homework done?' or 'Where is the canteen?' There may be things you are not particularly comfortable asking a teacher and they can help you out.
When you start school, you will meet your mentor regularly, and you will get to know the other mentors too. When you see one of them in the corridors, it will be another friendly face to smile at. You will meet them in some of your classes, some lunch times for activities and we normally have an outing or two outside of school.
If you are a day pupil, you may have some of the mentors on your bus.
If you are a boarder they will be around after school.
It is all a bit of fun and a way to help you make friends and get to know the school.

School Uniform

School Uniform for Boys

- ✓ **Dark grey** school trousers.
- ✓ Standard **blue** boy's school shirt and school tie – top button must be done up.
- ✓ **Ink navy** V-neck pullover with school crest.
- ✓ Plain and polishable standard black leather shoes (Oxford style) **or** navy leather deck shoes only.
- ✓ **Ink navy** School Blazer with crest.
- ✓ School-issue rain jacket (**navy**)
- ✓ Plain matching grey **or** black school socks.



School Uniform for Girls

- ✓ School skirt (if worn, must be worn **below** the knee)
- ✓ Girls' **dark-grey** school trousers (optional).
- ✓ Standard **blue** girl's school shirt and tie – top button must be done up.
- ✓ **Ink navy** V-neck pullover with school crest.
- ✓ Plain standard flat black leather shoes **or** navy leather deck shoes only.
- ✓ **Ink navy** School Blazer with crest.
- ✓ Navy **or** dark grey knee-length socks or opaque tights.
- ✓ School-issue rain jacket (**navy**)



BOARDING LIFE AT WILSON'S

Phone Lockers - Each boarder will receive a key to their own phone locker to keep their phone secure during the school day

Our dormitories are fully modernised and are laid out in sections, in separate buildings for boys and girls.

Most rooms hold three or four beds, although there are some larger dormitories for girls, which hold up to eight.



First years have their own dormitory section, which helps to ease you into residential living, as many will be living away from home for the first time.

Each student has their own lockable wardrobe and beside locker.

BOARDING LIFE AT WILSON'S



There are different types of common areas for students to relax in after school such as; a mixed Tv room, a mixed games room with table tennis, fuseball, and ping pong, a girls common room, and a mixed gym.

You are encouraged to personalise your room as much as possible with posters, photos, rugs, bedlinen, etc. Make sure you label everything you bring with you!

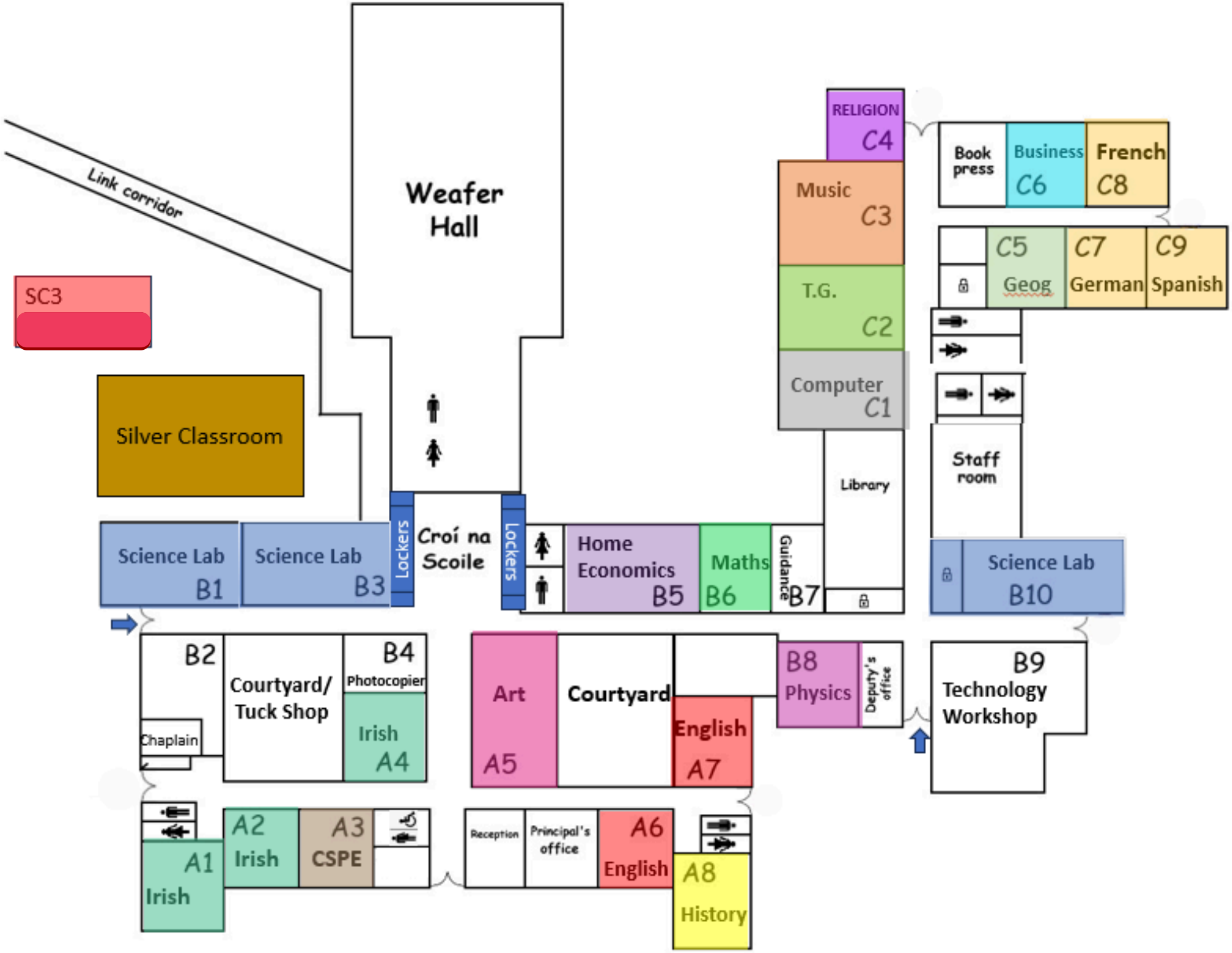
Don't forget to pack:
toiletries, slippers, duvet, sheets, blanket, pillows, books, posters, personal things

A Typical Day

7am: Morning Call
7.10-7.50am: Breakfast
8-8.30am: Dorm Checks
8.30am: Dorms are locked, head to class!
8.48am: Classes begin
9.46 Tutorial
10.56-11.11am: Break Time
1.07pm: Lunch Time
3.43pm: Classes end *(classes end at 1.07pm on Wednesdays)*
4pm: Extra-curricular activities begin
5pm: Dinner Time
6.30-8.30pm: Prep *(evening study)*
8.30-10pm: Social Time
10pm: Lights out



School Map


Link corridor
Weafer Hall
SC3
Silver Classroom
RELIGION C4
Music C3
T.G. C2
Computer C1
Book press
Business C6
French C8
C5 Geog
C7 German
C9 Spanish
Library
Staff room
Science Lab B1
Science Lab B3
Lockers
Croí na Scoile
Lockers
Home Economics B5
Maths B6
Guidance B7
Science Lab B10
B2
Courtyard/ Tuck Shop
B4 Photocopier
Irish A4
Chaplain
Art A5
Courtyard
English A7
B8 Physics
Deputy's office
B9 Technology Workshop
A1 Irish
A2 Irish
A3 CSPE
Reception
Principal's office
A6 English
A8 History