



**PRESENTATION
SECONDARY SCHOOL
WEXFORD**

**INFORMATION BOOKLET
FOR
INCOMING FIRST YEARS**



CEIST
Catholic Education
An Irish Schools Trust

Presentation Secondary School

Educating the students of Wexford

Since 1818

“Our Best Always”



*In the face of fear, she chose to be daring,
In the face of anxiety, she chose to trust,
In the face of impossibility, she chose to begin.*



SCHOOL FIVE YEAR FOCUS

Presentation Secondary School, Wexford



Academic Achievement



Positive Behaviour



Attendance



3rd Level Progression



School Community

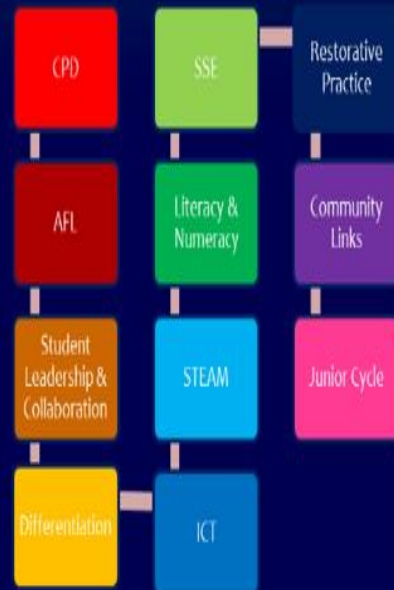


Well Being

Our Best, Always

5 Year Focus

2017-2022



Incoming First Year 2018/2019

7th February 2018

Dear Parent/Guardian,

A very warm welcome to our information night for incoming first years for 2018/2019.

Your child enters the school at a very important time in our schools history; in October 2018, we celebrate 200 years of providing education to the students of Wexford and its environs. As your child enters our school here in September 2018, they will be following a very long line of students over the past 200 years. Firstly, a Primary school, then in 1940 a second-level school was established and in the following years the school became a fully recognized Secondary school.

As the school reaches this milestone in 2018 the school has put in a place a strategic plan and school focus from 2017-2022 to continue and build on the excellent work already done in the school, the main areas of focus are Academic Achievement, Positive Behaviour, Attendance, 3rd level Progression, School Community, Wellbeing. The school is always planning and due to ever-increasing numbers, the school will be building new facilities, to include a New Science lab and prep room, and two general-purpose classrooms, to add to our already excellent facilities.

The school supports the Religious and Educational Philosophy of its Founder, Nano Nagle. Religious Education takes a central place in the life and curriculum of the school. At our school, we pride ourselves on the strong relationships that exist between our enthusiastic students, supportive parents/guardians along with the professionalism and dedication of our staff to ensure a holistic education for all our students.

We encourage our students to actively participate in all areas of school life to help them achieve their full potential. In doing so we strive to create a caring and supportive environment where all students are known, valued and respected.

We have a proud tradition of academic excellence; in addition, students participate in a wide variety of extracurricular activities provided by a generous and committed staff who give up their time on a voluntary basis. I fully encourage your child to get involved, whether it be through sports, music, drama, creative writing or debating, it creates a holistic person.

The school has a long history of and reputation for helping students to reach the top of their potential and indeed, we are very proud of the very many past pupils who are very successful contributors and leaders in their field of expertise. We want our school to be the best school in which to learn, to play, and to grow.

Academic excellence and achievement is high on the school's agenda. We encourage and support all students to strive to achieve their personal best. Achieving one's personal best does not happen by chance – it requires commitment, focus, determination and hard work.

The standards we set here are high and we aim to fulfil the following standards: Happy students and staff. Caring and supportive towards each other. Student Supports. High quality learning. High personal standards. Christian ethos. Respect and manners. Care and support. High quality teaching. High standards of behaviour. Positive Reinforcement. Homework. Prefects and leadership. Professionalism and respect

As Principal here in Presentation Secondary School, my door is always open to staff, parents and students and I am looking forward to working with all members of our school community in a challenging and positive environment, always upholding the values on which we were founded. We introduce exciting new subjects here in school Leaving Cert PE, LC Politics & Society. I look forward to working with your child over the course of the next 5-6 years.

On behalf of the school the teaching staff, ancillary staff, Ms M Dooley and Ms C Ryan Deputy Principal's, I thank you for choosing our school as the place where your daughter will spend the teenage years of her life. In hindsight, some of us say "The best days of our Lives". By the end of her time here, I sincerely hope that each student will have developed into that holistic student I mentioned earlier, and one that we all can be proud of. We hope that all our students strive to do their best in life.

Yours sincerely,



William Ryan

Principal

Contacts within the school.

Principal –Mr. W Ryan

Deputy Principal – Ms. M Dooley

Deputy Principal – Ms. C Ryan

In relation to Behaviour Management: The Year Head, TBC or Deputy Principal (Ms. Dooley, Ms. C Ryan)

In relation to Curriculum issues: Ms. Dooley (Deputy Principal)

In relation to Career Guidance: Ms B. Kavanagh, Mr. D Nugent

In relation to Pastoral Care issues: The Year Head or the Deputy Principal.

In relation to Attendance: The Attendance Office Mr. D McCarthy.

In relation to SEN: Ms. R Stenning, Ms. A Carr, Ms. T Bradshaw, Ms. M Curran

All contacts can be made through the school office

Office hours: 8.30 – 4.15 Mon. to Fri.

Introduction:

Moving into Second Level is a big challenge for any young person. In this transition, we are mindful of the wellbeing of all the students in our care.



Our Standards

- Happy students and staff
- Caring and supportive towards each other
- Support
- High quality learning
- High personal standards
- Christian ethos
- Respect and manners
- Care and support
- High quality teaching
- High standards of behaviour
- Positive Reinforcement
- Homework
- Prefects and leadership
- Professionalism and respect

Student Responsibilities

We want each student to receive a Holistic Education. We want you to be: Be ambitious, Always do your best, Have respect for people and property, Be prepared, Be in school every day – attendance and punctuality are crucial, Abide by the Code of Behaviour

Parental Responsibilities

We have a very good working relationships between our parents and the school. Please do not hesitate in making contact. It is a big change from Primary to Secondary School. If in doubt at all, please make contact. The sooner we know about issues the better. Some advice tips for parents of new 1st years. Help , Support ,Encourage, Protect, Set Boundaries. Be vigilant

School Uniform

Green knee length skirt or school trousers (official). V-neck bottle green jumper with school crest
Two honey gold shirts, Green school jacket or fleece, Pair of flat black or brown school shoes,
Bottle green or plain black socks or tights, Red school scarf, Home Economics – White Apron,
Physical Education Uniform

School Day

- School starts at 8.50am Monday – Friday
- School closes at 3.50pm Monday, 3.30pm Tuesday – Friday
- Break time is – Monday 10.50 – 11.00, Tues – Friday 10.50 – 11.02
- Lunchtime – Monday – 13.08 – 13.50, Tues - Friday 12.30 – 13.30

Facilities

The school has excellent facilities and a central location in Wexford town. To but a few facilities:

Concert Hall, Sports Hall, 3 Home Economics Rooms, 4 Science Labs (one new one to be built),
Canteen, general purpose area, Junior and Senior classrooms, Music Room, 2 Art Rooms, 2
Computer rooms, Sensory room, Oasis room, Student Library

Subject Options

Students who are just beginning first year can be overawed when they learn that they have to study 10 subjects in the core curriculum: Irish, English, Maths, History, Geography, CSPE, SPHE, RE, PE and French/German, Science Business Studies, Home Economics, Music, Art many of which are completely new. However, in our experience, students adjust quite quickly to the new challenges of second level.

- We ask you to read the description of the subjects which follows, mindful of the guidelines highlighted in italics.
- They should also choose subjects in which they may already have an
- interest.

One of the great advantages of a large school, such as ours, is that we can provide a wide range of subjects. Students study a broad range of subjects, since it will allow them to identify their strengths and preferences before having to focus their choices in second year and indeed into Leaving Certificate. Students will drop one of their subject when they progress into second year.

Mixed Ability Classes

It is school policy to have 'mixed ability' classes in first year so as to allow students to settle into the school and to achieve their potential. Students will be banded in second year in core subjects like English, Irish and Maths on the basis of the Christmas and Summer results and on the recommendations of their teachers.

Special Needs and Resource Teaching

Special Needs and Resource teaching is available to students who have been granted hours by the Department of Education on the basis of an educational assessment by a Department-recognised psychologist. If any student has been assessed in Primary School, please submit the assessment to the school on or before Admissions Day, so that we can request the hours from the Department. Please arrange to speak to a member of the Special Needs Department regarding any special needs requests.

Exemption from Irish

Only students who have an Official Exemption from Irish, granted by the Department of Education, are considered to be 'exempt' from the subject. Irish is mandatory for all other students. If you have been granted an exemption in National School, please submit a copy of the exemption to the school on or before Admissions Day.

Study

Success in second level demands the development of good study skills and the establishment of a consistent pattern of study, which includes homework, revision, exam preparation and self-directed learning.

Homework

Students should get into the habit of noting all of their homework in the School Journal. It is recommended that parents check the journal each night to ensure that this is being done and that each student is completing all of his/her homework assignments. A strong partnership between school and home contributes greatly to good standards in second level and will encourage students to work consistently. It is recommended that first year students study for 1.5 to 2 hours each night. Study should be done in a quiet environment without the distraction of T.V., conversation or music. An average week's study should be a combination of homework, revision, exam preparation and self-directed learning.

It will not be possible on every evening to include all aspects, yet it is important that students learn the centrality of revision from the start of first year.

Supervised Study

Optional supervised study is available in school from Monday to Friday from 4.00 to 6.00pm, providing a structured environment conducive to productive study. Application forms will be available from the office in September.

Outline of the Subjects

The Core Curriculum

All students in first year study the full core curriculum.

Irish: Irish is a compulsory subject for all students who studied it in Primary School. Students must have Irish to enter many colleges and some courses e.g. Primary Teaching.

English: Most employers and colleges will require students to have studied English. Higher level English is a requirement for some courses e.g. Journalism

Maths: An extremely important subject, required for many courses and occupations. Higher Level Maths are needed for most engineering courses in University and some other specialised areas.

History: While History is not a specific requirement for any course it is an excellent foundation for the study of Law, Journalism etc. It also raises one's awareness of political and economic trends in modern society.

Geography: Geography brings an appreciation of the environment and the impact of daily living on the world around us.

Science: Science is one of the subjects most in demand in this technological age. It divides into three subjects after the Junior Certificate: Physics, Chemistry and Biology. At least one of these is a requirement for many third level science related courses e.g. engineering, medicine, physiotherapy and food science. The Government, colleges and employers are all attempting to get more students to take up Science at Junior Cert. Level.

Religious Education: As a Catholic school, religion imbues the whole ethos of the school and all students are required to take part in both class and out of class religious activities. R. E. is a state examination subject for all Junior Certificate students in Presentation Wexford.

Business Studies: Business is a very important subject in our modern society. It gives a grounding in general business practices and principles. It divides into three specialised subjects at Leaving Certificate level: Business, Economics and Accounting. It is an ideal subject for people interested in commerce, accountancy, retail business etc...

Modern Languages - French, German

A 'modern European language' is a requirement for entry to practically all colleges of the National University of Ireland and is highly recommended for many other courses and jobs e.g. Tourism, Hotel and Catering, Communications. All students in first year choose at least one language since a language may not be started at a later stage in school. The continental languages currently being taught are French, and German. It is really a personal choice as to which language you choose.

The Humanities

Art: Art is an excellent subject for anyone intending to study or work in areas like Advertising, Fashion Design, Decorating etc.

Music: Music educates students for the entertainment business in the widest sense, whether in the public arena or in the privacy of the home.

Applied Science

Home Economics: This broad-ranging subject covers craftwork and design, home management, health and fitness and food preparation. It is a good preparation for students going into a range of course such as catering, food science, hairdressing, dietician etc..

Physical Education: PE seeks to develop the physical fitness of students, which is very important in this age of sedentary lifestyles.

Civic Social and Political Education: Non-Exam CSPE gives students an understanding of government and civic responsibility, how to live as good citizens.

Social Personal and Health Education: Non-Exam SPHE develops students' awareness of social issues, relationship skills, general life skills and promotes personal development. The course also focuses on developing students' awareness of drug and alcohol abuse.

Computer Studies

Junior Cycle Key Skills

Friends for Youth

Life Skills

Academic Council

We encourage and support all students to strive to achieve their personal best. Achieving one's personal best does not happen by chance – it requires commitment, focus, determination and hard work. We congratulate and acknowledge the ongoing successes and outstanding achievements of many of our students both past and present. However some students may lose focus at times and as a result do not reach their full potential. This can result in students having regrets later in their academic career.

Following consultation with Parents' Council, Student Council and teachers, the Board of Management an Academic Council was set up. The main aim of this Council is to further encourage and promote the academic success of all students by supporting students, parents and teachers in monitoring student achievement. It also aims to support parents and teachers in challenging students to set academic targets and achieve results in keeping with their ability.

Academic Tracking and Change in Level procedures. The Academic Council has set up a system of active academic tracking to monitor academic performance and to support students to achieve grades in keeping with their abilities.

Induction Programme for First Year Students.

In Presentation Secondary School we are committed to the welfare of all the students in our care. In particular, we are committed to ensuring that each student gets the best possible start in their new school and that the transition is as easy as possible for them.

Class Groups Tutor Classes

In first year we try to ensure that students have as much stability as possible. As in Primary School, students will have a 'base class group' with whom they may have up to 75% of their classes. This provides an ideal opportunity for them to get to know each other. In first year students are assigned to mixed ability classes on the basis of their subject choices.

The Class Tutor

Each class has a Class Tutor - a teacher who will meet them each morning for the assembly period for 8 minutes. This constant contact means that new students have a person in the school with whom they have contact each day and to whom they can talk if there is any problem with which they need help.

The Year Head and Assistant Year Head

Each year group has a Year Head Teacher who has overall responsibility for the year group. They deal with pastoral and behaviour issues in the year and have a great deal of contact with the students. We also have an attendance officer with special responsibility for attendance. If there is any difficulty with attendance or a student requires a prolonged absence from school - the attendance officer should be informed by note.

The Induction Day in August 20th 21st August

First year students begin on their own in August. These days are an important orientation day for the students. It allows them a chance to get to know their school, classrooms, timetable and some of the teachers before the other year groups arrive back in school. iPads will also be deployed on these days.

The Meitheal mentor Scheme

We have a student mentoring programme in Presentation Wexford where two students from fifth year meet with new first year students in small groups, at lunchtime, once a week for the first months of the year. It is an excellent opportunity for first year students to get to know some of the older students and to ask for their advice on issues. The small group structure of the meetings allows students to get to know other first years in a structured environment.

Misc Support Initiatives

A number of initiatives are organised by a volunteer groups.

These include a Breakfast Club, a Paired Reading and Support Maths programmes, Parenting Course, and individual subject support. Support initiatives are circulated through the students. Please contact the school number if you wish to join this voluntary group or avail of the supports.

Parents' Council

We hope that as new parents to the school community, you will become actively involved in the life of the school. The Parents' Council votes new members onto the committee each year at the A.G.M. If you are interested in getting involved please put your name forward at the meeting.

Students' Council.

There is an active Student Council in the school. Each class elects two class representatives who represent the students of that class. These two reps are members of the student council in the school. The job of the council is to represent the views of the students to school management and to assist in the running of the school. Each year the council takes on a series of projects and initiatives in which students get involved. This year the council is involved in the Health promotion campaign.

Lockers

Each student will receive a locker in the school. Lockers will be allocated in the first week back to school. We recommend that students leave any valuables they have in the locker. You will be aware, from the Behaviour Code, that mobile phones must be switched off on arrival at school. Students should also use the lockers as much as possible for their books as this cuts down on the considerable weight of the bags. Students should get into the habit of going to lockers at break times to gather the books for the classes in the next session as students are not allowed to go to lockers between classes.

Extra Curricular Activities

The philosophy of education in a Presentation school is an holistic one. We seek to develop the full potential of the individual: academic, moral, physical and spiritual. For this reason we are committed to a diverse programme of extracurricular activities in the school. We encourage all incoming first year students to get involved in at least one extra-curricular activity in the school up to a maximum of three. Involvement in these activities helps personal development, but is also a great way to get to know other students and to settle into the school.

Activities range from: Basketball, Hockey, Football, Athletics, Camogie, Equestrian, Outdoor Pursuits Days, Deep Green, Games Club, Computer Club, Library Club, Feminist Society, Drama, Exchanges, Creative Writing Club, Senior and Junior Choir, Positivity Group, Badminton

NANO NAGLE

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- Religious Education takes a central place in the life and curriculum of the school.
- At our school we pride ourselves on the strong relationships that exist between our enthusiastic students, supportive parents/guardians along with the professionalism and dedication of our staff to ensure a holistic education for all our students.
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CORE VALUES OF CEIST

Promoting Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships.

6th Class Worries & fears

They say there are many things they are looking forward to, topping the list here is getting a locker, as well as having some concerns around starting a new school (for some, the worry of not getting a locker!!).

Their main worries however are the following:

- The size of the school and getting lost; as well as now being the youngest in the school
- The different subjects and the amount of homework they will have in each of them as well as the dreaded Friday homework
- Understanding their timetable and the rules of the school
- Studying and exams
- In addition to these practical concerns, the children also worry about social issues such as friendships, social groupings and bullying.
- Not being with friends.

What students said by Easter of 1st year

“I worried I won’t have any friends in my class.”

“I worried my old friends will act differently.”

“I worried because everybody else will be bigger.”

“I worried I will be crushed.”

“I worried about being organised.”

“I worried about being late for class.”

“I worried about not knowing where to go.”

“I worried about teachers being too strict.”

“I worried about the content of the new subjects.”

We are here to help in any way possible

Junior Cycle

Junior Cycle: A broad education for your child

The new junior cycle will place the student at the centre of the learning process. It allows for new ways of learning and a broader range of skills to be properly assessed. This leaflet aims to inform parents of post-primary school students about the key changes underway.

Principles, Key Skills and Statements of Learning

Underpinning the new junior cycle are a set of principles, key skills and statements of learning. These will ensure that your child receives a rich educational experience that has both breadth and depth. Your child will have access to a varied curriculum of knowledge, skills and values.

Eight principles underpin the framework for Junior Cycle. These inform the planning for, as well as the development and implementation of, junior cycle programmes in all schools. The eight principles of Junior Cycle are *Learning to Learn, Choice and Flexibility, Quality, Creativity and Innovation, Engagement and Participation, Continuity and Development, Inclusive Education and Wellbeing*.

Eight key skills permeate across the entire curriculum



Through engaging with the key skills students will:

- be more actively engaged with learning
- take greater ownership of their learning
- have a critical engagement with digital technology
- be encouraged to problem solve and think creatively

The twenty-four statements of learning describe what your child should know, understand and value having participated in junior cycle. Schools will ensure that all statements of learning feature in the programme offered to their junior cycle students.

How student achievement at Junior Cycle will be assessed

The release of the Junior Certificate results by the State Examinations Commission (SEC) in September 2016 marked the end of an era. In the future, junior cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:-

1. Subjects
2. Classroom Based Assessments
3. Short courses
4. Other Learning Experiences

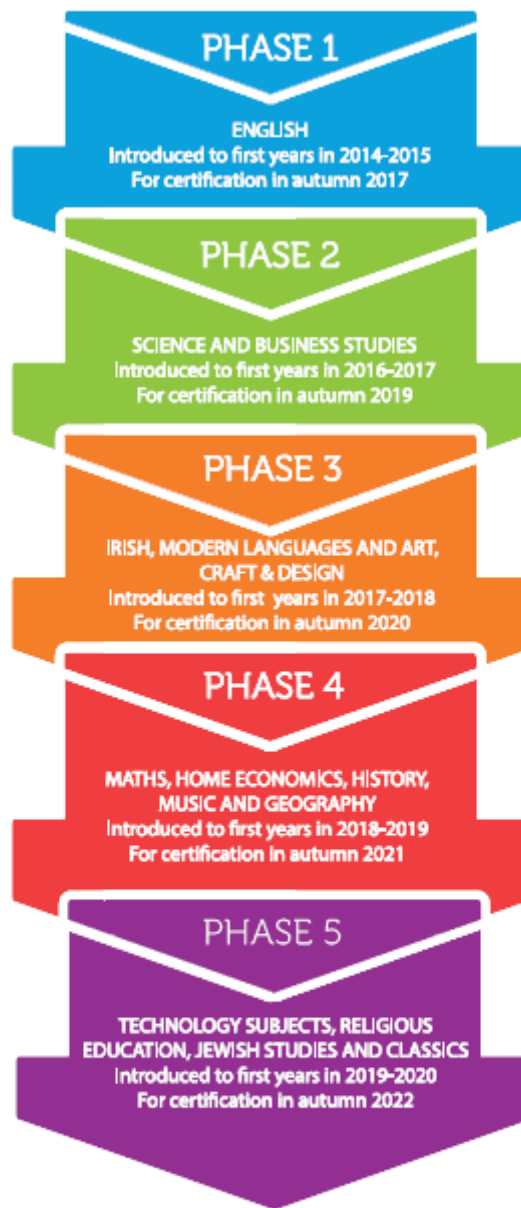
Subjects

Schools will be able to choose from a total of 21 different subjects for inclusion on their junior cycle programme. All subjects are being revised and each one will have its own specification replacing what was previously known as a syllabus. Each specification describes the learning that takes place as part of the student's study of a subject in junior cycle. By 2019 all new subject specifications will have been introduced. Students can study a maximum of 10 subjects for the JCPA, and if their school offers short courses they can study 9 subjects plus 2 short courses or 8 subjects plus 4 short courses for certification purposes.

The state examination that students sit in their subject at the end of their junior cycle will also be graded differently. Instead of A, B, C, D, E, F and NG the following descriptors will now be used:

Distinction	90	to	100	%
Higher Merit	75	to	89	%
Merit	55	to	74	%
Achieved	40	to	54	%
Partially Achieved	20	to	39	%
(not graded)	0	to	19	%

New subject specifications are being implemented in schools on a phased basis



Classroom Based Assessments

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

OUR SCHOOL MOTTO

“OUR BEST,
ALWAYS”

