

# Presentation Secondary School Thurles



## Information Booklet for staff

Contact information

0504- 22291- Office

[info@thurlespressec.ie](mailto:info@thurlespressec.ie)

[www.presthurles.ie](http://www.presthurles.ie)



Facebook : Presentation Secondary School Thurles



Instagram : Presentationsecondarythurles



Scan QR code to follow

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## **Welcome to Presentation Secondary School**

This booklet will:

- explain a lot about life in Presentation and give practical information on the school.

### **Points of contact**

**Principal:** Trish O' Callaghan

Email: [principal@thurlespressec.ie](mailto:principal@thurlespressec.ie)

086 3844323

**Deputy Principal:** Olivia O' Brien

Email: [deputy@thurlespressec.ie](mailto:deputy@thurlespressec.ie)

087 6611446

**School Secretary:** Tina Bracken

Email: [tinabracken@thurlespressec.ie](mailto:tinabracken@thurlespressec.ie)

**Office Secretary:** Ailish O' Dwyer

Email: [info@thurlespressec.ie](mailto:info@thurlespressec.ie)

All contacts can be made through the school's general office.

Office hours (during the academic year): 8.30am – 5pm - Monday to Friday

(Please note that the general office is closed from 2-3pm)

### **Ancillary staff**

Administration: Tina Bracken    Ailish O'Dwyer

#### **SNA's**

Frances Quinlan, Sue O'Brien, Bernadette O'Donnell, Ann Ryan, Jessica Aherne, Niamh D'Arcy and  
Sinead Philips

**Music Tutors** Teresa O'Byrne

**Voice Teachers** Orla Purcell and Maria McGrann

**Maintenance** Donal Taylor

**School Maintenance** Teresa Connolly, Colette Farrell, Anna Kortz and Amanda

**Sports Complex** Martin Hehir (Manager) 086 3292085

Mary Walshe (Maintenance)

**School Chef** Sinead Egan and Kate Kelly

## Presentation Sisters

*Presentation Day November 21st*

Nano Nagle founded the Presentation Sisters.

“In 2000, Nano Nagle was voted Irish Woman of the Millennium in recognition of her importance as a pioneer of female education in Ireland.



We hope that all our students strive to do their best in life.

Since 1817, the Presentation Sisters have been involved in education in Thurles, where they have dedicated themselves to serving the local community by providing primary and secondary education in the town.

## Mission Statement

As a Presentation School,

We promote the dignity of our pupils by educating them in a Catholic environment, nurturing and encouraging their personal development, thus empowering them to achieve their full potential as individuals and as members of society.



## Presentation Secondary School is

- Under the trusteeship of CEIST (Catholic Education, an Irish Schools' Trust).
- CEIST trusteeship caters for Catholic Schools of five religious congregations, including the Presentation Order.



## Core Values

*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.

## Sample student Timetable

|       |  |   |   |   |   |
|-------|--|---|---|---|---|
| 9:00  | Physical Education (Short Course)<br>SP<br>Marie Harkin<br>1Phy-C<br>09:00 - 09:40 | French<br>17<br>Pippa Rapoport<br>1Fre-9.4<br>09:00 - 09:40   | English<br>21<br>Sherine Prendergast<br>1Eng-2.1<br>09:00 - 09:40                                     | Civic, Social & Political Education (Short Course)<br>21<br>Elmear Harrold<br>1Civ-C<br>09:00 - 09:40 | English<br>21<br>Sherine Prendergast<br>1Eng-2.1<br>09:00 - 09:40               |
|       | Irish<br>21<br>Trisha McGinn<br>1Ir-6.1<br>09:40 - 10:20                           | Religious Education (JC Exam)<br>21<br>Stephen Maher<br>1Rel-C<br>09:40 - 10:20                     | Mathematics<br>21<br>Kelly Hackett<br>1Mat-4.2<br>09:40 - 10:20                                       | Music<br>MUS<br>Patrick Conlon<br>1Mus-11.2<br>09:40 - 10:20  | Mathematics<br>21<br>Kelly Hackett<br>1Mat-4.2<br>09:40 - 10:20                 |
| 10:00 | Mathematics<br>21<br>Kelly Hackett<br>1Mat-4.2<br>10:20 - 11:00                    | English<br>21<br>Sherine Prendergast<br>1Eng-2.1<br>10:20 - 11:00                                   | History<br>21<br>Cian Treacy<br>1His-C<br>10:20 - 11:00   | Music<br>MUS<br>Patrick Conlon<br>1Mus-11.2<br>10:20 - 11:00  | Religious Education (JC Exam)<br>21<br>Stephen Maher<br>1Rel-C<br>10:20 - 11:00 |
| 11:00 | Choir<br>Brid Wallace<br>1Cho-7.4<br>11:15 - 11:55                                 | Social, Personal & Health Education (Short Course)<br>21<br>Sinead Lewis<br>1SpH-C<br>11:15 - 11:55 | Religious Education (JC Exam)<br>21<br>Stephen Maher<br>1Rel-C<br>11:15 - 11:55                       | Pastoral Care<br>21<br>Sinead Lewis<br>1Pan-C<br>11:15 - 11:55  | French<br>17<br>Pippa Rapoport<br>1Fre-9.4<br>11:15 - 11:55                     |
| 12:00 | English<br>21<br>Sherine Prendergast<br>1Eng-2.1<br>11:55 - 12:35                  | Mathematics<br>21<br>Kelly Hackett<br>1Mat-4.2<br>11:55 - 12:35                                     | Civic, Social & Political Education (Short Course)<br>21<br>Elmear Harrold<br>1Civ-C<br>11:55 - 12:35 | Social, Personal & Health Education (Short Course)<br>21<br>Sinead Lewis<br>1SpH-C<br>11:55 - 12:35   | French<br>17<br>Pippa Rapoport<br>1Fre-9.4<br>11:55 - 12:35                     |
| 13:00 | History<br>21<br>Cian Treacy<br>1His-C<br>12:35 - 13:15                            | Irish<br>21<br>Trisha McGinn<br>1Ir-6.1<br>12:35 - 13:15  | Irish<br>21<br>Trisha McGinn<br>1Ir-6.1<br>12:35 - 13:15  | Irish<br>21<br>Trisha McGinn<br>1Ir-6.1<br>12:35 - 13:15  | History<br>21<br>Cian Treacy<br>1His-C<br>12:35 - 13:15                         |
| 14:00 | Music<br>MUS<br>Patrick Conlon<br>1Mus-11.2<br>14:00 - 14:40                       | Visual Art<br>19<br>Laura Bryan<br>1VArt-6.1<br>14:00 - 14:40                                       | Science (JC)<br>BIO Lab<br>Aideen Bergin<br>1Sci-10.4<br>14:00 - 14:40                                | Mathematics<br>21<br>Kelly Hackett<br>1Mat-4.2<br>14:00 - 14:40                                       | Visual Art<br>ART<br>Laura Bryan<br>1VArt-6.1<br>14:00 - 14:40                  |
| 15:00 | Science (JC)<br>21<br>Aideen Bergin<br>1Sci-10.4<br>14:40 - 15:20                  | Home Economics<br>19<br>Aideen Bergin<br>1HE-12.5<br>14:40 - 15:20                                  | Science (JC)<br>BIO Lab<br>Aideen Bergin<br>1Sci-10.4<br>14:40 - 15:20                                | Physical Education (Short Course)<br>SP<br>Marie Harkin<br>1Phy-C<br>14:40 - 15:20                    | Visual Art<br>ART<br>Laura Bryan<br>1VArt-6.1<br>14:40 - 15:20                  |
| 16:00 | Home Economics<br>20<br>Aideen Bergin<br>1HE-12.5<br>15:20 - 16:00                 | Home Economics<br>19<br>Aideen Bergin<br>1HE-12.5<br>15:20 - 16:00                                  |   |   |   |

## Structure of the day

| Times  |                    |
|--|--------------------|
| 9:00 – 9.40  | 1st Class          |
| 9:40 – 10.20   | 2nd Class          |
| 10:20 -11.00   | 3rd Class          |
| 11:00 to 11:15   | <b>Small Break</b> |
| 11.15 – 11.55  | 4th Class          |
| 11.55-12.35  | 5th Class          |
| 12.35-1.15   | 6th Class          |
| 1.15-2.00  | <b>Lunch Break</b> |
| 2.00 -2.40   | 7th Class          |
| 2:40 – 3.20  | 8th Class          |
| 3:20 – 4.00  | 9th Class          |
| <b>On Monday &amp; Tuesday, school finishes at 4pm.<br/> School finishes at 3.20pm on Wednesday, Thursday &amp; Friday</b> |                    |

## Mixed Ability Classes

It is our school policy to have ‘mixed ability’ classes in First-Year to allow students to settle into the school and to achieve their potential.

Students will be banded in Second-Year in core subjects Irish, English and Maths, based on the Christmas and Summer test results and on the recommendations of their teachers. All other subjects are at a common level and are mixed ability classes.

Students complete exams in **10 subjects** for Junior Cycle.

### **Core Subjects – All students complete exams in these subjects for Junior Cert**

- Maths
- English
- Irish
- History
- Religion
- Science

### **Wellbeing Subjects – All students study these subjects for Junior Cert**

- SPHE - Social Personal and Health Education
- CSPE - Civic, Social and Political Education
- PE
- Choir

First year Students will experience these subjects **in two four-week taster modules** until the midterm break at Halloween. After this, **they will choose four of these subjects to study for the Junior Cycle.**

- |                    |             |
|--------------------|-------------|
| • Art              | • Music     |
| • Business         | • Graphics  |
| • Home Economics   | • Geography |
| • French or German |             |

We recommend that all students study a language as a language is a requirement for some college courses. (Students that have a language exemption do not require a language for Third level courses.)

| List of Rooms              |  |  |
|----------------------------|--|--|
| ROOM NUMBER                |  |  |
| 1. Naomh Padraig           |  |  |
| 2. Naomh Bríd              |  |  |
| 3. Naomh Éanna             |  |  |
| 4. Naomh Ailbhe            |  |  |
| 5. Naomh Fionnán           |  |  |
| 6. Naomh Feargal           |  |  |
| 7. Naomh Fionnbarra        |  |  |
| 8. Naomh Ciarán            |  |  |
| 9. Naomh Peadar            |  |  |
| 10. Naomh Pól              |  |  |
| 11. Naomh Eoin             |  |  |
| 12. Naomh Tomás            |  |  |
| 13. Naomh Odhran           |  |  |
| 14. Naomh Mel              |  |  |
| 15. Naomh Caoimhín         |  |  |
| 16. Naomh Gobnait          |  |  |
| 17. Naomh Attracta         |  |  |
| 18. Naomh Damhnait         |  |  |
| 19. Nano Nagle             |  |  |
| 20. Naomh Eithne           |  |  |
| 21. Naomh Cainneach        |  |  |
| 22. Aingil Naofa           |  |  |
| 23. Naomh Oilibhéar        |  |  |
| 24. Seomra De Nóglá        |  |  |
| 25. Naomh Beinín           |  |  |
| 26. Naomh Fiacra           |  |  |
| 27. Naomh Breandán         |  |  |
| 28. Naomh Lorcan           |  |  |
| 29. FionnTrá ( Naomh Aine) |  |  |
| 30. Naomh Ioseph           |  |  |
| 31. Naomh Fidelma          |  |  |
| 32. Dun Chaoin             |  |  |
|                            |  |  |

## Staff Dress Code

Our staff are role models for students and are expected to maintain a professional appearance at all times. A neat and appropriate dress code helps set a positive tone for learning and reflects the standards we uphold as a school community.

### General Guidelines:

- Staff should wear clothing that is **professional, modest, and appropriate** for the school setting.
- **Only PE teachers** and staff involved in physical activities should wear **sportswear eg Leggings and Hoodies**.

## Punctuality

Punctuality is a fundamental part of maintaining a professional and well-ordered school environment. As role models for students, teachers are expected to demonstrate and reinforce the importance of being on time.

### Expectations:

- Teachers should be **present on school grounds in good time** before the start of the school day.
- All classes should begin and end **promptly** according to the school timetable.
- **Supervision** must be attended on time and carried out as scheduled to maintain Health and Safety of all students.

### Classroom Practice:

- Teachers are asked to ensure students arrive on time and are seated promptly.
- Patterns of student lateness should be **recorded and reported** as per school policy.
- Prompt transitions between classes help support learning and minimise disruption.

Maintaining high standards of punctuality promotes a culture of respect and consistency across the school and contributes to the smooth running of the timetable. Your cooperation and professionalism in this area are greatly appreciated.

## Absent

If you are unable to attend school, please ring the Principal (8.20am -8.40am) on 0504- 22291, in order that arrangements may be made for your classes.

If absent for School business, please assign class work and homework in advance with the class and email to students or the class team.

If you are absent for a number of day, please assign work to classes on Teams.



## **Personal Days**

The DES position on personal days is outlined below for the attention of all teaching staff.

“Personal Days may be granted following a written request to the BOM and are subject to the approval of the Board of Management and Principal under certain conditions. The DES will permit such paid leave, subject to the approval of the school Principal and where there are no additional costs to the DES. Where a teacher is granted personal leave, he/she must furnish to the Principal and Tina, the actual substitution arrangements they have made for the classes to be covered. Such arrangements shall be put in writing to the school management prior to departure on the personal leave day (s) and displayed on noticeboard in staffroom”.

Email Tina and the Principal as who is covering classes.

## **Deadlines**

Please abide by deadlines for completion of reports for CBA's and assessments.

- Christmas Test Results • TY Reports • Mock results • Summer Test Results • Academic Tracking

International students require a percentage and grade on their reports for their schools. They also need their reports early in June to enrol in schools in their home country.

CBA results are required on time as results cannot be submitted to ppod until all CBA results are submitted.

Students transferring to other schools cannot be transferred until all reports for all teachers are submitted. Missing the deadline delays this process.

## **Trips/Tours/Matches/Events/Guest Speakers**

- A minimum of a Weeks' notice is required and must be recorded in Principals Diary, Email Principal.
- Tina or Olivia to be informed re Substitution and to put the date on the vsware calendar.
- Event Calendar must be completed in advance of trip. (Displayed in the Staffroom).
- An authorisation form must be completed.
- Money collected must be counted and placed in the labelled Zip Lock Bag. Please make sure that full payment is received from every student. Bus costs must be covered, no shortfall.
- If you have organised an assembly/meeting/guestspeaker, please ensure arrangements are made in advance, e.g. supervision, seating, microphone, etc. and the venue is tidied up afterwards.
- One activity only per school day due to supervision restrictions and avoidance of class erosion.
- Ensure all students are in full uniform/tracksuit for all events e.g. games, class photos etc.
- Students not dressed in regulation gear will not be allowed to travel.
- Please give the list of names of the students that are travelling so that a group may be formed on VSware and their attendance can be marked as school activity.

- When the roll is taken on the bus, please send the names of any student that did not travel to Olivia
- Please take photos of the event and send to Laura Bryan.

### **Finance**

All financial requests, including small items of expenditure, require permission from Trish.

A petty cash requisition slip must be completed and given to Tina.

All money received from students must be lodged with Tina in the school account, e.g. cake sale etc.

Please provide a receipts and give to Tina for reimbursement.

### **Intercom**

Usage of Intercom to be confined, where feasible to designated times i.e. before break time and before end of the day.

Announcements may be written in the Announcement Notebook in Deputy Principal's office.

Please give brief details **of events/achievements after completion to Olivia or Trish so the students can be acknowledged.**

### **Social Media**

Students love to be acknowledged on the intercom, Tipp Star, Website, School Facebook and Instagram.

Give details of activities and events to School Correspondent Dearbhla Neville and Laura Bryan (School Website & Social Media).

### **Photocopier**

Due to serious financial restraints all staff are requested to be economical in usage of photocopier. Every staff member will be given a pin number and a photocopying allowance (3000 pages). When photocopy allowance is used please contact Principal. Please use shredder as necessary.

The Use of Data projector, Teams and One Note cuts down on paper expenses.

### **Change of Subject Level or Subject Option:**

- Students are advised to consult with parent, teacher & Career Guidance Counsellor re subject levels and options
- In consultation with all parties, the final decision is made.
- A change of subject and subject level form is available from the Deputy Principal.

- Any requests by students for a change in subject option or subject level must be referred to Principal/Deputy Principal in writing, signed by parents and confirmed with administration.
- Students make changes re: Subject options by October midterm break. Exceptions only allowed at a later date.

### **Security:**

All specialist rooms including Library, Computer Room, Music Room are locked for security reasons. Keys are available in the staffroom. Valuable resources e.g. laptops, must be safely stored.

Laptops must not be given to students for home use unless permission is granted by the Principal.

### **Teaching Practice**

Teachers mentoring student teachers are required to

- (a) remain in class or school for all timetabled classes.
- (b) Must observe one class a week with student teacher
- (c) Give definite guidelines for subject areas to be covered
- (d) Monitor the progress of class and students

**VSWARE All teachers must log on for attendance at the start of every class.  
DO NOT share your username and password with students.**

### **ENERGY SAVING PLAN**

1. Blinds are drawn back
2. Lights are turned off when the classroom is not being used
3. Teacher draws blinds when he/she is using data projector and draws blinds back at the end of the lesson.
4. Lights and IT equipment are switched off at the end of the day.
5. Doors and windows are closed to retain heat
6. Reduce, reuse and recycle e.g. minimise photocopying
7. LAPTOPS: the teacher of first class turns on laptop. The laptop lid is closed down after every class but not turned off until the end of the day. The lap top must be turned off by the teacher in the room at 3.05p.m.
8. Library and Computer rooms must be locked.

## **Etiquette in the Staff Dinette**

Tea, Green tea, Coffee, Still water and biscuits are available in the staffroom.

An annual €60 charge is requested. (This charge can be paid in two in two instalments, September and October).

Recycling and composting are in operation. Please comply with procedures.

Everyone is requested to bring their own mug and cutlery. Please wash and put away plates and cutlery.

## **Staffroom**

Every Staff member has their own work station.

Vsware will be updated daily, please check if you are on rota via vsware.

Roll call must be taken on vsware for every class including

## **Maintenance**

**If maintenance/repair is required in any area,**

**A light needs to be replace in a classroom**

**please give written details to Ailish/Trish or fill in notebook in Ailish's office.**

**If there is an issue with a computer or datap projector, please let Deputy principal know immediately.**

**First Aid: First Aid Bags are kept in the small staff computer room. They must be returned after each trip.**

# Junior Cycle Wellbeing

Wellbeing Timetable for First years 2025 / 2026

| Subjects  | First Year       | Time    |
|---|------------------|---------|
| PE  | 2 single classes | 44hrs   |
| SPHE  | 2 single Classes | 44hrs   |
| CSPE  | 2 single Classes | 44hrs   |
| Choir-<br>Supporting wellbeing<br>through music and singing | Single Class     | 22hrs   |
|   | Total            | 154 hrs |

## SPHE Plan for First years

|                     | 1 SPHE Class   | 1 SPHE Class                                     |
|---------------------|--|--|
| Sept –<br>Christmas | Learning to Learn Book<br>Making The Transition to First Year<br>Chapter 1 - 4   | “You’ve Got<br>This”<br>textbook –<br>Unit 1 & 2 |
| Christmas –<br>Feb  | Chapters 5 & 6   | Unit 3   |
| Feb – Easter        | NUIG Empathy Programme. 5-6 weeks (programme on<br>Teams)  | Unit 4<br>Chapters 20 –<br>24                    |
| Easter –<br>Summer  | Staying Safe online<br>Webwise Respect Effect<br><a href="https://www.webwise.ie/category/teachers/classroom-resources/">https://www.webwise.ie/category/teachers/classroom-resources/</a> | Chapters 24<br>Unit 5                            |

## CSPE Plan for First Year

|      |   |
|------|---|
| CSPE | 2 Classes a week following the Specification and Make a difference textbook, Wellbeing Edition. |
| CSPE | Teachers can select an Action project (see textbook)  |

## Wellbeing Timetable for Second years 2025/26

| Subjects   | Second Year      | Time    |
|--|------------------|---------|
| PE   | 2 single classes | 44hrs   |
| SPHE   | 1 single Class   | 22hrs   |
| CSPE   | 2 single Classes | 44hrs   |
| Choir-<br>Supporting wellbeing<br>through music and<br>singing | Single Class     | 22hrs   |
|  | Total            | 132 hrs |

### SPHE Plan for Second years

|              |   |
|--------------|---|
| 1 SPHE Class | You've Got This 2 - Specification<br>CBA (see SPHE guidelines on Teams) |
|--------------|---|

### CSPE Plan for Second year

|                     | 1 CSPE Class   | 1 CSPE Class   |
|---------------------|--|--|
| Sept –<br>Christmas | Learning to Learn Book<br>Chapter 7 – 14                                 | CSPE Book<br>Strand 2<br>Global citizenship  |
| Christmas –<br>Feb  | Fuse<br>Powerpoints 6-14   |  |
| Feb – Easter        | Be in Ctrl Webwise<br>Lockers webwise<br>The Full Picture Lesson Webwise |  |
| Easter –<br>Summer  | Action Project<br>Revision Plans and Study Techniques                    | CBA<br>Young St Vincent de<br>Paul<br>Young<br>Environmentalist<br>Green schools<br>Sustainability Fast<br>Fashion |

## Wellbeing Timetable for Third years 2025/26

| Subjects  | Third Year       | Time    |
|---|------------------|---------|
| PE  | 2 single classes | 44hrs   |
| SPHE  | 2 single Classes | 44hrs   |
| CSPE  | 1 single Classes | 22hrs   |
| Choir-<br>Supporting wellbeing<br>through music and singing | Single Class     | 22hrs   |
|   | Total            | 132 hrs |

### SPHE Plan for Third years

|                          | 1 SPHE Class  | 1 SPHE Class                                  |
|--------------------------|---|---|
| Sept –<br>Halloween      | Winning Wellbeing<br>Chapters 1-11  | You've got This<br>Book 3<br>Unit 1- chpt 1-8 |
| Halloween -<br>Christmas | Learning to Learn Book<br>Chapter 15-18   | Unit 2<br>9-14                                |
| Christmas –<br>Feb       | Winning Wellbeing<br>Chapters 12-28<br>Study skills<br>Study plan/ Organisation | Unit 3<br>Chpt 15-19                          |
| Feb – Easter             |   | Unit 4 20-26                                  |
| Easter –<br>Summer       |   | Unit 5<br>Chpt 27-32                          |

### CSPE Plan for Third Years

|                                   |  |
|-----------------------------------|--|
| 1 CSPE Class<br>September to June | Make A Difference 5 <sup>th</sup> Edition Specification.<br>Strand 3 Exploring Democracy |
|                                   |  |

## Additional Educational Needs

**Additional Educational Needs:** Margaret Nolan & Sarah Morrissey

### AEN/Medical/Student Alerts icons

16/01/2025

We have updated our AEN, Medical, and Student Alerts icons. This is the first step in our journey toward improved accessibility.

→ Student Alerts:

The red information icon has been replaced with a bell icon.

→ AEN Indicator:

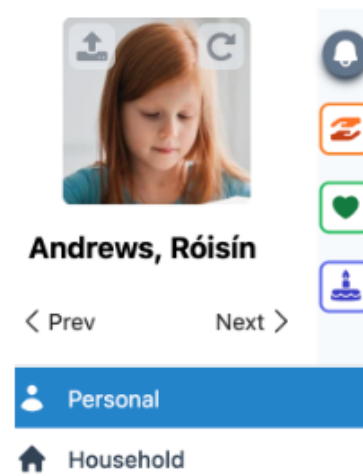
The orange dot has been replaced with orange hands icon.

→ Medical Indicator:

The green dot has been replaced with a green heart icon.

→ Birthday Indicator:

The birthday indicator is now a blue cake icon.



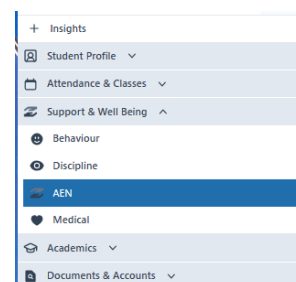
Support is available to students who have been identified by the school as having additional needs, in line with the NEPS Continuum of Support 2010.

**Students with AEN are identified on vsware with their first name in Capital letters.**

**They will also have this symbol beside their name.**



In the student's profile, if you click on the AEN tab, their AEN will be listed.



If you feel a student is experiencing difficulty due to an undiagnosed condition, please speak to Deputy Principal or Margaret Nolan.

**Students with this symbol have a medical condition.**





## Exemption from Irish

Only students who have an official exemption from Irish, granted by the Department of Education and Skills, are considered to be 'exempt' from the subject. Irish is mandatory for all other students. Students receive extra support in English and Maths at Irish time.

## First year Testing – Carried out in Early September

The CAT4, PPAD-E Post Primary Assessment & Diagnosis –English (NEPS) and the WRAT 5 maths are administered to all first years.

### CAT 4

- is administered to all incoming 1st year students.
- used to identify students with scores that indicate that a student might have difficulty accessing the curriculum.
- In some situations, parents are contacted, and further testing may be carried out or in other situations students may be closely monitored by subject teachers.
- However, it is not school policy to forward CAT 4 results to parents where no difficulties have been identified.

## CAT 4: Cognitive Ability Test

This test assesses students' level of ability in key areas.

Scores are given as **SAS (standard age scores)**. The SAS is based on a student's raw score which has been adjusted for age.

### Interpretation of scores

| <70      | 75-90         | 90-110  | 110-125       | 125+      |
|----------|---------------|---------|---------------|-----------|
| very low | below average | average | above average | very high |

## Test Batteries

**Verbal Reasoning Ability:** Thinking with words. This battery assesses reasoning ability with words representing objects or concepts.

**Quantitative Reasoning Ability:** Thinking with numbers. This battery of tests is an indicator of students' ability in the area of mathematics.

**Non-Verbal Reasoning Ability:** This battery measures the ability to think and reason with non-verbal material. It measures ability in reasoning with easily distinguishable shapes and

designs. It measures basic reasoning processes such as identifying similarities and relationships, but using shapes and designs rather than words or numbers.

**Spatial Ability Battery:** Thinking with shape and space. The spatial ability battery assesses how well one can create and retain mental images of precise shapes and objects and can manipulate these in their minds.

The spatial tests make no demands on verbal ability and can be highly effective indicators of potential in people with poor verbal skills.

### **PPAD-E Post Primary Assessment & Diagnosis –English (NEPS)**

- This test indicates if a student may encounter difficulties in key literacy areas
- Reading, spelling or reading comprehension.
- Help us to identify students who require extra help with learning.

The test results for individual students can be best understood by looking at the "PR" Columns. The scores in these columns indicate a student's ability in each of the key areas; Reading, Reading Comprehension and Spelling, when compared to all other students of that age nationally.

For example;

A student with percentile ranking of 50, is better than 50% of all students her age nationally.

A student with a percentile ranking of 95% is better than 95% of all students of her age,

A student with a percentile ranking of 4% is better than 4% of students her age.

Any student with a score **below the 10<sup>th</sup> percentile** needs monitoring to determine if further more specialised individual tests need to be administered. Students not already identified on entry, and not on the "Cabhair" list need close monitoring.

### **WRAT 5 maths**

- Identify students who may be experiencing difficulties in various areas of Maths.
- The test results for individual students can be best understood by looking at the "PR" Columns. The scores in these columns indicate a student's ability when compared to all other students of that age nationally.
- For example;
- A student with percentile ranking of 50, is better than 50% of all students her age nationally,
- a student with a percentile ranking of 95% is better than 95% of all students of her age,
- a student with a percentile ranking of 4% is better than 4% of students her age.
- Any student with a score **below the 10<sup>th</sup> percentile** needs monitoring to determine if further more specialised individual tests need to be administered. Students not already identified on entry, and not on the "Cabhair" list need close monitoring.

## Cabhair list

**This is a list of students with AEN. It is emailed to teachers in September.**

**The AEN is identified with a number. The code listed in the teacher diary.**

### CODES FOR ADDITIONAL NEEDS

|     |   |     |  |
|-----|---|-----|--|
|     |   | 13. | Physical Difficulty  |
| 1.  | Mild Dyslexia                                   | 14. | Medical Condition  |
| 2.  | Dyslexia  | 15. | Emotional difficulties   |
| 3.  | Dyscalculia                                     | 16. | ADD/ADHD   |
| 4.  | Borderline General Learning Difficulty          | 17. | Literacy Difficulties: Students experiencing ongoing difficulties in the area of literacy and whose scores on the WRAT-5 and /or the WIAT-III UK indicate significant difficulty in the area of Word Reading or Spelling or Reading Comprehension. |
| 5.  | Mild General Learning Difficulty (upper limits) | 18. | SPD - Sensory Processing Disorder  |
| 6.  | Mild General Learning Difficulty (lower limits) | 19. | Fragile X Syndrome   |
| 7.  | Dyspraxia/Dysgraphia                            | 20. | Irlen Syndrome   |
| 8.  | Receptive Speech & Language disorder            |     |  |
| 9.  | Visual Difficulty                               |     |  |
| 10. | Hearing Difficulty                              |     |  |
| 11. | Non-verbal learning difficulty                  |     |  |
| 12. | Autistic Spectrum disorder                      |     |  |

#### **Code 17: Literacy Difficulties:**

Students experiencing ongoing difficulties in the area of literacy and whose scores on the WRAT-5 and /or the WIAT-III UK indicate significant difficulty in the area of Word Reading or Spelling or Reading Comprehension.

Testing is carried out in school by an appropriate qualified professional ( AEN Coordinator) using the same standardised test as an Educational psychologist. Only a psychologist can give a formal diagnosis of Dyslexia, school testing can only diagnose Significant Literacy Difficulties.

Students with Significant Literacy Difficulties below the 10<sup>th</sup> percentile and students with Dyslexia diagnosed by a psychologist are entitled to an exemption from Irish if they show continuous marked failure in the subject. An exemption from Irish gives an automatic exemption from a Modern Foreign Language.

**Cognitive ability (IQ ranges, as a rough guide):**

- **Average IQ range:** IQ 85–115

| IQ Below 35   | IQ 35–50                                       | IQ 50–55  | IQ 70  | IQ 70–85                                      | IQ 85–115            |
|---|--|---|--|---|----------------------|
|   |  | <b>Mild General Learning Difficulty</b>           |  |   |                      |
| <b>Severe/Profound General Learning Difficulty:</b> | <b>Moderate General Learning Difficulty :-</b> | <b>Lower limits of Mild GLD</b>                   | <b>The upper limits of Mild GLD</b>  | <b>Borderline General Learning Difficulty</b> | Average ability      |
| Students in a Special school                        | Dun Chao in students                           | Follow the level 2 programme and progress to LCA. | Complete a limited number of subjects for Junior cycle at level 3 and follow level 2 programme also. | Level 3 Junior Cycle                          | Level 3 Junior Cycle |

**Code 4 “Borderline General Learning Difficulty”**

is an educational and psychological term used to describe a level of cognitive ability that is **below average**, but **not low enough to be classed as an intellectual disability**.

- **Cognitive ability (IQ range):** Usually refers to IQ scores in the **70–85 range**.
  - Average IQ is around 90- 110.
  - Intellectual disability is generally diagnosed at below 70.
  - So, "borderline" sits just above that cut-off.
- **Learning profile:**
  - Students may find it harder than peers to understand abstract concepts, process new information quickly, or retain learning.
  - They often need more **time, repetition, and support** to learn effectively.
  - They may struggle with literacy, numeracy, problem-solving, and memory.
- **Day-to-day impact:**
  - May find schoolwork more challenging, especially as they progress through the curriculum.
  - Socially, they might find it harder to keep up with peers in conversations, reasoning, or decision-making.
- **Support needs:**
  - Extra scaffolding in learning (breaking tasks down, using visuals, step-by-step instructions).
  - Differentiated work in school.

It doesn't mean a child cannot learn — rather, it means they **learn at a slower pace than peers** and need carefully adapted teaching to thrive.

### **Code 5: Mild General Learning Difficulty (upper limits)**

**The upper limits of Mild GLD** would be **around IQ 70**.

Would normally complete a limited number of subjects for Junior cycle at level 3 and follow level 2 programme also.

### **Code 6: The *lower limits* of Mild GLD (~IQ 50–55):**

- Learning is **significantly below peers**, and progress is much slower.
- Students will generally follow the level 2 programme and progress to LCA.
- **Literacy & numeracy:**
  - Reading, writing and Numeracy difficulties
  - Will struggle with comprehension and abstract ideas.
- **Support:**
  - Needs **highly differentiated, functional, and practical curriculum**.
  - Concrete, hands-on learning is most effective.
  - Will need **ongoing support and overlearning** to retain skills.

### **Code 8: Receptive Speech & Language Disorder**

A **Receptive Speech & Language Disorder** is when a young person has difficulty **understanding spoken language**.

It's different from expressive language difficulties (where a child struggles to put words together to express themselves). With a receptive disorder, the main challenge is **taking in and processing what is said to them**.

#### **Key Features:**

- Difficulty **understanding vocabulary**, sentences, or questions.
- May appear to **ignore instructions**, but it's due to not fully understanding them.
- Struggles with **following multi-step directions** ("Get your coat, put your book in your bag, then line up").
- May find it hard to understand:
  - Concepts (e.g., size, time, quantity words).
  - Wh- questions (who, what, when, where, why).
  - Abstract or figurative language (idioms, jokes, sarcasm).
- Often relies on **context clues, tone of voice, or copying peers** to work out what to do.

#### **Day-to-Day Impact:**

- Learning is harder because **understanding classroom instructions and explanations** is difficult.
- Can affect **literacy development** (reading comprehension, writing).
- Social interactions may be tricky — misunderstandings can lead to frustration or withdrawal.
- May appear inattentive, distractible, or "not listening," which is sometimes mistaken for behaviour issues.

#### **Support Strategies:**

- Use **short, simple sentences**.
- Give **one instruction at a time**.
- Use **visual supports** (pictures, symbols, gestures, timetables).
- Check for understanding (ask them to repeat instructions back in their own words).
- Pre-teach key vocabulary.
- Create a **language-rich environment** with lots of repetition.
- Speech and Language Therapy (SLT) involvement for assessment and tailored programmes.

## Code 18: Sensory Processing Disorder

Sensory Processing Disorder (SPD), also known as Sensory Integration Disorder (SID), is a condition that exists when **sensory signals cannot get organised into appropriate responses**.

- Students with this disorder are **negatively affected** in the classroom by **many distractors** (e.g. noise, light).
- Students may become **restless** and **inattentive** and sometimes become **overwhelmed**.
- Students with SPD may need movement breaks and/or breaks from the classroom.
- In the classroom students may need additional time to process questions as they may not be able to answer immediately.

### Areas Affected

- Everyday activities: Getting dressed, eating, hygiene, transitions.
- Learning: Trouble focusing in class if overwhelmed (e.g., by noises or lights).
- Social skills: Reactions may seem unusual to peers (e.g., distress in noisy lunchrooms, craving movement).
- Emotions: Can cause stress, anxiety, or meltdowns if overwhelmed.

## Code 16: ADHD (Attention-Deficit/Hyperactivity Disorder)

is a neurodevelopmental condition that affects how a person regulates attention, activity levels, and impulses. It's not about intelligence — it's about the way the brain develops and processes information.

ADHD is usually grouped into three types, depending on the main challenges:

1. **Inattentive type** (sometimes called ADD):
  - **Difficulty sustaining attention**, especially in tasks that are repetitive or not highly stimulating.
  - **Easily distracted or forgetful**.
  - **Struggles with organisation, planning**, and following through on tasks.
2. **Hyperactive-Impulsive type**:
  - **Fidgety**, restless, always "on the go."
  - Finds it hard to wait their turn or sit still.
  - **May act without thinking or interrupt frequently**.
3. **Combined type**:
  - A mix of inattentive and hyperactive/impulsive traits (most common).

### Everyday Presentation

- At school:
  - May struggle to concentrate on lessons, complete work, or follow multi-step instructions.

- Can appear forgetful, disorganised, or "not listening."
  - Sometimes seen as disruptive due to calling out or moving around a lot.
- Socially:
  - Impulsivity can make peer relationships tricky (blurting things out, difficulty waiting turns).
  - May also be very energetic, enthusiastic, and creative.

#### Causes & Brain Basis

- ADHD is linked to differences in brain structure and chemistry (especially dopamine regulation).
- Runs in families — strong genetic component.
- Not caused by parenting, diet, or too much screen time (though these can affect behaviour).

#### Support & Interventions

- Clear, consistent routines.
- Chunking work into shorter steps.
- Visual timetables and reminders.
- Movement breaks and practical learning opportunities.
- Positive reinforcement and clear expectations.

### Code 3: Dyscalculia

is a specific learning difficulty that affects a person's ability to understand and work with numbers and mathematical concepts.

It doesn't mean a child isn't intelligent — it means they have a particular difficulty in the area of maths, often despite good progress in other subjects.

#### Key Features of Dyscalculia

- Difficulty recognising and **understanding numbers**, symbols, and quantities.
- Struggles with basic number facts (e.g., times tables, addition/subtraction facts).
- **Trouble understanding place value** (tens, hundreds, etc.).
- **Difficulty with sequencing** (e.g., number lines, counting forwards/backwards).
- Problems with mental arithmetic and remembering procedures.
- Confusion with mathematical language (e.g., "less than," "multiple of").
- **Difficulty understanding time, money, and measurement.**
- Often **high anxiety** around maths tasks ("maths anxiety").

#### How It Looks in Practice

- May take much longer to complete even simple sums.
- Difficulty estimating (e.g., "about how many?").
- Struggles to link maths to real life (telling time, shopping, cooking).
- Performance in maths is much lower than in other academic areas.

### Code 19: Fragile X Syndrome

Fragile X Syndrome is a genetic condition which can affect many aspects of an individual's development including: Speech and Language, Gross motor skills, Fine motor skills, Cognitive development, Social skills and Emotional development

### Code 20: Irlen Syndrome

Irlen Syndrome is a type of visual or perceptual processing disorder. Someone with a visual or perceptual processing disorder has difficulty making sense of visual information. This is different

from problems involving sight or vision. When an individual suffers from Irlen Syndrome, their brain has difficulty processing certain wavelengths of light. In this way, light (especially bright and fluorescent lighting) becomes a stressor on the brain. This stress causes certain parts of the brain (e.g., the visual cortex) to become overactive. It is this over-activity and inability to effectively process visual stimuli that creates a variety of visual, physical, cognitive, emotional, and neurological symptoms. Light sensitivity is very common with Irlen Syndrome.

#### **Padlets with Additional Information**

<https://padlet.com/reosullivan1/l44vo8kgtw6k6d44>



#### **SEN Resources**

<https://padlet.com/marieflanagan1/Bookmarks>



#### **SEN support padlet Pres Thurles**

<https://padlet.com/jct2/l2lps-plus-resources-qnm0ecsh6vzy>



#### **L2LPs PLUs Resources**

### **Aire List**

#### **Guidance counsellor: Marie Harkin**

Aire is the name for the Student Support Team.

The members are: Principal, Deputy Principal, Guidance Counsellors, Year Heads, SENO.

The main purpose of the Aire team is to identify and provide additional pastoral care support for students who may need it.

The Aire list will be emailed to staff once a month indicating a level of concern.

Do not print or share this information. Please observe the confidential nature of the Aire list and the names of the students on it.

This is a list of students that are experiencing difficulty in their lives and require additional support.

It is rated 1-5. 1 - Low level of concern. 5 - Highest Level of concern.

If you have a concern about any of these students (or any student you've observed may need additional pastoral care support) please contact a member of the Aire team, who will provide you with further information. If you require any further information to support these students, please meet the relevant year head.



## Pathways to support at Presentation Thurles

*Student is showing signs of mental health difficulty.....*

| Who?  | What?  |
|---|--|
| Class Teacher/Staff member                                  | Encourages, listens, recognises  |
| Class Teacher/Staff member                                  | Shares concerns with any/some/all from Class Tutor, Year Head, Guidance Counsellor, Deputy Principal, Principal  |
| Year Head, Guidance Counsellor, Deputy Principal, Principal | Meets student, forms initial assessment of student's situation. Offers student appropriate guidance. In cases where students health at risk contacts parents/guardians.  |
| Year Head, Guidance Counsellor, Deputy Principal, Principal | Contacts Parent(s)/Guardian (s), outline concerns. Identifies and speaks to other students who may have been affected.   |
| Designated Liaison Person                                   | In the event of there being a child protection issue, contacts Child Protection Services.  |
| Year Head, Guidance Counsellor, Deputy Principal, Principal | Agree plan of action with Student, Parent(s)/Guardian (s) re next steps. Monitor student situation. Meet student again as necessary.<br>Discuss with parents how to communicate students situation to her class teachers. E.g. "student is not feeling well at the moment" |
| Principal   | Inform Teachers, Class Tutor, Year Head, Guidance Counsellor, Deputy Principal of the student's situation as agreed with Student/Parent/Guardian.  |

## Books

- All books required by students are supplied by the school
- All barcoded and registered to the student
- Books remain the property of the school.
- They are on loan for the 3 year Junior Cycle period and must be returned in good condition.
- **Lost / damaged books will have to be replaced by parents/ Guardian**

**First year Stationary supplied by the scheme will include**

|                    |                      |                   |                        |
|--------------------|----------------------|-------------------|------------------------|
| Calculator         | Mathematical set     | School Diary      | 10 A4 soft copybooks   |
| 12 copies          | Math's tables        | Dictionaries      |                        |
| Graphics equipment | 1 Plastic Zip Folder | Colouring Pencils | 2 Project Maths Copies |

## Stationary packs

| 2 <sup>nd</sup> year & 3 <sup>rd</sup> Year | Transition Year students   | 5 <sup>th</sup> & 6 <sup>th</sup> year |
|---|--|--|
| 10 A4 soft copybooks                        | 3 Pukka Pad A4 Project Book<br>Plastic Ruled 5-Divider 250 Pages | 14 A4 Soft copy books                  |
| 2 Project Maths Copies                      | 2 Project Maths Copy   | 2 project Maths Copies                 |
| 1 display A4 plastic folder                 | 1 display A4 plastic folder                                      | 1 ring binder folder and pockets       |
| 1 plastic zip A4 folder                     | 1 plastic zip A4 folder  | 1 plastic zip A4 folder                |
|   |  | 1 maths formulae and tables/log book   |

## Important

- **Please get students to write their name on the book, workbooks and copies for your subject.**
- We recommend that all First-Year students use heavy-duty plastic zipped folders for each subject so that they can keep all the class materials of a specific subject together (i.e. textbook, workbook and copy).
- These zipped folders should bear the name of the student and the name of the subject. (These folders are not covered under the free Book Scheme)



## School Canteen Information

Sinead Egan 087 0971550

The **canteen opens at 8:30 a.m.** each morning to take lunch orders.

### **Morning Break (11:00 a.m.)**

**No need to pre-order — a variety of healthy snacks are available, including:**

- Freshly baked scones
- Brown bread
- Fruit cups
- Flapjacks
- Yoghurt & granola

### **Lunchtime Options**

**Hot Meals (Order any time before 12pm):**

- Pasta Bolognese
- Sausages or chicken, mash, vegetables & gravy
- **Friday Special:** Chicken goujons & chips
- Chicken curry & rice
- Lasagne with baked potatoes

**Fresh Deli Options (available daily):**

- Wraps
- Salads
- Vegetarian quiche
- Rolls & chicken rolls
- Toasties

## **Bottle filling stations**

There is a water dispenser in the staff canteen and in the Assembly hall for students.



### **Green school**

Please use the correct bins to recycle plastic and paper.

Place fruit peelings and waste food in the compost buckets for the brown bins.

Place plastic bottles in the return bins.



## Lockers

Each student is allocated a locker with a combination lock.

Students pay €20 for locker rental.

Instructions for the lock. Scan qr code for a video of how to work lock.

- Turn Lock to **0**
- Turn **right 3 times**
- Then Turn **Right** to your **1<sup>st</sup> number**
- 1 full turn **left passing 1<sup>st</sup> number to 2<sup>nd</sup> number**
- Turn **Right to 3<sup>rd</sup> Number**



## School Insurance

- School insurance is compulsory for every student.
- This policy will provide 24-7 cover for your daughter(s).
- Our school insurer is Allianz.
- School Insurance (€13) may now be purchased online on Vsware.

## Supervised Study

- Study runs from 3.30- 6pm. For those attending sports: 4:30 – 6:00 p.m. (after sports)
- Students may attend 1 to 5 days per week
- Saturday Study: 9:30 a.m. – 4:30 p.m.

### ⚽ After-School Sports (3:30 – 4:30 p.m.)

Students can participate in a range of sports before heading to study.

🕒 *If sport is cancelled due to weather, students may go directly into full study.*

- Payment options: **Pay-as-you-go** or **prepaid**
- **Study forms** are distributed at the start of September
- A **stamp is placed in the student's diary** each evening to confirm attendance for parents

## Sports

All students are encouraged to take part in sporting activities. Sport offers a fantastic opportunity for social interaction, promotes both physical and mental wellbeing — and most importantly, it's fun!

### After-School Sports Timetable:

- Mondays & Tuesdays: 4:00 – 5:00 p.m.
- Wednesdays & Thursdays: 3:30 – 4:30 p.m.

Matches are generally scheduled during school hours.

Sports available include:


- Athletics
- Basketball
- Gaelic Football
- Hockey
- Equestrian competitions are held at weekends for students that have their own pony.
- Badminton
- Camogie
- Soccer

**A timetable for Lunchtime activities and After School Sports will be issued in September.**

## Music, Voice & Drama Lessons


### Available during the school day

Students can enjoy quality individual lessons in music, voice training, and speech & drama.

 *Lesson times rotate weekly so no subject is missed consistently.*

### Instruments Offered:

- Piano / Keyboard
- Violin
- Guitar

 *All students can take graded music exams in these instruments.*

### **Voice Training**

Develop vocal confidence and technique with specialist tuition.

### **Speech & Drama**

Build confidence, creativity, and public speaking skills through drama and performance.

*For more information or to sign up, please contact the school office.*

## **Day Boarding**

Day boarding offers students all the benefits of boarding school life **without staying overnight**.

Students take part in a full day of learning, meals, activities, and supervised study, all in a structured and supportive environment.

### **A typical day:**

- **08:00** – Breakfast
- **08:20 – 08:30** – Morning Study
- **09:00 – 16:00** – School Day
- **13:15** – Lunch (Dinner & Dessert)
- **16:00** – Sports / Activities
- **16:45** – Supervised Study
- **18:15** – Evening Meal
- **19:00 – 21:00** – Evening Study



### **Why choose day boarding?**

- Structured routine from morning to evening
- Supervised homework time
- Hot meals and snacks provided
- Sports, music, and activities included
- Home each night to sleep in your own bed

Please contact our Boarding School Manager, Aisling Kiely, for further information.

Contact details:

0504 21131

085 8062947

[info@presboardingthurles.ie](mailto:info@presboardingthurles.ie)

## School Platform

### Office 365

Here in Presentation Secondary School Thurles, we use Microsoft Office as our online platform for learning and teaching.

Students can access this by opening the internet browser (e.g. Google Chrome) on their device and by typing [www.office.com](http://www.office.com) into the address bar. They can then 'Sign in' using their school email address and their own unique password.

For each subject that a student studies, the teacher will have created a Team for that particular subject. Resources for that subject group can be accessed from that Team corresponding to the regular school timetable.



Resources can be accessed through the Teams application in Microsoft Office.

To sign in to Office 365 on the web:

1. Go to [www.Office.com](http://www.Office.com) and select Sign In.
2. Enter your school email address: [name@thurlespressec.ie](mailto:name@thurlespressec.ie)
3. Click NEXT and enter password

**It is recommended that students download the Outlook App and Teams app on their mobile phones and also to have notifications turned on for these apps.**

## School Code of Positive Behaviour

(summary version: full text of policy available on school website)

- **Courtesy, respect and good manners** are part of the Presentation school ethos
- **Regular attendance** at school is essential.
- Be **on time** for school and class. Latecomers sign into the late-book in the secretary's office.

Tell your teacher why you are late. Lateness will be recorded on VSware and sanctions will be given for repeated offences.

- **To leave the school during the school day you must :**

◦ have Parents/Guardian use the **vsware app** to send a message to the school the day before your appointment, notifying the date, the time of departure for the appointment and the time of your return.

◦ **Sign out** when leaving and **sign in** on return.

◦ If feeling **unwell**, report to school office. **School office ONLY will contact parent/guardian**

• Each student is required to have a student journal. Failure to have a school journal is considered a serious offence

• **Wear your uniform with pride and maintain a high standard of quality and appearance. The correct uniform must be worn during school hours, on the way to and from school, on school trips/tours and when involved in extracurricular activities, as required by the school.**

(Non uniform items of clothing are not acceptable and will be confiscated. You will be provided with school uniform items.)

There will be sanctions for breach of the uniform code. This to be noted on VSware.

Sanctions include Lunch and evening detention, loss of privileges including school activities and trips..

**(The PE Uniform is to be worn only for PE classes/sporting events.)**

Sanction for breach of school or PE uniform will be recorded on VSware.

• **Make-up may not be worn by Junior students.** • Senior students are allowed minimal make-up

• **Fake tan should be kept to a minimal. Fake eyelashes are not allowed.**

• Chewing gum is strictly forbidden

• **Facial jewellery** is not allowed.

• **Distinctive and coloured hair styles**, as determined by the school authorities, are not permitted and any student found in breach may be asked to leave the school until this has been rectified.

Natural colours are allowed – not pinks/blues or other such colours etc.

• A mobile phone is brought to school at the student's risk and all students must comply with school mobile phone policy. **Phones must be locked in YONDR pouch for the duration of the school day.**

• Students may only use school email address and school Office 365 platform for school purposes. (full policy available from school).

• Students should follow strictly the school timetable and **attend all classes.**

• All requests regarding **changing subject level**, discontinuation of a subject or change of class/level should be made in writing and signed by a Parent/Guardian and Principal/Deputy Principal.



- Students who **attend school activities** e.g. sports, music, which requires them to be absent from class are **responsible for catching up on class work and homework covered in their absence**.
- **Alcohol, cigarettes, vaping and illegal drugs are strictly forbidden. Students found vaping will be suspended.**
- **Substance abuse** and other infringements of school regulations are treated in accordance with the admissions policy signed by parents. The use of **illegal drugs is a criminal offence** and it may be necessary to inform the Gardai of any infringement.
- **Littering**, either within the school or in the grounds is not acceptable and is regarded as antisocial behaviour.
- Personal/School Property:
  - the management is not responsible for articles lost or stolen.
  - Use your locker facilities to store books, phone and belongings. No belongings to be left on window sills.
  - the school authorities reserve the right to search lockers.
- **Deliberately damaging school furniture** and property is considered a serious breach of the code of behaviour and the student must incur the cost of replacement or repair of the particular item.
- **Tipp ex should be used with care** and should not mark school property.
- Bullying
  - All students are requested to abide by the Bí Cineálta policy of the school.
  - **Bullying of any form is not tolerated.**

The code of Positive Behaviour is in the student diary and must be signed by the student and parent.

# Cyberbullying

- Posting a **single** harmful message/image/video online,
- which is highly likely to be reposted or shared with others
- is bullying behaviour.



## Reposting on Tik Tok

**A repost is when you share someone else's content on your own profile.**

But remember:

▲ If the repost is **intimidating or threatening**, it's still **targeted bullying** — even if you don't name the person.

**Before you repost, think:**

- ! Is this aimed at someone?
- 💬 What message does it send?
- 🗣️ What kind of language is used?
- 🎵 What are the **lyrics** of the song? Could they hurt or shame someone?
- 😊 Would I say this to someone's face?



**You are responsible for what you share — even if you didn't create it.**

**Be kind. Think twice before you repost.**



## Presentaton Secondary School



# BÍ CINEÁLTA – BE KIND!

## Anti Bullying Policy

**We want everyone at our school to feel safe & happy.**

**Bullying behavior is when someone keeps being mean or hurtful to others on purpose on a number of occasions.**

**Stop and think before you Type, Post, Talk or Act.**

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust.

**If a student tells a staff member that they think they are being bullied, we will**

**Get Help  
Tell someone**

- talk with the student
- ask the student what they want to happen
  - work out a plan together
- Talk to their parents/guardians
- talk to the other student(s) involved
- Talk with the other student's parents

**Be an Upstander, not a Bystander**

## Bí Cinéalta Pledge

**Presentation Thurles** believes that **every member** of the school community has a **right to work and learn in a safe, comfortable and positive environment**.

Every member of our school community (staff, students, parents/guardians) has a responsibility to maintain a **positive atmosphere** within the school and to play their part in preventing bullying.

**Bullying will not be tolerated in Presentation Thurles.**

I, \_\_\_\_\_ (student name) **promise**

- To treat all students and staff with **Respect** and **Kindness**
- To avoid aggressive or offensive behaviour such as name calling, giving dirty looks, sneering, pushing or making unwanted physical contact... etc.
- To refrain from telling lies, starting rumours or spreading gossip about others.
- To stop and think before I post online and not post anything harmful or mean about someone.
- To not exclude someone or give them the silent treatment.
- To make all students feel welcome and to be helpful to everyone.
- I promise to treat all my fellow students with fairness and equality, regardless of our differences or personal feelings.
- **To report if I am being Bullied or if I become aware that someone else is being Bullied.**
  - **I have the right to be myself !**
  - **I will be an Upstander, not a Bystander.**

Students Signature: \_\_\_\_\_

Parents Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Uniform

Our school uniform consists of

- a wine jumper bearing our school's crest,
- a wine skirt,
- wine opaque tights or wine socks.
- a cream blouse,
- a wine outdoor jacket,

### **Wear your uniform with pride**

Skirt below the knee

Wine Socks or tights

Black or brown shoes

**No boots, runners or Ugg's allowed**



## Suitable Shoes

- Please note: Dark-coloured, leather, flat sensible shoes are required for school.



Our school uniform is available from **Helen's Kidswear**, Friar Street, Thurles.

Eircode: E41 ND28

Opening Hours: Mon. - Sat. 10:00 - 18:00

Tel. No.: (0504) 58937

Email: [omearacasey@yahoo.co.uk](mailto:omearacasey@yahoo.co.uk)



## Embroidery Service

In September, Jordan Embroidery collect items of uniform on an arranged morning.

The embroidered items are returned in the afternoon.

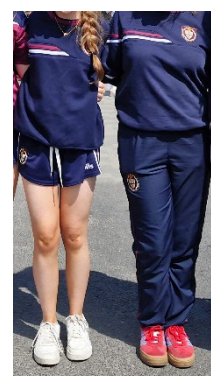
They will embroider Surnames or initials onto the uniform jumper, Jacket, tracksuit pants etc.

This aids identification and enables items of uniform to be returned to their owner when lost.

## School Sports Wear

PE Uniform consists of

- Tracksuit Jumper
- PE T- shirt
- Tracksuit Pants
- School Shorts
- Normal supportive runners can be worn for PE



Our **school PE gear** can be now be **purchased online** at Grants Clothing.

Details of sizes and prices can be found on their website:

<https://grantsclothing.ie/category/presentation-secondary-thurles-sc>

Grants also run a pop up shop in the school each June and sell the school tracksuit. Items can be tried on at this time.

Details for **Grants Clothing:**

Grants, 7-8 Manor Street, Stoneybatter, Dublin 7.

Tel. No.: (01) 6791626 Email: [info@grantsclothing.ie](mailto:info@grantsclothing.ie)

Opening Hours: Mon. - Fri.: 09:30 - 17:30 and Sat. 09:30 - 17:00.

Cost of Tracksuit: Jumper €47.95 ,Pants €44.95, T shirt €27.50 , Shorts €24.95

Approximate Price.



## Healthy Eating

### Is breakfast important ?

Yes, the first meal of the day is important and should not be missed. Studies have repeatedly shown that children who eat breakfast have far higher vitamin, mineral and fibre intakes and are better nourished, which helps them to focus more effectively in the classroom.



Ideally choose a breakfast that is rich in **slow-release energy** from **wholemeal toast, wholegrain cereals, porridge oats or nuts**. Combine these carbohydrates with **something protein-rich – such as nut butter, eggs, cheese or yogurt**.

If your child opts for breakfast cereal, make it an unsweetened, wholewheat or oat-based cereal, which can be topped with slices of fruit for sweetness.

### What is the best lunch ?

The school day is long and energy demands are high, both physically and mentally – it's often at this time that hunger strikes, moods dip and the ability to concentrate wanes.

Lunch should be nourishing and provide adequate energy to last the afternoon. A wholegrain sandwich with chicken and salad.

Why not try a flask of soup or upcycle leftovers from dinner the night before.

### Pot noodles are not allowed in school

Pot noodles are a poor food choice because they are high in salt and fat, low in nutrients, and offer little lasting energy for a healthy teenage body. They are also a risk of getting burnt due to the hot water.



### Microwaves are available to heat food in the assembly hall.

Teenage girls can be prone to an Iron deficiency may lead to anaemia and may cause your child to feel tired, look pale and sometimes suffer with headaches. Red meat, chicken and fish contain iron, as do leafy green vegetables, legumes and enriched breakfast cereals and breads.

### What drinks should my child have?

It is important for your child to be well hydrated, as a dehydrated child is far more likely to feel tired and grumpy. A water filling station is available in the Assembly hall.

**Fizzy drinks are not allowed in school**, as they are high in free sugars and may lead to tooth decay.

**All energy drinks are banned from the school grounds and building.**

**Any student who has a banned energy drink will have it confiscated and its contents emptied.**

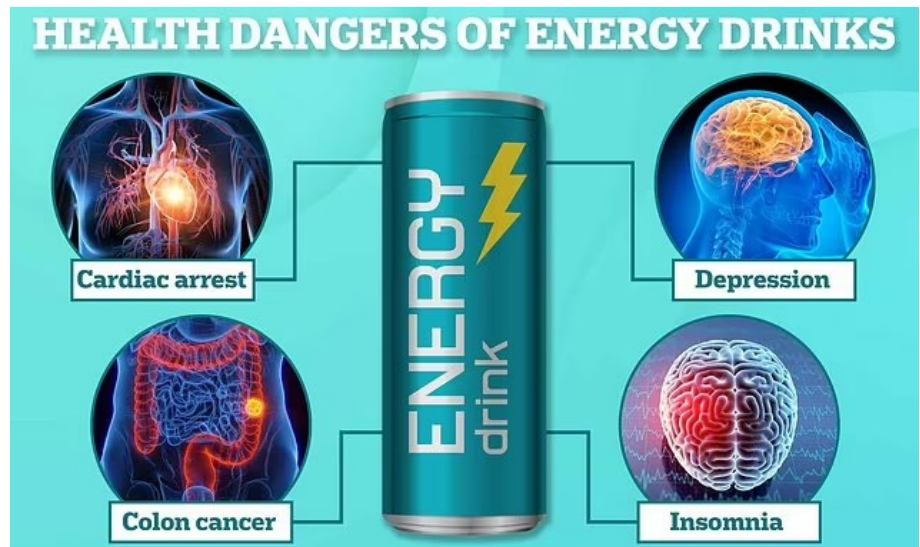
**Thank you for your support in this endeavour and for supporting the health of your child.**



**Teenagers should avoid drinking energy drinks for several important reasons:**

### **1. High Caffeine Content**

- Increase heart rate and blood pressure
- Cause anxiety, irritability, and sleep problems
- Lead to dependence or withdrawal symptoms



Teenagers are more sensitive to caffeine than adults, and excessive intake can affect their developing brains and bodies.

### **2. Excessive Sugar**

Most energy drinks are loaded with free sugars, which:

- Increase the risk of tooth decay
- Contribute to weight gain and obesity
- Can cause a spike in energy followed by a sudden crash, affecting mood and concentration

### **3. Poor Impact on Mental Health**

Regular consumption of energy drinks has been linked to:

- Increased levels of stress and anxiety
- Disrupted sleep patterns, which are essential for learning, memory, and emotional well-being

### **4. Interference with Sleep**

Caffeine can stay in the body for hours, making it difficult for teenagers to fall asleep or get quality rest. Lack of sleep:

- Affects academic performance
- Increases irritability and lowers mood
- Impairs physical health and immunity

### **5. Risk of Heart Problems**

In some cases, energy drinks have been linked to heart rhythm problems and, in rare cases, even heart attacks, especially in people with underlying health conditions.



## What if ?

|  |  |
|--|--|
| I am absent  | <b>Have your parent or guardian complete an absenteeism note on VSware or bring a written note in your journal and show it to the Deputy Principal. It will then be inputted into vsware.</b>  |
| I am late for school                                     | Sign in the secretary's office as soon as you arrive in the building and get to class as soon as possible. Ask the teacher to mark you in as late on the roll.   |
| I need to leave school early                             | Have your parent or guardian complete a permission note on Vsware stating the time of departure and the time you are due back.<br>If you have a written permission note, you must show it to the Principal/ Deputy Principal before 8.50 am. The appointment is entered on VSware so your teacher is aware. Sign out in the secretary's office.<br><b>Students cannot leave unless a note has been entered on vsware. Otherwise, it is deemed to be mitching and a detention will be sanctioned.</b> |
| I cannot find my class                                   | Ask the school secretary or deputy principal.  |
| I have not got my correct uniform                        | Meet Deputy Principal before 8.40am.<br>Students will be given uniform to wear. Any student not in correct uniform/ school shoes/ school jacket will be given a <b>lunch time detention</b> on that day.   |
| I feel sick  | Go to the secretary's office or Deputy Principal. They will contact home.  |
| Something upsetting happened at home                     | Ask a parent/guardian to contact the school  |
| I know a student is being treated badly                  | Tell a teacher/ yearhead/ Deputy/ Principal or ask a parent/guardian to contact the school   |
| I cannot see the board properly                          | Meet your teacher before or after class. tell your teacher you cannot see the board. ask if you can move nearer the front of the class. the teacher will assign you your new seat.   |
| I lost something   | Is your name on it ?<br>Look in all the classes in your block. Report it to the deputy principal/ principal. if you left something in the sports complex, please meet Martin.  |
| I can't do PE today                                      | Bring a note in from your parent/ guardian and show it to the PE teacher.  |
| I can't turn up for school activity                      | Inform the teacher in charge. Ask your parent/ guardian to inform the school office to talk with the organising teacher. <b>Please let the teacher know well in advance.</b>   |
| I forgot my locker key                                   | Meet the deputy principal or Donal to get your lock cut off your locker. Ask the secretary to contact your Parent/guardian for your spare key.   |
| I forgot the combination code for my locker              | Meet the Deputy Principal  |
| I want to change levels in a subject                     | Meet your teacher and discuss it. Meet the Deputy Principal and get a form that your parent/ guardian must sign.   |
| I would like an appointment with the guidance counsellor | Speak with your year head or Deputy Principal. Ask a parent/ guardian to contact principal/ deputy principal.  |
| What if I miss the bus?                                  | Come back to school and the secretary or Deputy will ring your parents.  |

# Expectations for Attendance in Pres Thurles



## Attendance Matters in our school

|                |      |                      |
|----------------|------|----------------------|
| 0 days absent  | 100% | Perfect Attendance   |
| 2 days absent  | 99%  | Excellent Attendance |
| 5 days absent  | 97%  | Good Attendance      |
| 10 days Absent | 94%  | Improvement Needed   |
| 15 days Absent | 90%  | Cause for Concern    |
| 20 days Absent | 88%  | Serious Concern      |



**Be in school - All Day - Every Day**

**For the 166 days of the school year**

**Parents, your co-operation and attitude to attendance is vitally important and will have a profound effect on your child.**

Absenteeism creates a wide range of problems for students.

- These include a lack of understanding of school material, as students miss key explanations, leading to unhappiness, low self-esteem, anxiety, and a sense of falling behind. This can result in students avoiding school even more.
- Absenteeism is also linked to lower grades due to reduced understanding of the material covered.
- It can impact social development, making it harder for students to make and maintain friendships, and can leave them feeling disconnected or like they don't belong. This sense of not belonging increases the risk of early school leaving.

While students will of course miss school for genuine reasons such as illness or family events, **please don't facilitate absenteeism just for the sake of it.**



We request that all parents download the **Vsware app** and monitor vsware.

### Vsware allows you to monitor:

1. **Attendance:** Monitor attendance at a glance, view records for an entire year down to a specific lesson
2. **Assessment:** Christmas and Summer reports can be viewed here.
3. **Timetable:** View a student's timetable
4. Monitor a student's **behaviour** records
5. **Pay Fees** for tours, Mock exams etc can be paid on vsware



### How to log on to VSware

1. Log into VSware on a web browser <https://presthurles.vsware.ie/>
2. Presentation will provide you with: Your unique **username**.

For example this might be *L.Adams*

**Vsware usernames will be sent by test message.** Ring the office if you cannot locate username.

3. Click **Create or reset your password**
4. Enter your username and the last 4 digits of your mobile number, hit **Send Code**. You will receive an **SMS code on your mobile phone** which you then enter, along with your new chosen password.

#### Password criteria:

- ✓ Between 8 and 16 characters in length
- ✓ One or more capital letters
- ✓ One or more numbers
- ✓ One or more of these characters (!@#\$%^&\*()?/)

5. You create your own unique **password** via the login screen.
6. **Once you have reset your password on the web browser, you can log in on the Vsware app.**
7. Visit the Google Play Store or the App Store on your device and search for 'VSware' Download the vsware app.
8. **As there is a lot of Presentation schools in Ireland, when searching for our school, type Thurles.** Enter Username and your new password.

9. You can also access Vsware by clicking on the vsware icon on [www.presthurles.ie](http://www.presthurles.ie).



## Absenteeism notes

- All parents and guardians must complete an Absentee note in the VSware App if a student has an **appointment and is leaving the school**.
- **Appointments should be inputted the day before the appointment or before 8.30am on the morning of the appointment.**
- Select **Future absence** on the App
- The appointment will be inputted on Vsware so your teacher is aware of the students location if they are missing from class.
- If a student has been **absent for the full day**, an absentee note must be completed on the app.

The infographic is divided into two main sections. The left section, titled 'Every Day Counts' in large yellow letters, features a background of a calendar grid with the months January through December visible. The right section, titled 'Attendance' in blue, contains the following information in blue text: '1 day = 8/9 classes or over 5 hours of class time', '5 days = 42 classes or 28 hours of class time', and 'Missing 1 day a week = 300 classes a year (198 hours)'.

## VShare Positive Behaviour System

Our school has an online rewards system (through the school's VShare portal) which is designed to motivate students by recognising the great things they do in-and-out of the classroom.

Students are awarded points or commendations for doing something well.

Every student starts with 100 points – points can be added or deducted.

Parents/guardians have access to the VShare system and can monitor where their daughter is at, under the Behaviour tab.

## Vshare recording System

| Positive Descriptors                                  |   | Negative Descriptors                       |    |
|---|---|--|----|
| Buddy system  | 3 | Cheating in exam-                          | -3 |
| Excellent engagement in class activities              | 3 | Copying Homework                           | -3 |
| Helpful & Cooperative                                 | 3 | Damage to school property                  | -3 |
| Improved effort following feedback                    | 3 | Disrespectful towards pupils               | -3 |
| Other   | 3 | Disrespectful towards staff                | -3 |
| Participated positively in extracurricular activities | 3 | Disruptive of Teaching & Learning          | -3 |
| Positive Example                                      | 3 | Facial Piercing                            | -3 |
| School Spirit Effort Appreciated                      | 3 | Failure to bring books/equipment to class- | -3 |
| School Spirit Excellent                               | 3 | Homework - No effort                       |    |
| School Spirit Exceptional                             | 5 | Homework - Not completed                   |    |
| Teacher Recognition                                   | 3 | No Homework                                | -3 |
| Year Head Recognition                                 | 3 | Unsatisfactory attempt at homework         | -3 |
|   |   | Late for Class                             | -3 |
|   |   | Leaving school premises without permission | -3 |
|   |   | Missed Deadline for work                   | -3 |
|   |   | Missed Deadline for CBA                    | -3 |
|   |   | Mobile Phone Use                           | -3 |
|   |   | Inappropriate behaviour at school event    | -3 |
|   |   | Not attending a class                      | -3 |
|   |   | Other                                      | -3 |
|   |   | Talking in class                           | -3 |
|   |   | Uniform breach                             | -3 |
|   |   | Inappropriate use of school platform       | -3 |
|   |   | Untidy Personal Belongings                 | -3 |
|   |   | Vaping/ smoking                            | -3 |

### What happens at various points of the scale?

100 Points or above = expected standard

| Points | What happens?  |
|--------|--|
| 0 -15  | Year Head Interventions<br>Meeting a student<br>Lunch Detention<br>Evening Detention<br>Phone call to Parent/ Guardian |
| • -20  | Yearhead contacts parents  |
| • -30  | Meeting of Deputy Principal, year head, parents and student  |

| Minor – Class teacher  | Major – Year head  | Serious – Deputy Principal/<br>Principal  |
|--|--|---|
| No Homework<br>Unsatisfactory attempt at homework<br>Copying Homework<br>Talking in class<br>Disruptive of Teaching & Learning<br>Failure to bring books/equipment to class<br>Late for Class<br>Uniform breach<br>Missed Deadline for work<br>Missed Deadline for CBA | Repeated minor offences – three times of the same offence<br>Behaviour that disrupts the teaching and learning for other students<br>Refusing to take correction in class<br>Undermining school personnel<br>Inappropriate behaviour<br>Mitching from class<br>Cheating in house exam<br>Consistent wearing of incorrect uniform | Repeated lateness in the morning<br>Mitching/truancy for a school day<br>Substance abuse – alcohol/smoking/vaping<br>Threat of or physical violence towards other students/staff<br>Inappropriate language directed at the teacher<br>Defiance to a member of school staff<br>Repeated disregard for school uniform<br>Damage to school property<br>Repeated bullying/intimidation of other students including cyberbullying<br>Theft<br>Extortion<br>Inappropriate use of social media |

## Mobile phone Yondr System



The Yondr pouch system is in use in our school. Mobile phones are prohibited during the day, except when teachers want students to use them within their classes under the teacher's supervision.

### How does the Yondr system work?

- Each morning before students enter the school building, they must place their phones into the Yondr pouch which is locked shut by a magnet.
- The phone must be switched off before being placed in the pouch, and cannot be opened without either a teacher's permission or until the student is leaving the building again.
- There are magnets located on the outside walls of the school building to open the Yondr pouch which happens when the pin is tapped against the magnet.
- The pouches are impossible to pull or pry open, as the fastener is a sharp pin that is quite strong and durable ensuring that once the pouch is closed, the phone is inaccessible. If a student damages their pouch trying to open it, they will have to pay to replace the pouch.
- Each student will write their name and class on the wallet. The student is responsible for his own wallet. The students will keep the pouch in their bags or locker for the school day.



- The phone can only be released from the wallet by returning it to a device outside the building and holding the wallet against it to deactivate the lock.
- This allows the student to keep the device on their person and avoids unnecessary distraction during class time and enables students to focus on class work.

### **Where will the Locking Stations be?**

- Permanent locking stations will be located at each entrance to the school. These will be locked at 9.05 am and opened again at the end of the school day.
- Teachers can get mobile unlocking devices from the office and bring them to class if they want to use the phones in class as part of teaching and learning.
- If a student is leaving school early, the school secretary can unlock the pouch.

### **Rules**

- Phones must be placed in the pouch.
- Students are responsible for their pouch. They must not mark it or damage it. Students must pay to replace lost or damaged pouches.



- Regular spot checks will be conducted where teachers with mobile magnets require students to open their Yondr pouch.
- Students will be asked to turn on their phones. This is to prevent students placing a second phone in the wallet other than the phone they use daily.

**If a student is found using their phone or a second phone or other item is in their Yondr:**

- The phone and wallet will be taken from them and brought into the office.
- The phone will be kept in the office until the end of the day. The student can collect their phone at the end of the school day. The incident is recorded on the student's behavior record on Vsware.
- The student will be required to do a **Friday evening detention** from 3.20pm to 5.20 pm.

Students need to lock the pouch after removing the phone to prevent the pin getting damaged in the bag. If the pin bends, it will break.

The student will have to pay to replace the pouch. Cost of pouch is €20







## JUNIOR CYCLE PROFILE OF ACHIEVEMENT

Mary Murphy 2020



### State Certified Final Examinations

|                            |              |
|----------------------------|--------------|
| Irish L2 (H)               | Achieved     |
| Mathematics (H)            | B            |
| English (H) <sup>(4)</sup> | Achieved     |
| Business Studies (C)       | Distinction  |
| French (C)                 | Higher Merit |
| Geography (H)              | A            |
| History (H)                | C            |
| Science (C)                | Higher Merit |
| Visual Art (C)             | Higher Merit |

### Classroom-Based Assessments - Subjects

|                  |                                       |                           |
|------------------|---------------------------------------|---------------------------|
| IRISH L2         | Language Portfolio                    | In line with Expectations |
|                  | Communicative Task                    | Above Expectations        |
| ENGLISH          | Oral Communication                    | In line with Expectations |
|                  | The Collection of the Student's Texts | Above Expectations        |
| BUSINESS STUDIES | Business in Action                    | Above Expectations        |
|                  | Presentation                          | In line with Expectations |
| FRENCH           | Oral Communication                    | Above Expectations        |
|                  | Student Language Portfolio            | Above Expectations        |
| SCIENCE          | Extended Experimental Investigation   | In line with Expectations |
|                  | Science in Society Investigation      | Above Expectations        |
| VISUAL ART       | From Process to Realisation           | In line with Expectations |
|                  | Communicate and Reflect               | Exceptional               |

### Other Areas of Learning

Mary took part in a school drama performance, learned to express herself and build her communication skills.

Mary participated in the school Science Competition (*Let's Explore*) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.

Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.

Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

### Classroom-Based Assessments - Short Courses

|                        |                           |
|------------------------|---------------------------|
| Digital Media Literacy | Above Expectations        |
| Philosophy             | In line with Expectations |

### Wellbeing

|      |                    |
|------|--------------------|
| CSPE | Not Reported       |
| SPHE | Not Reported       |
| PE   | Above Expectations |

### Other Areas of Wellbeing

In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.

Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.

As part of the school's Wellbeing Programme, Mary participated in *Lockers* where she learned about the influence of social media, peer pressure and stereotypes in the digital world.

Principal

Colman Candy

Year head

Ann Howett

Roll Number: 60478Q

Anytown Secondary School  
Anytown  
Co. Any County



This JCPA recognises and records achievements in Junior Cycle.

## Junior Cycle Profile of Achievement (JCPA)

This is the national certificate students will receive at the end of year three in Presentation.

It has replaced the Junior Certificate.

The JCPA will offer a clear, broad picture of a child's learning journey over the three years of education in all aspects of school life.

The JCPA captures student achievements in a number of assessment elements undertaken over the three years of junior cycle,

- including the **grades in the state-certified final examinations** at the end of the three years.

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

- students' achievement in **Classroom-Based Assessments (CBAs)** in subjects and short courses,
- and in Level 2 Learning Programmes (L2LPs) and achievements in Level 1 Learning Programmes (L1LPs).

Classroom-Based Assessments (CBA's) allow students to demonstrate their learning and assess skills not possible to assess in a pen and paper examination, for example, their oral communication and investigation skills.

- Each subject will undertake two CBAs facilitated by the teacher,
- one in 2nd yr and one in 3rd yr.
- Descriptors for CBA's are as shown in picture.

| Classroom-Based Assessments |
|-----------------------------|
| • Exceptional               |
| • Above expectations        |
| • In line with expectations |
| • Yet to meet expectations  |
| • Not reported              |

The JCPA also includes reporting on **Wellbeing** and **other Areas of Learning**.

### Other Areas of Learning (OAL)

- Acknowledge student achievement, participation or progress in other areas outside the classroom. Records the skills the students acquired.
- **The most important thing to remember is that an OAL is school related.**
- School show / Choir/ Trad group
- Sports Music
- Art Clubs and Committees
- In Presentation, Students will start building their OALs from Christmas in 1st Year

### Example

Sarah was a member of the school Camogie team where she represented the school at competition level reaching the semi-finals of the Munster Cup. This experience helped her develop her ability to work in a team and how to set and achieve personal targets.

Sarah was a member of the school's student council. This helped her understand how meetings are run and how to organise charity fundraisers. Furthermore, this developed her problem solving skills and her ability to innovate.

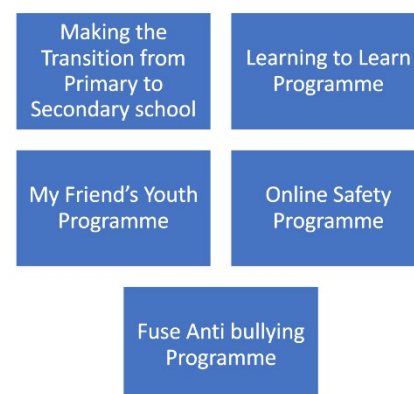
## Wellbeing

## Reports on Learning acquired in the Wellbeing Programme

## First year Wellbeing Programme

Short courses in (Non exam subjects)

- Civic, Social and Political Education (CSPE)
- Social, Personal & Health Education (SPHE)
- Physical Education (PE)
- One Classroom-Based Assessment in each Short Course
- Choir Career Guidance



Mary has a greater awareness of the potential threats to their personal safety online. She is aware of the steps that should be taken to protect herself and their data online. Mary also understands the importance of behaving responsibly and respectfully online and the consequences of irresponsible online behaviour.



## Student Laptop

It is **not mandatory** for Junior Cycle students to have their own laptop. **It would be useful if students have access to a computer to research and complete their CBA's and to use revision websites eg studyclix.**

Ipads, tablets and the students phone are not suitable for completing CBA's. Students need to use Microsoft Word and Powerpoint which they can access through their school Microsoft Office account with their email address.

At Senior level, Ipads are also not compatible with the templates issued by the State Exams Commission for the project assessment component that are now required in many subjects.

**We strongly recommend that students purchase a laptop for use in 5<sup>th</sup> and 6<sup>th</sup> year.**

In order for students to purchase a technically proficient laptop for school work and to future proof the investment, see below the minimum technical specification and device we recommend.

| Component description                    | Recommended specification | 'Better' specification |
|--|---------------------------|------------------------|
| Screen size                              | 14 "                      | 15.6" screen           |
| Storage<br>(Hard drive storage capacity) | 256 Gb SSD                | 512 Gb SSD             |
| CPU/Processor                            | Intel® Core™ i3 or i5     | Intel® Core™ i7        |
| Operating System                         | Windows 11 Pro/ Home      | Windows 11 Pro         |
| Memory (RAM)                             | 8 Gb                      | 16 Gb                  |
| Graphics processor                       | Intel Integrated Graphics |                        |

**Screen size** - 15" as this provides a big enough screen but yet portable laptop for continued use. A 14" screen can be too small especially when using for long periods of time. Generally a laptop with a 14" screen is more expensive also.

**Processor** - Intel i3 or i5 - this will provide sufficient processing power for the required applications.

**Memory** - 8GB Standard memory to manage the required programs and can be upgradeable if required to 16GB.

**Storage** - 256 GB Standard storage to store programs.

**Operating System** - Windows 11 Home or Pro

- Many find the use of the track pad on a laptop tiring. The purchase of an external mouse is recommended.
- A protective sleeve or backpack/bag with padded laptop pocket will help prevent damage when travelling to school or moving around campus.
- Most problems that arise with computers happen within the first year or two. Try to get as long a guarantee period as you can, ideally at least two years.

## Garda Vetting Requirements

1. Students Applicants **under 16** cannot be vetted.
2. Students **over 16 years** old but **under 18 years old** require Parental consent, which is given on the Validation Form.
3. All students must complete JMB Vetting Validation form (available from Ms O' Brien or Ailish).
4. The validation form must be submitted to the school in **hard copy**.
5. It must be signed in **Blue** or **Black ink**.
6. **Photocopies/Scanned copies will not be accepted.**
7. **Vetting forms can take 1 month to process so submit your form early.**

This form is the consent form and must be completed by all Vetting Subjects, including students. It must be submitted to the school in hard copy and must be signed and dated in black or blue ink. Photocopies/scanned copies will not be accepted. This form and the identification documents must be retained in compliance with the requirements of the NVB and the school's GDPR policy.

**JMB Vetting Validation Form**  
This form is available on [www.jmb.ie](http://www.jmb.ie)

Name of School: ..... Roll No.: .....

School address: .....

In order to proceed with a vetting application, it is a requirement under National Vetting Bureau (NVB) procedures that the applicant must provide proof of their identity and proof of their current residence. The score value of the identification documents provided, which must include one copy of photographic evidence and at least one copy of proof of residence, must reach a minimum of 100 points in accordance with the NVB Vetting ID 100-point system.

FORM WILL BE RETURNED IF INCOMPLETE

Insert applicant details:

Full name: .....

Current address: .....

\*Email address: .....  
\*Please note: applicants under 18 years of age must provide a parent's/guardian's email address.

\*Contact phone no.: .....  
\*Please note: applicants under 18 years of age must give a parent's/guardian's contact number.

Role being Vetted for: .....

**Declaration:**  
Please tick box  
☐ I have provided documentation to validate my identity as required and I consent to the making of this application and to the disclosure of information by the National Vetting Bureau to the Liaison Person pursuant to Section 13(4) (e) National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 - 2016.

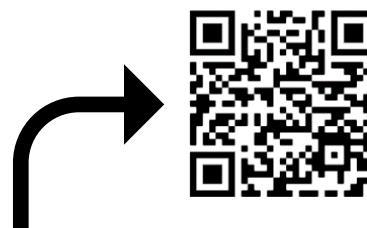
Signed by vetting applicant: ..... Date: .....

**Declaration:**  
If applicant is under 18 years of age parental consent is required.  
I, being the parent/guardian of the above-named applicant, consent for the National Vetting Bureau to conduct vetting in respect of the above-named applicant in accordance with the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 - 2016

Name of parent/guardian (please use block capitals) .....

Signed by parent/guardian: ..... Date: .....

**PLEASE NOTE:** Under Section 26(b) of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012-2016 it is an offence to knowingly make a false statement for the purpose of obtaining or enabling another person to obtain a vetting disclosure.



**Scan for JMB Validation Form**

**School Roll number: 65460C**

**Address: Mitchel Street, Thurles, Co Tipperary**

## Roles that require Vetting

- Student Placement in a care home
- Student Placement in a creche
- Student Placement in a hospital
- Student Placement in a Montessori school
- Student Placement in a preschool
- Student Placement in a primary school
- Host family



# Presentation Secondary School Thurles

## Junior cycle Book Scheme Contract



- All **schoolbooks and classroom resources remain the property of Presentation Secondary School** and are provided on loan to students for either the duration of a school year, or for the entire three years of Junior Cycle (as decided by the school).
- Books must be **returned in good condition** and in a condition that a student can use them for a further 3 years.
- Books are covered and must **remain covered** to help maintain them in good condition and to prolong their lifespan.
- All books, workbooks and copies **must be labelled** with the student's name and class.
- Students **must not remove barcodes** from the books.
- The **cost of lost/excessively damaged or defaced books**, beyond ordinary wear and tear, will **be borne by the parents/guardians**.
- If the **books are not returned, or returned in an unacceptable condition**, this may impact on the **student's eligibility for schoolbooks the following year**.
- Parents/guardians should be aware that the provided stationery pack may not fully cover the total stationery and equipment requirements for all subjects.
- **Used and/or lost stationery is to be replaced by Parents/Guardians.**

### Returns

- First Years must return any book which they will not be using in 2nd year on or before the last day of the school year.
- **Third year students must return all schoolbooks and materials that belong to the school on or before the final day of their state examinations.**
- If a **student leaves** Presentation Secondary school, in order to continue their education elsewhere, **the schoolbooks belonging to Presentation Secondary school must be returned.**

Students Name \_\_\_\_\_ Parents Name \_\_\_\_\_

Students Signature \_\_\_\_\_ Parents Signature \_\_\_\_\_

Date: \_\_\_\_\_



# 11 WAYS TO MAKE FRIENDS IN SCHOOL

Remember that a person's name is to that person the sweetest and most important sound in any language.



Talk in terms of the other person's interests. What do they like?



Sit with new people at lunch. This will give you a chance to engage with an entirely new group of people.



## BECOME INTERESTED IN OTHER PEOPLE

When you ask questions to another person and listen they feel important. "You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you." - Dale Carnegie



## PAY ATTENTION TO YOUR BODY LANGUAGE

Looking down or away, or even crossing your arms and legs can make you appear closed off and deter people from talking to you.



## Get involved in school sports & hobby groups



1

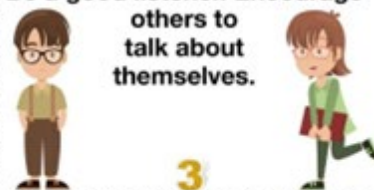
## Ask good questions

See below



2

## Be a good listener. Encourage others to talk about themselves.



3

Personalise the conversation. Start moving from small talk to really getting to know them on a more personal level. Use open-ended question as opposed to "yes/no" questions. It may help to try using the 5 w's: who, what, when, where and why.



"Have you played any good video games recently?"



"What's your favourite youtube video?"



"What's your favourite school subject?"



"Do you have any brothers, sisters or pets?"

## UNPLUG FROM YOUR DEVICES

Sometimes we are so involved with technology that we are not engaged with the people around us. Your new friends could be right in front of you.



## FIND COMMON GROUND

Think of things that a lot of people like and use them as conversation starters. It is also useful to try open-ended questions to learn what interests they may have.



## Student Parking Guidelines



1. The school is not responsible for any theft of, damage or vandalism to a vehicle while on school property. A student parks at her own risk and parents hereby agree that the use of the parking lot is at the students and parents' own risk.
2. Drivers must exercise caution at all times. **Show courtesy to pedestrians at all times.**
3. Student parking is permitted in spaces designated by the principal.
4. **Parking in the front of the school is not allowed. Student parking is located at the rear of the Sports complex.**

### To obtain a parking permission

1. The students must meet the Deputy Principal
2. Inform the Deputy Principal of the **make** and **model, colour** of car and the **registration** of the car.
3. Sign an agreement.

### Once parking permission is obtained the following daily procedures must be followed:

1. Students cannot sit in cars during the school day or at lunch times.
2. Students are not allowed to leave school campus during the day in their car.
3. If students have appointments and wish to leave school, then parents should complete the absence note on the vsware app or a note in the students' journal. Parents will be contacted to confirm validity of the note.
4. Students are not permitted to take other students in their car to school matches/events where a bus has been provided by the school.
5. Drivers may not carry any other students in their car without the express written permission of the passengers' parent/ guardian.

The Principal/Board of Management has the right to revoke parking permission should drivers not abide by the conditions outlined above.



## Referencing

Referencing is how you give credit when you use material or ideas that are not your own.

References establish the credibility & transparency of your work by demonstrating that you have spent time finding, reading and thinking critically.

If you do not give credit to your sources you are plagiarising them. Passing off somebody else's work or ideas as your own is plagiarism.

**Every citation should follow this format:**

(Author, Year, Page)

My research found that “ additives cannot turn poor silage into good silage; however, they can enhance the quality of the ensiled grass for a relatively small cost” (Cronin and Tiernan, 2019, p.292).

In a Teagasc guide, it states that “ Additives should be used if the sugar in grass is between 2% and 3% and it is not possible to wilt the grass” (Teagasc, 2016, p.17).

“But looking at silage as part of an integrated grassland management system, grazed grass + grass silage are competitive feeds and over 2.5 times cheaper than concentrate feeds” (Teagasc, 2016, p.2).

### References

References or a bibliography is an alphabetical listing by author of all the sources that you have used within your work. Its job is to allow your reader to find your sources. Only include sources that you actually used. If you read something and do not cite it, it does not belong in your bibliography.

- Listed in alphabetical order.
- 6 References needed.

**To cite a Book:** Author (Year) *Title*. Place: Publisher. ( *Title in Italics*)

Example:

Cronin, C. and Tiernan, S. (2019) *Breaking Ground*. 3<sup>rd</sup> ed. Dublin: The Educational Company of Ireland.

**To Cite a Webpage:** Author (Year)*Title*. URL Date assessed.

Teagasc. (2016). *Quality Grass Silage for Dairy and Beef Production Systems A Best Practice Guide* [online] <https://www.teagasc.ie/media/website/publications/2016/Teagasc-Quality-Grass-Silage-Guide.pdf> [Assessed on 24 February 2023].

**To cite the Farmers Journal :** Authors' surname, initials (year of publication) Title of article. Title of journal (in italics), Journal Volume (in bold) (Journal Issue, Page numbers.

Carty, D. (2021) 'Sales of silage and hay remain relatively low', *Farmers Journal*, **(1)**, 20<sup>th</sup> March 2018. p32.

**To cite a Journal** Author Surname, Initials. ( Year of publication). Title of Article in Italics. **Journal Volume in Bold** (Journal Issue) page numbers.

**To Cite an Interview:** In an interview with O' Brien (2021), he stated "....."

## Weekly Revision Planner

| Time       | Monday | Tuesday | Wednesday | Thursday | Friday | Time | Saturday | Sunday |
|------------|--------|---------|-----------|----------|--------|------|----------|--------|
| 4-<br>5pm  |        |         |           |          |        |      |          |        |
| 5-<br>6pm  |        |         |           |          |        |      |          |        |
| 6-<br>7pm  |        |         |           |          |        |      |          |        |
| 7-<br>8 pm |        |         |           |          |        |      |          |        |
| 8-<br>9 pm |        |         |           |          |        |      |          |        |
|            |        |         |           |          |        |      |          |        |

## WEEKLY REVISION PLANNER

| TIME         | MONDAY               | TUESDAY            | WEDNESDAY          | THURSDAY           | FRIDAY             | TIME        | SATURDAY               | SUNDAY                 |
|--------------|----------------------|--------------------|--------------------|--------------------|--------------------|-------------|------------------------|------------------------|
| 8:30AM – 4PM | SCHOOL               | SCHOOL             | SCHOOL             | SCHOOL             | SCHOOL             | 9AM – 10AM  | BREAKFAST / SHOWER     | BREAKFAST / SHOWER     |
| 4PM – 5PM    | HOMEWORK             | Sports             | HOMEWORK           | Sports             | HOMEWORK           | 10AM – 11AM | REVISION – ENGLISH     | REVISION – SCIENCE     |
| 5PM – 6PM    | DINNER               | DINNER             | DINNER             | DINNER             | DINNER             | 11AM – 1PM  | SEEING FRIENDS / LUNCH | SPORT / LUNCH          |
| 6PM – 7PM    | REVISION – GEOGRAPHY | HOMEWORK           | REVISION – HISTORY | REVISION – FRENCH  | REVISION – SCIENCE | 1PM – 3PM   | REVISION – MATHS       | REVISION – FLASH CARDS |
| 7PM – 8PM    | REVISION – MATHS     | REVISION – ENGLISH | FREE TIME          | HOMEWORK           | FREE TIME          | 3PM – 5PM   | OUT WITH FAMILY        | SPORT / TV / GAMING    |
| 8PM – 9PM    | FREE TIME / SHOWER   | FREE TIME / SHOWER | FREE TIME / SHOWER | FREE TIME / SHOWER | FREE TIME / SHOWER | 6PM – 8PM   | DINNER / FREE TIME     | DINNER / FREE TIME     |

### First Day of School for First years

First Year students, in wine school uniform, will meet in the Assembly Hall at 9am.

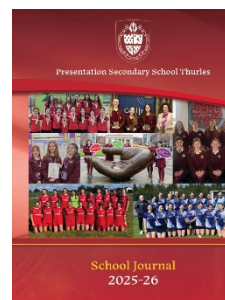
- Students are only required to bring a notepad and a biro.
- The day will consist of the following:
  - allocation to class groups,
  - distribution of School Diary,
  - allocation of seat in class
  - tour of the school, etc.
  - Sports in the afternoon
  - Assembly with Year Head,
  - Meet class tutor
  - Get timetable
  - Meet some subject teachers
  - Allocated Locker

➤ Bring a snack for small break and a packed lunch and water for PE Activities.

➤ Bring school PE tracksuit for Sports ( Bring school shorts & wear sunscreen if it is sunny )

## School Diary

- You will be given your School Diary on your first day at school.
- Make sure to write your name on it.
- Stick your timetable in the inside cover page and colour-code it.
- First year timetables will change due to the taster modules. The final timetable for first years will be distributed after the Halloween break.
- Always keep your diary on your desk.
- Record your homework in your diary at the end of every class.
- There is lots of useful information in your diary that is worth reading.
- School rules and Bí Cineálta pledge must be signed by students and parents.
- **Monitor attendance at evening study- journal is stamped each evening**



## Homework may include:

Written assignments,

Learning assignments, memorising, note making or mind maps

Revision work, written or learning

Reading, listening or watching subject related material.

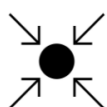
Collecting or researching information.

Practical work practice, oral, music, art etc.

Preparing work, essays, presentations, debates, reports etc.

Preparing for class test.

## Study and Revision



### FOCUSED

Put your phone away

Turn the music off

Avoid distractions

Be in the right physical place to revise

Be in the right frame of mind to revise



### LONG-TERM

Start early to cut down on stress later in the year

Make a revision timetable and commit to it

Plan for 90 minutes to 2 hours study a day

Interleave different topics



### ACTIVE

Engage your brain by actively creating revision resources

Test yourself, get others to test you

Practise exam technique by writing or planning answers

Revise what you struggle with



### TRANSFORMED

Transform the knowledge you want to learn into a different format

Make flashcards

Produce a timeline

Record a podcast

Invent a mnemonic

Create a mindmap

Design a flowchart

Make a powerpoint

Teach it

