



# FIRST YEAR PARENTS AND GUARDIANS 2025/26

Welcome!

# TEAM



# FIRST YEAR TEAM

- **PRINCIPAL – Ms Tobin**
- **DEPUTY PRINCIPALS- Ms Moran**
  - Mr Clarke - First Years
  - Ms Molamphy
- ▶ **YEAR HEAD – Ms Coggins**
- ▶ **Tutors**
- ▶ **AEN Coordinator: Ms C Cronin**
- ▶ **Chaplain: Ms C Clarke**
- ▶ **Guidance: Ms Coggins**
- ▶ **JCT Coordinator: Ms Motley**

# SUPPORTS



# Guidance Counsellor's Role

## To assist each student in their:

- ▶ Personal development
- ▶ To encourage each student in following an educational path which is appropriate for them.
- ▶ To support students who may be experiencing difficulties in their lives, at home or at school.
- ▶ To facilitate students in choosing and embarking on a career path which will be personally rewarding and will reflect their individual talents and values.
- ▶ To help students at times of transition.

# Guidance Counselling Supports

- 6th Class Transition Programme
- Transition Support Follow Up - Classroom based workshop
- Check and Connect Meetings
- 1:1 Guidance Appointments

# Guidance Appointments

Guidance appointments cover three areas:

-Vocational

-Educational

-Personal



# Guidance Counselling Appointments

Can be made by students themselves by **email** or **in person**

-Parents

-Yearhead

-Principal, Deputy Principals



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# Supports

- **Subject Teacher**
- **Tutor**
- ▶ **Year Head**
- ▶ **Deputy Principal/ SNA**
- ▶ **Guidance Counsellor**
- **Designated Liaison Person – Principal Ms Tobin**
- ▶ **Deputy Designated Liaison Person – Deputy Principal Mr Clarke**

# COMMUNICATION



# COMMUNICATION PROTOCOLS

- ▶ **CLASSROOM – TEACHER** –teachers may contact you regarding how the student is doing, behaviour, homework concerns etc
- ▶ **PASTORAL – TUTOR-** tutors from time to time may check with parents regarding your son/daughter
- ▶ **YEAR HEAD -** Year Head's contact parents regarding several issues- pastoral, concerns, behaviour, incidences
- ▶ **DEPUTY PRINCIPAL/ PRINCIPAL** -if any issue has arisen that requires the attention of Senior Management, the Deputy Principal or Principal will be in touch or arrange a meeting.
- ▶ If you as the parent/guardian want to make an appointment, speak with a teacher, senior management or have any issues of concerns, please contact the Office at (01)8038056 or email [admin@portmarnockcommunityschool.ie](mailto:admin@portmarnockcommunityschool.ie)  
The Office will forward your email or message to the parties concerned.
- **Allow time for teachers to get back to you**

# UNIFORM



# ROLES AND RESPONSIBILITIES- UNIFORM

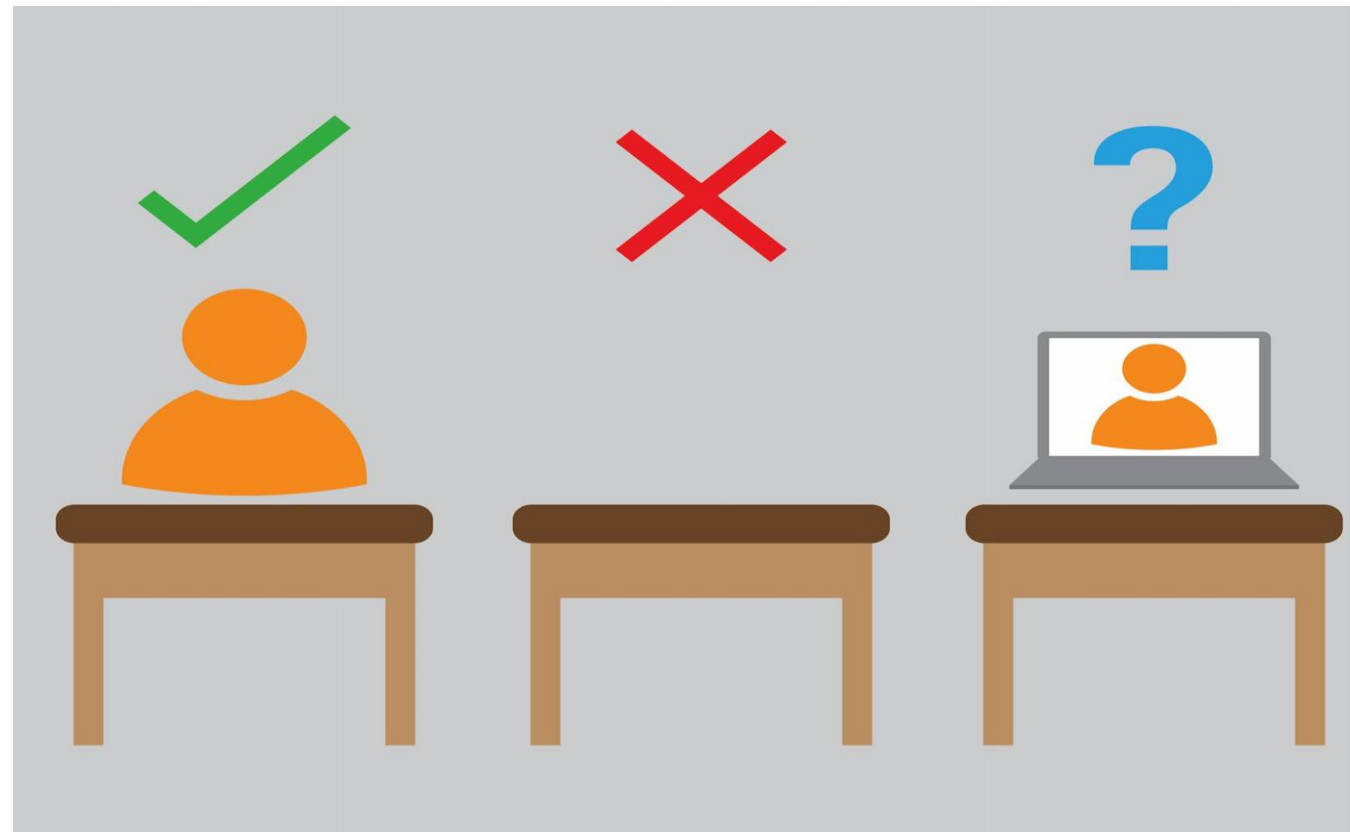
- ▶ SCHOOL JUMPER, SHIRT, TIE AND TROUSERS
- ▶ SCHOOL JACKET- TO BE WORN AT ALL TIMES, INCLUDING ON PE DAYS
- ▶ SCHOOL SHOES- LEATHER OR LEATHER LOOK SHOES
- ▶ STUDENTS WEAR PE GEAR IN ON PE DAYS ONLY, SCHOOL JACKET MUST BE WORN ON THESE DAYS.
- ▶ MAKEUP, FALSE TAN, FACE PIERCINGS, ANY FORM OF BODY PIERCING, ANY FORM OF FALSE NAIL, NAIL VARNISH- NOT PERMITTED
- ▶ HAIR A NATURAL COLOUR
- ▶ CLEAN SHAVEN, SINGLE STUD EARRINGS, IN BOTH EARS OR A PAIR OF SLEEPER EARRINGS. IN BOTH EARS.



## **My appearance:**

- I will have my full **uniform** on every day. Plain black leather/leather look shoes. Put your name on everything.
- I will wear my **school jacket** at **all** times, even on PE days. No non-uniform jackets will be worn. Any non-uniform jackets will be confiscated.
- My hair will be a natural colour. Boys will be clean shaven. One pair of plain stud earrings. No nose or body piercings. No make-up. No false eyelashes, false nails, tan or nail varnish.
- **PE gear** can be worn on PE days **only**.
- I will wear my uniform on school trips, to represent my school with pride.

# ATTENDANCE



# EDUCATION AND WELFARE ACT

- ▶ **PROVIDE A NOTE OF EXPLANATION FOR ABSENCE ON TYRO**
- ▶ **UNEXPLAINED ABSENCES**
- **PROCEDURE FOR GOING HOME UNWELL**
- **APPOINTMENTS- email the main office, note in journal, same procedure for leaving**
- **STUDENTS ARE NOT ALLOWED TO LEAVE THE SCHOOL WITHOUT PERMISSION**
- **STUDENTS SHOULD NOT TEXT HOME TO REQUEST TO LEAVE**
- **ANY STUDENT, NOT FROM PORTMARNOCK, MUST REMAIN ONSITE ALL DAY- INCLUDING LUNCH TIME AND BREAK TIME**
- **ALL FIRST, SECOND AND THIRD YEAR STUDENTS ARE NOT PERMITTED TO DUNNES STORES, SPAR OR THE PSLC**



Tyro



# Tyro

- ▶ Online system that records attendance
- ▶ Notes for absences
- ▶ Parental access to view their son/daughter's attendance and behaviour
- ▶ Also provide parents with access to view term reports
- ▶ If your son/daughter is late you will receive a message informing you
- ▶ Access to pay for lockers, journal, trips, exams, etc...
- ▶ Notices
- ▶ If you have not gained access, contact the office and they will inform you of your password.

# MOBILE PHONES

- ▶ Students when using the bathrooms will leave their phone on the teachers desk.
- ▶ Phones should be turned off when in school
- ▶ If a student is using their phone without permission, be it in the classroom, bathrooms, at lunch, break time or anywhere onsite, the phone will be confiscated and held securely for a period of 24hrs.
- ▶ Parents/Guardians will be informed
- ▶ Failure to hand over the phone will result in a suspension and the phone confiscated for a week.



# How can our policy be supported in the home?

- ▶ Encourage and teach good and safe behaviours online
- ▶ Good patterns with phone use in the evenings
- ▶ No “banter”
- ▶ Cyberbullying
- ▶ Monitor Snapchat, WhatsApp groups
- ▶ A lot of helpful information regarding “Examples of expected use” of phones- Journal page 31
- ▶ Webwise

# STUDENT'S RESPONSIBILITY- BEHAVIOUR FOR LEARNING



Services

Family

Engagement  
Relationship with Self

Participation  
Relationships with  
Others

Access  
Relationship with  
Curriculum

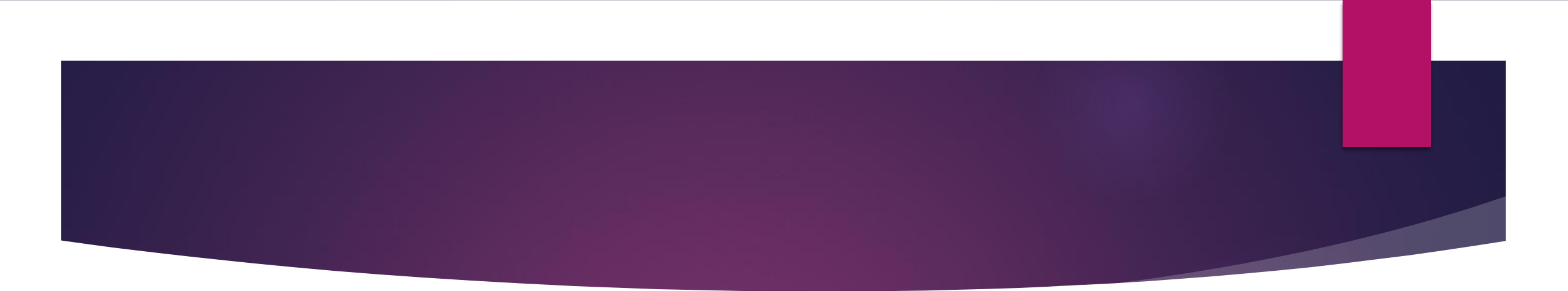
Community/  
Culture(s)

Policies



# School journal and homework

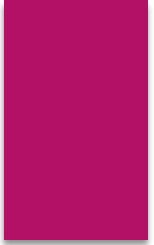


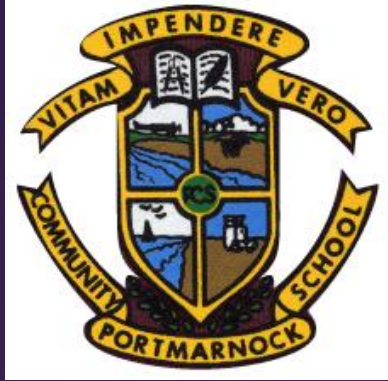
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- **Encourage good habits with regard to monitoring the journal**
  - **Students prepared and organised**
  - **Good homework habits**
  - **Routine**
  - **Study**
  - **Assessments**
  - **Behaviour for Learning**
  - **Respect**



## My classroom:

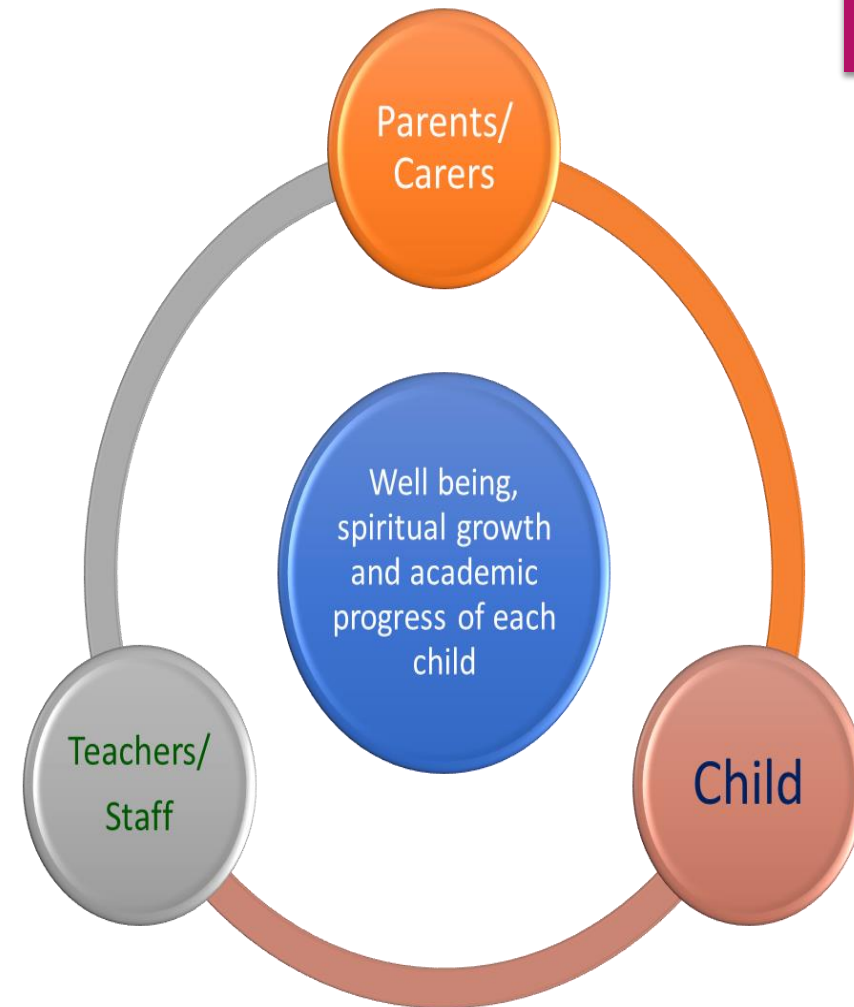
- I will be **ready for learning** at the classroom door at 8.40 am and 1.55 pm. I will line up at the classroom door until the teacher arrives for each class (unless remaining in the class).
- I will remain in my seat, prepare for my next class and behave while I am waiting for the teacher to arrive.
- I will have all of the relevant **books and materials** for every class.
- I will be **punctual** to every class on my timetable.
- I will ensure that I follow **all** instructions given by my teacher.
- I will ensure that I note all my homework into my school journal, before I leave the lesson.
- I will be respectful when working with my teacher online.

- 
- I will ensure that I will be mindful of my behaviour to the teacher and other students, when I am on an online lesson.
  - I will be very respectful and kind when working in class, with another student(s).
  - I will have a note of explanation in my journal for any **absences** the next day.
  - I will ask the Principal, Deputy Principal or Year Head if I have to **leave during the school day**. If I feel sick I will **not** contact a parent/guardian myself but will go through the office.
  - If I have an appointment my parent/guardian will provide a note.
  - I must **always** sign out at the office if permission has been given to me; by a parent's note, a teacher, Year Head or Deputy Principal; **and** a call has been made, by the school, to my parent/guardian informing them that I am leaving the school. If I do not follow these procedures, I may be liable to a suspension.



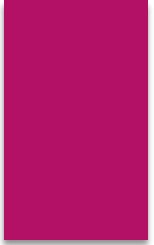
**“How can I help my child succeed at secondary school?”**

## Continued partnership in education



# Growth mindset in action

- Reading regularly
- Arriving to lessons well prepared
- Maintaining excellent attendance
- Home learning completed on time and to a high standard
- Asking questions to improve understanding
- Sharing ideas with others
- Respond to teacher's feedback in books and lessons
- Never waste time talking in lessons
- Find out how other people have achieved high marks
- Reflect on success: What was it that made you succeed?
- Studyclix

- 
- Payment in April/May.
  - For day to day services for students to maintain our culture of providing opportunities and support services not covered by grants.
  - Not a condition of entry.



# Junior Cycle Information

A guide to the new Junior Cycle Framework

# Overview- what they are working towards

- On **completion** of their **three** years in school, students will receive a **Junior Cycle Profile of Achievement Certificate** issued by the school.
  - Subject exam results (to a maximum of 10 subjects).
  - Classroom Based Assessment results each in these subjects.
  - Other Areas of Learning statements.
  - Wellbeing Reporting.
  - Other Areas of Wellbeing statements.



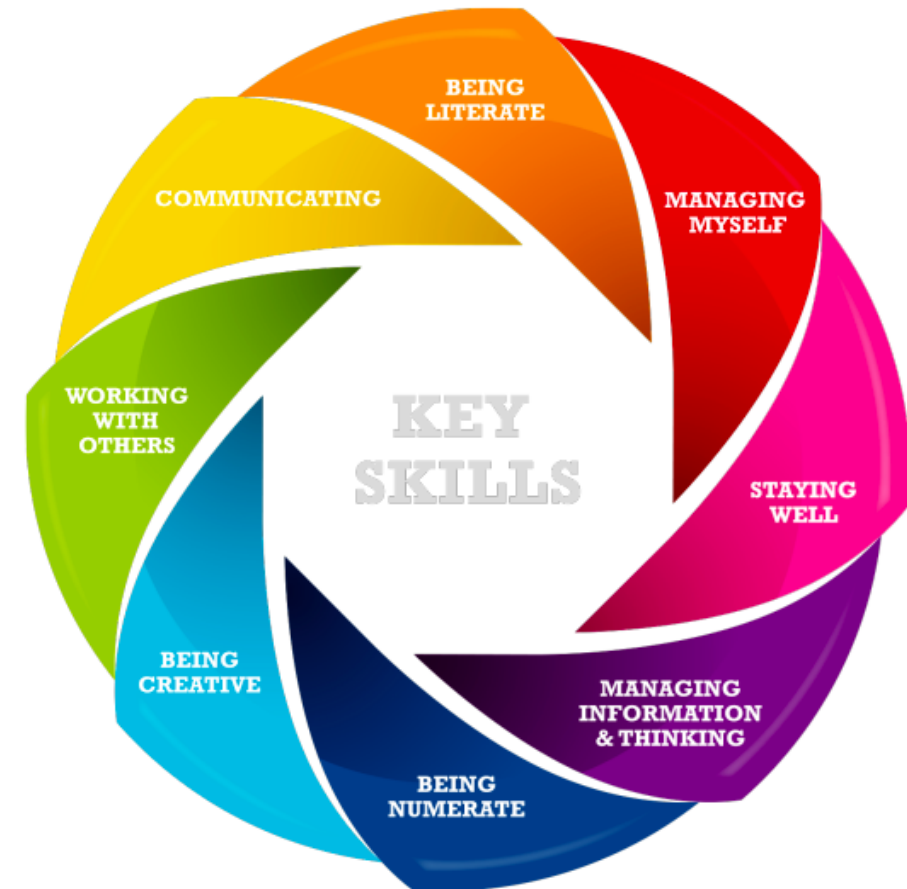
# Junior Cycle Profile of Achievement Example

| JUNIOR CYCLE PROFILE OF ACHIEVEMENT  |  | Mary Murphy 2020  |                                       |                           |
|--|--|---|---------------------------------------|---------------------------|
| <b>State Certified Final Examinations</b>  |  | <b>Classroom-Based Assessments - Subjects</b>   |                                       |                           |
| Irish L2 (H)   | Achieved   | <b>IRISH L2</b>   | Language Portfolio                    | In line with Expectations |
| Mathematics (H)  | B  |   | Communicative Task                    | Above Expectations        |
| English (H) <sup>(H)</sup>   | Achieved   | <b>ENGLISH</b>  | Oral Communication                    | In line with Expectations |
| Business Studies (C)   | Distinction  |   | The Collection of the Student's Texts | Above Expectations        |
| French (C)   | Higher Merit   | <b>BUSINESS STUDIES</b>   | Business In Action                    | Above Expectations        |
| Geography (H)  | A  |   | Presentation                          | In line with Expectations |
| History (H)  | C  | <b>FRENCH</b>   | Oral Communication                    | Above Expectations        |
| Science (C)  | Higher Merit   |   | Student Language Portfolio            | Above Expectations        |
| Visual Art (C)   | Higher Merit   | <b>SCIENCE</b>  | Extended Experimental Investigation   | In line with Expectations |
|  |  |   | Science In Society Investigation      | Above Expectations        |
|  |  | <b>VISUAL ART</b>   | From Process to Realisation           | In line with Expectations |
|  |  |   | Communicate and Reflect               | Exceptional               |
| <b>Other Areas of Learning</b>   |  | <b>Classroom-Based Assessments - Short Courses</b>  |                                       |                           |
| <p>Mary took part in a school drama performance, learned to express herself and build her communication skills.</p> <p>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.</p> <p>Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.</p> <p>Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.</p> <p>Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.</p> |  | Digital Media Literacy  | Above Expectations                    |                           |
|  |  | Philosophy  | In line with Expectations             |                           |
|  |  | <b>Wellbeing</b>  |                                       |                           |
|  |  | CSPE  | Not Reported                          |                           |
|  |  | SPHE  | Not Reported                          |                           |
|  |  | PE  | Above Expectations                    |                           |
|  |  | <b>Other Areas of Wellbeing</b>   |                                       |                           |
|  |  | <p>In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.</p> <p>Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.</p> <p>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.</p> |                                       |                           |
| <b>Principal</b>   | <b>Year head</b>   | <b>Roll Number: 60478Q</b>  |                                       |                           |
| Colman Candy    | Ann Howett  | Anytown Secondary School<br>Anytown<br>Co. Any County   |                                       |                           |



# Key Skills - Main Focus

- ▶ Being Literate
- ▶ Managing Myself
- ▶ Staying Well
- ▶ Managing Information & Thinking
- ▶ Being Numerate
- ▶ Being Creative
- ▶ Working with Others
- ▶ Communicating



# First Year

- First Year is to lay the **foundation** of subject **content and skills** that students will be using in the next two years.
- No results from First Year will appear or feed into the Junior Cycle Profile of Achievement (JCPA).
- What students **CAN** be doing this year is involving themselves in as many activities as they can outside of the classroom. They **CAN** use these for their **Other Areas of Learning (OALs)**, which **does** appear on their JCPA.

# Other Areas of Learning

- Students can include achievements outside of the classroom in this section. They **MUST** be school related.
- There are pages in the **school journal** where students can record their involvement in school activities. It is important that they keep UPDATED lists throughout their **three** Junior Cycle years.
- Examples of Other Areas of Learning would be Student Council, Green Schools, Choir, School Sports, Student of the Year Awards, Workshops, Student Wellbeing Committee, Debating, Gaeilge24 and the list goes on!

# Classroom Based Assessments

- Classroom Based Assessments (CBAs) are typically done over two years, **Second Year (CBA1)** and **Third Year (CBA2)** in class time.
- Subject teachers will let students know the details of their CBAs
- They are assessed within the school by class teachers and **DO NOT** form any part of the State Examinations.
- The **results of these are descriptors**, which will be printed on the student's Junior Cycle Profile of Achievement.
- Students will have a lot of CBAs to complete throughout second year. The main thing is to stay focused in class time and listen to their teacher's feedback and instructions.

# Classroom Based Assessment Descriptors

- CBAs are assessed according to the **Features of Quality** set for each subject by the NCCA. These are used nationwide by every teacher in every school.
- **Exceptional**
- **Above Expectations**
- **In Line With Expectations**
- **Yet to Meet Expectations**

**MOST** students are expected to achieve **In Line with Expectations** as CBAs are a snapshot of where that student is expected to be in terms of their learning at that point in time. **MOST** should and will fall into the In Line with Expectations range.

# Third Year: Junior Cycle Exams

- Students sit exams in their subjects in June of their Third Year (except for Visual Arts).
- All papers are Common Level, except for English, Gaeilge and Maths. These subjects have a Higher and Ordinary level paper. All exams have **ONE** paper only.
- Some subjects have practical components that are worth a percentage towards the final mark. These subject teachers will explain this information when necessary to students.

# Junior Cycle State Exam Descriptors

- The descriptors for subjects are **Distinction**, **Higher Merit**, **Merit**, **Achieved**, **Partially Achieved** and **Not Graded**.

| Junior Cycle         |                    |
|----------------------|--------------------|
| Percentage           | Grade Descriptor   |
| $\geq 90$ to 100     | Distinction        |
| $\geq 75$ and $< 90$ | Higher Merit       |
| $\geq 55$ and $< 75$ | Merit              |
| $\geq 40$ and $< 55$ | Achieved           |
| $\geq 20$ and $< 40$ | Partially Achieved |
| $\geq 0$ and $< 20$  | Not Graded (NG)    |



# External Subjects

- Those who are studying a subject outside of school need to be aware of a few implications.
  - Only a maximum of ten subjects can be registered for with the State Examinations Commission.
  - You cannot complete any CBAs.
  - You cannot complete the Assessment Task.

# Queries

Please don't hesitate to get in touch with us over any queries you may have.

For specific subject queries, [students should ask their subject teacher](#) in the first instance.

On the [school site](#) in the **Parent section** we have links to further information and background to the new Junior Cycle. These may be of help to some of you.

# Saturday 25th January CAT 4

A tool to help us create truly mixed ability classes and to inform us of strengths and areas that need support.

- ▶ Be there at 9am
- ▶ Leave them at the front door
- ▶ Pick up at 11.45am sharp
- ▶ Pencil, pen, ruler, rubber
- ▶ Wear school uniform/tracksuit
- ▶ No preparation needed
- ▶ Water