

## ***Welcome Parents and Guardians,***

I hope you enjoy reading about our school, its courses and programmes, its subjects and extra curricular activities.

We in The Jesus and Mary Secondary School pride ourselves in working in partnership with parents, students and staff to provide an excellent education for our young people. We offer a student-centred learning suited to the needs of the individual and challenging them to reach their full potential.

We offer a holistic education which caters for the many aspects of the students lives. We aim to create a climate where relationships are positive and everyone is valued, respected and encouraged to be the best they can be.

We provide a caring and pastoral environment so that students can negotiate the many processes in becoming an adult.

Our school is a community of learners, open to all those who wish to be part of the great adventure of education, with its thirst for knowledge, its creative expression, its challenging achievements and its sense of satisfaction in a job well done.

May your child continue to participate in the discovery of knowledge and its application to everyday living. May they use it to enhance their own lives and the lives of others.

*Sr. Mary Kelly rjm*

***Principal***



*Sr Mary Kelly, rjm*

### ***Mission Statement***

Under the trusteeship of Lé Chéile, The Jesus and Mary Secondary School is a Catholic school. We in Enniscrone are committed: -

- to strive toward the educational development of our pupils in order to enable them to achieve their full potential in all areas - spiritual, intellectual, academic, emotional, physical, social and cultural in order to prepare them for life, for the world of work and further education.
- to build a school spirit based on the Christian ethos of love, justice and respect where students can develop into mature, responsible and caring people.
- to help students grow in their awareness of others especially the disadvantaged, conscious of the dignity of the person, of the need to care for the environment and for the community.

## ***Religious of Jesus and Mary***

### **Ethos**

The Congregation of Jesus and Mary was founded by Claudine Thévenet in Lyons, France, in 1818. St. Claudine's aim was to make Jesus and Mary known and loved by means of a truly Christian Education.

Today, the Jesus and Mary Schools foster an integrated education where each individual is valued and respected. We believe, like Claudine, that young people: -

- **Grow in a sense of personal worth and feel themselves loved by living together in an Educational Community.**
- **Develop in a more integrated way when surrounded by a family spirit of warmth and security.**
- **Need to prepare solidly for the world of work so as to enable them to face the future reality with faith and confidence.**
- **Respond to a methodology which is characterized by love, patience and forgiveness, and to the guidance of teachers who attend individually and progressively to their development, taking into account their particular talents and circumstances of life.**
- **Need support and guidance, which if given at the opportune time can help forestall errors of judgment and prevent mistaken choices.**



*Saint Claudine Thévenet*

The Jesus and Mary Educational Communities recognize that young people are the hope of tomorrow and a powerful force for renewal in the Church and in the world.

## ***School History***

**T**he Sisters of Jesus and Mary came to Ireland in 1912 to continue St. Claudine's work. In 1940 at the invitation of Dr. Naughton, Bishop of Killala, this school opened with five students and three sisters. Starting in a cottage and has developed six extensions in its sixty-nine year history. Originally was opened for girls only, and in 1967, to meet with local demand, we became co-educational. Since then the school has continued to grow and flourish. It provides an education which is attentive to the individual, open to the world and based on the Gospel. It offers the Leaving and Junior Certificate Programmes, Transition Year and LCVP. Since 1984 we offer PLC Courses in Art, Craft & Design, Business & Secretarial, Childcare and eBusiness. Extra curricular activities are very important in the school with students participating in Sport, Drama, Debating and Music. The school has an active Board of Management since 1992. Parents have played a very active role in the school and the Parents Council has been in existence since 1967. The school also has a Student Council. The Whole School Inspection in December 2006 can be found on [www.education.ie](http://www.education.ie).

The school website is [www.jmsschoolenniscrone.ie](http://www.jmsschoolenniscrone.ie). The 1986-'87 extension incorporated modern facilities for all educational and extra curricular activities, and provided better opportunities for all, to co-operate in the work of education. In 2000 we had the addition of a new Computer Room. Our second Science Laboratory was completed in 2006 with the most up to date science equipment. In summer 2007 a Technology Computer Room was installed in the school. The room is attached to the Technical Room and has 20 new computers.

## Management Structure

### Le Chéile Trust

The school is a member of the Le Chéile Schools Trust launched in September 2009. [www.lecheiletrust.ie](http://www.lecheiletrust.ie)



### Board of Management

The school is run by a Board of Management appointed by the Le Chéile Trust. It consists of Trustee, Teacher and Parent representatives.

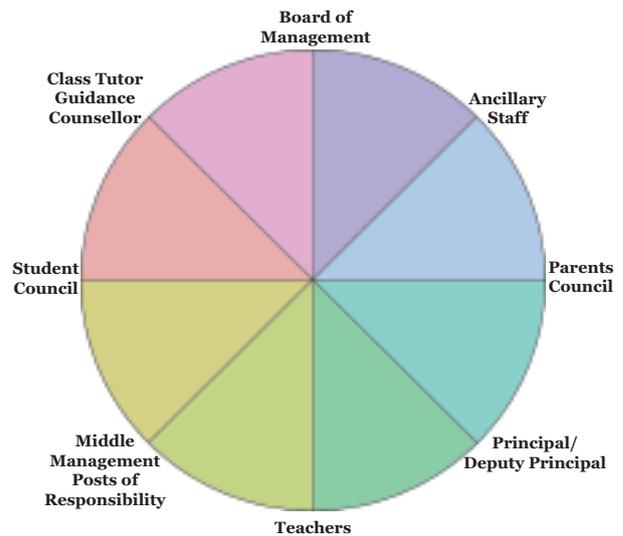
### Parents Council

The Parents Council is a great asset to the school. The role of the Council is to help maintain a link between the school and parents by having parent representatives on the Council. The Council organise many events for the school and outings for students through its term. The function of the Council is (i) to promote the interests of the pupils in cooperation with school authorities; (ii) also to advise the Board and Principal on school matters and (iii) to adopt a programme of activities to promote parental involvement. The Parents Council term is three years and in that time they meet over twenty occasions.

### Class Tutor System

The school operates a class tutor system, whereby each class has an individual class tutor who acts as guide, support, motivator, by building relationships with each pupil in his/her class group, by promoting class spirit, by promoting greater collaboration between school and home, in order that we may work together in addressing issues of concern with pupils.

- Students are encouraged to see this teacher as someone who cares, who will present their concerns to other staff.
- Class tutors identify students difficulties – induction of new pupils, bullying, low self-esteem, truancy, inability to cope with work, home difficulties.
- The class tutor cares for students, by monitoring uniform, attendance, absence, reasons for absence, lateness, looks for unexplained absences, medical problems during daily registration.
- The class tutor is the first to be contacted via a written report by a subject teacher when problems arise.
- Class Tutors use the pupils journal, to communicate with parents weekly. Parents can also meet with their child's class tutor if they have concerns regarding their child.
- School discipline is implemented in a pastoral way so that pupils accept it as part of their education and training.



### Class Representative

Class Prefects are elected by class members to:

- facilitate communication between staff and pupils;
- represent class in official capacity e.g. welcoming visitors, give vote of thanks;
- assist the class tutor by recording absences, uniform, permission details.

The students who are chosen are in a position of trust, responsibility and service in relation to staff and pupils. A sense of loyalty and cooperation is very important.

### Students Council

The Council is made up of students who volunteer, fill in an application form and are then interviewed. They meet once a week to discuss issues brought to the attention of the Council. Some issues to come before the Council are uniform concerns, publication of the Leaving Cert. Yearbook, development of the school library, attendance at the National Youth Forum and representation of students at school policy level. It's success is down to teamwork!



## **School Services**

### **Career Guidance**

The Guidance service in the school includes advice on all aspects of subject choice, third level courses and the world of work. The Career Guidance and Counselling service is designed to assist students to make choices about their lives and to make transitions following on from these choices. These choices relate to their personal, social, educational and vocational lives. Students undertake ability and achievement tests to help choose subjects and educational assessments take place to assess students needs. Assistance is given to students at the end of 1<sup>st</sup>, 3<sup>rd</sup> and Transition years to make subject choices that will allow them to keep all options open for the career of their choice. Classes in careers are provided for senior students as well as guidance on an individual basis. Students and parents are encouraged to attend seminars. Students are prepared in interview skills, job application procedures, higher education and for further training. Guest speakers give students the benefit of their knowledge and experience.

### **Special Educational Needs**

Learning Support and Resource Teaching is available to facilitate students in need of additional help and guidance in literacy and numeracy. Learning Support classes (small groups) and Resource Teaching (individual teaching) aim to develop social skills and lifeskills and to improve literacy and numeracy skills for these students. Students who receive resource hours have a reduced timetable to accommodate this additional teaching.

### **After School Study**

After school study sessions are provided for all interested from Monday to Thursday inclusive. Students have the opportunity to work in a silent, studious environment, similar to exam conditions. This after school study aims to help students improve their study skills and achieve their aims. This service has been running successfully since the school year 1999/2000.

### **Book Rental Scheme**

This scheme helps reduce the financial burden of school expenses for all families.

### **Student Journal**

The student's school journal is designed to help students organise their life in school. Students are expected to use it for homework records, project deadlines, school events, details such as sport fixtures, school outings, etc. It is the first means of communication between teachers and parents. Parents are encouraged to check their child's

progress by discussing homework records, journal entries by teacher about achievements, classwork, homework, punctuality, attendance. Parents are also expected to use the student's journal for notes from home to teachers, and for explanation for their child's absence. Journals are checked weekly, or daily when necessary during morning registration by students class tutors.

### **Efforts, achievements and contributions to school life are celebrated and recognised by:**

- Prize Giving Day
- Local newspaper announcements
- Articles in schools newsletter
- Positive Learning Programme

At the end of the school year we have a prize giving ceremony and we present students with trophies, medals and certificates for academic, attendance, sport and extra curricular areas of school life.

### **Positive Learning Programme**

The Positive Learning Programme promotes a positive attitude to behaviour, classwork and homework. The positive Learning Programme currently runs up to Junior Certificate level.

#### **The aims of the Programme are to:**

- See learning and achieving as positive
- Improve the classroom learning environment
- Develop a sense of responsibility in students for their own learning
- Portray school in a more positive light

The programme is constantly under scrutiny in order to meet the changing needs of the students as they go up through the school.

### **Outside Agencies**

Health Services Executive, National Education Psychological Services, Irish Society for Prevention of Cruelty to Children are organisations which provide material relevant to the needs of young people. A mental health display provides literature for pupils. Guest speakers from these organisations are invited to speak to class groups in CSPE, SPHE and RSE.

### **Parent/Teacher/Student Meetings**

These meetings are held throughout the year for parents/guardians of every student attending the school. Students are encouraged to attend the meetings with their parents so that teachers can talk to parents and students together and discuss any concerns they may have or equally to offer praise and support.



## **Curriculum**

**We are pleased to offer a broad range of subjects at all levels.**

### **JUNIOR CYCLE**

#### **Core Subjects**

Religious Education	Irish
English	Mathematics
History	Geography
Science	Physical Education PE
Civic, Social & Political Education CSPE	Computers Social, Personal & Health Education SPHE

#### **Options**

Art, Craft & Design	Business Studies
French	German
Home Economics	Materials Technology
Wood	
Technical Graphics	Music

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### **SENIOR CYCLE**

#### **Core Subjects**

Religious Education	Irish
English	Mathematics
Physical Education	Careers Guidance

#### **Options**

French	German
Physics	Biology
Chemistry	Agricultural Science
Home Economics	Art
Accounting	Business
Geography	Design Communication Graphics
Construction Studies	Music

LCVP Programme/  
Computers Studies

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### **POST LEAVING CERTIFICATE COURSE/FETAC AWARDS**

Business & Secretarial Studies	Art Craft & Design
Child Care, Levels 5 & 6	eBusiness
Portfolio	Design
Digital Photography	Conflict
Social Studies	Management
Community & Health Services	Furniture Design
Computers for Beginners	

### **TRANSITION YEAR**

#### **Core Subjects**

Religion	Irish and Celtic Studies
English	Mathematics
French/German	

#### **Mandatory Subjects**

Science	European Studies
Physical Education	Typewriting (Irish Examining Board)
Computers (Irish Examining Board)	Careers
Home Economics	Materials Technology
Wood	
Music	Mini Company/Business Enterprise
Drama	Art/Craft
Health & Safety	

#### **Modules**

Work Experience/ Career Guidance  
Personal Development/Junior Achievement  
Ireland Programme (Link with Sligo IT)  
Driving/Road Awareness/Car Maintenance  
Conflict Management  
Gael Linn Residential - Film Making through the medium of Irish  
Yoga, Aerobics & Gym work  
Guest Speakers

#### **Extra Curricular**

Gaisce Presidents Award  
School Outings/Field Trips  
Gallery/Theatre visits  
Event Night - Music/Talent Show  
Cross-Border Programme - St. Vincent de Paul project  
Drama Production

## ***Education for Living***

### **Religious Education**

The aim of the Religious Education programme is to provide the students with an opportunity for reflection on, and expression of, their own personal experience. Through scripture, liturgy, morality, prayer, doctrine and the example of Christian lives, the students will become aware of the means and qualities necessary to live as followers of Jesus Christ. During the school year the students are given the opportunity to participate in days of reflection. Students are also encouraged to take an active part in the life of their parish. Senior students who wish to study the RE curriculum for the leaving certificate state examination are also provided for, and each year a number of students do so within the school.



### **SPHE (Social, Personal and Health Education)**

A SPHE Programme is provided for each class in the school. The aim of this Programme is to give every pupil an opportunity to learn and develop social and personal skills, which will enable them to take greater charge of themselves and their lives and as a result to be responsible, caring, confident, happy and healthy individuals. At junior level, topics as diverse as study skills, hygiene and body maintenance, self-esteem, building self-confidence, decision making, substance abuse - alcohol, drugs and smoking are covered. At Senior level, the programme continues with the above themes but also deals with relationships, assertiveness, emotions, communication, and stress management.

### **Healthy Schools Scheme**

Our school is currently involved in the Healthy Schools Scheme organised by the Health Service Executive. We have successfully participated in this school for many years. Topics addressed included the area of Nutrition and Healthy Eating, Physical Activity, creating positive mental health awareness. One of the highlights of the scheme held during the school year was a portfolio of work evidence was prepared and an assessment was carried out by

members of the HSE. We are proud to have received the Healthy Schools Scheme Award for every year we have been involved with the scheme.

### **CSPE (Civic, Social and Political Education)**

CSPE aims to educate young people to live as active citizens in their own community, country and the world. There are seven key concepts: Rights and Responsibility, Stewardship, Development, Democracy, Law, Human Dignity and Interdependence, 60% of the marks are allocated for the Action Project undertaken by students themselves on one of the key concepts. Students learn that the needs and rights of people are protected when individuals, communities and countries take responsibility for safeguarding them. Organisations such as Barnados, ISPCC, Amnesty International, Trócaire, St. Vincent de Paul, Concern and many more provide valuable resource materials for the course. CSPE is a common level mandatory subject.

### **Green Schools**

We have been successfully running our Green Schools Programme in this school.

#### **Our Green Schools Committee are busy keeping the environment clean and green.**

From collecting compost bins and using the compost for flower beds, collecting plastic bottles, mobile phones and batteries for re-cycling. We have had some major coups – we were one of the first schools in Sligo to be awarded the Green Flag. Within this school the green flag programme with its focus on waste management, litter prevention and energy awareness is now as much a part of everyday school life as other curriculum subjects. The overall commitment to Green Schools demonstrates a real commitment by both staff and students to safe guarding and enhancing our environment.



## ***Extra Curricular and Co-Curricular***

### **Physical Education Programme**

There is an ever-increasing emphasis on leisure and recreation. The Physical Education Programme in the school caters for these demands, offering pupils the opportunity to participate in a wide range of activities. The school has an excellent Sports Hall, which is equipped for basketball, soccer, hockey,

dance, Olympic handball, badminton, table tennis, aerobics and gymnastics. Outdoors the school has its own basketball and tennis courts and has access to extensive playing fields, in which soccer and football are played. In the Jesus and Mary Secondary school an extensive extra-curricular programme compliments the P.E. programme. At lunchtime, teams are trained and coached in preparation for inter-school competition. The school is represented in athletics, badminton, basketball, cross-country running, Gaelic football, golf, soccer, swimming and surfing. We also aim to ensure that the needs of all students are catered for in the school's extra-curricular programme with provision of activities of a non-competitive nature e.g. walking club.



### **Girls Active**

Girls Active – a programme run in conjunction with Sligo Sports Partnership aimed at increasing activity levels in girls over 15 years of age. Students are encouraged to participate in the many activities offered in our school. Through participation the students become more confident and self reliant, improve their relationships with students and teachers and develop leisure time interests and pursuits.

### **Art**

Art is offered to all students from Junior Certificate to Leaving Certificate levels. Students are helped to prepare folios for I.T's and other Colleges of Art. Here at Jesus & Mary we feel it is important to nourish the creativity of each individual and help them to develop their creative side. Crafts such as



screen printing, lino cuts, batik, tie-dye, pottery, sculpture, puppetry and calligraphy are part of our curriculum. Online gallery work is viewed during class time using our latest technology. Outings are arranged to galleries and to places of interest especially around our own very beautiful local environment.

All these help our students to develop and appreciation of the visual, and enhance the students' qualities of imagination, originality and ingenuity. Students work is displayed around the school to enhance the daily environment.

### **Music**

Junior Certificate Music is offered as a choice subject. The Programme aims to develop students musicality in the following areas: performing, composing and listening. Leaving Certificate Music is offered as a senior cycle subject also focusing on performing, composing and listening. These essential skills are developed through aural perception, analysis, appreciation, writing and performance.



### **Drama/Stage Productions**

The cultural development of our pupils plays an important part in our Education Programme. Traditional staging of plays and variety concerts has provided much entertainment while, at the same time, developing a sense of confidence and achievement among our pupils. Our large hall provides excellent facilities for all stage productions – with its stage, lights and up to date sound and technical equipment.

### **Open Days**

The school guidance service organises trips for senior students to a variety of careers related events. These include, Higher Options, Careers Seminars, Sligo I.T. and Open Days in U.C.D. and N.U.I.G., St. Angela's College, D.C.U. and Trinity College.

### **Public Speaking or Debating**

Public Speakers enter a range of Public Speaking and Debating competitions including Concern and Mental Health Competitions.



### **Gaisce Presidents Awards; Bronze/Silver/Gold**

Transition Years in Jesus and Mary participates annually in this scheme. Students are encouraged under this scheme to set themselves challenges and develop personal skills.

### **Science Awards**

Junior and Senior students are encouraged to enter many science competitions and events such as the “BT Young Scientists”. As part of our Transition Year Programme students also enter “Young Environmentalists Awards”, as well as events organised by I.S.T.A. An Táisce, Sustainable Energy Ireland (S.E.I.). Finally students are also encouraged to enter essay competitions eg Remedi Ireland.



### **Home Economics**

Students are encouraged to enter various Home Economics events, competitions organised by Bord Bia/Agri Aware, Tesco Ireland, Connaught Gold and Fáilte Ireland.

### **LCVP Programme**

The primary goal of the LCVP Programme is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success. Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Adapt to changing circumstances
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences

### **Certification**

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules.

### **Grades for the Link Modules are as follows:**

Grade	Percent
Distinction	80% - 100%
Merit	65% - 79%
Pass	50% - 64%

The Link Modules are recognised in points term as by the Institutes of Technology and the Universities.

### **The points are allocated as follows:**

Grade	Universities and Institutes of Technology Award
Distinction	70
Merit	50
Pass	30

### **Tours**

Students are encouraged to take part in all tours and school outings, because they are designed to support students co-curricular and extra curricular development as well as help develop school friendships and positive memories of school life.

### **Languages**

#### **Gaeilge/Irish**

The Irish course aims to give students an appreciation of Gaelic language, literature, heritage and culture. Students are encouraged to become more confident in its communication through reading, writing, oral and aural work. Opportunities are provided for all those who wish to attend courses in the Gaeltacht and students are given every opportunity to participate in all activities which promote the native language. Is í aidhm na múinteoirí go léir ná grá don Ghaeilge a chothú i measc na ndaltaí agus ardchaighdeán i ngach gné den teanga a bhaint amach.

## English

The aims of the English course are to develop the young person's personality through the discovery, exploration and enjoyment of language and literature and to encourage the student to achieve the highest possible standards of excellence, with due regard to different aptitudes and abilities. At junior level students encounter a huge range from poetry, drama and fiction to film and media studies. The new syllabus at senior level, in recent years, has transformed the variety of texts on offer. Students engage with material that is relevant to their world whilst an appreciation of timeless classics such as Shakespeare's plays are also included.

## German

German is available to all students from First year to Leaving Cert. The syllabus is "communicative" and aims to equip pupils with the knowledge and skills they may require to participate in everyday transactions in a German speaking country.

- Pupils learn to communicate effectively through the four language skills: listening, speaking, reading and writing.
- Pupils acquire a level of cultural awareness about German speaking countries, their cultures, traditions and customs.
- The course enables pupils to pursue leisure activities, further study and/or career opportunities through German.

## French

French is available to pupils from First Year to Leaving Certificate. Modern language teaching techniques are used at all levels. The aims of the course are:

- to enable pupils to communicate effectively in French by the use of the four language skills of listening, speaking, reading and writing.
- To acquaint pupils with French culture and civilisation
- To enable pupils to engage in further study of French whether for academic, business or leisure purposes.

## History & Geography

### Geography

Geography will help to give students a greater awareness of day-to-day life at local, regional and world level about unemployment, industrial development, environmental pollution, third world problems, natural disasters and relief appeals. With its emphasis on landscape, Geography can help towards an understanding of the varieties of recreational opportunities that exist and towards an appreciation of the need for conservation and protection. Fieldwork, incorporating the use of simple instruments and learning to read, use and draw

maps, use information technology, are all important aspects of the Geography course at Junior and Senior levels. The geographical investigation (fieldwork) is a core area of study and is compulsory for all students at senior cycle. It provides the opportunity for students to apply the appropriate geographical skills that are central to all areas of the syllabus.



### History

The History course aims to ensure that students acquire knowledge and understanding about human activity in the past so as to better understand the contemporary world. It highlights the economic, social and cultural implications of Ireland's membership of the broader European community. Students are encouraged to develop positive values such as commitment, objectivity and justice. In order to achieve these aims students are exposed to many and varied learning experiences including fieldwork, tours, project work, quizzes and viewing of films and other relevant secondary sources, emphasis at all times being on experiential learning

## Technical & Practical

### Technical Graphics

In Technical Graphics for the Junior Certificate emphasis is placed on the practical application of Geometry and obtaining graphic solutions to real problems in the students' environment. As well as developing the practical skills of drawing, computer graphics, graphic communication, accuracy, neatness and judgement, students learn to visualise objects and shapes, solve problems and think for themselves.



## Materials Technology Wood

Materials Technology Wood (Woodwork) is a practical subject where all types of materials, woodworking processes and joints are made and worked with. Students use their acquired skills to make various items of furniture, from simple pieces in First Year to a choice of larger and more complex items in Third Year. As well as acquiring the practical skills, students learn the theory of all aspects of Woodwork including trees and forestry. There is both a practical and theory examination at Junior Certificate level.



## Design & Communication Graphics

*(Formerly Technical Drawing)*

The Design & Communication Graphics Course is a continuation of Technical Graphics at Junior Cycle. It combines computer aided design (CAD) and the conventional board drawing. Pupils learn skills including graphic communication, creative problem solving, spatial abilities/visualisation, design capabilities, computer graphics and CAD modelling. The creative and decision making capabilities of students in the activities associated with design, are developed through three principal areas of study – Design and Communication Graphics, plane and descriptive geometries and applied graphics. This Programme is intended to develop the creative thinking and problem solving abilities of students. The subject is examined by means of an electronic project (40%) and a board drawing test (60%). This subject is useful for students hoping to pursue a career in the field of Engineering, Architecture, Product Design or Computer Design.

## Construction Studies

Construction Studies is a study of Architectural Technology, which follows on from Materials Technology-Wood in Junior Cert. It focuses on all aspects of the built environment through study and also practical experience project work. Some areas of study include sustainable architecture, conservation of natural resources, environmental and

ecological issues concerning the selection and use materials, of materials and disposal of domestic waste etc.

## Home Economics

Home Economics is available to all students at Junior and Leaving Certificate levels.

The Junior Certificate course divides into five main areas with food studies and culinary skills high up on the menu.

Students learn the rights and wrongs of consumer issues, find out about social and health matters and improve their skills as resource managers. There is a section on textile studies and an optional project covering child care or design and craftwork. The project option is 15% of a pupils Junior Certificate Examination, a practical cookery exam is 35% at higher level and 45% at ordinary level. The practical learning experience prepares students for independent living as individuals and as members of a family in a diverse global society.

Leaving Certificate Home Economics consists of a core and three electives. Each elective is an extension of some aspect of the core. Core topics include food studies, resource management and consumer studies and social studies. Students complete one of three electives – namely, Home Design & Management/Textile Fashion & Design/Social Studies. Five cookery tasks and a standard food studies journal forms a further 20% of students Leaving Certificate examination.

The practical experience in home economics provides a learning foundation for a wide range of careers eg food industry, food science, health & nutrition, interior design, social studies, tourism, fashion and textiles industry.



## **Business Studies**

### **Business Studies**

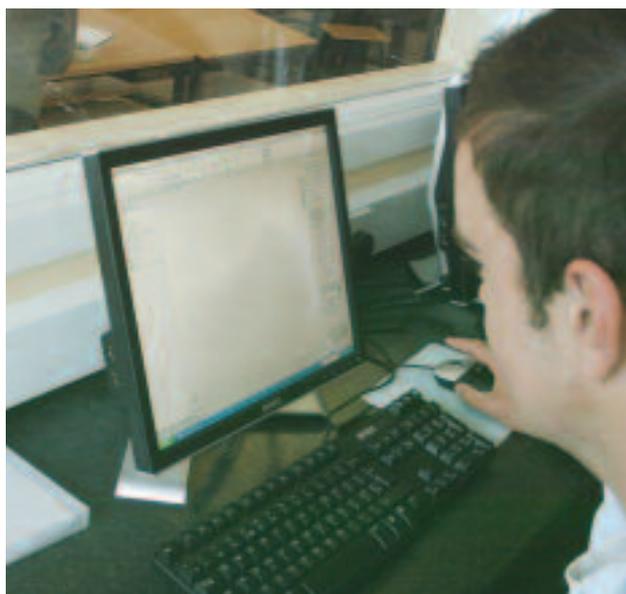
At junior level, this subject covers Book Keeping and Accounts, The Business of Living, Economic Awareness, Enterprise and Information Technology. It ranges in application from the skills necessary to manage pocket money to establishing a private limited company. At senior level students may opt for Accounting and/or Business.

### **Business**

At Senior level topics include Business Legislation, Conflict Management, Enterprise, Marketing, Finance and the International Trading Environment. It provides a foundation for Business oriented Third Level courses as well as the world of work.

### **Accounting**

Covers the concepts of Accounting, Financial Accounting and Management Accounting. It provides students with the essential skills to pursue accounting related courses in Third Level Colleges.



### **Information and Communications Technology**

Information and Communications Technology ICT is an integral part of every second level student's education since we live in an era of rapidly changing technology. Our school has two networked computer rooms with internet access and state of the art technology. Each classroom has internet access. The integration of ICT in learning and teaching helps create an environment which enables all students to become confident and self directed learners. ICT enriches learning and enhances teaching. It is a powerful motivational tool for students and it increases the scope and opportunities for learners with special educational needs.

Our knowledge economy requires an ICT literate, creative and entrepreneurial workforce which can confidently use ICT in all disciplines.

## **Mathematics & The Sciences**

### **Maths**

The Maths syllabus aims to help provide students with the mathematical knowledge, skills and understanding required for continuing their education and eventually, for life and work. At Junior and Senior cycle the course is divided into three levels to cater for all abilities. Transition Year is divided into two levels - Higher and Ordinary. Students have the opportunity to balance senior cycle basics with research, puzzles and practical applications. Learning Support classes may be offered to students who are experiencing difficulty with this subject.

### **Science**

Science at Junior Certificate level is available to all students. The course consists of three sections - Biology, Chemistry and Physics. Topics covered include:

Biology - Human Biology, Animals, Plants and Micro-organisms.

Chemistry - Classification of Substances, Air, Oxygen, Carbon Dioxide, Water, Atomic Structure, Reactions and Compounds.

Physics - Force and Energy, Heat, Light, Sound, Magnetism, Electricity and Electronics.

The course is activity based through a variety of investigations and experiments. Students develop a deep sense of safety, accuracy, attention to details when observing and measuring data from practical work.

Coursework A - Consists of mandatory experiments or investigations which are recorded in standardised journals and form 10% of the Junior Certificate science exam.

Coursework B - Completed in Third Year consists of two specific investigations which are recorded in standardised journals and form 25% of the Junior Certificate Science Exam.

### **Physics**

Leaving Certificate Physics covers a broad range of topics from the basics right through to modern-day Physics, includes topical subjects such as Heat, Light, Radioactivity and Nuclear Energy. Every year the tradition continues of students pursuing careers including Pure Physics Studies, Engineering, Agriculture, Medical Professions, Electricians, Technicians and Construction.



### **Chemistry**

Chemistry is the study of everything we use, wear, consume, including medicine, plastics, preservatives and much more. Leaving Cert chemistry is divided up into organic and inorganic. Organic and inorganic chemistry includes taking natural chemicals to make new substances, which are used in medicine, synthetic clothing, food etc. Chemistry is also involved in the study of atoms and the periodic table. This study includes how atoms react with other atoms and what happens when they do react. There are 28 mandatory student experiments, which must be carried out over the two years. A range of courses requires chemistry, these include: Human Nutrition in DIT, Dentistry and Medicine in UCC, Veterinary Science in UCD and Pharmacy to name but a few.

### **Biology**

Biology is the science of life and living things, like plants, animals, fungi (such as mushrooms) and bacteria. The study of biology also includes the study of organisms that can only survive in other living cells, the viruses. Biology students will also study ecology and will learn how organisms react with each other and with their environments. Biology examines the structure, function, growth, origin, evolution, distribution and classification of all living things. Biology is a two year course which can be taken at higher and ordinary level. It forms a knowledge base for hundreds of careers from Oceanography and Ecology to Medicine and Biotechnology.

### **Agricultural Science**

Agricultural Science involves the application of known scientific principles in the production of food for human use. The two-year Leaving Certificate course in Agricultural Science covers a wide range of

topics including animal science, crop cultivation, genetics, soil science, forestry and farm management. This course includes theory and experimental work as well as hands-on projects and would be suited to any student with an interest in farming.

### **Transition Year**

Transition Year is available to interested students after their Junior Certificate. The programme is timetabled to suit the needs of each new year group entry.

#### **We aim to:**

- Promote personal, social, educational and vocational development of students.
- Prepare students to be participative and responsible members of society.
- Enable students to take responsibility for their learning and decision making.
- Help students to develop critical thinking and problem solving skills.
- Prepare students for the world of work.
- Enable students to develop basic competencies in key areas according to their individual needs, including remediation where appropriate.

**Core Subjects** such as Religion, Maths, English, and Irish, remain stable and offer both further studies and remediation to students.

**Taster subjects** include arts, technical subjects and the sciences. Students experience the world of work every Friday weekly from January - May. Work experiences may range from business, creative, caring and legal professions. Visits to Third Level Colleges support career investigations. Research, recording, assessment and evaluation are an integral part of the whole programme.



**Modules** offered to students may include Driving Awareness, Law, Horse-riding, Dance, Golf, Personal Fitness and Coaching, Gael Linn Film Making residential. Each term has a highlight focus, which includes a drama production, an organised event and a final exhibition of work which includes an Awards Ceremony.

Students are encouraged to personally develop through **extra-curricular** activities such as sport, Gaisce Awards and St. Vincent de Paul projects, Drama Production and Sport. **Skills developed** in Transition Year include speaking and listening, technical communication through different media study and research.

T.Y. activities often take place in group situations, in pairs or individually.

Preparation for mock interviews and CV preparation is an integral part of the programme.

Transition Year Projects involve many out of school visits.

**Assessment** takes place in each subject area. Student evaluation and School Tests at Christmas and Summer is very much part of this programme. A final portfolio assessment with a combined interview takes place at the end of the programme.

#### **CERTS AWARDED:**

**Department of Education & Science Certificates and School Certs** based on portfolio interview/Science/SVDP/Gaisce, projects connected with outside agencies.

**Exhibition and graduation** ceremony takes place at the end of the Year.

The programme is concluded with a personal interview where each student has the opportunity to present their portfolio of work showing their growth and development gathered throughout the programme.

#### **Examinations in:**

Typewriting, Computer Applications  
**(Certified by Irish Examining Board)**

### ***Post Leaving Cert Courses***

The Post Leaving Certificate Programme is available to adults of all ages. The programme aims to prepare students for the world of work or to enable them to apply for entry into certain Certificate/Diploma courses in 3rd level Colleges. It is suitable for students who wish to defer 3rd level for a year.



### ***At present we are running eight PLC Courses:***

#### **Business & Secretarial Skills FETAC Certified**

**Modules** - Spreadsheets, Word Processing, Web Design and many more IT related skills, Customer Service, Information and Administration, Communications and Work Experience.

#### **Art, Craft & Design FETAC Certified**

**Modules** - Painting, ceramics, clay modelling, wood carvings & more

#### **Furniture Design FETAC Certified**

**Modules** - Drawing, Design, Architectural Drawing, Computer Aided Draughting, Bog Oak, Sculpture, Communications and Work Experience and much more. Furniture Design will appeal to learners who will enjoy the use of creative techniques and who are interested in learning a range of skills to design and make innovative furniture.

#### **Interior Design FETAC Certified**

**Modules** - Design, Architectural Drawing, Computer Aided Draughting, Colour and Light, Photography, Communication and Work Experience and much more. Interior Design is the process of shaping the experience of interior space through manipulation of special volume as well as surface treatment.

#### **Child Care level 5 and Supervision in Child-care level 6 FETAC Certified**

**Modules** - Caring for Children (0-6), Working in Childcare, Child Development, and Art & Craft for children, Care provision & Practice, Health and Safety at work, Communications, Work Experience and much more.

#### **e-Business FETAC Certified**

**Modules** - The Internet, Web Authoring, e-Business Studies, Communications and Work Experience.

#### **Community and Health Services FETAC Certified**

**Modules** - Nutrition, Introduction to Nursing, Social Studies, Care Provision and Practice, Communications and Work Experience.



## **Design FETAC Certified**

**Modules** - Consists of Design, Architectural Drawing, Computer Aided Draughting, Colour and Light, Photography, Communications, Work Experience and much more.

## **Other Modules include:**

Conflict Management  
Digital Photography  
Social Studies  
Computers for Beginners



## **Parental Involvement**

### **Board of Management**

Two parents of students currently in the school are elected to the Board by the parent body.

### **Parents Council**

The school has an active parents council elected from the parents of current students.

### **Parent/Teacher/Student Meetings**

Parent/Teacher/Student meetings take place during the school year. These are vital contacts between home and school, and between parent, student and teachers. We encourage all parents to make attendance at these meetings a priority.

### **Parent Meetings**

There is an Induction meeting for parents of First Year students in September. There are programme and subject choice information nights/study skills information night for Third year parents, Transition Year parents and LCVP parents. When the need arises parents are contacted regarding performances of pupils. Parents are encouraged to contact the school if they have any concerns.

### **Sport School Outing Parental Involvement**

We are grateful for help given to us in the past by parents who supervise travel, and support these activities. We look forward to continued parental involvement in this area in the future.

## **School Correspondence**

A school calendar is sent home at the beginning of each term. A school newsletter informs parents of school events from the previous term. It is vital that parents check and sign their child's school journal, are aware of the "Home School Agreement", use their child's school journal for notes from home to teachers, and for explanations for their child's absence.

## **Community Links**

Saint Vincent De Paul Youth for Justice Programme.  
Gaelic coaching course links with Primary school.  
Transition Year work placement.  
Log and Learn Module  
Youth Sport West-Cross border project.  
Gáisce Community Challenge.

## **Discipline Policy**

### **Introduction**

Our Discipline Policy aims to encourage and foster the Christian, Social, Personal and Educational development of our students and to give recognition for desirable qualities, attitudes and achievements.

It aims to help students grow in their awareness of others, conscious of the dignity of the person, of justice and respect where each can reach their full potential as a human being.

It aims to build a good school spirit based on a Christian Ethos, where students can develop into mature responsible and caring people.

It aims to encourage and foster good/positive behaviour and allow students the opportunity to be aware of and own their own behaviour.

It aims to make this school a place that is dedicated to quality teaching and learning, that is supportive of the well-being of all who form part of the school community.

It aims to develop a sense of community where the ethos is one of belonging and support and where the quality of the interpersonal relationships is conducive to reconciliation and conflict resolution.

## **Code of Behaviour**

### **Pupils will respect:**

Themselves  
Each member of the staff at all times  
Visitors to the school  
People they meet travelling to and from school and during school hours  
Fellow Pupils  
School property and environment  
Other peoples personal property

## **School Rules**

### **Attendance and Punctuality**

Each pupil is expected to be punctual and regular in attendance. Non-attendance must be recorded in the student journal, stating the reason and signed by a parent/guardian.

Any pupil wishing to leave school at lunchtime or any other time during the school day must have a request for permission in their student journal, signed by a guardian.

Students must be punctual for all classes and assemble in an orderly fashion outside classroom door.

Students must have all necessary books and equipment before class begins.

Students may only go to lockers during break times, not during or between classes.

### **Uniform**

The school uniform as prescribed must be worn in school, on the way to and from school and on official occasions.

Each pupil is expected to be neat and well groomed. Sleepers and stud earrings *only* may be worn on the earlobe.

Inappropriate jewellery/make up may not be worn in school.

### **Health and Safety**

Interference with the fire equipment is strictly forbidden. *(A penalty and fine will be imposed for a breach of this rule).*

- Corridors, stairs or doorways must not be blocked.
- No running or pushing on corridor or stairs.
- Playing with/throwing objects is forbidden at all times.
- Laser pens will be confiscated. The use of mobile phones, walkmans or CD players/other unapproved electronic equipment are not permitted in class.
- Playing football and other ball games is prohibited in all areas outside the playing areas approved by the school.
- Students who drive their own cars must park outside the school grounds.
- Smoking, consumption of alcoholic drink and the use of banned substances is forbidden at all times and on all school outings.
- Any student who is ill and wishes to leave class or the school premises must report to the Principal's office.

### **Bullying**

All forms of bullying and intimidation are strictly forbidden.

This school has an anti-bullying policy and each case will be investigated and dealt with on a personal

basis by the Class Tutor, Deputy Principal or Principal in conjunction with the School Discipline Board.

Parents will be kept informed.

All students are requested to report bullying/intimidation incidents that they may witness.

Reports will be dealt with in the strictest confidence.

### **School Journal**

Each student must have an official school journal.

Students must have their journal in each class.

Students must have their journals signed by a Parent each week.

Journals will be inspected and signed each week by the Class Tutors.

Losing a journal, non-production of a journal or interfering with another student's journal will be treated as a serious offence.

### **Personal Habits**

The following are not allowed and sanctions/fines may be imposed:

- Chewing Gum
- Bad language
- Litter
- Graffiti
- Eating or drinking during class

### **Breach of the above code may be dealt with as follows:**

- Teacher involved may deal directly with incident.
- Incident may be recorded in student journal.
- Incident Report Form may be initiated and passed on to the classhead.
- Class Tutor may interview students.
- Class Tutor may place student on report
- Class Tutor may consult with the Deputy Principal.
- Deputy Principal may interview student and inform parents.
- Deputy Principal may refer to Principal.
- Pupil may be brought before Discipline Committee, comprising of Principal, Deputy Principal, classhead and teacher involved.
- Parents may be asked to attend a meeting with the
- Principal and the Deputy Principal.

### **Sanctions may include:**

- Student may be spoken to and given a warning
- Incident may be recorded in journal
- Detention during school hours
- Student may be placed on report (*Report card to be completed by each subject teacher*)
- Withdrawal from class
- Loss of privileges *e.g. (School outings; Games)*
- Fine for replacement/repair of property
- Suspension

**Automatic suspension may be imposed for the following:**

- mitching
- use of disrespectful language towards a member of staff
- physical assault on another student
- serious damage to school property
- serious act of disrespect in school or on school outings

In all cases of suspension the Board of Management will be informed.

Expulsion/exclusion may take place if a student, having gone through all the stages and sanctions for a serious offence, continues not to comply with the ethos of the school or obey the code of behaviour.

The final decision with regard to expulsion/exclusion will rest with the Board of Management.

Each case of a breach of the Code of Behaviour or school rules will be treated on an individual basis, with regard and how serious the breach is. The past record, attitude and general behaviour of the student will be taken into account.

### ***Admissions Policy***

All students who have completed a primary school education are welcome to enrol in the Jesus and Mary secondary school irrespective of age, religious faith, race or ability, provided they agree and adhere to the ethos of the school and the school, which is funded by the Department of Education and Science, is capable of providing the facilities necessary for their individual needs.

Where demand for places exceeds vacancies then selection may be made on one of the following bases:

- (i) *Priority given to pupils living in or from primary school in the catchment area.*
- (ii) *Priority given to brothers/sisters of present pupils.*
- (iii) *Enrolment on a 'first come, first served basis'.*
- (iv) *Students capacity to participate based on resources*

While every effort will be made to accommodate a student who has been expelled from another school, if it is felt that he/she cannot adhere to the ethos of the school or comply with the code of behaviour, he/she will not be admitted.

A student may be excluded/expelled if he/she, having gone through all the stages and sanctions, continues not to comply with the ethos of the school or the code of behaviour, as laid down in the Discipline Policy.

The Board of Management will reserve the right to make the final decision with regards to expulsion/exclusion.