

Newpark Comprehensive School
Scoil Chuimsitheach Na Páirce Nua

Junior Cycle 2011 - 2012



JUNIOR CYCLE 2011-2012

This publication is designed to inform you about issues central to the school career of the Junior Cycle Student.

Please do not hesitate to contact us at the school if you have any problems or queries.

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Web Site	www.newparkschool.ie	

Visit the web site for more information!

YEAR LEADERS (2011-2012)

Year One	Year One to be announced
Year Two	Mr. Willie Sweeney
Year Three	Ms. Gearoidin O'Dwyer

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JUNIOR CYCLE CORE & OPTION SUBJECTS

CORE SUBJECTS

All students follow courses in the following CORE Subjects:

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1. English	4
2. Irish	4
3. Mathematics	4
4. Science	5
5. History	5
6. Geography	5
7. Modern Continental Language (French / French European Section / German)	5
8. Physical Education	6
9. Religious Education	6
10. Civic, Social and Political Education	6
11. Social, Personal and Health Education	6

They also participate in modular courses in Music, Drama and Computers.

OPTION SUBJECTS:

Students will choose *two* of the following subjects for Junior Certificate:
(**One**, if they are in the French European Section)

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1. Art	7
2. Business Studies	7
3. Home Economics	8
4. Materials Technology (Wood)	8
5. Metalwork	9
6. Musicianship	9
7. Technical Graphics	10

The subjects chosen in First Year will have a considerable influence on the choices available to your child in future years therefore careful consideration needs to be given by the student and parent to the choice made. The student will be asked to select two subjects from the list available. In order to assist in this process of choosing options, students will have the option to sample each of the subjects except for European Section up to the end of the half term in October. At the end of this period they will choose two subjects from the list above.

Three major factors should be borne in mind when a subject combination is chosen:

1. In order to study some subjects at Leaving Certificate it is advisable, though not obligatory, to have studied the appropriate subject in Junior Cycle.
 - To study Construction Studies for Leaving Certificate it is advisable that a student has taken Materials Technology (Wood) in Junior Cycle
 - To study Engineering it is advisable that a student has taken Metalwork
 - To do Design and Communications Graphics it is advisable that a student has taken Technical Graphics
 - To do Home Economics it is advisable that a student has taken Home Economics.
2. When choosing, each student should carefully consider the course of studies involved. A brief outline of the courses in each subject is given below.
3. The student's own aptitudes and talents are, of course, central to the choice of subject. Students should try to take into account their liking for - and ability in - a subject when making their choice.

CORE 1 - ENGLISH

Students study for the Junior Certificate. There will be a set Literature and Language text and work will be studied in units, i.e. a series of activities centred on a particular theme or a major text. Up to four units will be covered in First Year.

The Autobiography: An important part of the year's work is the writing of an Autobiography. Materials studied will serve as a basis for the students to explore aspects of their own past experience and to record them in a variety of written styles - short stories, poems, diaries, dialogues etc. Reading material will be drawn from duplicated materials and from the set text.

Reading: A central text which links up with the Autobiography will be Roald Dahl's lively account of his childhood, "Boy". Students will also read at least one other novel. Book reviewing from an extensive reading list will also be encouraged.

Skills: A wide range of skills will be covered, including writing, oral and listening skills. This work will be integrated with creative writing in other units. We feel that it is important to build a firm foundation in literacy skills during First Year.

It is also hoped that students will work in Drama and other media as part of their course work in English.

CORE 2 - IRISH

In keeping with modern language teaching, a great emphasis is placed on the oral content in the teaching of Irish in Newpark. With 50% of the marks awarded for oral proficiency at Junior Certificate, this is seen as essential. Drama, singing, games etc. all have a part to play in modern language teaching and provide entertainment, as well as stimulation. Of course, reading and writing are dealt with more than sufficiently. **The teachers in the Irish Department recommend that students should undertake a visit to the Gaeltacht.**

The Higher Level courses in Irish make very different demands from those of the Ordinary Level courses. For this reason we have sought to establish Higher Level groups from 2nd Year on. This allows a more challenging program of work to be followed in these groups. The setting is done on the basis of work achieved in 1st Year. The Summer Test would have a large, but not exclusive input into this selection. It is our practice to transfer people to an Ordinary Level group if they find the work of the Higher Level group too difficult to the point of causing frustration and despondency.



CORE 3 - MATHEMATICS

Mathematics is studied in First Year on a common level and in mixed ability classes. Considerable emphasis is placed on developing skills of accuracy and efficiency in computation. The four basic skills of addition, subtraction, multiplication and division are practiced on the set of natural numbers, integers and rational numbers and also on decimals. They are also used in some elementary algebra. Other topics covered include an introduction to statistics, simple equations and geometry. The new Project Maths syllabus is being introduced on a phased basis. It is hoped that the new methodologies will complement the varied learning styles of the students. Details of this new syllabus are available at www.projectmaths.ie for further information. Continuous assessment, tests and examinations are used to assess the individual student's ability, progress and efforts. This is the first section of a three year course leading to the Junior Certificate, in which Mathematics will be examined at three levels.

The Higher Level courses in Mathematics make very different demands from those of the Ordinary Level courses. For this reason we have sought to establish Higher Level Mathematics groups from 2nd Year onwards. This allows for a more challenging programme of work to be followed in these groups. The setting is done on the basis of work achieved in 1st Year. The level of Mathematics that student's study in Second Year is determined by overall performance in standardised tests and the end of year mathematics examination in First Year. More important, however, will be the overall performance in the common class tests that are being held throughout the year. We would encourage parents to take a close interest in the progress of students in Mathematics particularly those who may aspire to attempt the Higher Level.

It is the Department policy to transfer students to an ordinary level group if they find the work of the Higher course too difficult or are not working too the required standard.

CORE 4 - SCIENCE

Science is a core subject in the Junior Cycle because it is considered essential that all children should have some simple basic knowledge of the world around them with regard to Biology (living things, plants and animals) and Physics (energy, heat, light and electricity). This is specially desirable for those who do not take a science subject in the Senior Cycle, or who leave school early.



As well as acquiring knowledge, those students who carry out the associated practical work thoughtfully and with care gain improved coordination between hand and eye; they develop the ability to make valid deductions from observed events and they can greatly improve their powers of observation.

The ability to think and make deductions from observed events does not come easily to many students at this age. They may feel that they are not making progress. They need to be encouraged to look on Science as the acquiring of basic knowledge, and not to worry about the other aspects.

With regard to success in tests and exams, it is usually those who keep the best notebooks that get the highest grades. Notebooks need to be kept carefully.

CORE 5 - HISTORY

The Junior Certificate course asks us to focus on the job of the historian, the sources of historical information and the skills associated with the subject. The course offers a wide range of historical materials from which to choose. We hope to make maximum use of this opportunity, employing a variety of approaches to study Early Man, the Celts, Classical Civilization, the Vikings, the Normans, the Renaissance, the Age of Revolution - through to the Modern Day.

CORE 6 - GEOGRAPHY

The Junior Certificate course moves away from the traditional idea of amassing factual information and asks us instead to focus on the teaching of the skills which are associated with Geography.

These skills are developed through a series of key ideas which are in turn presented in a variety of methods (texts, case studies, diagrams, maps, photographs, cartoons, drawings, graphs, charts, statistics and fieldwork). The syllabus is presented in three sections, each based on a broad theme:

- The Human Habitat - process and change
- Population - settlement patterns and urbanization
- Patterns in economic activity

The course still retains strong links with the past - the approach, rather than the subject matter, has changed.

CORE 7 - LANGUAGE OPTIONS

Each student has the opportunity to take one or two of the language options listed below:

French - Normal Section:

This four year course is open to students who have had no previous experience of French. At the end of Third Year students will be examined at Junior Certificate. After Transition Year, students will have the option of proceeding with this subject through Fifth and Sixth Years to Leaving Certificate.

French European Section:

This (also known as the French Bilingual Section) is a cooperative venture with the French Government. It provides a unique opportunity for students who wish to pursue a significant portion of their education through the medium of French.

Students follow an intensive course in French, leading to Honours Level at Junior Certificate. They also study a series of enrichment topics (History, Geography, film and Civics) through French. Students who successfully complete this course will have an opportunity to gain exemption from the test of linguistic competence, which is required for French Universities.

German:

This four year course is open to students who have no previous experience of German. At the end of Third Year students will be examined at Junior Certificate. Students have the option of proceeding with this subject through Fifth and Sixth Year to Leaving Certificate.

CORE 8 - PHYSICAL EDUCATION



The main aspect of physical education is student self-expression, originating from a thorough understanding of correct technique (i.e. acquisition of basic skills). The program has a broad educational outlook in that students will experience for themselves the capabilities of their own body movements. Also, when appropriate, tactic and team play will be explained.

The child, as an individual, is of prime importance and the teacher helps each child to develop and realize his/her potential. Along with self-discovery, there is an increasing awareness of others and the child learns to adapt to social groupings, experiencing the give and take involved.

The P.E. curriculum can be described as an enabling structure through which a wide variety of courses can be developed and complemented as appropriate to the circumstances and resources of a school. Newpark is fortunate to have excellent facilities to offer a great variety of courses and experiences for students especially having a swimming pool.

Aquatics has a unique place in a balanced P.E. programme as it provides opportunities for the personal, physical and social development of each student in a safe and enjoyable environment. It is for this reason that swimming is compulsory for all students in Junior Cycle. Students are only excused from swimming on an on-going basis if they provide a letter from their G.P. Students requiring to be excused from a single class need a note signed by their parent/guardian in their Journal and they will be directed to an alternative P.E. activity.

CORE 9 - RELIGIOUS EDUCATION

The Religious Education programme in Newpark follows the Junior Certificate Syllabus as set by the Department of Education and Skills. The course is designed for students of all faiths and students who have no faith. It includes the five major world religions and non-religious belief systems. In First Year the syllabus covers 2 world religions – Christianity and Islam. In Second Year the syllabus covers the question of faith and the celebration of faith and in Third Year the syllabus covers moral issues. All students complete a reflective journal and sit the Junior Certificate examination



CORE 10 - CIVIC, SOCIAL & POLITICAL EDUCATION

Civic, Social and Political Education was introduced as a new compulsory subject in second level schools in 1998, following the piloting of the subject over a number of years in which Newpark School took part.

It is a course in citizenship based on Human Rights and Social Responsibility. The course aims to develop active citizens, who have a sense of belonging to the local, national, European and global community and are empowered to fully participate in democratic society.

Over the years Newpark students have been involved both on political and humanitarian levels in a wide range of projects dealing with homelessness, Third World development, Chernobyl Children's Project, Concern's 'Change the World' campaign, the Hungarian Books Appeal and most recently the use of campaigning internet sites such as The Hunger Site and The Good Spider site.

CORE 11 - SOCIAL PERSONAL AND HEALTH EDUCATION

SPHE, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships.

The aims of SPHE are: To enable the students to develop skills for self-fulfillment and living in communities; To promote self-esteem and self-confidence; To enable the students to develop a framework for responsible decision making; To provide opportunities for reflection and discussion; To promote physical, mental and emotional health and well-being.

Through participating in the SPHE programme the young person will encounter a wide range of issues through a variety of learning experiences. These issues will be addressed in ten modules. The emphasis will be on building skills, understanding, attitudes and values in all these areas. The ten modules are: Belonging and Integrating, Self Management, Communication Skills, Physical Health, Friendships, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use, Personal Safety.

OPTION SUBJECTS

OPTION 1 - ART

Art, Craft and Design are three inter-dependent disciplines. They are fundamental to human existence, predating written language. They play a major role in human evolution and development. Each involves a different way of thinking:

- Art emphasizes ideas, feelings and visual qualities
- Craft emphasizes the right use of tools and materials
- Design emphasizes planning, problem-solving and completion, using drawing as a means of thinking

These unite in the basic human drive to shape the world for functional purposes and to express and communicate ideas and feelings. The contribution of the visual and plastic arts to the celebration of life is a unique and enriching experience for all.

Art, Craft and Design provide a unique part of the education of the whole person, through heart, head and hand, enabling the person to shape his or her world with discernment and to understand and appreciate the work of others. The benefits of an education in Art, Craft and Design for the student at this development stage extend far beyond a competence in the subject itself (and the ability to apply it through life). Art, Craft and Design education develops a number of important personal qualities, particularly those of initiative, perseverance, sensibility and self-reliance.

This syllabus framework is designed for the full ability range in Junior Cycle. The practical core syllabus in Drawing, two-dimensional Art, Craft and Design, three-dimensional Art, Craft and Design, with Support Studies, is augmented by a wide range of options. The teacher will select a minimum of one option for Ordinary Level and a minimum of two for Higher Level, to suit the ability, developmental stages, previous experience, interest and potential of the students. The teacher's specialist skills, the school's resources and facilities and local identity and traditions should also be taken into account. The core syllabus is to be applied to the teaching of the selected options, so as to widen and deepen the student's development.



Support Studies involve History, Critical Appraisal, Evaluation, Appreciation, Science, Technology and Working Vocabulary.

OPTION 2 - BUSINESS

This course has been designed to give an integrated approach to the world of business. It focuses specifically on three different aspects of business life:

- The Business of Living: Examining all the basic tasks facing the individual, such as income and expenditure, bank accounts, changing currencies and insurance
- Economic Awareness: This section focuses in a simple way on the National Economy, examining the Budget, Taxation and Government Expenditure, Work and Unemployment, Trade Unions and

Industrial Relations

- Enterprise and Business: This section looks at how a business operates - finding a market, purchasing raw materials, selling the finished goods, recording financial transactions, working out profits and losses

The course involves simple mathematical calculations. The aim of this new syllabus is to create an awareness of the importance of business in everyday life and to introduce the student to simple functions of the small business.

At the end of the three year cycle, the students should be able to keep records of any club or society in which they are interested. The course is an excellent foundation for the Leaving Certificate courses in Accounting, Economics and Business.

OPTION 3 - HOME ECONOMICS

Home Economics is concerned with life as experienced in the family and society. It embraces food and nutrition, health and hygiene, clothing and consumer education, as it contributes to the personal development of the student and to the effective management of the home.

It links these areas to their real context through the medium of practical work. The aims of the course is to create a positive attitude towards life through the learning of home management skills and to develop confidence, initiative, independence and satisfaction in personal achievement.

The course is taken by students of both sexes and is an opportunity to develop the cognitive, decision-making and practical skills which they might not otherwise acquire.

The course work is divided into three areas:

1. Food and Nutrition
2. Needlework
3. Home Management

All sections of the course are compulsory and are assessed by a practical and a written examination at the end of Third Year.

The students taking Home Economics are encouraged to apply their knowledge, skills and creativity to new and unfamiliar situations, to evaluate consumer trends, especially as they are presented by the media and to show they can organize and present ideas, information and conclusions in a clear, logical and comprehensive manner.



OPTION 4 - MATERIALS TECHNOLOGY (WOOD)

While still recognising the importance of the basic manual skills of carpentry, this subject has developed into a more design-oriented and problem-solving workshop experience. No longer a male dominated subject, all students learn to combine technical ability and accuracy with imagination and self-expression in a 3D medium. Although an emphasis is placed on learning the skills required to manipulate timber and timber products, we encourage our students to incorporate other materials in their designs including various metals, plastics, ceramics, glass and composites.

Our philosophy is to enable our students to think in a creative and innovative way, solving 'real' issues with practical solutions. With this in mind a strong emphasis is placed on understanding the fundamentals of design and the ability to express ideas quickly through sketching and modelling. Students can combine practical and intellectual skills with a knowledge of aesthetic, technical, cultural, economic and environmental issues, instilling an ethos and understanding that will enable them to contribute to a more sustainable future.

We believe that Materials Technology Wood activities should be challenging and stimulate the students in order to foster enjoyment,



enquiry, excitement and satisfaction from the learning experiences they will encounter. All students are encouraged to work to high standards in the production of quality products.

Students who enjoy and succeed at the subject through the Junior Cycle can continue developing their design and manufacture skills in Architectural Technology for the Leaving Certificate.

OPTION 5 - METALWORK

Metalwork was introduced to the post-primary curriculum in 1946. Since then the name of the subject has not changed. However the content has changed considerably.

Metals are still important, but a wider range of materials is now used in industry and in teaching e.g., steel, aluminium, copper and brass, acrylic, nylon, polyester (resin), polycarbonate, etc.

Originally metalwork was concerned with the manufacture of geometric shapes in steel. This was changed in 1988 with the introduction of project work. A typical assignment would be the making of a model vehicle with up to 20 component parts and having both mechanical and electronic operation.

The practical work is backed up by a study of related theoretical aspects. This is largely done out of class by the pupil acting on instructions from the teacher and would take the form of home study or written assignments.

Metalwork can be taken at either higher or ordinary level for the Junior Certificate and all students are accommodated in a mixed ability class. A textbook is used in second and third year; Basic Engineering Technology by Sean O'Tuairisg (C J Fallon), which has a set of revision questions at the end of each chapter.

The marks allocated to the various components of assessment are worth noting:

HIGHER LEVEL		ORDINARY LEVEL	
Project:	25%	Project:	75%
Practical:	25%	No Practical Test	
Written Test:	50%	Written Test:	25%

OPTION 6 - MUSICIANSHIP

Two levels are offered for the Junior Certificate Music Course:

1. Ordinary Level
2. Higher Level

There are three sections to the course:

1. Compositions: Students learn to write melodies, rhythms, guitar chords, four-part harmony and improvise in various styles.
2. Aural: Students listen to different styles of music (classical, baroque, popular and jazz etc.) and discuss the instrumentation and features of the style
3. Practical: Students who are studying an instrument outside school hours can present a program of four pieces (min. grade iv) chosen from the prescribed lists available from the Music Department. It is hoped that students who have not played an instrument will, by the end of their two years study, have mastered one or all of the following:
 - Percussion Instrument
 - Recorder
 - Voice



OPTION 7 - TECHNICAL GRAPHICS

The object of the Technical Graphics course is to enable students to produce and interpret drawings and sketches in pictorial and orthographic form. This course provides the foundation for study of the subject at Leaving Certificate Level and it is then known as Design and Communication Graphics. The course is also seen as an ideal vehicle for developing computer graphic skills and introducing computer-aided design graphics.

Students will gain an understanding of the basic geometry required for the solution of practical problems and apply the knowledge gained in Technical Graphics to other fields including their subjects in the school curriculum, the home and leisure time.

From the point of view of a career, it is one of the most practical subjects one could have. Technical Graphics is often described as the language of technical and technological life. It is useful for all engineering, architectural, design, technician and computer courses. It is also an important background to all the trades. Modern society needs to be literate, numerate and, if there is such a word, 'graphicate'. Apart from its wide industrial and technical applications, Technical Graphics is a subject with a logical, ordered approach and intellectual qualities of comprehension, analysis and problem solving, as well as the physical skills of manipulation and dexterity. It opens up the student's minds to the ability to understand the geometric basis of the environment and leads to the acquisition of the skills to judge scale and size. The student acquires greater powers of observation, giving mastery of shape and proportions and develops a sure hand and clear judgement. Clearly too, it leads to a development of exactness and accuracy and opens up their minds to spatial concepts.

Thus the course is an education experience, in the broadest sense, as it provides the student with an interesting body of knowledge and promotes their intellect and creative abilities in topics which are appropriate and meaningful in a technological world.



JUNIOR CYCLE INFORMATION FOR PARENTS AND STUDENTS 2011-2012

SECTION ONE - GENERAL INFORMATION

PASTORAL CARE AND DISCIPLINE

Each student is assigned to a Form Teacher who will meet students on a regular basis to monitor their progress. A parent wishing to discuss a child's progress should, in the first instance, make contact with the Form Teacher through their homework journal.

We are keen to have as many opportunities as possible to draw out the positive qualities and talents in our students and to acknowledge these through "Merit & Distinction" awards, in the home journal, at year assemblies, exhibitions and prize-giving. Teachers and students are asked to keep the Year Leader informed of achievements and distinctions gained by students in the classroom, on the sports field, and in extra-curricular activities.

Inevitably there is a negative aspect of behaviour in a school community. It is important that parents and students alike should be aware of the approach taken to deal with such matters. The Homework Journal contains a copy of the recently updated Positive Behaviour Policy. This policy should be read by both student and parent and then signed in the appropriate place.

In the classroom, discipline is primarily the concern of the subject teacher. Each individual misdemeanour is recorded by the subject teacher on an MD slip. The form teacher keeps a record of the MD slips. Common reasons for writing MDs would include misbehaviour in class, no homework and forgetting books or equipment. The record of behaviour will be reviewed on a regular basis by the Principal, Deputy Principal, and Year Leader. The number of MDs accumulated will determine a graded response to try to improve the behaviour and performance of the student.

The right of each student to be taught in a classroom free from disruption is paramount and therefore will be central in dealing with issues of continuous disruption.

Our aim is to respond promptly - to point out to students, by counselling and appropriate interventions, what is and is not acceptable behaviour. The school management endeavours to give support to teaching colleagues; to make parents aware in good time of issues arising inside and outside of the classroom. We feel it is crucial for home and school to work together in the education and development of each child.

The student's homework journal should be the chief communication tool between school and home. We would urge parents to use the relevant sections of the journal to communicate with the form teacher and subject teacher where necessary. Each student will be shown how to use the journal and also reminded of the importance of bringing notes to the attention of the teacher or parent as required.

KEY PRIORITIES FOR SCHOOL

Attendance

Regular attendance at school is vital. If a student is absent, a note from home using the appropriate slip in the journal indicating the reason for the absence must be furnished on return to school. The school is obliged to report on attendance and absence to the National Education Welfare Board on a regular basis. The school is required to inform the NEWB of all students who are absent for 20 days or more regardless of the reason.

Punctuality

Students late for school must submit a note of explanation from home. Notes can be written in the Student Journal and given to the teacher. The note must give the reason for the student being late. It is a very important habit and life skill that students come to school on time and the school welcomes support from

We ask all parents to provide us with their mobile phone numbers so that we can send text messages informing you that your son or daughter is absent. This message is for your information and can be ignored unless you believe that your son/daughter should be in school.

parents in ensuring that this happens.

There is a teacher who has responsibility for punctuality who will follow up with students and parents/guardians should a pattern of lateness develop. (>5 lates: Morning detention, >10 lates: Saturday detention)

Books/Equipment

The appropriate books and equipment must be presented for each individual class.

Students should take careful note of instructions from teachers about the requirements for class. Students must bring the correct gear to PE class. Parents should make themselves aware of their daughter/son's timetable so as to assist them in having the correct materials and gear.

Homework

Homework will set by teachers in accordance with the Homework Guidelines which are on the school website. This outlines the recommended time to be allocated for each subject during the week. Homework should indicate genuine effort and be handed in on time. It will include written assignments, revision, learning exercises, preparation and learning. All homework received should be recorded carefully in their school Journal.

Parents should check regularly that homework is being written into the journal

Positive Social Behaviour

We lay great emphasis on qualities of positive behaviour, courtesy and co-operation. This applies not just in school but also on the way to and from school also. Newpark has an active anti-bullying policy (ABC) in operation. This policy incorporates all types of bullying including cyber-bullying and inappropriate use of text messaging also.

Extra-curricular activities

Students are strongly encouraged to participate in extra-curricular activities, which are organised at lunchtimes and after school.

The following is a representative but not exhaustive list of the activities available to students.



There are notice boards on the school corridors giving details of activities, matches and training times. The training and practice times for the main extracurricular activities will also be posted on the web site. Some activities will require financial assistance from parents/guardians to meet the expenses of coaching and equipment.

Reports

First Year parents are invited to the school in early September to an information and feedback evening. At the end of the first term parents will be invited in to meet the form teacher to collect and discuss the Term Report. A second report will be issued at the end of the year. In 2nd and 3rd year there will be a parent/subject teacher meeting which will give parents the opportunity to meet a selection of the student's teachers.

DEPARTMENT OF GUIDANCE AND COUNSELLING

In Newpark there are two Guidance Counsellors, **Eoin Norton** and **Jenny Crampton**. Their work encompasses three inter related areas of service to students: personal counselling, educational counselling and career counselling. They endeavour to give sensitive care and support to students learning to cope with many facets of their personal development. Their work is completed mainly in a one to one context, but also in the classroom.

If a student encounters a personal problem it may prove fruitful to disclose and discuss this with a Guidance Counsellor. Students are always welcome to approach either Guidance Counsellor directly. More often, in Junior Cycle in particular, the pupil is referred to the Guidance Counsellor by their Year Head, Form Teacher or another member of staff. The Guidance Counsellor's first priority is to be empathetic and to listen without judgement. In this way they aim to help each individual gain insight into their own situation

and develop coping strategies. Participation is always voluntary and the students' right to confidentiality is respected.

From an educational perspective the Guidance Counsellors are available to discuss subject choice, courses and levels. These choices are important because they may ultimately influence the range of training and further education opportunities for which students may apply. Motivation and learning, study skills and exam stress are also issues that arise.

In Newpark we believe career guidance is not only a senior cycle concern. Early cognisance of career issues can help some students focus on school work with greater purpose. In Newpark we take a counselling approach to career guidance; the Guidance Counsellors are largely non-directive and aim to work with students in developing their own career research and management skills. Hence we have a life long focus.

Within the school the Guidance Counsellors liaise with management, Year Heads, Form teachers, special needs and resource departments and with the other members of the pastoral care team in identifying, assessing and helping the students who are in need of particular attention. The Guidance Counsellors also liaise with outside agencies, particularly across the social, psychological and counselling services.

Parents are most welcome to make contact with the Guidance Counsellors, either through the school phone number or by email to guidance@newparkschool.ie

THE SCHOOL CHAPLAIN

In Newpark, the School Chaplain, **Ms Suzanne Harris** co-ordinates the religious activities within the school and the Religious Education Department.

They are part of the Pastoral Care Committee involved in caring for students throughout the school with a particular interest in helping First Year students to settle into Newpark.

They do this by meeting each 1st Year student individually for a ten minute "chat with the chaplain" and introducing themselves to each 1st Year class. They are available at all times to discuss any concerns which parents might have regarding their son/daughter and can be contacted at the school telephone number.

DRESS CODE

Students are expected to conform to all sections of the dress code of the school. It is the responsibility of parents/guardians to ensure that their daughter/son comes to school in full uniform.

- All clothing worn by any student should be clean, neat and safe, have no tears and the hem of the garment should end above the ground.
- Students in Form 1, 2 and 3 must wear the navy Newpark t-shirt/polo shirt at all times plus the school hoodie or fleece.
- Clothes should not have any offensive logo or images on them and the clothes should not be revealing or provocative in themselves.
- Hair should be clean, tied back for practical subjects and should not pose a health and safety problem or interfere with learning and communication.
- All students should change for PE classes. Students in Form 1, 2 and 3 must change into a Newpark tracksuit bottoms or navy shorts plus a white Newpark t-shirt.
- Students are allowed to wear a maximum of 2 earrings per ear.
- Students are allowed to wear 1 nose stud but it must be removed for practical subjects. No other facial ornaments are permitted.
Covering up a facial piercing with a plaster is not acceptable.
- Hats and caps may be worn but not in class.

The school uniform
will be available
from:
Uniformity,
47/48 Cross Ave.
Dun Laoghaire
Tel: 2300501
Fax: 2300523
Email:
admin@irishitems.ie

ART, SCIENCE, HOME ECONOMICS, and TECHNICAL SUBJECTS: Protective clothing should be worn.

EQUIPMENT FOR PE: Hockey stick, shin guards, swimming togs and hat, runners.

gum shield (compulsory for participation in hockey)

for more information: www.newparkschool.ie

BOOK LOAN SCHEME

The Department of Education and Skills provides funds to the school to assist those Parents Guardians who find themselves in serious financial difficulty. These funds are used towards the purchase of school books which are then loaned to students for the duration that they are needed. Those parents/guardians, who have Medical Cards, receive Jobseekers Allowance or Lone parent allowance are eligible to qualify for assistance.

TRANSPORT SCHEME

At present, as a special concession, a transport pass may be provided by the Department of Education, in conjunction with Dublin Bus for Protestant students who live more than three miles from the nearest school under Protestant Management.

Contributions by the parents/guardians towards the cost of operating the scheme are required each term in respect of students using the service. (Contact the office for more information)

LUNCH PASS

A student who wishes to go home for lunch may obtain a Lunch Pass which will be issued upon receipt of a written application from a parent/guardian. The student must use this pass **ONLY** for going home for lunch. (Contact the office for more information)

CARE OF PROPERTY

Valuables such as MP3 players, iPods, jewellery, watches, leather jackets and large sums of money **should not be brought to school**. Bicycles should be always locked in the designated areas.

As a Comprehensive School the state indemnity applies which covers personal injury and 3rd party property damage. Therefore parents/guardians should consider covering their students' personal property through their own home insurance. The school cannot be responsible any property lost or stolen while students are on school activities. Especially students should not leave any valuables in the PE changing rooms as this is an area which is open to the public during the day and has constant pedestrian traffic through it. Valuables should be left in the student's locker.

A team of parents looks after all Lost Property in the school. The times for collecting lost property will be notified at the beginning of the school year.

The use of mobile phones, camera phones and any type of personal music device is not permitted during class times and should be placed in school bags before class. (This includes earphones). Phones ringing in class will be confiscated but can be returned at the end of the school day on receipt of a €5 fine

It is vital that all clothing and equipment, especially Sports Gear and School Books, are clearly marked and named - not just with initials - but with the full name of the student.

HEALTHCARE

The services of two qualified nurses, **Ms Nola Lambert** and **Ms Avril Lahiffe**, are available for all day-to-day mishaps or accidents. They also are part of the pastoral care team in the school. In the case of an emergency the student will be brought to hospital and the parents informed, but in the case of sickness, parents will be requested to come and collect the student if possible.

In First, Second and Third Years, the girls will be checked for Scoliosis (curvature of the spine). All students coming into Secondary School should have received the Meningitis C Vaccination. If your child has not been vaccinated, please see your GP.

It is very important to have accurate medical records for each child and we therefore ask you to fill in the Medical Form in detail, giving a work telephone number, as well as a home number or mobile number. If you have no phone, please give a neighbour/relative's name and number.

TRAFFIC TO/FROM SCHOOL

In the interests of safety please observe the following rules:

1. Please observe the one-way system which is in operation inside the school grounds.
2. Do not stop or park within 50 yards on either side of the school gates. Students can walk the short distance involved.
3. **Please do not drop off students in the school grounds in the mornings, during school hours or just after school, as this causes congestion, danger and great difficulty to members of the school staff. (This rule is waived in the case of parents bringing special needs children to school)**

THE NEWPARK SCHOOL PARENT-TEACHER ASSOCIATION

A Parent-Teacher Association (founded at Avoca School in 1940) exists to ensure co-operation and links between home and school.

Meetings and seminars are held. It is hoped to involve parents as actively as possible in the life of the school, with practical help, in fund-raising and in dialogue with the school.

The Association has purchased and maintained a minibus.

The PTA is responsible for the School Canteen.

Support to the PTA is essential if these services are to continue!

PARENTAL INVOLVEMENT

Help from parents would be greatly appreciated in the following areas:

- Lost Property
- Involvement in PTA activities - social evenings, meetings re. fair etc.
- The Library
- Learning Support provision

Should you wish to give any assistance to the school, please contact the PTA through the School Office or email pta@newparkschool.ie.

THE LEARNING CENTRE AND STATIONERY SHOP

The library has a comprehensive stock of reference books and fiction titles which are available on loan to students on a similar basis as a Public Library. We also have computers with internet access and a printing station available. The library is used as a quiet area for study both during and after school.

The Bookshop is open to all students from 8.15 each morning. Stationery items are always available. We provide an ordering service for the prescribed text books for each year. Order forms are distributed to all students in April and books can be collected at the start of the school year.

SPECIAL NEEDS/LEARNING SUPPORT

General information on the Learning Support Service

The Department of Education & Science (DES) allocates one learning support teacher to Newpark School. This allocation is primarily to enable the school to help students at or below the 10th percentile on literacy tests to improve their reading skills. Learning support is primarily responsible for helping students to improve their literacy levels.

Literacy –criteria for access and cessation

Students must be on or below the 10th percentile on standardised literacy tests or on a psychological report. Priority is given to students who have the lowest reading ages and waiting lists may need to be formed if a large number of students meet the above criteria at any one time. Once students reach a reading age of 12 on a standardised literacy test, they are no longer eligible for learning support. Some students may be included in learning support classes if they have significant difficulty with hand-writing. Learning support is usually only made available in the Junior Cycle.

Time tabling of learning support

Learning support is time tabled during language times whenever possible. This is because many students who have a literacy difficulty often find languages difficult. Parents should be aware that once a student reaches a reading age of 12 learning support will cease and that the option of taking up a language at a later date may be difficult. Whenever students have achieved this standard, parents should be aware that resuming study of a foreign language may not be possible, and students will be allowed to study in the library instead.

General advice for parents of incoming students with specific learning disability.

Contact the school and let the learning support service know of any specific difficulty. Send the school copies of any psychological reports. Even if your child is above the criteria, the learning support department can monitor progress and give advice. Students may also be eligible for reasonable accommodations in school and state exams. (RACE)

Students with significant literacy difficulty should learn to type and consider using a laptop computer as they go up through the school. The DES provides a laptop for students on or below the 2nd percentile only. However other students are welcome to use their own and Newpark has a small number available to lend to students for use in class. The BBC provides an excellent free typing programme on the internet and we encourage all students to make use of it over the summer preceding entry to Newpark.

Encourage reading at home over the summer. Comics and magazines can be less daunting for the reluctant reader.

Many students with a specific learning disability have difficulty organising their books and homework. The learning support service has handouts available with helpful hints for parents on preparing incoming students for the transition from primary school to Newpark



Newpark Stone Carving Project



HELPFUL HINTS TO HELP YOUR CHILD COPE WITH THE TRANSITION TO NEWPARK.

1. Encourage students with a literacy difficulty to learn to type over the summer. Ten minutes a day every day can work wonders.
2. Encourage reading every day for at least twenty minutes.
3. Practice travelling to the school over the summer; consider using the swimming pool or enrolling for other activities on the premises such as sports camps etc. Make sure they know the bus route and practice it over the summer holidays.
4. If possible get hold of a spare set of second hand text books, especially the larger and heavier ones. (eg history , geography & science). Keep this set at home for homework. This will mean that the students can't forget their books and the school bag will be lighter too.
5. When they bring home their completed timetable, make several photocopies. Stick them around the house, talk to your child about what will happen in school the following day. Make sure they have all their equipment and books packed the night before. Have a timetable in the bed room so your child can see it first thing in the morning. Colour code the timetable, if a particular subject requires equipment give it colour to help the student remember.
6. Make sure they leave in plenty of time to get to school as they need to go to their lockers before classes start. Tell them to stick a copy of their timetable inside their locker door.
7. Use your child's journal to communicate with the school. There are places for notes at the back. Teachers write notes in the journal to alert you to any problems.
8. Check the homework journal every night. If they tell you there is no homework or that they have "it all done," probe further. Most students feel if they have their written assignments finished then they have completed their homework. Many students will leave out learning assignments. It is not unusual for parents of children in the same class to have differing concerns about homework, either too much or too little. Students are expected to go over class work each night. Look at their timetable, see which subjects they had that day, ask them to spend 10 minutes reviewing each subject whether or not they have a written assignment. During the first term of first year, the recommended time to be allocated for homework is one hour each night.
9. Set up a homework routine every night. Set aside a quiet place downstairs where they can be supervised. Encourage them to spend one hour studying including homework; it can be broken up into two half hour periods. Insist they spend this time each night whether or not they say they have any written homework. Ask them to high light 3 or 4 key words from each lesson.
10. Do homework the day it has been set. Students will find it easier to remember the assignment and it will stop a build up of work. If for any reason your child is unable to complete the homework, write a note to the subject teacher explaining the problem. Whilst subject teachers are informed of learning difficulties it is important to remember that they are dealing with over a hundred different students each day. Remember allowances will always be made in the case of any genuine difficulty.

Establish a good study habit early and consistently.

Useful subject web sites

www.scoilnet.ie www.skool.ie www.my-etest.co.uk www.bbc.co.uk/schoolsks3bitesize

Students should study for one hour every night. If they have no set work, the above web sites can be useful in consolidating learning and ensuring they spend the recommended time each evening. Many of the sites offer excellent revision and test students' knowledge with quizzes that are fun. Once a student realises that they must study for an hour each night the standard of homework usually rises and they will automatically include learning assignments.

SECTION TWO - STUDY SKILLS

GUIDELINES FOR STUDENTS.

Organisation and Responsibility

As a student your work is to learn and you will be happier coming to school if you have made an honest effort to study. This effort implies that it is your responsibility to organise all your work - both classroom and homework.

For class work you must have all your equipment with you and have it ready on the desk at the beginning of the lesson.

For homework set up a reasonable timetable for yourself and discuss your plans with the teachers of the various subjects.

Any work you give to your teacher must be done neatly and it must include all the following details:

- Your name
- The date
- Your form group
- The title or heading for the work

The Student's Journal:

Your Student's Journal is an important document and it must be kept in good condition. The Journal is your diary, memory aid, work log and it must be used to record all homework and important events such as parent-teacher meetings or fund raising events.

Your Journal must be with you each day and in Junior Cycle it must be placed on the desk at the beginning of each class.

At the end of each lesson make an entry of any follow-up work, essays, reading to be done, investigation work to be carried out, materials that must be brought in and so on, or of any special news. Each day ought to have an entry for each lesson.

Please make sure that you put in the date for which the homework is due and tick the 'Done' column when you have completed the work set.

The section at the end of each week is useful for communications with home:

- Important dates that your parents/guardians should know.
- Messages from your parents/guardians to the school.
- Your parents/guardians should sign this section every week (form teachers check each journal every Wednesday morning).

At the start of each week, check your diary to see what work might still have to be done from last week.

At the end of the week, check your diary to review work and check on study that has yet to be finished.



A Guide to Study Skills:

To study efficiently you must develop good working habits and stick to them. What follows are guidelines suitable for any good programme of study. It is true that your study method will be different for each subject but there will also be many similarities.

- You will learn best when you understand what it is you are trying to learn.
- Help yourself by getting it clear.
- Talk to others and ask questions.
- Remember to ask your fellow pupils as well as teachers. If you ask sensible questions about your work, it means that your mind is already concentrating on the job.

At the end of each day go over the work of that day - rather like replaying a videotape in your mind and make short notes on each subject. At the end of the week these short notes will help you to recall the pattern of the whole week's work.

- When you are organising your homework try to do it the same day as you get it - you might forget things otherwise and make sure that you record in your journal not just the homework, but when it is for.

The 5-R's will help:**1. Record**

Keep good lesson notes. Perhaps you might make a dictionary for special words. Record homework accurately, when you get it and when it is for.

2. Reduce

Make short summaries of the most important ideas in the lessons.

3. Recite

Recite ideas orally - it will help you to understand the ideas better and also help you to remember them.

4. Reflect

Just think over what you are learning.
Write down any ideas and questions that occur to you.
Go over these ideas and questions with someone else.

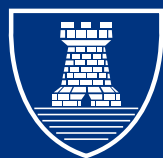
5 Review

Review your notes periodically, usually at the end of the week.



JUNIOR CYCLE

2011-2012



Newpark Comprehensive School

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