



**EDUCATE TOGETHER  
SECONDARY SCHOOL**

# 2ND YEAR INFORMATION EVENING

**OCTOBER 21ST 2024**



# 2ND YEAR INFORMATION EVENING

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Student Supports

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Junior Cycle: Levels, Assessment, CBAs & Reporting

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Communication – The GETSS App

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Attendance & Punctuality

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Other Updates

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School of Sanctuary

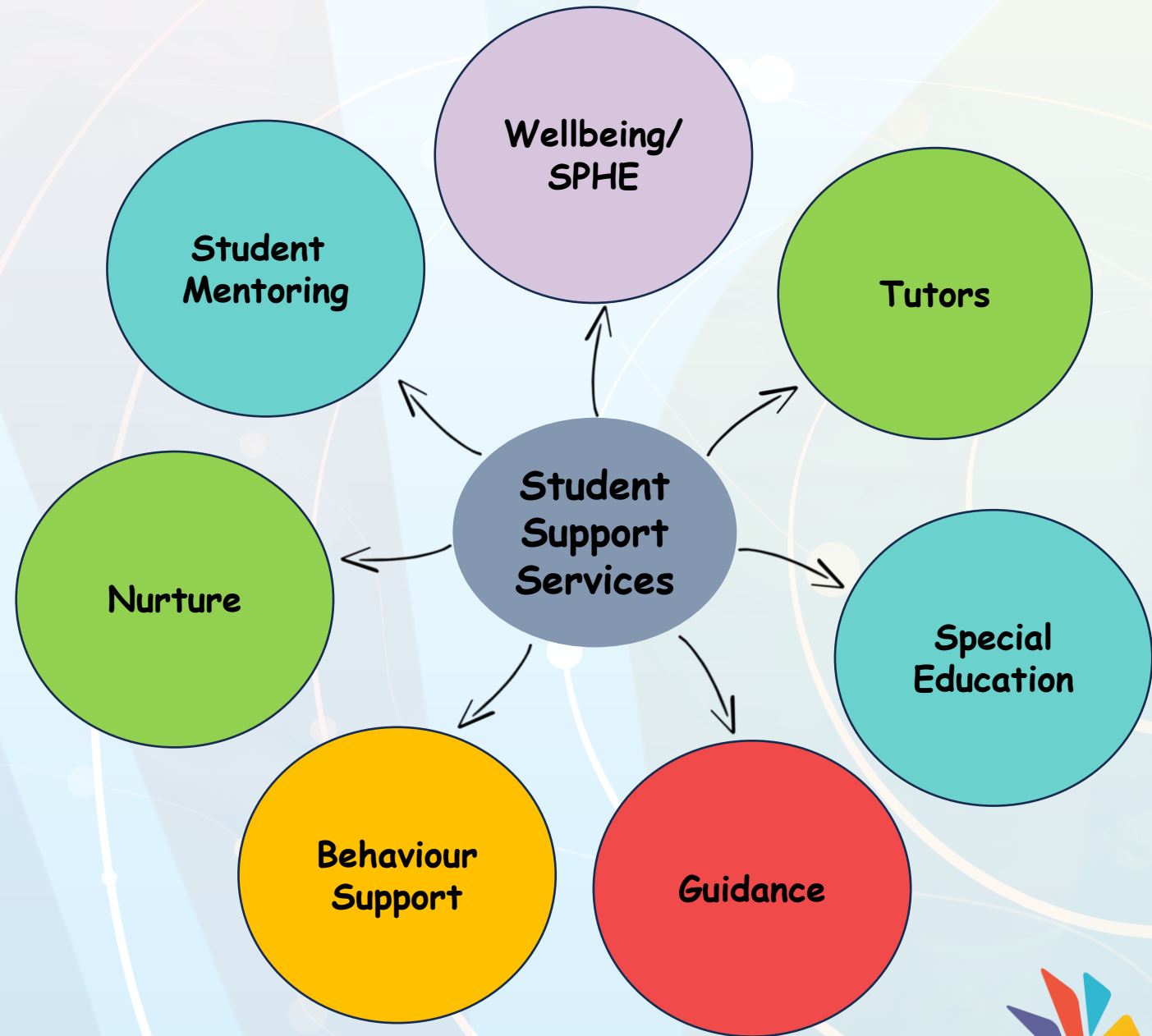
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Q & A



# STUDENT SUPPORTS

- **Tutors** (Rowie, Leanne, Sarah)
- **Class Teachers**
- **Guidance Counsellor** (Ann Marie)
- **SEN Coordinator** (Katriona)
- **Principal & Deputy Principal** (Sarah & Sinead)





EDUCATE TOGETHER  
SECONDARY SCHOOL

# **JUNIOR CYCLE: LEVELS, ASSESSMENT, CBAS & REPORTING**



# SUBJECT LEVELS AT JUNIOR CYCLE

- Common level papers for all examinable subjects with exception of:
  - Irish** – Higher and Ordinary Level
  - English** - Higher and Ordinary Level
  - Maths** - Higher and Ordinary Level
- Teachers will advise students and be in touch with parents if levels need to be discussed
- If student wishes to change level, a form will be sent home to be signed
- Short courses: CBA only



# ASSESSMENT & REPORTING TO SUPPORT LEARNING

- Ongoing class assessment (class tests, etc.) throughout the year. Feedback given to support student improvement.
- **Assessment week Nov 11th – 15<sup>th</sup>:** 2-hour assessments in all subjects
- VShare reports issued in mid December
- **Assessment week May 6th – 14<sup>th</sup>:** 2-hour assessments in class in all subjects
- Students will also complete CBAs in all subjects
- VShare reports issued in May
- Exam schedules will be shared with students and parents/guardians in advance of assessment weeks
- **2<sup>nd</sup> Year Parent Teacher Student Meeting – Feb 26th**



## Assessment in the Junior Cycle

Classroom Based Assessments

Assessment Task

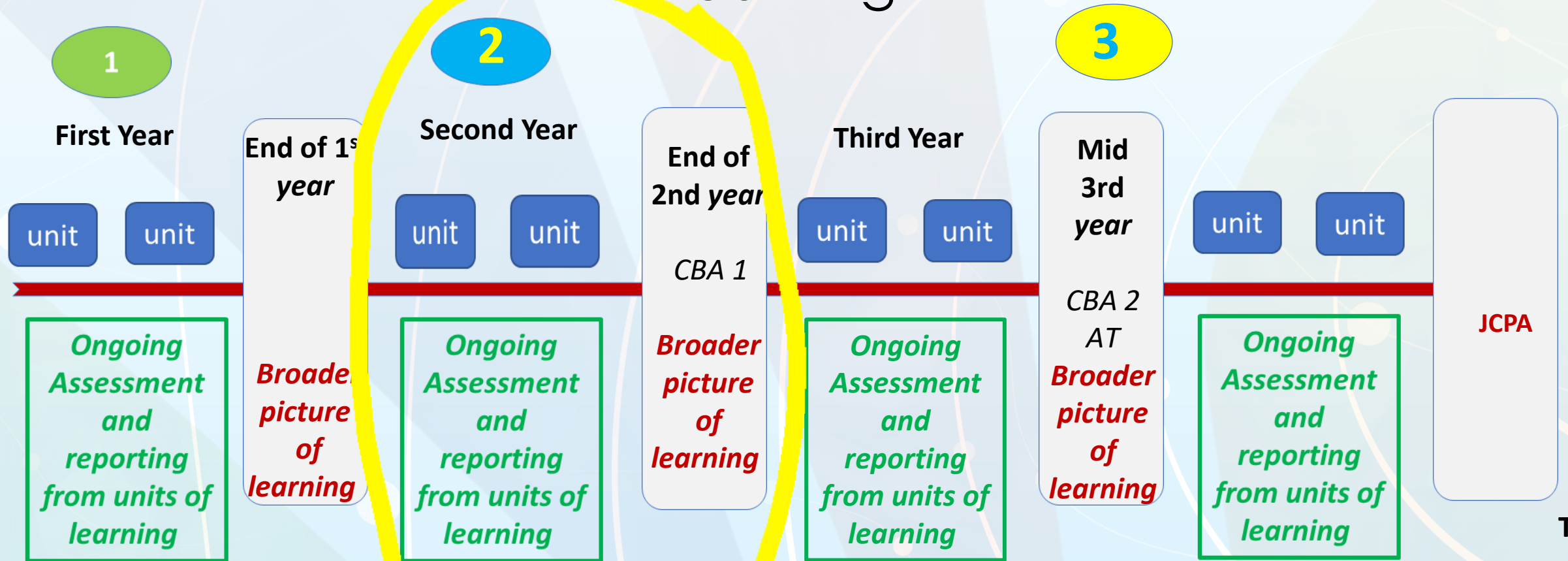
State certified examinations  
(inclusive of the Assessment Task)



Other areas of learning



# Ongoing assessment and reporting that supports student learning



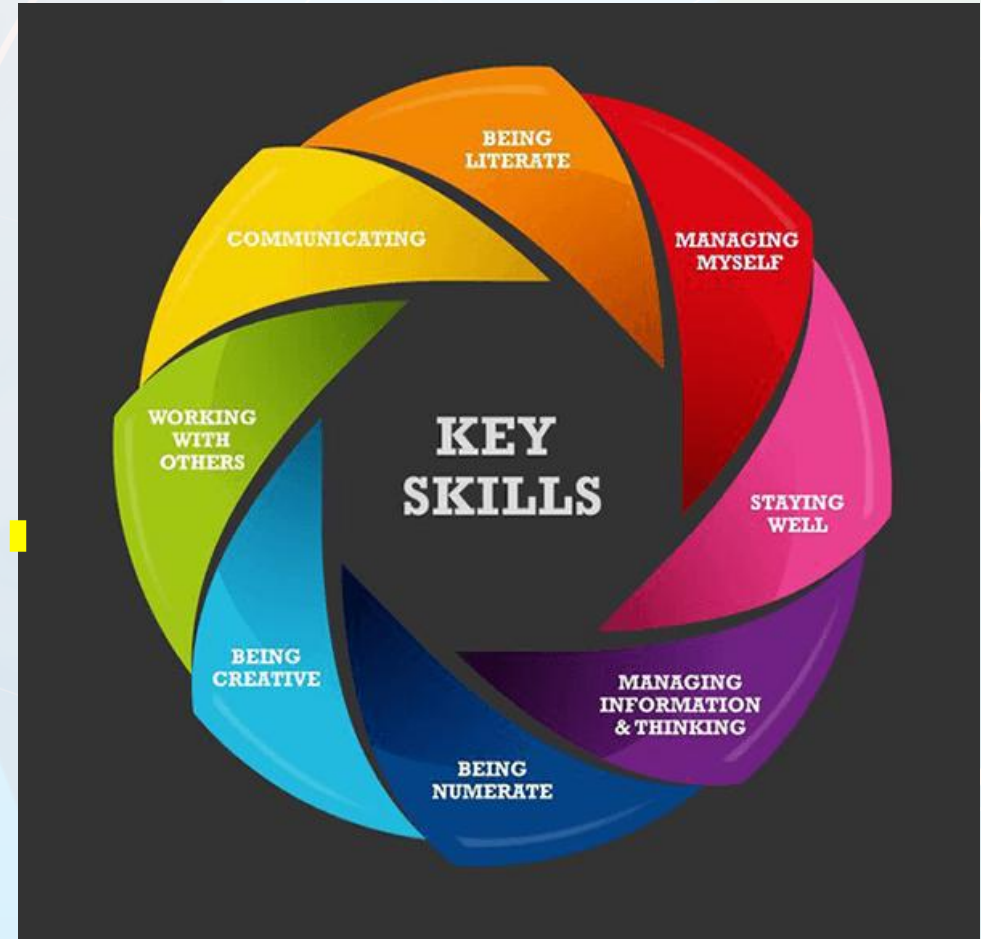
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# CLASSROOM BASED ASSESSMENTS (CBA'S)

- Provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills.



# JUNIOR CYCLE LANGUAGE OF REPORTING

## Classroom Based Assessment (CBA) Descriptors

Exceptional  
Above expectations  
In line with expectations  
Yet to meet expectations

## SEC Examinations

Distinction (90-100%)  
Higher Merit (75-90%)  
Merit (55-75%)  
Achieved (40-55%)  
Partially Achieved (20-40%)  
Not Graded(0-20%)



# 2<sup>ND</sup> YEAR CBA TIMETABLE 2024-2025

## 2nd Year (CBA 1) Schedule 2024 - 2025

### Revised Arrangements:

In the exceptional circumstances arising from the impact of the Covid-19 pandemic on teaching and learning, students undertaking the Junior Cycle examinations in 2025 & 2026 must complete a minimum of one CBA in each subject and one CBA in each short course. **NO ASSESSMENT TASKS** for JC 2025.

		Week No.																																												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34											
		26 - 30 Sep	02 - 06 Sep	09 - 13 Sep	16 - 20 Sep*	23 - 27 Sep	30 - 04 Oct*	07 - 11 Oct	14 - 18 Oct	21 - 25 Oct	28 - 01 Nov	04 - 08 Nov	11 - 15 Nov	18 - 22 Nov	25 - 29 Nov	02 - 06 Dec	09 - 13 Dec	16 - 20 Dec	23 - 03 Jan	26 - 10 Jan	13 - 17 Jan	20 - 24 Jan	27 - 31 Jan	04 - 07 Feb	10 - 14 Feb	17 - 21 Feb	24 - 28 Feb*	03-07 Mar	10-14 Mar	19- 21 Mar*	24 - 28 Mar	31 - 04 Apr	07 - 11 Apr	14 - 18 Apr	28 - 2 May	05-09 May*	12 - 16 May	19 - 23 May	26 - 30 May	04 - 21 Jun						
SUBJECTS	TEACHERS																																													
English	Eleanor Fitzpatrick, Rowie Murphy, Leanne O'Toole																																													
Gaeilge	N/A - Covid Adjustments for 2026																																													
Mathematics	Eleanor Fitzpatrick, Kate McCarthy, James O'Brien																																													
Spanish	Rowie Murphy, Esther Merino																																													
French	Paul Flattery																																													
History	Richard Brown, Jade Murphy																																													
Science	Rosaline Keane Kelly, James Frawley, Nora Blake																																													
Business Studies	Niamh Doyle																																													
Home Economics	N/A - Covid Adjustments for 2026																																													
Music	Tara Broderick																																													
Visual Art	N/A - Covid Adjustments for 2026																																													
Applied Tech.	Evan Condell and Peadar Harvey																																													
Graphics	Evan Condell																																													
PE	Gary Murphy, Kate McCarthy																																													
Climate Action	Aoife McElvaney																																													

- Please note there is **no Assessment Task for current 2<sup>nd</sup> and 3<sup>rd</sup> Years**, normally worth 10% of the final result (Covid response measure).
- **Junior Cycle exam results** will issue in Sept/Oct 2026 from the State Examinations Commission.
- Shortly thereafter, students will receive a **Junior Cycle Profile of Achievement**, which will list results of CBAs, as well as examination results and other areas of Junior Cycle learning.



# CLASSROOM BASED ASSESSMENTS

## FEATURES OF QUALITY

FEATURES OF QUALITY CBA1 – BUSINESS IN ACTION - SCHOOL YEAR 2020/2021  
- SECOND YEAR STUDENTS (STUDENT COHORT 2019-2022)

### **Exceptional**

- ✓ The report demonstrates the use of highly effective research methods to collect data and gather information from a wide range of sources
- ✓ The analysis and evaluation of the research findings is of excellent quality, demonstrating a consideration of different points of view, and the reliability of sources of information
- ✓ The report presents insightful conclusions or solutions based on a sound, evidence-based judgement of all the information available
- ✓ The presentation of the report is of an excellent standard and the structure very clearly communicates the findings.

### **Above Expectations**

- ✓ The report demonstrates the use of effective research methods to collect data and gather information from a range of sources
- ✓ The analysis and evaluation of the research findings is of very good quality, demonstrating some consideration of other points of view, and the reliability of sources of information
- ✓ The report presents clear conclusions based on an evidence-based judgement of the information available
- ✓ The presentation of the report is of a very high standard and the structure clearly communicates the findings.

### **In Line with Expectations**

- ✓ The report demonstrates the use of acceptable research methods to collect data and gather information from a range of sources
- ✓ The analysis and evaluation of the research findings is sufficient, although there is limited consideration of other points of view and the reliability of sources of information
- ✓ The report presents some conclusions and is linked to an evidence-based judgement of the information available
- ✓ The presentation of the report is of a good standard and the structure communicates the findings.

### **Yet to Meet Expectations**

- ✓ The report demonstrates the use of ineffective research methods to collect data with limited sources of information
- ✓ The analysis and evaluation of the research findings is poor, demonstrating little consideration of other points of view or the reliability of the sources of information
- ✓ The report presents conclusions, though the evidence on which it is based is flawed in places or it is not linked to an evidence base
- ✓ The presentation of the report is unclear, and the structure does not communicate the findings.



## Features of Quality for CBA 1 – “Geography in the news”

Features of Quality are the criteria used to assess the level of student achievement in a Classroom-Based Assessment (CBA).

Described below are the Features of Quality for Geography in the news (CBA 1).

	Yet to Meet Expectations	In Line with Expectations	Above Expectations	Exceptional
<b>Geographical Questions</b>	Engages with few geographical questions	Engages with some important geographical questions	Effectively engages with key geographical questions	Comprehensively engages with key geographical questions
<b>Geographical Significance</b>	No consideration of geographical significance	Some consideration of geographical significance	Consideration of geographical significance	Analysis of geographical significance
<b>Sustainability</b>	No consideration of sustainability	Some consideration of sustainability	Consideration of sustainability	Analysis of sustainability
<b>Conclusions</b>	Draws limited or no conclusions	Draws some interesting, though not always relevant conclusions	Draws relevant conclusions	Draws insightful, relevant conclusions
<b>Processes</b>	Shows little or no awareness of the processes active in the chosen geographical event	Shows some awareness of the processes active in the chosen geographical event	Demonstrates very good awareness of the processes active in the chosen geographical event	Demonstrates a comprehensive awareness of the processes active in the chosen geographical event
<b>Patterns</b>	Shows little or no awareness of the patterns active in the chosen geographical event	Shows some awareness of the patterns active in the chosen geographical event	Demonstrates very good awareness of the patterns active in the chosen geographical event	Demonstrates a comprehensive awareness of the patterns active in the chosen geographical event
<b>Systems</b>	Shows little or no awareness of the systems active in the chosen geographical event	Shows some awareness of the systems active in the chosen geographical event	Demonstrates very good awareness of the systems active in the chosen geographical event	Demonstrates a comprehensive awareness of the systems active in the chosen geographical event
<b>Detailed, informed, well-organised and creative (understanding)</b>	Haphazard or poorly organised and lacks sufficient detail to demonstrate understanding of the chosen geographical event	Organised to a purpose and includes details and information which demonstrate good understanding of the chosen geographical event	Very detailed and informed and is well-organised to a very clear purpose	Exceptionally detailed, informed, well-organised and creative

Source: *Junior Cycle Geography Guidelines for the Classroom-Based Assessments and Assessment Task, NCCA, First Edition, June 2018*

During the CBA and SLAR meeting, teachers should refer to the most recent publication of the Assessment Guidelines available on

<https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Geography/>



# EXAMPLE OF A CBA IN PE: INDIVIDUAL AND TEAM CHALLENGES (ORIENTEERING)

- Took place over a three-week period in November
- Merlin Woods was our location for the task
- Reflection based on the task, looking at orienteering skills learned and linking with Junior Cycle key skills and Indicators of Wellbeing
- Variety of reflections such as essay style, PowerPoints, videos, voice recordings



# PE - PLANNING PHASE BEFORE WRITE UP



# PE EXAMPLE

## Strand 3-Individual or Team Challenges (Team Orienteering Event)

Friday 20 November 2020 09:39

When we were completing the first part of our classroom based assessment we had to go down to Merlin woods with our groups. Then we were asked to scan one of our phones on the pole and then we had to find all of the points.

[REDACTED] and I worked quite well together and had no trouble cooperating and compromising. Although the three of us worked well together, we did have one unimportant problem which was not being able to find one of the points that we needed to find. However, we over came this by taking a "step back" and thinking about all the places that it could be and eventually we found it. Although we did find it in the end it took a little more time than we had anticipated.

Another small problem we came across was when we had to switch from physical map and compass to a digital map which wasn't on the day of the assessment but it was still difficult and stressful to switch. It took a little getting used to but we figured it out in the end and it did not cause us too much trouble.

The key skills we used were, communication, managing myself, staying well and working with others. We used communication by talking to each other and solving problems verbally as we came across them instead of getting frustrated with each other. We were managing ourselves by keeping an eye on the time and reflecting on how we could have improved and how we could do better. We stayed well by walking around at a reasonable speed and we were working with others by quite literally working with other people to get the job done. I am sure we used other key skills as well but those are the main ones, in my opinion. We also used some orientation skills such as relocating when we were lost and reading the map.

For another team completing this CBA, I would suggest taking your time (not too much or you will run out of time) and doing it in a calm manor. Trying not to be excessively competitive helps when trying to stay calm because after all it is not a competition it is a test. It also best to have a plan so you know what you're doing and you are not confused and so it's harder for you to get side tracked or lost.



WEGOMerlin Park Short PXAC Start Anywhere

Time: 32:08

Result: OK

All Results for this Event





# PE EXAMPLE

## Question 1 *Being Creative*

What orienteering skills did I use well in completing this event?

*I feel like we used our communication well, and we also made sure to get the course done as fast as we can. A lot of the time missed was just from tiredness and we tried our best to work around it.*

## Question 2 *Managing information and thinking*

Which skill(s) might I have used better and how?

*I feel like we used our technology very well as we got the numbers to press down fast and we punched our things in well. We then also communicated through helping each other out spotting things that could have tripped us up etc.*

## Question 3 *Communicating*

What strategies did my team use successfully? What might we do differently the next time and why?

*Me and [redacted] had a to make sure we did the course fast so we made sure at the end to sprint and try and end the course as fast as we could. We made actually quite a lot of progress and I am happy with our score.*

## Question 4 *Working with others*

Overall, what was my contribution? What strategies did I use successfully? What might I do differently the next time? to the team orienteering event?

*I feel like my contribution to our team was definitely near the end when [redacted] got tired I had to make a final sprint to the end to try and shorten our score.*

## Question 5 *Staying Well*

One thing that I/we had to work hard at overcoming was.....I/we overcame it by .....

*Me and [redacted] had to overcome our cramps as it was slowing us down by a lot and we did which was very good, we overcame it by using different breathing techniques.*

## Question 6 *Managing myself*

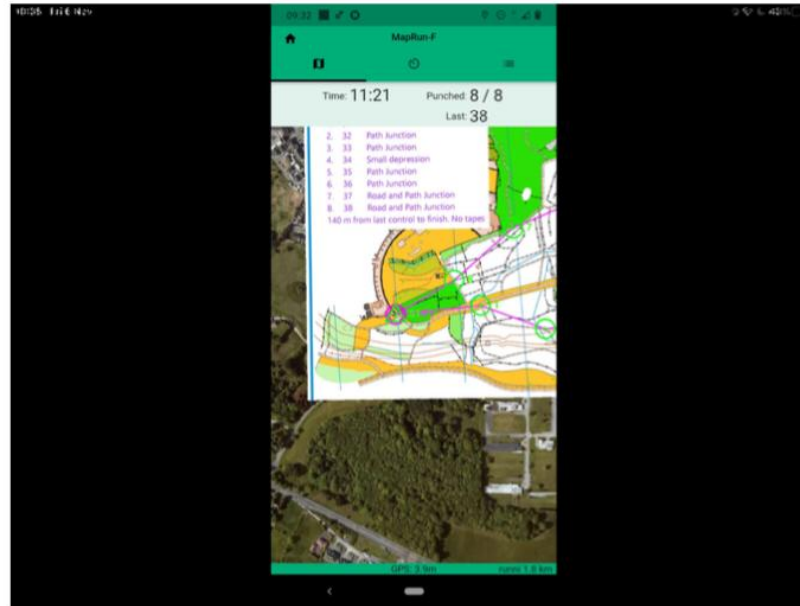
What advice would I give to another team setting out on a similar event?

*I think some good tips for people doing the course is to try and not burn away your energy too fast because the more energy you burn the harder it gets and you getting slower might make your team mates mad.*

*To start the morning off we walked down to the park and it was pretty cold, we were put into groups and that helped a lot with the social distancing measures. Earlier this year we had to use maps and compasses but this time we used an app on our phone.*

*Overall I really liked the cba and it was very challenging and enjoyable, I felt like I learned so many things and different ways to approach it. It was really fun and I would definitely do it again !*

*Our main wellbeing indicators would be Active and Resilient*



# EXAMPLE OF A CBA IN ART: POSTER DESIGN PAST EXAMPLES

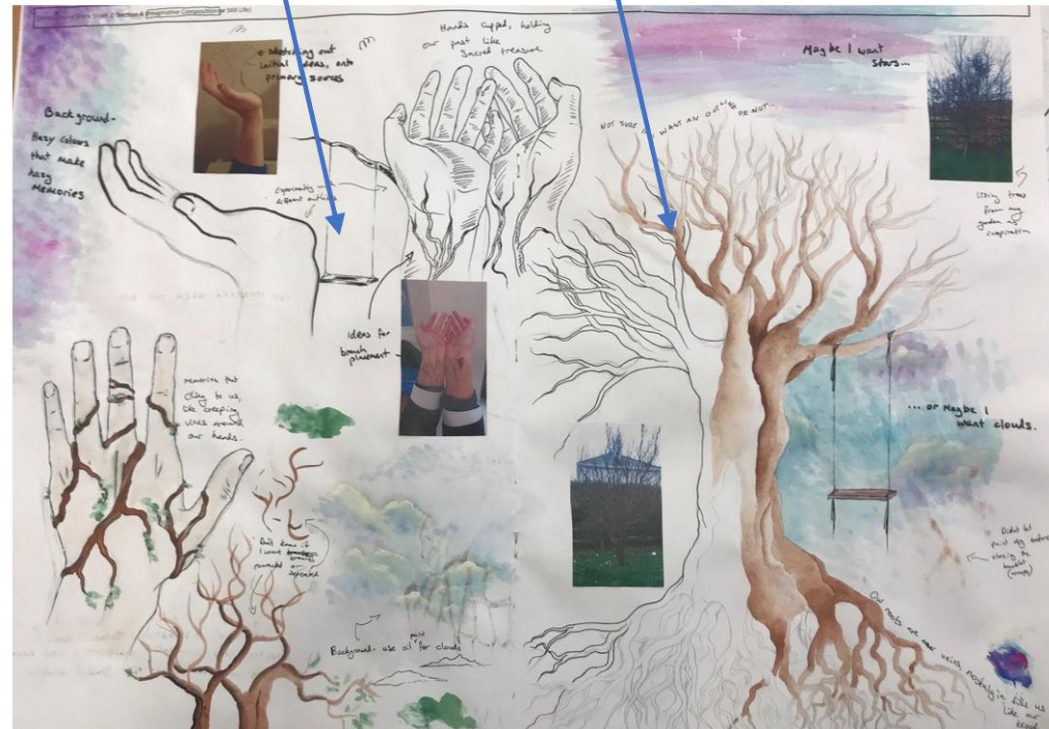
Examples of primary source drawings from past CBA's (this is in the initial idea stage, students must show how ideas developed in their sketchbook)

Showing evidence of primary source ideas and how you might explore these sources

Flowers

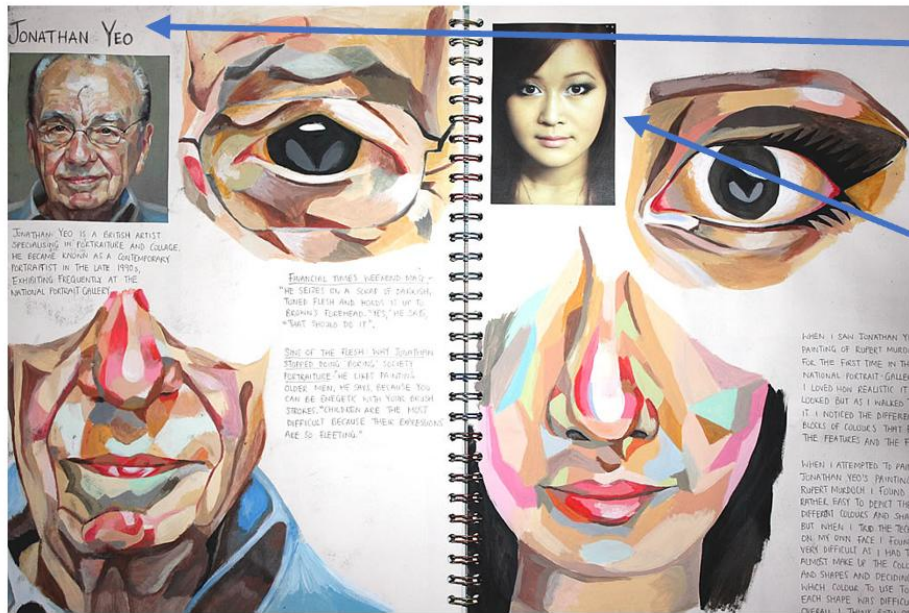


Hands



Trees

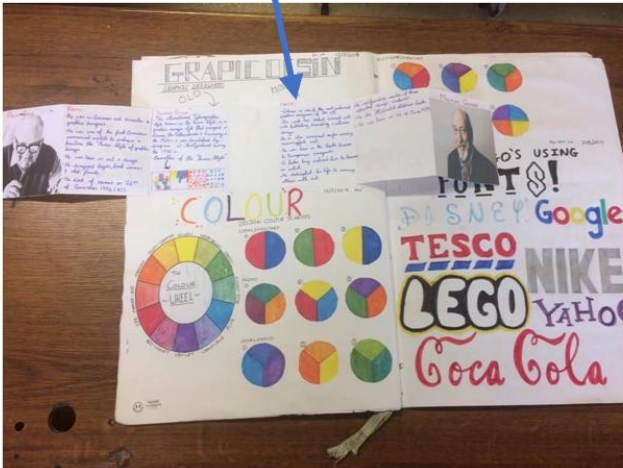
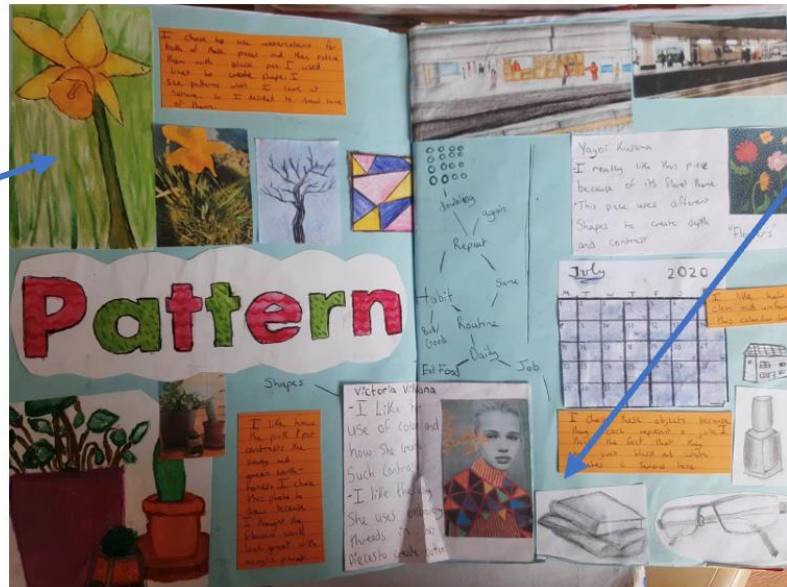


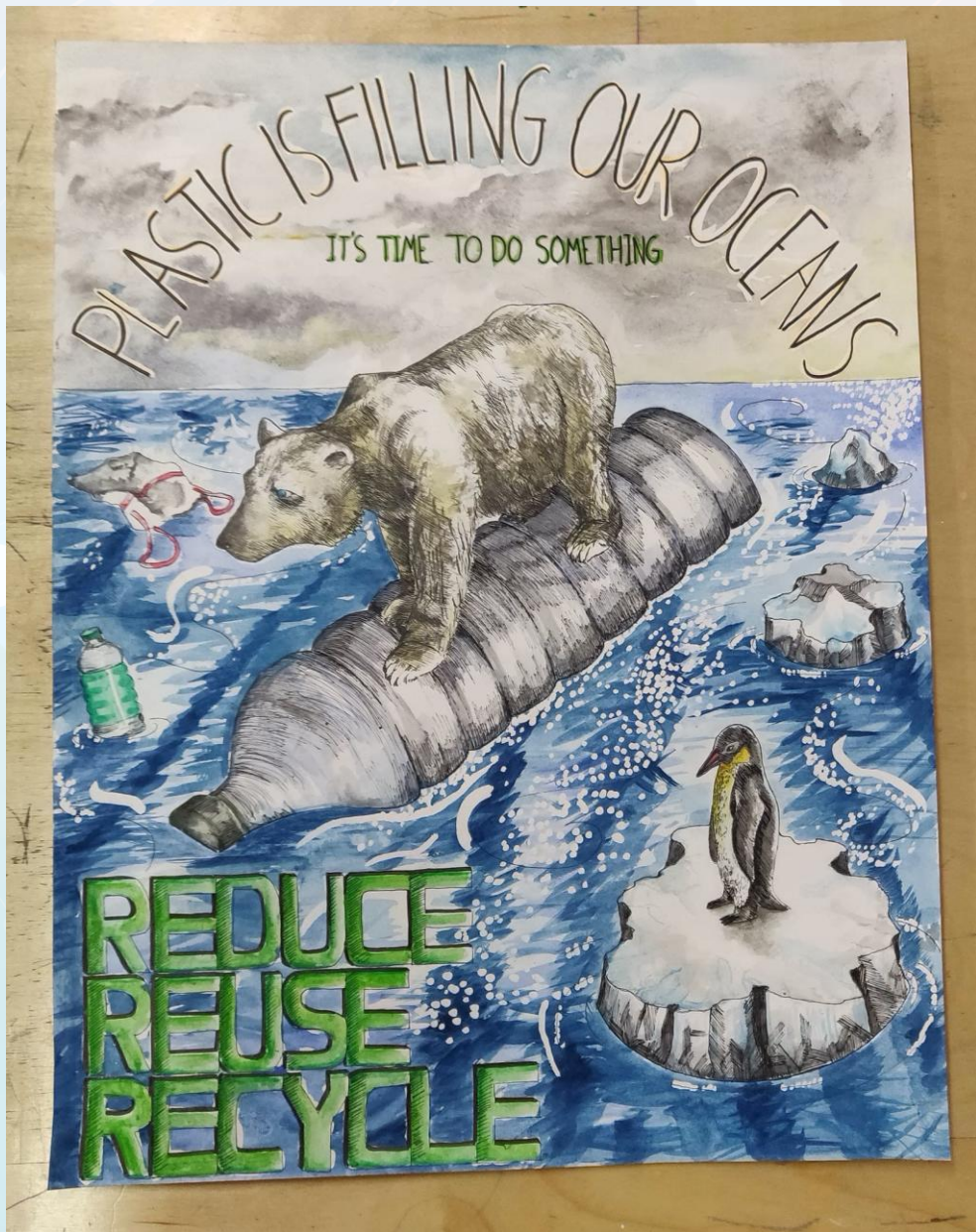


Showing how an artist style can influence your work, also showing your primary source the photo of the person you are drawing

Showing how an artist style can influence your work

Showing your primary source







Mary Kelly

DOB: 21/08/2001

**STATE CERTIFIED  
FINAL EXAMINATIONS**

Examination number: 456985

English (O) Partially Achieved

Mathematics (O) <sup>(4)</sup> B

History (O) <sup>(8)</sup> C

Geography (H) <sup>(4)</sup> C

Home Economics (O) <sup>(4)</sup> A

**Classroom-Based Assessments - English**

Oral Communication In line with expectations

Collection of Texts In line with expectations

**Classroom-Based Assessments - Short Courses**

Chinese Language and Culture In line with expectations

Personal Project: Caring for Animals (level 2) Achieved

CS: Exploring Forensic Science (level 2) Achieved

Digital Media Literacy In line with expectations

**Priority Learning Units**

Communicating and Literacy Achieved

Living in the Community Achieved

Numeracy Achieved

Personal Care Achieved

Preparing for Work Achieved

**Other Areas of Learning**

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as:

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e: leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

**Principal**

Mrs. Mary Smith

**Year Head**

Mr. John Smith

**Roll Number:** 76478F

Anytown Secondary School  
Anytown, Co. Anycounty  
V94F983



Anytown Secondary School

# JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)





## STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 458985

English (O)

Distinction

Irish (O) <sup>(2)</sup>

A

Mathematics (H)

B

History (H)

C

Geography (H)

D

French (O) <sup>(2)</sup>

C

Business Studies (H)

B

Science (H)

B

C.S.P.E. (C)

A

## Subjects

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

### Classroom-Based Assessments - English

Oral Communication

Above expectations

Collection of Texts

In line with expectations



# Other Areas of Learning

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

## Other Areas of Learning



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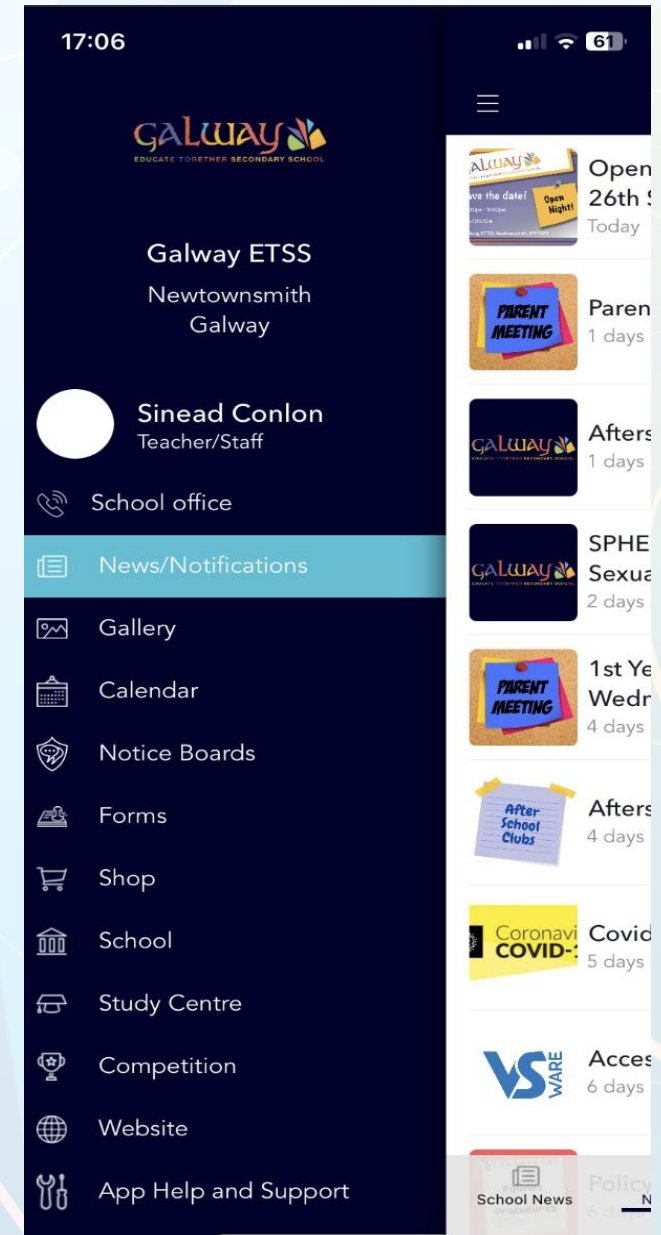
# COMMUNICATION UPDATE: THE GETSS APP





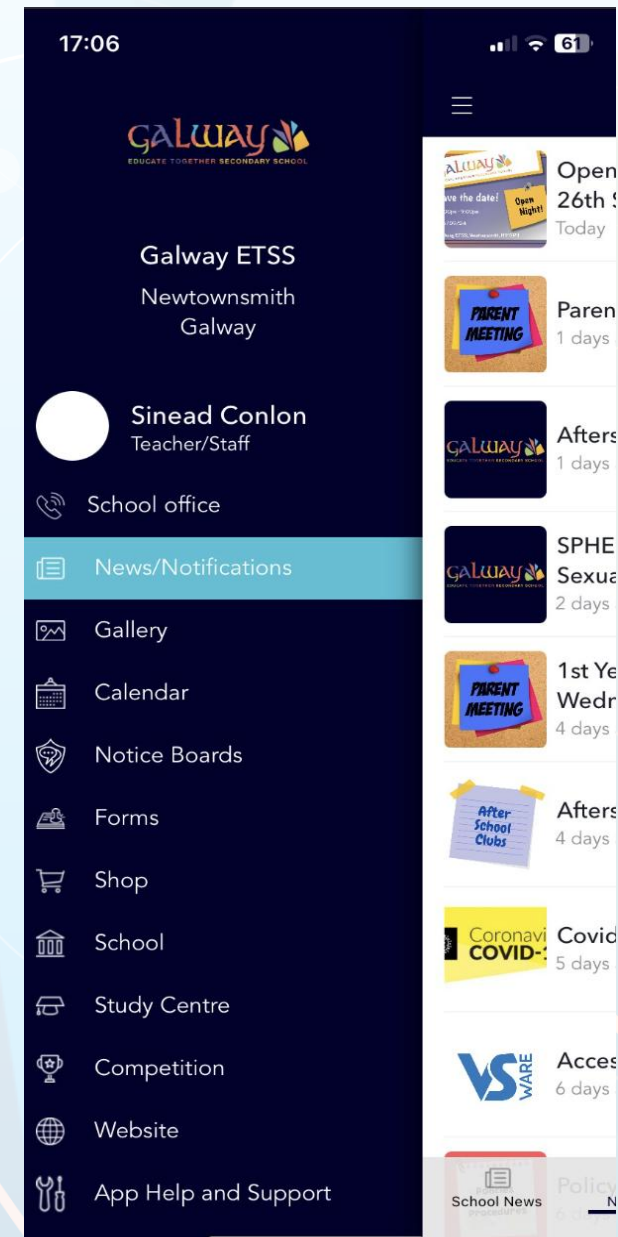
# OUR SCHOOL APP

- Primary means of communication with home
- Important updates & latest news
- Access to school calendar
- Removes necessity to email/call the office with details of absences
- Consent forms for events/trips
- Payments via 'Shop'
- **Attendance management**
- Links to VSware (the software we use to store student attendance, behaviour and assessment data) **You no longer need the Vsware app on your phone!**
- NOTIFICATIONS ON!
- Email: [support@uniqueschools.ie](mailto:support@uniqueschools.ie)



# COMMUNICATING WITH US

- You can send a 'parent note' via the app to either the tutor or the office.
- Teachers may send you important notifications via the app.
- **If you wish to contact a teacher, please send a 'parent note' via the app. The office will notify the relevant teacher, who will make contact with you as soon as they can.**
- Please do not send emails to individual teachers, especially outside of working hours.
- In the event of an emergency, you can use the email: [admin@galwayetss.ie](mailto:admin@galwayetss.ie)



**GALWAY**



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# **ATTENDANCE & PUNCTUALITY**



# ATTENDANCE MANAGEMENT

- Attendance & Participation Strategy, 2024 – 2025 (on website)
- Accurate absence details are essential
- **GETSS app only** for absences and partial absences notifications (dropdown menu with options and space for additional detail) - VShare is updated in real time.
- Explanation of absences before 8.30am - so the tutor is aware at the start of the day
- If no explanation is logged, you will be prompted by the app to provide one (based on the am roll call)



# SIGNING IN/OUT

- If student arrives after 8.30, they must **sign in at the office using the office tablet**. When they log their arrival on the tablet, you will receive a message stating the time of their arrival. You will be asked to **give an explanation** for the student's late arrival.
- If your child needs to leave the school during the school day for an unavoidable appointment, you will need to submit a **'permission to leave' request via the app, in advance**. Once this has been received they can sign out, using the office tablet.



# ATTENDANCE MATTERS

**1 or 2 days a week doesn't seem like much but...**

<b>If your child misses....</b>	<b>That equals...</b>	<b>Which is...</b>	<b>And over 13 years of schooling that's...</b>
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 1/2 years
1 day per week	40 days per year	8 weeks per year	Over 2 1/2 years of school
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years



# SUPPORTING ATTENDANCE

## Our Procedures

- Tutor calls home when there is no communication regarding **absences after 3 days**
- Tutor contacts home when there are in excess of **5 absences of any kind** (via app)
- Tutor flags **10+ absences of any kind** Tutor organises an Attendance Support Meeting with the student to determine causes and set attendance targets (and parents/guardians, where necessary). DP sends an attendance notice to parents/guardians via email.
- Tutor flags **15+ absences of any kind** with the DP. An attendance clinic may need to be arranged with the parents/guardians and the Principal/DP, to determine causes and set targets. DP sends an attendance notice to parents/guardians via email.
- Absences (**of any kind**) in excess of **20 days** will be reported to TUSLA, as per our legal remit under the Education Welfare Act. Parents/guardians will be notified of such reports via email.



# SUPPORTING PUNCTUALITY

## Punctuality Coordinator – Nora Blake

- monitors morning lates by running a weekly report
- intervenes where necessary, in accordance with Attendance and Participation Strategy
  - 3+ lates = RP conversation, discussing causes and setting targets
  - 5+ lates = contacts home re. repeated lates, seeking support from parents/guardians
  - Further lates = 'Late Lunch' (written reflection and target setting)
  - Further lates = meeting with parents/guardians





# PUNCTUALITY MATTERS

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just....	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 1/2 weeks per year	Nearly 1/2 year
20 minutes per day	1 hr. 40 min per week	Over 2 1/2 weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 1/2 years
1 hour per day	1 day per week	8 weeks per year	Over 2 1/2 years

**EVERY DAY COUNTS**

If you want your child to be successful at school then , *YES*, attendance does matter!



**GALWAY**



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# **OTHER UPDATES**



# STUDENT INFO!

## HOME LEARNING

### Expectations, Procedures and Interventions



Students are expected to complete assigned Home Learning within the timeframe specified. Home Learning will be clearly documented within OneNote lessons and should be noted by the student in the student journal. Students will organise the Home Learning sections of their journals each Monday in Tutor Class, in preparation for the week ahead. If a student presents without Home Learning or with incomplete Home Learning, the steps outlined below will be taken.

#### SUBJECT TEACHER

#### TUTOR

##### STAGE 1 - 1ST INSTANCE

- An **RP conversation** will take place to establish why the home learning hasn't been completed and to highlight the importance to completing home learning
- The student will be given the opportunity to complete the home learning within a specified, agreed timeframe
- Student must present the home learning to the teacher at the agreed time

##### STAGE 2 - 2ND INSTANCE

- A more **serious RP conversation** will take place and the teacher will again highlight the importance of home learning. The student will be reminded that they are in breach of the GETSS Home Learning Policy and COPB.
- The student will be asked to complete the home learning within a specified timeframe
- It will be logged in **VShare (0 Point)** as 'Home Learning Concern - Stage 2'
- Student must present the home learning to the teacher at the agreed time

##### STAGE 3 - 3RD INSTANCE

- A further RP Conversation will take place and the **teacher will contact home via email or phone**. The tutor will also be notified.
- It will be logged in **VShare (0 Point)** as 'Home Learning Concern - Stage 3'

##### STAGE 4 - 4TH INSTANCE

- The teacher will make a **'Home Learning Referral - Stage 4'** to the Tutor via **VShare (0 Point)**. This is very serious! The tutor will now step in.

##### STAGE 4 - TUTOR/STUDENT MEETING

- The tutor will arrange a **meeting with the student** to
  - discuss causes
  - set home learning targets
  - introduce **Home Learning Monitoring Card**
- The tutor will **contact home via email or phone** seeking support and outlining discussed targets
- The tutor will communicate targets with the student's teachers

##### STAGE 5 - BEHAVIOUR REFERRAL

- The tutor will Monitor **VShare** for further reports of no/ incomplete home learning
- If issue persists, the tutor will complete and submit a **Behaviour Referral Form**
- The Deputy Principal will assign an **After-School Reflection** and inform parents and Tutor

##### STAGE 6 - PARENT/GUARDIAN MEETING

- The tutor will monitor **VShare** for further reports of no/incomplete home learning
- If issue persists, **invite parent/guardian to the school for a meeting** (in consultation with Principal/ DP)

#### IMPORTANT!

If the Tutor notices an **emerging pattern** of home learning issues on **VShare** (i.e. ≥ 3 Stage 3 Concerns) across a range of subjects, they will start at **Stage 3** of this process!



The procedure will be applied to repeated instances within a 4-week period

# COPB UPDATE (HOME LEARNING)

## SUMMARY OF INTERVENTIONS:

**Stage 1** – 1st instance: teacher will have quick RP chat with student to see why it hasn't been submitted and to reiterate the importance of completing home learning.

**Stage 2** – 2nd instance: serious RP conversation. Logged on **VShare**.

**Stage 3** – 3rd instance: further RP conversation. Logged on **VShare**. **Teacher contacts home**, seeking support.

**Stage 4** – 4th instance: Teacher makes referral to Tutor. **Tutor meets with student** to discuss causes, set targets, etc. **Tutor also contacts home**.

**Stage 5** – Further instance: Tutor **refers to DP**, who will organise an **after-school reflection**

**Stage 6** – Parents/guardians will be **invited in for a meeting**

- **Advisable to check student journals to ensure good practice around logging home learning**
- **If student is struggling with home learning or workload, inform teacher.**



# REMINDER: NO PHONE ZONE

- Use of mobile phones is **not permitted anywhere in the school grounds** during the school day.
- Should be **kept in locker** during the day – students do not need phones for learning in GETSS.
- Please avoid contacting your child via mobile phone during the school day. Call the office instead.
- If a student is found to be using their phone, it will be confiscated (and a demerit will be logged). On a subsequent offense, a parent/guardian will be asked to come to the school to collect the phone.
- See [Acceptable Use Policy](#) (iPads/school platforms and mobile phones)



# REMINDER: CARE OF IPADS

- **Fully charged every night** - not permitted to charge iPads in school
- Brought to each class
- Used only as instructed (misuse will result in confiscation, as per [Acceptable Use Policy](#))
- Screen protector applied
- Kept in bag or locked in locker when not in use
- **Insurance strongly advised**
- School not liable for damage



# REMINDER: AFTER SCHOOL STUDY

- Available to all students
- Runs Monday – Thursday
- Contact the office for details
- Monday 4-6pm (2 hours)  
Tuesday 3-6pm (3 Hours)  
Wednesday 4-6pm (2 hours)  
Thursday 3-6pm (3 Hours)
- €35 per week for 4 days, €30 for 3 days



# Tuesday After School Clubs (2024) 2.30 – 3.30pm



Home Learning Club LS4	School Musical Rehearsals Tues & Thurs until December - times on Teams	Amigurum/ Crochet Club with Angela in Art Room  Arts & Crafts Club with Eleanor in Art Room	Basketball Training – Meet at Sports Hall Boys - Gary Girls - Kate	Technology & DCG JC and LC Project Support Tech Room - Evan & Peadar Tues & Thurs	Soccer Training – meet at Sports Hall – Martin	Minecraft Club - GP Room
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# Thursday After School Clubs 2.30 – 3.30pm



Home Learning Club LS4	Tabletennis - GP Room	Debating Club with Rowie and LeighAnn- LS5	Dungeons & Dragons Club and Chess with Rosaline in LS6	Volleyball – Boys: James Girls: Hazel Meet in Sportshall	Club Espanol (Spanish)– Paula & Esther in LS 3  Club Francais (French) – Paul in LS4	Sci Fest Club – James F – Blue Lab
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## Lunchtime Clubs



**Every lunchtime** – Games Club & Chess Club LS8, Library LS9  
 Walking Club: with Sarah O/Katriona/Ann Marie/Tara N/Esther  
**Monday:** Choir with Niamh in the Music Room, Green Team with Clodagh in the Home Ec Room, Pride Club with Richard and Rosaline in Blue Lab, Ciorcal Cómhra agus Tae le Nora agus Chloe in the Red Lab (chat in Irish)  
**Tuesday:** Lunchtime Career/Student Support Chat with Ann Marie LS3  
**Wednesday:** Lego Club with Evan and James in the Tech Room, School Magazine Club with Esther in LS3, Book Club with LeighAnn and Sarah O, Yoga with Gabrielle LS11  
**Thursday:** Craft Club with Donna in Home Ec Room (bring lunch)

## Wednesday Club 3.40-4.40 Athletics with Richard

School bus will leave school at 2.30pm so you will need to arrange another way home if staying for a club.

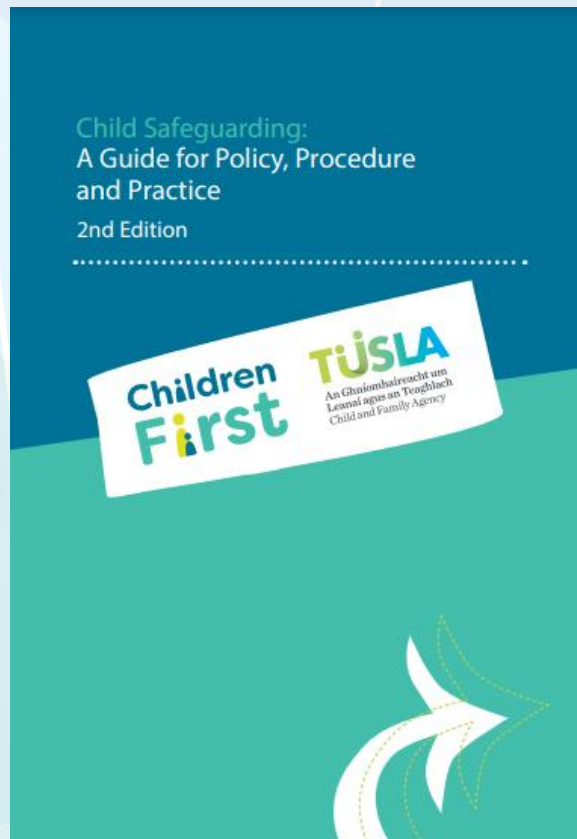
Meeting point for all Sports clubs is in Sports Hall.

No clubs on days when there is a Staff meeting or Parent/Teacher/Student Meeting or School event



# CHILD PROTECTION

- Designated Liaison Person (DLP): Sarah Molly
- Deputy Designated Liaison Person (DLP): Sinead Conlon

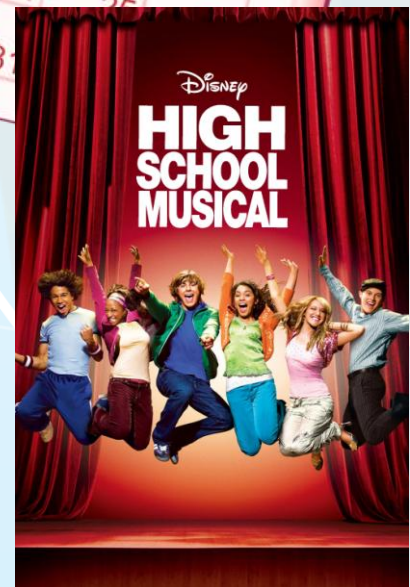


The image is a screenshot of the Galway Educate Together Secondary School website. The header features the school's logo, 'GALWAY EDUCATE TOGETHER SECONDARY SCHOOL', and navigation links for 'About Us', 'Admissions', 'Learning &amp; Teaching', 'Extra-Curricular', 'Parents &amp; Guardians', 'Calendar', 'Contact Us', and 'Vacancies'. A 'Policies' section is highlighted, containing a list of documents. The link 'Child Protection - Child Safeguarding Statement and Risk Assessment' is circled in red. Other links include 'Anti-Bullying Policy Review 2022', 'Anti Bullying checklist 2022', 'Acceptable Use Policy updated with Covid-19 measures.pdf', 'Admissions Policy 2020/2021', 'Catchment Area Map', 'Code Of Positive Behaviour', 'Complaints Procedure', 'Suspension and Expulsion Policy', 'Covid-19 Response Plan 2021 2022', and 'Covid-19 Risk Assessment 2021 2022'. To the right, there is a 'CALENDAR' section with dates and events: 'OCT 23 2023 School Closure', 'OCT 30 2023 Mid-term Break', 'NOV 13 2023 Assessment Week', and 'NOV 29 2023 School Show'. A 'VIEW ALL' button is located below the calendar. At the bottom right, there is a 'NEWS' section with a social media follow prompt: 'Follow us on Twitter and Instagram to keep up to date with our latest news'.



# KEY CALENDAR DATES

- Current Calendar on Website and App
- **School Closures:**
  - ✓ Oct 28th - Nov 1st (Mid-term Break)
  - ✓ Sept 18<sup>th</sup> Staff Training Day
  - ✓ Sept 30th School Closure Day
  - ✓ Nov 28th (Staff JC Planning)
  - ✓ Dec 23rd – Jan 3rd (Winter Break)
  - ✓ Feb 3rd (Public holiday)
  - ✓ Feb 17th – 21st (Mid-term Break)
  - ✓ Mar 17th & 18th (Public Holiday and School Closure Day)
  - ✓ Apr 14th – 25th (Spring Break)
  - ✓ May 5th (Public holiday)
  - ✓ May 7th (Staff Training Day)
  - ✓ **School finishes on May 30th**
- Nov 27th, 28th & 29th – School Musical
- **2<sup>nd</sup> Year Parent-Student-Teacher Meeting** on February 26<sup>th</sup>



**GALWAY**



**EDUCATE TOGETHER  
SECONDARY SCHOOL**

# **SCHOOL OF SANCTUARY**



# SCHOOL OF SANCTUARY

*Recognition as a school that is committed to creating a safe, welcoming and inclusive environment that benefits everybody, including anyone in its community who is seeking sanctuary.*

- Irish Education System information (for families who may be unfamiliar with the Irish context)
- [www.getss.ie/](http://www.getss.ie/) Google Translate
- PBL, workshops and events in the areas of identity and anti-racism
- Curricular elements (Ethical Ed, CSPE, Art and English)
- Turning the Tide campaign for Traveller Movement campaign (intercultural workshops for 1st Years)
- Monitoring Day – October 23rd, 2024



**Schools of Sanctuary Ireland**

# CONTACTING US

- Contact tutor or office via app
- Noreen is on the phone
- Please email [admin@galwayetss.ie](mailto:admin@galwayetss.ie)



# GALWAY



EDUCATE TOGETHER SECONDARY SCHOOL

Q&A TIME

