



EDUCATE TOGETHER
SECONDARY SCHOOL

3RD YEAR INFORMATION EVENING

OCTOBER 2024



Student Supports

Junior Cycle: Levels, Assessment, Reporting and CBAs

Communication Update – The GETSS App

Attendance & Punctuality

Other Updates

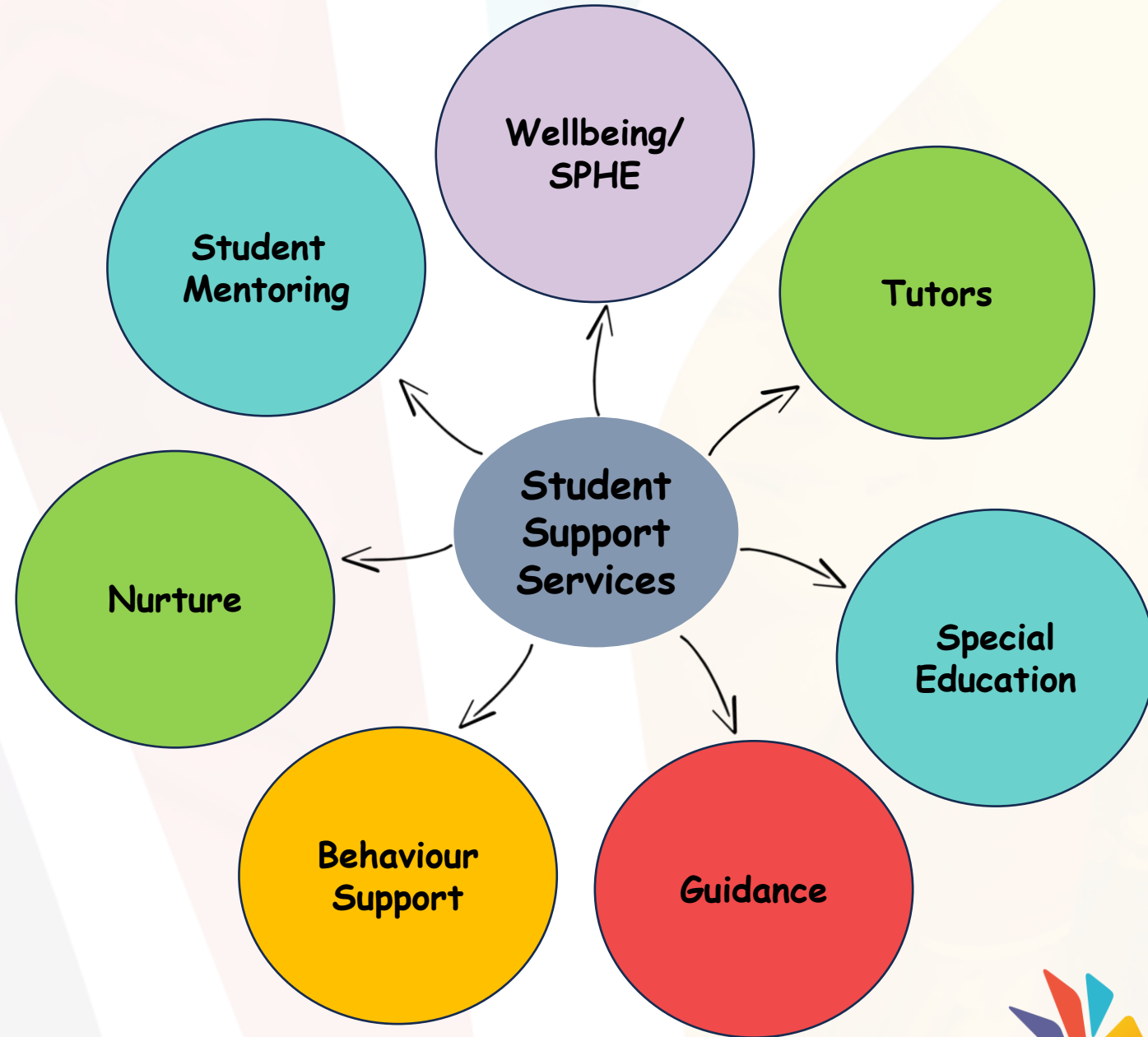
School of Sanctuary

Q&A



STUDENT SUPPORTS

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





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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
- **Mocks will take place January 31st – February 7th**



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%)



ASSESSMENT & REPORTING TO SUPPORT LEARNING

- Ongoing class assessment (class tests, etc.) throughout the year. Feedback given to support student improvement
- **Assessment week Nov 11th – 15th.** 2-hour assessments in all subjects except options
- VSware reports issued in mid December
- **Assessment week May 6th – 14th.** 2-hour assessments in class in all subjects
- Exam schedules will be shared with students and parents/guardians in advance of assessment weeks
- **JC Mock Exams** – 2 weeks (31st January – 7th February)
- Vsware reports issued in March
- **3rd Year Parent Teacher Student Meeting – October 23rd 4.15pm**



3RD YEAR CBA TIMETABLE 2024-2025

3rd 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	31 - 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	06 - 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	06 - 21 Jun
SUBJECTS	TEACHERS																																							
English	N/A - Covid Adjustments for 2025																																							
Gaeilge	Chloe Creaven, Aoife McElvaney, Sarah Healy																																							
Mathematics	N/A - Covid Adjustments for 2025																																							
Spanish	N/A - Covid Adjustments for 2025																																							
French	N/A - Covid Adjustments for 2025																																							
History	N/A - Covid Adjustments for 2025																																							
Science	N/A - Covid Adjustments for 2025																																							
Business Studies	N/A - Covid Adjustments for 2025																																							
Home Economics	Donna Cleary																																							
Music	Tara Broderick																																							
Visual Art	Martina Kelly (CBA 2 - required for art)																																							
Applied Tech.	Peadar Harvey/Evan Condell																																							
Graphics	Evan Condell																																							
Coding	Peadar Harvey/James O'Brien																																							
Artistic Performance	Martina Kelly																																							
Climate Action	Leanne O'Toole																																							
Ethical Education	Tara Broderick, LeighAnn Mulrennan, Niamh Doyle																																							
CSPE	Rowie Murphy, Esther Merino, LeighAnn Mulrennan																																							
SPHE	Aoife McElvaney, Gary Murphy, Orlaith Devlin																																							
		<div style="display: flex; justify-content: space-between;"> <div style="background-color: purple; color: white; padding: 5px;">Mid-Term Break</div> <div style="background-color: orange; color: black; padding: 5px;">Assessment Week</div> <div style="background-color: purple; color: white; padding: 5px;">Winter Break</div> <div style="background-color: purple; color: white; padding: 5px;">Mid-Term Break</div> <div style="background-color: purple; color: white; padding: 5px;">Spring Break</div> <div style="background-color: orange; color: black; padding: 5px;">Assessment Week</div> <div style="background-color: orange; color: black; padding: 5px;">Assessment Week</div> <div style="background-color: blue; color: white; padding: 5px;">Junior Cycle Examination 2024</div> </div>																																						

- Please note there is **no Assessment Task** for current 3rd Years, normally worth 10% of the final result (Covid response measure).
- **Junior Cycle exam results** will issue in Sept/Oct 2025 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.



CBA DETAILS

This CBA information is also available on the school website

Subject	CBA	Year	Title	Requirements
Gaelige	CBA 1	2	Punann Teanga	Completion of written tasks in a variety of genres - students choose three pieces to present for assessment.
	CBA 2	3	Tasc Cumarsáideach	Oral Presentation in front of class on topic of student's choice. Usually accompanied by slideshow.
English	CBA 1	2	Oral Presentation	Oral Presentation in front of class on topic of student's choice. Usually accompanied by slideshow.
	CBA 2	3	Collection of Texts	Completion of written tasks in a variety of genres - students choose two pieces to present for assessment.
Maths	CBA 1	2	Mathematical Investigation	Individual Report- students engage in a mathematical investigation which involves problem solving skills
	CBA 2	3	Statistical Investigation	Individual Report- students will engage in a statistical investigation using the statistical enquiry cycle.
MFL	CBA 1	2	Oral presentation	Oral presentation, can be done individually or in pairs on a topic of students choice. It can be a role play, an interview, a presentation or a conversation in response to an stimulus. No text or reading allowed but you are allowed prompts.
	CBA 2	3	The Student Language Portfolio	A record the process and progress of the student's language learning experiences.
Science	CBA 1	2	Extended Experimental Investigation	Report on findings of student-led experiment.
	CBA 2	3	Science in Society	Assessment of experimental knowledge (booklet).
History	CBA 1	2	The Past in My Place	Research project on something/someone historical from your local area.
	CBA 2	3	A Life in Time	Research essay on a historical figure.
Visual Art	CBA 1	2	Exploring the Design Strand	Students create a small body of research based on a theme and create a finished artwork based on their developed ideas and research.
	CBA 2	3	Research, Experiment & Practice	Junior cycle themes are given to the students to do some preliminary research and exploration of ideas.
Music	CBA 1	2	Composition Portfolio	Students select two composed pieces and submit for assessment.
	CBA 2	3	Programme Note	Write about the two pieces they will perform in practical exam.
Home Ec.	CBA 1	2	Creative Textiles	Apply the design brief process to make/recycle a textile item for the individual or the home.
	CBA 2	3	Food Literacy Skills Brief	Demonstrate food literacy skills and nutritional knowledge in the researching, analysing, and planning of a food literacy skills brief.
Applied Tech.	CBA 1	2	Control Systems	An Investigation of Control Systems.
	CBA 2	3	Practical Work Reflection	An reflection of practical work completed to date.
Graphics	CBA 1	2	Communication through Sketching	Graphically communicate using two-dimensional and/or three-dimensional sketching techniques.
	CBA 2	3	Graphical Presentation Skills	Researching an area related to the domain of the SEC project. Students must individually present a piece of work.
Business Studies	CBA 1	2	Enterprise in Action	Group project comprising four areas of activity: conducting research; evaluating information; developing action plans and reporting findings.
	CBA 2	3	Presentation	Investigate and present on a business-related topic. The chosen topic may be directly related to specific course content or students may decide to study an issue of personal or local relevance, provided it is related to the business environment .
SPHE	CBA	3	A Topic in SPHE that Interested Me	A report on learning outcomes in more than one strand of the course.
Ethical Ed.	CBA	3	Refelction on Learning Moments	Oral presentation on three learning moments from across the 9 strands of Ethical Ed. Accompanied by slide show.
Coding	CBA	3	Coding Project & Portfolio	Students work in groups to create a project and produce an individual portfolio.
Artistic Performance	CBA	3	Drama/Theatre/Performance Project	Students decide on a project from a variety of options - it will involve drama, theatre & performance.
Physical Ed.	CBA	3	Athletics Skills Analysis	Students record and analyse their performance in either shot-put, sprint or long-jump.

BEYOND JUNIOR CYCLE – TY 2025-2026

- Transition Year follows 3rd Year and bridges the gap between Junior & Senior Cycle
- Senior Cycle Curriculum (Leaving Certificate) in 5th & 6th Year
- Transition Year is an important 9 months of a learner's life that allows them to develop lots of different skills through a variety experiences and active learning environments
- All students will do Transition Year
- Further information to follow on this programme
- Transition Year Coordinator: Gary Murphy



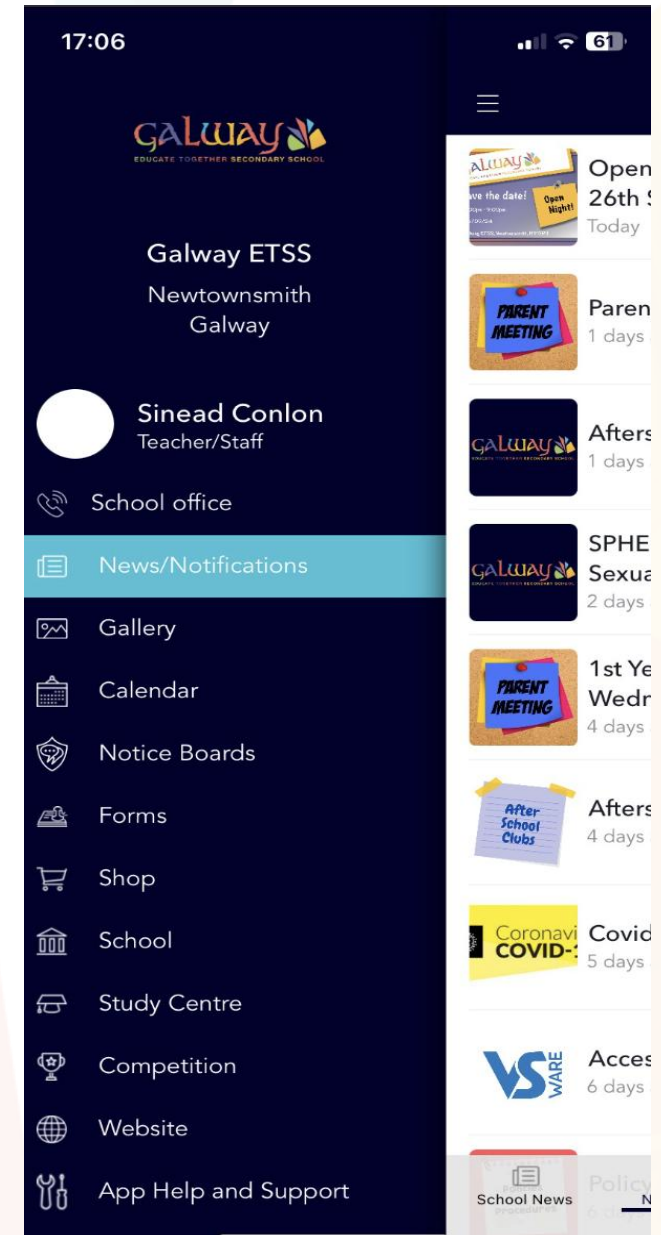
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COMMUNICATION UPDATE: THE GETSS APP



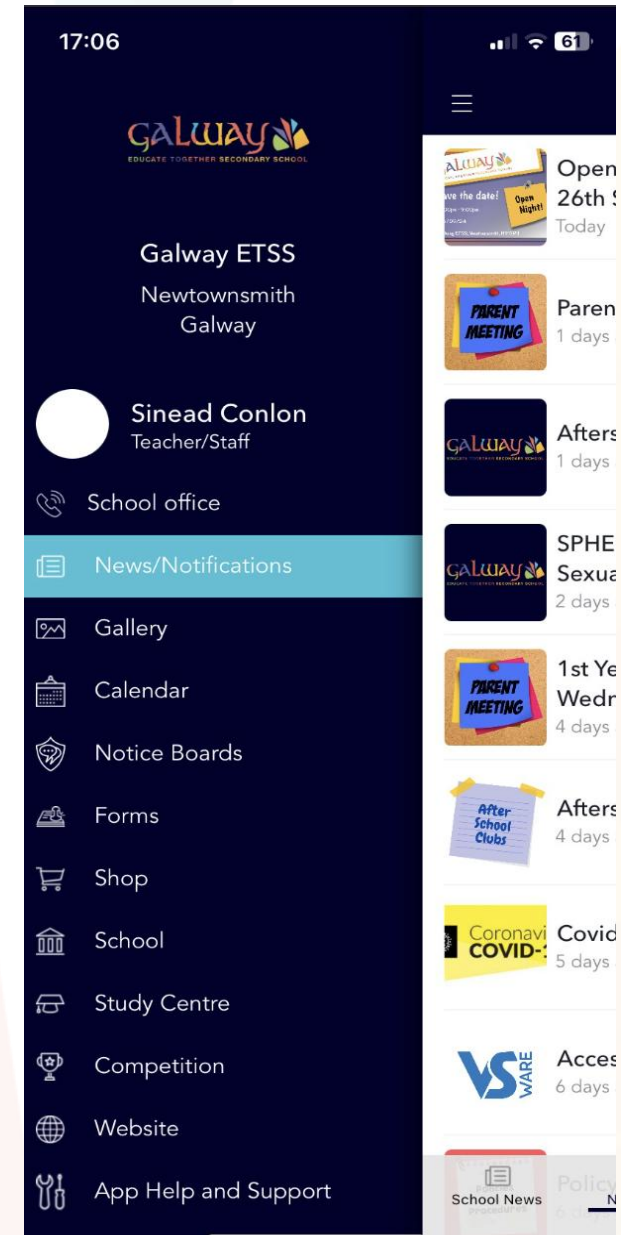
OUR SCHOOL APP

- 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 VShare (the software we use to store student attendance, behaviour and assessment data) **You no longer need the Vshare app on your phone!**
- NOTIFICATIONS ON!
- Email: 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



GALWAY



**EDUCATE TOGETHER
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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...

If your child misses....	That equals...	Which is...	And over 13 years of schooling that's...
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!





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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



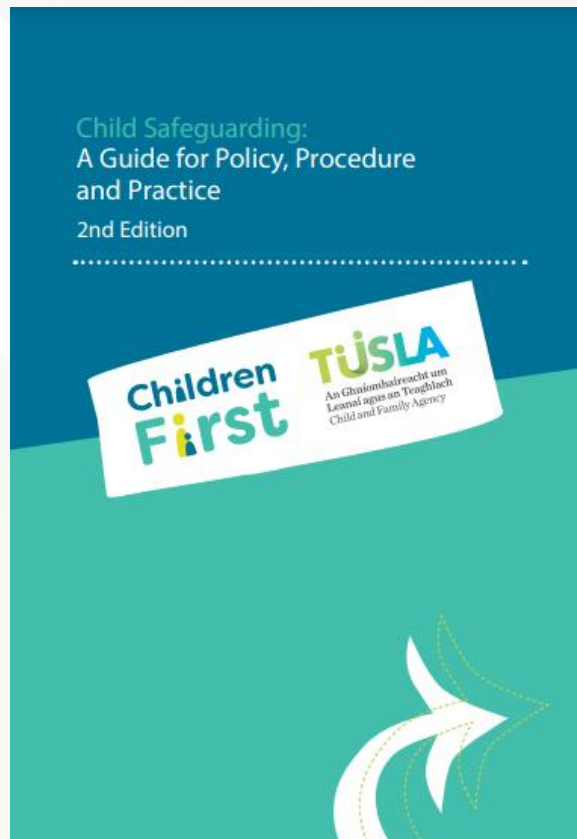
AFTER SCHOOL STUDY

- 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



CHILD PROTECTION

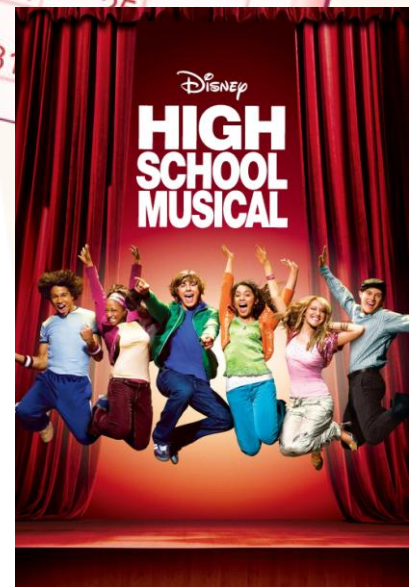
- Designated Liaison Person (DLP): Sarah Molly
- Deputy Designated Liaison Person (DLP): Sinead Conlon



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 & Teaching', 'Extra-Curricular', 'Parents & Guardians', 'Calendar', 'Contact Us', and 'Vacancies'. There are also social media icons for Apple, Google Play, Facebook, and Twitter, along with a search bar. The main content area is titled 'Policies' and includes a list of links: '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', 'Covid-19 Risk Assessment 2021 2022', 'Child Protection - Child Safeguarding Statement and Risk Assessment', 'Child Protection - Child Safeguarding Checklist for Review of Child Safeguarding', and 'Child Protection - Notification regards BOM review of Child Safeguarding'. The 'Child Protection - Child Safeguarding Statement and Risk Assessment' link is circled in red. To the right of the policies list is a 'CALENDAR' section with a table of events: 'OCT 23 2023 School Closure', 'OCT 30 2023 Mid-term Break', 'NOV 13 2023 Assessment Week', and 'NOV 29 2023 School Show'. Below the calendar is a 'VIEW ALL' button. At the bottom right, there is a 'NEWS' section with a small image and text: '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 18th 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
- 3rd Year **Parent-Student-Teacher Meeting** on October 23rd



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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/ 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

GALWAY

A graphic logo consisting of several overlapping, colorful shapes in shades of green, blue, red, and yellow, resembling a stylized flame or a cluster of leaves.

EDUCATE TOGETHER SECONDARY SCHOOL

Q&A