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# Mission Statement

*Our school is characterised by an atmosphere of respect. This is at the heart of our school ethos. Respect manifests itself in our attitude towards one another in the school, in the community and in the environment in which we live and work.*

*We endeavour to help each individual reach their full potential by promoting the formation of the whole person. We provide an education which empowers young men and women to put their Christian beliefs and values into practice. As a Community School we strive to provide an educational environment which serves the needs and aspirations of the entire local community.*

## Our Vision

- To enable every student regardless of ability to achieve their full potential.
- To provide a haven where everyone is valued and respected.
- To forge strong, positive connections with students so they can achieve independence, build confidence and grow as individuals.
- To empower students to embrace learning, achieve their potential and build their emotional, social and physical wellbeing.
- To embrace Christian values while fostering respect for diverse religious beliefs.
- To provide a stimulating learning environment, with a welcoming atmosphere which creates a sense of belonging.
- To prepare students to meet current and future challenges, to develop social awareness and civic responsibility.

### **Our vision is for a school that is:**

- Modern and progressive
- Forward thinking and innovative
- Organised and welcoming
- Provides a broad-based curriculum catering for all needs
- Instils confidence
- Values loyalty, compassion and perseverance
- Sets high standards
- Values equality
- Inclusive
- Respects diverse family and cultural backgrounds
- A school for everyone.

*Together we collaborate daily to transform this vision into reality.*

# Day to Day Management of the School

## Main Office

*Clerical Officers:* Margaret Lynch  
Finnuala Bracken

*Accounts:* Kim Heavin

*Opening Hours:* 8.45am – 4.00pm

All visitors including parents are required to ring the bell at the front door and report to the school office. This procedure is necessary in the interest of Health and Safety.

*Telephone Number:* 090 6481350 / 090 6481864

*Fax Number:* 090 6482133

*Website:* [www.moatecs.com](http://www.moatecs.com)

*Email:* [info@moatecs.com](mailto:info@moatecs.com)

*Twitter:* @moatecs

## Making an Appointment

### *Meeting with Principal/Deputy Principals/Yearheads/Teachers*

The Principal / Deputy Principals / Yearheads / Teachers are available for meeting by appointment. If you wish to request a meeting with them please phone the school office and leave your name as well as the general reason for the meeting. **Please note:** The first point of contact with the school regarding your son/daughter is the Yearhead concerned.

## Meetings

There must be a clear understanding by all parties attending any meeting that the purpose of every meeting is to bring about a resolution of issues raised and therefore every meeting should be conducted in a cordial and courteous climate.

## Parent's Responsibilities

It is important that parents are aware that they have the primary responsibility for the education of their own children. Article 42.1 of the Constitution states '**that the primary and natural educators of the child is the family**' and that '**it is the duty of the parents to provide for the education of their children**'.

# School Policies

School policies are available on the school web page [www.moatecs.com](http://www.moatecs.com) - these are reviewed and updated on a regular basis.

*All personal data will be collected and used in compliance with GDPR 2018.*

## Board of Management

Tom Lowry (Secretary), Kevin Duffy, Pamela Keogh, Mary Galvin, Lorraine Kennedy, Nessa Robbins, Tommy O'Shaughnessy, Niamh Ginnell, Rachel Smyth, Brian Higgins and John Dolan.

## Parents Association

The Parent Association is the structure through which parents/guardians in a school can work together for the best possible education for their children. This Association may change from year to year and we look forward to working with the 2024/25 Parents Association. The members are: Tom Lowry, Fidelma Quinn, Nessa Robbins, Mairead Seery, Jacinta Belton, Sinéad Doyle, Hilary Keaveney, Leigh Moran, Beatice Higgins, Mary Doolin, Tom Callaghan, Olivia Callaghan, Catherine Nally, Elaine Allen, Michelle Coghlan, Joe Morrissey, Michelle Carroll and Linda Gaffey.

## Management Structure

### Role of Principal Tom Lowry

The day to day management of the school is delegated to the Principal, assisted by the Deputy Principals, Assistant Principals, Special Duties post holders and staff. The Principal is responsible for the day-to-day management of the school subject to the direction of the Board of Management as the overall management authority for the school.

The Principal controls the internal organisation, management and discipline of the school, exercises supervision over the teaching and non-teaching staff and has power, for any cause which he judges adequate, to dismiss, subject to the approval of the Board, or to suspend pupils from attendance, but on the dismissal or suspension of any pupil, **the parents shall be informed that he or she has the right to appeal to the**

**Board.** The functions are also clearly specified in Sections 22 and 23 of the Education Act.

**Role of Deputy Principals – Carmel McCormack / Fidelma Quinn / Olive Costello**

The Deputy Principals assist the Principal in the day-to-day running of the school and deputise for the Principal in his absence.

**Role of Management Team**

The Principal, Deputy Principal and holders of Posts of Responsibility will together form the in-school management team for the school, subject to the overall authority of the Principal and the Board of Management.

# Yearhead

The Yearhead forms part of the Middle Management system that relates specifically to parents. It is the role of the Yearhead to establish personal relationships with the students in his/her assigned Year. He/she is fully responsible for these students.

## Yearheads 2024/2025

First Year:	Mairead O'Brien
Second Year:	Sara Kelly
Third Year:	Pamela Keogh
Transition Year:	Myra McLoughlin
Fifth Year:	Des Dolan
Sixth Year:	Orlaith Ward

### *Duties of Yearhead include:*

- To create a positive climate within the particular year with emphasis on good behaviour, respect and study skills.
- To monitor attendance, uniform, record absenteeism and grant permissions.
- To support and advise tutors/teachers with regard to problem students.
- To communicate and liaise with parents.
- To monitor breaches of discipline and implement sanctions.
- To monitor students reports.
- To compile and maintain all student records.
- To liaise with Career Guidance/Chaplain and Special Education Department on students abilities and difficulties.

# Tutors

The Tutor is the class teacher with responsibility for a class unit.

### *Duties:*

- To monitor the progress of students.
- To endeavour to resolve difficulties.
- To monitor attendance, uniform, punctuality and absenteeism and to alert parents regarding difficulties.
- To implement SPHE programme.
- To advise on Student Awards.

# Role of the Teaching Staff

The staff, together with the Principal and the Deputy Principals, acts as an advisory body to the Board of Management in the formulation of education policy. Each teacher is responsible for the effective teaching of the subject(s) allocated to him/her by the Principal. Each teacher is expected to cover the subject syllabus, mark and monitor homework and prepare students for examinations. Section 22 of the Education Act further defines the role of Principal and teachers as follows:

“The Principal of a recognised school and the teachers in a recognised school, under the direction of the Principal, shall have responsibility, in accordance with this Act, for the instruction provided to students in the school and shall contribute, generally, to the education and personal development of students in that school.”

The Principal and teachers shall:

- Encourage and foster learning in the students.
- Regularly evaluate students and periodically report the results of the evaluation to the students and their parents.
- Collectively promote co-operation between the school and the community, which it serves.

## Teacher Based Classrooms

Our school operates a teacher based classroom system which means each teacher has their own classroom. Our campus is made up of a number of buildings- St. Joseph's, St. Kieran's, St. Brigid's, St. Malachy's, St. Patrick's, St. Philip's, St. Mary's, Ard Aoibhainn and the Technology Centre.

## Home School Links

Home School links are extremely important if real educational progress is to be made. In order to maximise co-operation and understanding, any such communication must be efficient, open and multifaceted.

The main channels of communication include:

- School Reports

- Informal/Formal Meetings
- Parent/Teacher Meetings
- Newslink
- Parents Handbook.
- Adult Education Programme
- Student Journal etc.
- Web page [www.moatecs.com](http://www.moatecs.com)
- X @moatecs / Facebook / Instagram
- Web texting
- Yearbook

## Parent and Teacher Meetings

Parent/Teacher meetings afford parents the opportunity to discuss with each teacher the progress of their student in a particular subject.

Students in 3rd/6th Year may attend the meeting with their parents. Dates of the Parent/Teacher Meetings will be available on the school calendar.

Parent/teacher meetings are held in the main school building and when you arrive at the school you will be supplied with:

1. A map of the school indicating where each teacher is located. Teachers will be sitting alphabetically.

### *In preparation for the Parent/Teacher Meeting:*

1. Talk to your child about classes, subjects and any concerns you may have.
2. Get a written list of all of your son/daughters teachers indicating subject and level.
3. Consider what type of questions you may like to ask i.e. homework, behaviour, socialising etc.

### *At the Parent/Teacher meeting:*

1. Be direct/know what you want to say.
2. Each teacher has many parents to see, be considerate, be direct and don't delay.
3. If you wish to discuss something sensitive make an appointment to see the teacher in question.



# Parent Nights

At various times during the year parents will be invited to the school to attend information sessions. These could be in relation to study skills, internet safety, subject choices, graduation and many more. We are always delighted to invite parents to the school and thank parents for their continued support. Some of the nights are times of celebration for example the Graduation Ceremony and some are informative but all add to the great sense of community that exists in Moate Community School.

# Pastoral Care

Pastoral Care is a systematic approach to education, which seeks to value the young person at every level. It involves a holistic approach creating an environment, which enriches the lives of students. It is a programme, which aims to provide a caring supportive school community allowing for the full development of the emerging adult, nurturing talents, fostering self worth and maximising potential.

# Role of the Chaplain

The Chaplain focus at all times is the welfare of all individuals within the school community. The Chaplain is a spiritual guide, a faith friend and a supporter of others as they experience personal difficulties. In fulfilling this role, the Chaplain works closely with all staff, students, parents and agencies/groups/organisations within the community. The Chaplain attends Pastoral Care, Yearhead and Referral meetings on a weekly basis.

## **Areas of Focus:**

1. The Chaplain has a teaching role within the school.
2. The Chaplain works closely with the RE Department to identify and mark significant events in the school and liturgical calendar.
3. The Chaplain is available to meet parents in their home or in school and may offer them support at times of difficulty.
4. The Chaplain also plays a pivotal role in the Transition of all students from Primary to Secondary school and will contact all National Schools of incoming first years.
5. The Chaplain liaises where appropriate with the Special Education Department relating to students who need additional support.

# Role of the Guidance Service

The aim of the Guidance Service, in keeping with the school ethos, is to assist and challenge each pupil to become aware of and reach their fullest potential in each facet of their development.

The Guidance Counselling service is part of a whole school enterprise and provides for the development needs of all its students in the three key areas: Personal and Social, Educational and Vocational.

Team: The Guidance Counsellor works as a member of a team, working with members of the staff, with parents and other relevant professionals outside the school.

The Guidance Counselling service in this school includes:

- COUNSELLING
- CONSULTATION
- CAREER TRANSITION PROGRAMME
- EDUCATIONAL DEVELOPMENT PROGRAMMES INFORMATION
- ASSESSMENT

## Referral of Students

The referral team is made up of Guidance Counsellors, Chaplain and Principal or Deputy Principal. The team meet once a week.

## Links:

The Guidance Counsellor links with Special Education Department, Referral Team and Pastoral Care Team on a regular basis. Further information available from the Guidance Department upon request.

# Counselling

To further assist students with difficulties our school offers an external counselling facility. It offers students a chance to articulate difficulties they may be experiencing in a safe and secure environment.

# How do we acknowledge the achievements of our Students?

## **Honour Board**

This is a Notice Board placed in a prominent place in school which displays achievements by students. From time to time it will show newspaper clippings, photographs, articles, etc.

## **Newslink**

The Newslink is a newsletter that is issued out to parents in October, Christmas, Easter and Summer. It contains news items and articles about all aspects of the school including sporting achievements, musical events, upcoming events, Principals' matters etc. It acknowledges students' achievements and their contribution to school life.

## **Yearbook**

The Yearbook is published annually and is available for sale in May. It contains articles on events that have taken place throughout the school year. It acknowledges students achievements and displays some of their work in the form of book reviews, poems, articles etc. It also contains pictures of each student in the school along with pictures of the many events that have taken place during the year. Many of these events are also posted on the schools webpage throughout the year.

## **Stamps**

Each teacher is issued with a stamp, which contains a positive statement, which may be used twice a week with each class group.

## **Student of the Semester**

Student of the Semester will be nominated by the Tutor upon examination of his/her student's journal. Other specific criteria for the selection of Student of the Semester will also be used.

## **Assemblies**

Assemblies will be seen as an opportunity to acknowledge the achievements of our students within the school community.

## **Student of the Year Awards**

Student of the Year awards are a culmination of the students work and achievements. Specialist awards in subject departments, sports awards and student of the year awards for each year group are among the many offered to students at the end of each year.

## **Web Page [www.moatecs.com](http://www.moatecs.com)**

The web page is constantly updated to include students achievements and participation in school related activities.

## **X / Facebook / Instagram**

Social Media platforms are updated regularly to include photos and information on school events, activities and achievements.

# **Student Council/Games Committee/ Prefects/Mentors**

These Committees are filled from TY/Fifth and Sixth Year students. Students may apply by way of application form and after consultation with school management and staff they are appointed. The co-ordinator of each programme will meet their group at regular intervals to monitor their progress. Training in leadership is provided. Staff support for the role each group of students fulfils is very important and appreciated.

## **Student Council**

A Student's Council (Junior/Senior) is in operation in our school. The Council involves a representative from each class. These representatives will be democratically elected by their peers. The duties of the Council will be:

- To represent the view of students.
- To arrange regular meetings with Co coordinator/teacher in attendance.
- To act as class representative.
- To report any irregularities to tutors.
- To report on any damages etc. to the classrooms.
- To liaise with other committees and groups in the school.

## **Games Committee**

*The duties are:*

- To assist and supervise during lunchtime.
- To organise inter-class games at lunchtime.
- To report any irregularities or damages to school property.

## **Prefects**

*The duties are:*

- To assist First Year Class Tutors in creating good class spirit.
- To operate one-way system.
- To assist with Canteen supervision.
- To control entrance/exits.
- To supervise locker areas and toilets.
- To assist at school functions.

## Mentors

The mentors provide a very valuable and impressive support system, to assist new students in their transition to MCS. In order to undertake the many challenges presented, mentors undergo a rigorous training programme. The programme provides students with invaluable insight into the role of the mentor and greatly facilitates their work. *The duties are:*

- First Year Hand Book
- First Day Programme
- Mentor /First Year Group Support
- Mentor Meetings
- Special Events

## School Uniform

The school uniform must be worn at all times:

Regular School Uniform (non PE Days)	MCS PE Uniform
Crew neck navy jumper or O'Neill's MCS half zip	O'Neill's MCS half zip
White shirt/blouse/polo top	O'Neill's MCS t-shirt
Navy uniform trousers for boys	O'Neill's MCS tracksuit bottoms
Navy check uniform skirt or navy uniform trousers for girls	O'Neill's GAA shorts Navy & Pink (female sports) Navy & Green (male sports)
Black/navy shoes- for health and safety reasons these should be non slip	Runners
Navy uniform jacket with crest	Navy uniform jacket with crest

T-shirts or polo neck jumpers are not allowed to be visible.

**School uniform is only available from:** The School Uniform/PE uniform is available from Walshe's Irish house, Main Street, Moate and Kelly's Clara. The school PE uniform can also be purchased online from O'Neills "Moate Community School" shop. The school advises getting students initials on their jumpers and jackets.

Students who arrive in school out of uniform will not be admitted to class. Parents will be contacted and advised to bring in the uniform or collect their son/daughter from the school.

## Transport

In many instances parents will require transport for their children to attend Post Primary School. This will be provided by Bus Éireann. An application form should be completed on enrolment.

A private bus service is available to students in the Ballycumber, Clonmacnoise area. Details are available from the school. We offer transport to all extra curricular activities for a nominal fee.

## Book Rental Scheme

Our School offers a book rental scheme to all pupils which greatly reduces the cost of books. These books are distributed by the school and each student is expected to take full responsibility for their books. In light of recent educational cuts the provision of the book rental scheme is based on the provision that all students pay the appropriate rental fee.

## Canteen

Our school operates its own canteen. Food is prepared fresh in our kitchen each day. We offer wraps, hot lunches, rolls, soup, fresh fruit salad, yogurts, fruit and a wide variety of confectionery. All of our produce is on sale at a reasonable price and supports our Healthy Eating Policy.

## Lockers

Each student will be assigned a locker to store their books and equipment. Each student will be given a lock and a code and it is their responsibility to ensure that no one else knows the code. There is a charge of €20 for replacement locks.

## IT Facilities/Remote Learning

- 3 fully equipped Computer Labs
- 2 sets of mobile iPads
- Computer Science offered at LC exam level and all Juniors have 1 hour of computers a week.

- Subject specific IT equipment e.g. Art, DCG, Music, PE etc.
- Each student receives a school email in first year which they carry through to 6th Year. These accounts should be checked regularly. Each student also has an account on the school server which only they can access and use to store work.
- Each student has access to the Office 365 suite. Microsoft Teams, which is part of Office 365, is used to facilitate remote learning.

For further information please see [www.moatecs.com/school-policies/](http://www.moatecs.com/school-policies/)

## Extra Tuition/Revision Courses

Our School offers extra tuition/revision courses from time to time eg Easter Revision Course to help and assist students. These offer the students an excellent opportunity to avail of extra help in a particular subject. Students will be informed about the availability of all classes.

## Mock Orals

In preparation for oral examinations our school may offer mock orals. The oral examination is a great opportunity to gain valuable marks and thus enhance the overall grade. We are delighted to be able to offer students the chance to practice their oral skills prior to an exam. Mock orals are organised in consultation with the language teachers.

## Supervised Study

Supervised study is open to all students and is run in 2 centres in the school. There is a charge for each term and students must reapply each term.

### Terms:

1. September - Halloween
2. Halloween - Christmas
3. New Year - St. Patrick's Day
4. St. Patrick's Day - Summer

Monday - Thursday 4.10-6.00pm; Friday 1.30-3.30pm.

Extended study is offered in the evenings 6.30-8.30pm and on Saturdays to 6th Years. Times are days vary depending on the time of the year.

## Rules and Regulations

1. Students will have their journals stamped each evening. This will inform parents/guardians that a student is in attendance. Therefore, notes explaining absence are not required.
2. Parents may be contacted to verify a student's absence during the term.
3. Students must be present for the entire duration, otherwise they will not be admitted to study.
4. Students will be assigned a seat and should sit in this seat for the term.
5. Responsibility will only be accepted for students in attendance at study.
6. Normal school rules in relation to discipline apply to evening study.
7. Any student who fails to comply with these rules, will have sanctions imposed which may include the following:
  - (1) Verbal warning
  - (2) Temporary suspension from evening study
  - (3) Permanent suspension from evening study (In this event money will not be refunded).

## Homework

Homework is an essential part of learning and an important aspect of a student's programme. Homework helps students to develop study skills and self-discipline. Homework, each evening, consists of the following:

- Revision of the work done in class earlier in the day.
- Completion of work started in class of written exercises prescribed.
- Research into topics that are being studied.

It will rarely be valid for a student to say 'I have no homework tonight'. Students must record their set homework in the School Journal. Parents must check their children's Journal each evening. The Journal is a means of daily communication between school and home.

The following time scales are given as a guide to students and parents:

<b>Year</b>	<b>Minimum Time Monday - Friday</b>	<b>Minimum Time Weekends</b>
First	1½ - 2 hours	1 hour
Second	2 - 2½ hours	2 hours
Third	2½ - 3 hours	4 hours
Transition Year	1½ - 2 hours	2 hours
Fifth Year	3 - 4 hours	4 hours
Sixth Year	3 - 5 hours	8 hours



**Role of Parent/Guardian in Homework:**

- Provide a suitable study area and the necessary tools (for example - paper and books) to complete the homework assignments.
- Monitor after-school activities and television viewing etc, establish a specific homework time and procedure.
- Praise the student's efforts. Assist the students, if requested, by reading over assignment questions or working through an example rather than simply providing the answer.
- Junior students will need more parental guidance and assistance with homework than senior cycle, the parent should observe that appropriate time is spent doing homework and review completed work assignments.

**Homework completes the cycle of learning:**

Students may not always view homework as a pleasant experience, but if the assignment serves a good purpose and parents reinforce the completion of the tasks, students will benefit by gaining grades, better study habits, and a more positive attitude towards school and learning.

**School Reports:**

School reports will be issued following the 10 week Semester Exams.

*1st, 2nd & 5th Year:* November, February and Summer

*3rd & 6th Years:* November and post Mock examinations

*TY:* November and Summer

# Junior Cycle Programme



Your son/daughter will take all subjects under the New Junior Cycle Programme.

In each of these subject there are:

1. **Classroom-based Assessments (1-2 per subject – subject to change).**
2. **A Final Written Exam.**
3. **Practical Exams in Home Economics and Music.**

## Classroom Based Assessment

Students will be informed of their grade in each *classroom-based assessments (1-2 per subject – subject to change)* by their Teacher following a *Subject Learning and Assessment Review* by subject teachers. The grading system for the Classroom Based Assessments is as follows:

- 1 Exceptional
- 2 Above expectation
- 3 In line with expectations
- 4 Yet to meet expectations

These grades (descriptors) may appear on school reports and will appear in the Junior Cycle Profile of Achievement issued by the Department of Education.

## Final Written examination

The Final Written examination will be held in June and the grade achieved here combined with the Assessment Task result will be the grade on the Junior Cycle Profile of Achievement. The grade system for the final written exam is as follows:

GRADE RANGE	(%)
Distinction	≥90 to 100
Higher Merit	≥75 and <90
Merit	≥55 and <75
Achieved	≥40 and <55
Partially Achieved	≥20 and <40
(not graded)	≥0 and <20

For further information please go to [www.curriculumonline.ie](http://www.curriculumonline.ie), [www.jct.ie](http://www.jct.ie), [www.juniorcycle.ie](http://www.juniorcycle.ie), [www.ncca.ie](http://www.ncca.ie)

# The Formal Curriculum

## First Year

A system of Subject Sampling is in operation for First Year students. The following applies:

### *Core Subjects - Studied for full year*

Irish  
English  
Maths  
Science  
Language  
History

### *Non Exam Core Subjects*

Religion  
SPHE  
CSPE  
PE  
Computers

### *Taster Subjects (16 weeks each)*

Materials Technology (Wood)  
Materials Technology (Metalwork)  
Technical Graphics  
Music  
Art  
Home Economics  
Geography  
Business Studies

Students study all subjects in the core section all year and each subject in the 'Taster Section' for half the school year on a rotational basis.

### **\*What is SPHE?**

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

## Second/Third Year

At the end of first year students decide on their subjects for Junior Certificate. All students study the following examination subjects:

Irish      English      Maths      Science      Language      History

as well as other subjects of their choice. They also study PE, SPHE, CSPE, Religion and Computer Studies. At the end of Third Year students sit their Junior Certificate Examinations.

## Senior Options

After Junior Certificate students have the option of doing a two/three year Leaving Certificate cycle.

(a) **Transition Year:** Transition Year is a year between Junior Certificate and the beginning of Leaving Certificate. Moate Community School has designed its own Transition Year Programme to meet the needs of its own students. One of the chief benefits of TY is that students can sample various subjects and have the opportunity to grow and mature.

### **Benefits:**

- One extra year of maturing before making Leaving Certificate subject choices.
- 40% of Leaving Certificate syllabus covered.
- Statistics show that students who do Transition Year will achieve higher Leaving Certificate points.
- Opportunity to experience wider range of subjects.
- Develops critical thinking and independent learning skills.
- Prepares students for life and the world of work.
- Greater participation in extra curricular activities.
- Greater opportunity to develop creativity, initiative and leadership.

# Leaving Certificate/ Leaving Certificate Vocational Programme

## **Leaving Certificate**

After Junior Certificate/Transition Year students study a 2 year Leaving Certificate Course. Students study Irish, English and Maths together with four other examination subjects of their choice.

### *Subjects on offer:*

Home Economics, History, Geography, Agricultural Science, Biology, Physics, Chemistry, Art, Music, Engineering, Business, Construction Studies, Design & Communications Graphics (DCG), French/Spanish, Accounting, Religion, Applied Maths, PE, Computer Science.

*All subjects are offered at Higher/Ordinary level.*

## **Leaving Certificate Vocational Programme**

Students taking certain combinations of subjects qualify as LCVP students. This programme allows the students to have project work together with work experience recognised as a subject. It is a considerable advantage to have project work carried out during school time accepted as an examination subject, which qualifies for points. Students choose any 2 subjects from the combinations listed.

### **Accompanying conditions**

The six best results, in recognised subjects, in one Leaving Certificate Examination will be counted for points computation. One sitting the Leaving Certificate Examination will be counted for points purposes. In the case of certain subjects, e.g. Home Economics (General), foundation level Mathematics or foundation level Irish, some HEIs may not award the points shown above. If in any doubt, check with the Admissions Office of the appropriate college.

### **L.C.V.P. Link Modules**

Certain institutions award points as set out above for results in the Leaving Certificate Vocational Programme Link Modules in place of a sixth Leaving Certificate Subject.

# Revised CAO points scale which will be used for entry to Higher Education from 2017

## LCA - Leaving Certificate Applied programme

The Leaving Certificate Applied programme is a two-year Leaving Certificate programme aimed at preparing students for adult and working life.

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge, and helps students apply what they learn to the real world.

The two-year programme consists of four half-year blocks called sessions. Achievement is credited in each session. Courses are offered in three main areas: Vocational Preparation; General Education; and Vocational Education.

**Assessment:** Takes place on the completion of modules, and there is also a final examination in each of the following areas:

- English and Communication
- Mathematical Applications
- Social Education
- Two vocational specialisms
- Language

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels: Pass; Merit; and Distinction.

Grades	% Mark	Points Higher Level	Points Ordinary Level
H1/O1	90-100	100	56
H2/O2	80<90	88	46
H3/O3	70<80	77	37
H4/O4	60<70	66	28
H5/O5	50<60	56	20
H6/O6	40<50	46	12
H7/O7	30<40	37	0

Leaving Certificate Vocational Link Modules (LCVP)	Grade	Points
	Distinction	66
	Merit	46
	Pass	28

**Higher Level Mathematics - Bonus Points:** 25 bonus points will be awarded for Higher Level Mathematics, at grades H6 and above.

Moate Business College is an integral part of our School which after the Leaving Certificate offers you a choice of courses which will, in one or two years, prepare you for a worthwhile career or progression to higher education, using our direct entry route.

## **COURSES AVAILABLE**

### **QQI LEVEL 5 COURSES**

- Applied Social Studies (5M2181)
- Art & Design (5M1984)
- Business & Office Administration (5M1997)/(5M2468)
- Community Healthcare Services – Healthcare Assistant (5M4468)
- Creative Media (Media Studies) (5M5048)
- Digital Marketing & Business (5M2468)
- Early Learning and Care – Stage 1 with Special Needs Assisting (5M21473)
- Nursing Studies (5M4349)
- Software Development (5M0529)
- Sport, Anatomy & Nutrition (5M5146)
- Tourism with Business (5M5011)

### **QQI LEVEL 6 COURSES**

- Advanced Art & Design (6M4029)
- Advanced Business with IT (6M4985)
- Advanced Certificate in Community Development with Psychology (6M3674)
- Advanced Certificate in Early Learning and Care – Stage 2 (6M21471)
- Advanced Software Development (6M0691)
- Advanced Tourism with Business (6M5012)

Apply now at [www.moatebusinesscollege.com](http://www.moatebusinesscollege.com)  
Contact the College: Tel: 090 6481178 OR Email: [info@moatebc.com](mailto:info@moatebc.com)

# Special Education Provision

## Aim

Moate Community School is committed to providing an education for its students in a caring and supportive environment. Our aim is that all students achieve their full potential. In order to achieve this goal some of our students may require supplementary teaching, additional resources, classroom support or the provision of specialised equipment. In all cases it is the intention to integrate students socially and academically.

## Definition

The students who fall within the Special Needs definition include:

- Students with learning difficulties
- Students with physical and sensory difficulties
- Students with emotional and behavioural difficulties
- Students with other additional needs

## Identification of students

- Upon enrolment any available reports from a psychologist, speech & language therapist or other relevant medical professional should accompany the enrolment application.
- Consultation with parents and the student's primary school is important for the identification of pupils who may require additional support.
- Standard entrance tests are administered by the Guidance Department following enrolment.

## Allocation

From September 2017, as set out in DES Circular 0014/2017, a revised process for allocating special education teachers was introduced for post primary schools. Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students. The National Council for Special Education (NCSE) determines the allocation of Special Education Needs posts for all schools. Full details of the allocation model are outlined in Circular 0008/2019.

This allocation is published on the NCES website <https://ncse.ie/set-hours-and-sna-allocations>.

## Implementation

Teachers are informed annually of the students who have special educational needs and/or have reports on file. All professional reports are retained on file in the SEN office and are available to teachers on request.



Additional teaching support is provided to students with special educational needs as follows:

- Students who have an official Irish exemption.
- Students who due to exceptional circumstances do not study a modern foreign language.
- Students whose special educational needs make full access very difficult and thereby require curricular modifications.

### **Exemption from Irish**

- A Certificate of Exemption from the study of Irish granted in Primary School should accompany the enrolment application.
- Circular 0053/2019 sets out the revised arrangements for the exemption of students from the study of Irish. Parents/guardians are advised to read the following document before communicating to the school why an exemption is being sought. [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/c10053\\_2019.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/c10053_2019.pdf).
- The exceptional circumstances detailed in the circular will be strictly adhered to by the school.

### **Reasonable Accommodations at the Certificate Examinations (RACE)**

- The State Examinations Commission (SEC) operates a scheme of Reasonable Accommodations at the Certificate Examinations (RACE).
- The scheme provides accommodations for students with a variety of complex special educational needs including learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioural or other conditions.
- The ***RACE Instructions for Schools*** which covers all aspects of the RACE scheme, is the definitive handbook on RACE and it is amended and reissued each year by the SEC. <https://www.examinations.ie/schools/circulars/reasonable-accommodations/>
- RACE applications for Leaving Certificate students are prepared and submitted to the SEC during October/November each year followed by Junior Cycle applications during November/December. The closing dates for applications are set by the SEC and issued to schools each year.
- All application forms for Reasonable Accommodations are forwarded to parents/guardians for signature and review.
- The RACE procedures and criteria of the State Examinations Commission will be strictly applied and adhered to by the school.

### **Special Needs Assistants**

Special Needs Assistants (SNAs) posts are allocated by the NCSE to provide care assistance to students who have special educational needs in accordance with Circulars 0030/2014.

[https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0030\\_2014.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0030_2014.pdf)  
SNAs make a valuable contribution to the capacity of Moate Community School to provide inclusive education for students with special educational needs.

### **Conclusion**

Special Education Provision ensures that all students have access to, participate in, and gain positive outcomes from their time in school with a view to providing the foundations of a fulfilling life. The staff at Moate Community School, in co-operation with parents and external professionals, acknowledges the importance of providing support for its students with special needs and is committed to the ongoing reappraisal of its provision with regard to its suitability and effectiveness of implementation.

## **The Skills Programme**

The decision to provide a Special Class for Autism Spectrum Disorder (ASD) in Moate Community School was taken by the Board of Management, in conjunction with the principal, staff and school community in the school year 2017/2018. The decision was made with a view to providing an appropriate, specialist education within a mainstream setting for students with a diagnosis of ASD, who have a recommendation for a specialist placement and who meet our enrolment criteria. <https://ncse.ie/wp-content/uploads/2016/10/Guidelines-SettingUp-Special-Classes-PostPrimary.pdf>.

Our first class catering for six students opened in September 2018 and we now have four classes with 24 students.

Enrolment to The Skills Programme must meet with the approval of the school's Special Education Needs Organiser (SENO) who in turn provides the teaching allocation and resources to the Centre.

The Skills Programme provides a holistic and caring environment which facilitates students to reach their full potential, including participation in mainstream education to the fullest possible extent while availing of valuable supports..

## **Assessment Test**

Our school conducts an assessment test for all First Years. The Assessment Test will be used to help the school identify whether a student has special educational needs and the results may be used as a basis for seeking additional teaching or other resources from the Department of Education and Science, in line with the school's Special Educational Needs Policy. It also allows the school to track students academic progress over their time in the school.

# Attendance

Students are required to attend school regularly. In the case of unexplained absences, the Tutor or Yearhead will contact parent/guardian. Requests to leave school, explanation for absences and lateness must be made through the TYRO app. Unauthorised departures from school within the school hours are regarded as serious transgressions **and a student found in breach of this rule may be suspended**. Students who wish to be excused during the school day may only do so if a parent/guardian has requested it on the TYRO app. The Journal will then be stamped at reception on departure.

- A roll call will be taken at 8:55 – 9:05 each morning.
- Each student's absence will be monitored by Yearheads
- Any student leaving the school must sign out at the office and must be collected by a parent.
- Unexplained absences may mean the school contact you by letter/phone/web text.
- Absences in excess of 15 days – parents will be notified.
- Absences in excess of 20 days – parents and the Education Welfare Officer (Department of Education and Science) will be notified

# Punctuality

Punctuality is part of school training. Parents have a duty to see that their children arrive in school on time. However, a small percentage of offenders in this area take up staff time with constant monitoring and checking. Students who arrive late will be met by the Principal who will stamp their Journal, and must report to the office. The onus is on students who are late to sign in on the 'Late Pass Book' in the office. If no satisfactory explanation is offered in writing a sanction will be applied after the third or subsequent offence up to and including refusal of admission.

# If my child is ill

If my child is ill and in school they should:

- (a) Inform the teacher
- (b) Report to the Office and phone home
- (c) Return to their class.
- (d) If you can call to collect them, you should call to Reception and your child should sign out of school.

## If my child is ill and at home

They should remain at home until they are fit to come into school.

## If I wish to make contact with my child

If I wish to make contact with my child during class time I should: -

- Ring the school on 090 6481350 and leave a message;
- Request to leave school for any appointment should be placed on the TRYO app, indicating the collection/appointment time. The student should wait at reception to be collected.

**Please note that announcements will only be made in the case of an emergency or at break-times.**

## Family Holidays

Students being absent from school because of family holidays are a cause for concern and a breach of current legislation. Parents are asked to ensure that students do not lose time in school due to family holidays during term time or because they are needed at home.

## School Closures / Emergency Closures

Announcements of school closure for reasons that become known in advance will be communicated in advance to parents/guardians. Emergency closing due to bad weather or service breakdowns cannot be notified as easily. The school authorities will make the best decision they can with the available information. Parents must consider local conditions before sending children to school. Please note that if there are icy roads the decision on whether or not school buses should run is a matter for the school bus drivers and Bus Éireann. In the context of emergency closures the school will make every effort to advise local stations of this situation and text parents. Please note the school will remain open in all situation if at all possible.

# Extra Curricular Activities

All students are encouraged to become involved in Extra Curricular Activities. Our school believes that Extra Curricular Activities play an important part in the holistic development of young people. Parents should encourage their son/daughter as much as possible but always be mindful that all classwork and homework must be completed so that the academic achievements of the student is not affected in any way.

As well as physical fitness, the principle value sought through team sports is a sense of enjoyment through team participation. We expect a high level of respect for our opponents and when representing the school our students must take responsibility for the sport in which they partake, respect their mentor and the performance of the team.

## ***Our facilities include:***

- 1 Full size Astro Turf 4G Artificial grass pitch & fully floodlit
- 1 Full size GAA All Weather Pitch fully floodlit
- 2 Artificial Grass floodlit Astro 5-a-side pitches
- 2 Artificial Grass Tennis Courts fully floodlit
- 3 Basketball Courts
- 2 Soccer Courts
- Access to the Greenway Track
- A set of 30 Bicycles and helmets
- Full size Indoor Gym
- Weights Room & Exercise Equipment
- Use of the Community Hall

# Clubs and Activities

Debating, Irish Debating, Public Speaking, Dance, Computer Club, Spanish Club, Music/Drama, Retreats, Tours, Exchanges, Gaisce etc.

## **Sport**

*The following sports are available:*

Ladies and Boys Gaelic, Soccer, Basketball, Athletics, Badminton, Table Tennis, Hurling/Camogie, Tennis, Cross-Country, Rugby, Golf, Swimming, Horse Riding, Kickboxing, Volleyball.

All training takes place at lunchtime or after school in the evenings and does not impact negatively on student's attendance in class. Students who miss class time due to representing the school in any competitions are obliged to obtain class notes and complete homework.

Students should limit themselves to approx. two extra curricular activities so as not to adversely affect their academic performance.

# School Tours / Trips

## First Year School Tours

*Tour Details:* First Year students may be invited to partake in bonding trips at the start and end of the school year. This might include trips for social, sporting or leisure activities. Curricular excursions might also be offered as part of subject-learning and this may involve outings on fieldtrips, visits to companies etc.

*Time:* **September** (Bonding tour). **May** (Year-end tour).

## Second Year School Tours

*Tour Details:* Second Year students may be invited to partake in curricular excursions which are offered as part of subject-learning and this may involve outings on fieldtrips, visits to companies etc. Second Year students may also be afforded the opportunity to travel on an overnight excursion. This involves a higher-cost input to include travel, tickets etc and information will be given to parents/guardians as soon as is available in second year to facilitate payment if a student wishes to partake.

*Time:* **February/March** (Social or Sporting).

## Third Year School Tours

*Tour Details:* Third Year students may be invited to partake in curricular excursions which are offered as part of subject-learning and this may involve outings to fieldtrips, theatre visits or companies etc.

*Time:* **Mid Year** (Educational tours).

## Transition Year School Tours

*Tour Details:* TY students have a bonding and teambuilding tour at the beginning of the year. They will also have day trips/tours as part of their modules and subject immersion programme. This may involve field-trips or visits out to companies etc for real world experience. Students in TY are also afforded the opportunity to experience an international tour, normally as a 2/3-night stay in a European city. This involves a higher-cost input to include travel, tickets etc and information will be given to parents/guardians as soon as is available in third year to facilitate payment if a student wishes to partake.

*Time:* **September** (Bonding tour). **Mid-Year** (Educational tours). **May** (Year-end tour).

## Fifth Year School Tours

*Tour Details:* Fifth Years may expect day trips/tours as part of their subjects. This may involve field-trips or visits out to companies etc if required.

*Time:* **Mid Year** (Educational tours).

## Sixth Year School Tours

*Tour Details:* Sixth Years may expect day trips/tours as part of their subject or Leaving Cert project work. This may involve field-trips or visits out to farms/companies etc if required. Students are also encouraged to attend theatre trips, career open-days and day trips that assist in exam preparation or career investigation.

*Time:* **December** (Social tour for example ice-skating/shopping).

# Code of Behaviour – Moate Community School

This policy was developed by the staff, parents and students of Moate Community School in conjunction with NEWB 'Developing a Code of Behaviour - Guidelines for Schools'.

Parents as partners with teachers and the Board of Management must accept the Code of Behaviour as a precondition to their sons/daughters enrolment in the school. Parents and each student must sign the code and undertake to make every effort to uphold and respect it.

Our school has the care of each student at the heart of its ethos. All teachers base their work on the philosophy that each student is directed and helped to become the best person he/she is capable of becoming. In order to achieve this goal teachers will establish good working relationships with students, and will lay down clear behavioural expectations. The help and co-operation of parents is vital at all times to enhance the schools work.

Students, teachers and parents can help promote a happy school environment by

- (a) respecting the rights of each other.
- (b) working together for a common goal.
- (c) understanding and forgiveness in times of difficulties.
- (d) not discriminating against anyone on the grounds of age, gender, religion, sexual orientation, disability, colour and ethnic group or nationality.

The quality of our school is the quality of relationships between staff, students and parents. These relationships are based on trust, respect, fairness, consideration, good manners and loyalty.

Problems concerning school will be discussed in a spirit of confidence and trust. All incidents will be fully investigated and the tenants of natural justice will apply. Any sanctions will be used as a positive intervention and will be applied proportionally as part of a wider plan to help the offending student to learn. Parents are always welcome to consult the Yearhead, Deputy Principals, Principal concerning their children. This should be done during school hours by appointment. Our school must at all times be supported in its efforts to strike a balance between our investment of time in disruptive students and time invested in pupils who conform.

In our school we have agreed:

**1. To a Reward System:**

The school is committed to a policy of recognition, encouragement and reward of positive behaviour and achievement. It has in place good school and class routines where students are clear on the boundaries and expectations. Students are given recognition for:

- Outstanding Achievements
- Sporting Accomplishments
- Extra Curricular Success
- Good Manners and demeanour

**Acknowledgement may take the form of:**

- Involvement in positions of responsibility e.g. Committees, Student Council, Prefects, Mentors, representing the school, etc.
- Praise from staff members, privately/publicly
- An affirmative stamp/note in Student Journal
- At Assemblies
- On X , Instagram and Facebook
- Announcement over the Intercom
- Student of the Semester – Vouchers
- Honour Board Notice
- Articles in Local Newspapers/Newslink/Yearbook
- End of Year Awards

It is our schools aim at all times to encourage each student to fulfil his/her educational potential, academically and in every other respect.

**2. To have Respect for Others:**

**(a) Recognising the rights of others e.g.**

- The right to grow as a responsible person.
- The right parents have to expect good results.
- The right the teacher has to do her/his work without having to constantly correct students for inattention.
- The right each member of the class has to learn.

**(b) Behaving in an orderly manner:**

- Students should always use the student entrance. The door at front entrance of the school is reserved for staff and visitors and should not be used by students at any time.
- Students should move quickly and quietly, keeping to the left in single file on the stairs, corridors and doorways.
- Disruptive behaviour on corridors or in class will not be tolerated.
- Lockers should be visited prior to 9.00am and during breaks only.



**(c) Not bullying any other person:**

Bullying, rough conduct, name-calling, isolation or any other form of intimidation of students by other students is totally unacceptable and will be dealt with as a serious breach of good order. The use of bad language will not be tolerated. If you think you are being bullied talk to any member of staff. Remember that silence is the bully's greatest weapon. Refer to [www.moatecs.com](http://www.moatecs.com) for entire anti bullying policy.

**(d) Being a team player:**

**Student Council:** We encourage students to take part in the development of school policies and procedures. Each year a new Council is formed and elected members liaise with class captains from each year group.

**Prefects:** Transition Year and 5th Year students can apply to become a Prefect. Prefects help in the day to day running of the school.

**Games Committee:** TY students can become Games Committee Members helping to organise and supervise lunchtime sport activities.

**Student Mentors:** Members of TY and 5th Year can become part of our mentoring programme. Mentors give peer support to junior members of the school community.

Participants in all the above programmes are highly valued members of the school community.

**3. TO RESPECT THE ENVIRONMENT WE LIVE IN:**

**Smoking:**

In accordance with the Public Health (Tobacco) Amendment Act 2004 – smoking is not allowed in the school, the school grounds or the school environs at any time, or while a student is involved in school related activities. E-Cigarettes are also prohibited. Smoking is considered a serious breach of good order.

**Litter:**

Students are expected to keep classroom, corridors and school grounds free from litter. Litter is a health hazard. Chewing gum and aerosols are forbidden in the school at all times. Our school has launched a strict recycling initiative. All students are requested to deposit their litter in appropriate bins at key locations throughout the school.

**Mobile phones:**

***All mobile phones to be switched off at the gate before students enter school.***

If any mobile phone rings during class or co-curricular activities, it will be confiscated and returned at a later date to the student or collected by parents on the understanding that it will not be brought back into school.

Because of their size, mobile phones can be easily lost/misplaced/concealed so the school takes no responsibility for missing phones.

Any student found to be using the camera of their mobile phone at any time will have their phone confiscated and the matter dealt with as a breach of good order.

“The Department of Education & Skills” regulation states that for Leaving and Junior Certificate exams, a candidate is liable to have his/her whole examination (in all subjects) cancelled if he/she brings into the exam hall or has in his/her possession a mobile phone or a smart watch.

#### **Substance Misuse:**

The possession, use or distribution of mind altering substances, legal or illegal, while in the school or on school outings is not permitted.

The school has zero tolerance policy in relation to the possession, sale and use of mind altering substances and will be considered as most serious behaviour.

#### **4. TO A DRESS CODE:**

In the interest of overall appearance of pupils as individuals and as a group, full school uniform is to be worn in the school at all times and at all school functions. This includes occasions such as public and house examinations.

<b>Regular School Uniform (non PE Days)</b>	<b>MCS PE Uniform</b>
Crew neck navy jumper or O’Neill’s MCS half zip	O’Neill’s MCS half zip
White shirt/blouse/polo top	O’Neill’s MCS t-shirt
Navy uniform trousers for boys	O’Neill’s MCS tracksuit bottoms
Navy check uniform skirt or navy uniform trousers for girls	
Black/navy shoes- for health and safety reasons these should be non slip	Runners
Navy uniform jacket with crest	Navy uniform jacket with crest

*The school uniform is available from Walshe’s (The Irish House), Main Street, Moate and Kelly’s, Clara and from the O’Neills “Moate Community School” online shop.*

Any one of the following will apply where there is any deviation from the wearing of full school uniform:

- Parents will be contacted and asked to bring in the correct uniform, when the student reports for school.
- Permission will be sought for the student to go home to collect the uniform.
- The student will be provided with the correct uniform by the school attendant, which they must wear.
- If wearing a jacket students must wear the school crested jacket. Students who wear other jackets will have them confiscated and returned at the end of the week following undertaking regarding future breaches. **The above also applies to students carrying jackets.**
- In house suspension will apply, during which the student will follow a study plan for normal timetabled classes.

#### **Hairstyles/Jewellery:**

Students are expected to be neat and tidy in dress and appearance. Excessive hair colouring, make-up and jewellery is forbidden. One single nose stud is permitted but no other facial piercings are allowed. Boys must be clean shaven.

#### **The School Authorities are the judges of acceptable standards of dress and hairstyle.**

The wearing of the school uniform contributes a lot to the atmosphere of order, discipline and respect in the school and it is essential that parents ensure that students are not negligent in this matter.

#### **5. STARTING TIME:**

The school will be opened to cater for pupils arriving on the early bus. All students should be in school at 8.55a.m. Students arriving after that time should report to reception with their journal. A 'late stamp' will be placed in the Journal, otherwise the student will be marked absent for that day. Lateness should be explained through the TYRO app. Parents may be contacted regarding lates/requests to leave school or absences from school.

## 6. CLASS TIMES:

Students are requested to be punctual for all classes, so as to prevent disruption of class and to maximise learning time.

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.00					
10.00 – 11.00					
Break					
11.15 – 12.15					
12.15 – 1.15					
Lunch					
1.55 – 2.55					
2.55 – 3.55					
After School Activities					

## 7. LUNCH TIME:

Canteen facilities including healthy options are available in the deli for all students. All 6th Year students have permission to leave the school at 1:15 for lunch. Students from the town who wish to go home for their lunch must have the necessary form completed and signed by parents. A lunchtime pass will then be issued. Students must carry this pass with them at all times during lunch break. Responsibility for any accidents or incidents resulting from this will fall on the parents. Students are encouraged to participate in school activities, which are organised at lunchtime.

## 8. TOILET PROCEDURES:

Students are requested to use the toilets before and after school and during break times. During class time the following will apply:

- Students should ask the teacher for permission to go to the toilet.
- If permission is granted, the teacher will write 'TP'/time in the student's journal.
- The teacher will then give the student a key for the toilet which must be given back on return.
- Students should not allow access by other students to the toilet while they are there.
- Excessive use of this procedure will not be permitted.

## **9. INSURANCE:**

While every reasonable precaution will be taken, the School Management accepts no responsibility for loss or damage to a pupil's property. School insurance does not cover loss or damage to jackets or bicycles. Bicycles should be securely locked to the bicycle rack. Large sums of money and valuable items should not be brought to school. Mobile phones, glasses and other valuables should be kept in student's locker.

## **10. AFTER SCHOOL PROCEDURES:**

After school, all students should leave the school premises. Only students involved in games, extra class or evening study should remain.

## **11. BETWEEN SCHOOL AND HOME:**

The conduct of pupils on their way to and from the school is as important as within the school. The wearing of seatbelts on all buses is a legal requirement. Students are reminded to behave in a mannerly way on the road and in the bus. Only students waiting on school buses should loiter at the school gate after school. The school reserves the right to impose in-house sanctions if a pupil's activities outside the school have a detrimental effect on the pupil's behaviour or academic performance in school or on the well-being of any other pupil in this school.

## **12. HEALTH:**

The Principal and Deputy Principals or Yearhead should be informed of any student's illness or physical ailment which might affect her/his performance in class or should be noted by those taking extra-curricular activities. From time to time, strict health measures are implemented by the school based on public health advice. Students must adhere strictly to these at all times.

## **13. PE:**

All students are obliged to take part in all physical education classes. Students with medical conditions, which prohibit such involvement, must provide a medical certificate.

## **14. STUDENT SUPPORT:**

The basic objectives of our school are to foster the intellectual, social, spiritual, moral, athletic, cultural and physical development of each student. Each student is seen as an individual whose talents should be realised to the full. Each year has a Yearhead and each class has a Class Tutor. The Yearhead has the overall responsibility for discipline, monitoring academic progress, absences, lateness, disciplinary problems and the overall personal development of each student. Many support structures have been put in place to encourage, support and motivate students – evening study, extra tuition, extra-curricular activities, mentors, etc.

### **15. HOMEWORK:**

Students are expected to be fully prepared for their classes each day. This will require careful study at home to ensure that written assignments and memory work set in class are completed thoroughly. Homework should also include due time for study and revision. When students are absent they are still accountable for homework assignments.

Students involved in extra curricular activities must do homework for the classes they have missed. **It is their responsibility to find out what homework was given. (For further information – see Homework Policy).**

### **16. ON-LINE LEARNING:**

All students are assigned a school email address. This allows students and teachers to communicate on a virtual platform. The school's Code of Behaviour applies to all on-line interactions.

### **17. THE STUDENT JOURNAL:**

The Journal is an important medium of communication between home and school. It serves the following functions:

- a. Record of all homework.
- b. Means of communication between Teacher and Tutor/Yearhead.
- c. Means of communication between Teacher and Parent.

Students are to have their Journal in school at all times. This should be signed by parents and never defaced. Replacement cost of lost/defaced journal €10.00.

### **18. CONDUCT DURING EXAMINATIONS:**

Students who are talking or copying will have their paper cancelled. Parents will be called by Yearhead, sanctions may be imposed.

### **19. SICKNESS:**

Students should not come to school if they are sick. Strict procedures must be adhered to:

- Students who feel ill in class may only report to Reception with the express permission of the class teacher.
- The school will try to contact parents and ask them to arrange to take the student home. Parents may nominate (in writing) a person/persons who will take responsibility for their son/daughter if he/she is ill and they are not available.
- If the student's condition gives cause for anxiety he/she may be brought to a doctor, or a doctor called to the school. If a doctor is not available the school may call for an ambulance.
- Medical expenses are the responsibility of parents.

- **In keeping with modern accepted practice and advice, no medication will be dispensed to students by school staff. Students should not give prescribed/unprescribed medication to other students.**

## **20. ATTENDANCE:**

Students are required to attend school regularly. In the case of unexplained absences, the Tutor or Yearhead will contact parent/guardian. Requests to leave school, explanation for absences and lateness must be made through the TYRO app. Unauthorised departures from school within the school hours are regarded as serious transgressions **and a student found in breach of this rule may be suspended.** Students who wish to be excused during the school day may only do so if a parent/guardian has requested it on the TYRO app. The Journal will then be stamped at reception on departure.

## **21. THEFT:**

Any student involved in stealing either school property or property belonging to individuals (school personnel or students) may be suspended and/or referred to the Garda Síochána. Students who damage school property or equipment may either have to replace or repair the property.

## **22. LOST PROPERTY:**

Students should ensure all their clothing and possessions are named or marked so that they can be identified. Lost property should be handed into the school office without delay. Named items that are handed in as lost property are directed to the owners. Unnamed lost property may be reclaimed from the Lost & Found. Unclaimed, unnamed items will eventually be disposed of.

## **23. SECURITY:**

The school has an extensive monitoring system in place which is used to provide security for the school building and extensive grounds, especially at times when the school is vacant.

## **24. EXTRA CURRICULAR ACTIVITIES:**

All students are encouraged to participate in some area of extra-curricular activities. However, students and particularly examination students are discouraged to take on too many activities. If a student misses class because of an extra-curricular activity the onus is on the student to find out what homework has been given and to complete same.

Students representing the school or involved in extra-curricular activity must wear the school uniform and their behaviour should reflect the high standards of the school. Students may only attend school activities at venues away from the school either by the mode of transport provided by the school or with their parents.

Students who are involved in extra-curricular activities and/or training at lunchtime must ensure that they are in class on time.

#### **25. UNAPPROVED OUTINGS:**

Students travelling as a group on buses organised by parents / students / other individual's during school time is strictly prohibited. The school takes no responsibility for such outings and sanctions may be imposed on students attending.

#### **26. MISUSE OF FIREWORKS/POSSESSION OF WEAPONS/DAMAGE:**

- Bangers and fireworks are not permitted in the school or school grounds. Students caught in possession of or setting off bangers or fireworks will receive an automatic suspension of at least five days. Students selling or supplying bangers or fireworks will be suspended.
- Students are not permitted to bring any kind of knife or dangerous implement to school. Possession of same will result in automatic suspension.
- Students who damage the uniforms of other students will be suspended. Students are not permitted to write on school shirts/blouses.

#### **27. BREACHES OF CODE OF BEHAVIOUR/SANCTIONS:**

Junior Cycle students participate in a wellbeing programme, which offers them the opportunity to understand the need for rules and sanctions within our school.

All breaches of Code of Behaviour will be fully investigated with the basic tenants of natural justice being applied. A recording system will be in place, and all parties to the dispute will have an opportunity to explain their position.

A number of sanctions will be in place which will be appropriate and proportionate. The purpose of the sanction(s) is to bring about rehabilitation and this will be explained to students.

Each situation is different and therefore discretion is an important consideration. Progressive sanctions (getting more severe) will apply.

#### **Sanctions:**

- Verbal reprimand - teacher/student.
- Note in the Journal.
- Separation within class.
- Formal meeting between teacher, Yearhead and student.
- Formal meeting between teacher, student, Yearhead, Deputy Principals/Principal.
- **Clean Up** – This involves cleaning up the canteen after lunch. Students are required to report and co-operate with the supervising teacher. Students placed on 'Clean-Up' will have their journal stamped.



- **On-Report** involves a student presenting a special On Report Card to their teacher at the commencement of each class and collecting it at the end. They must then bring it home, have it signed by parents and return it to the Yearhead the next morning. Repeated continuous misconduct can bring further sanctions including longer exclusion of the student from school.
- **Detention** – This involves students being detained at lunchtime. Students detained will have their journal stamped and parents will be informed.
- **Suspension** – If suspension is being considered parents will first be informed. They will be asked to meet with Yearhead and student. Parents may appeal any suspension.

## DEALING WITH BREACHES OF CODE OF BEHAVIOUR

*Breaches of Code of Behaviour will be categorised as follows:*

### (a) MISDEMEANOURS

Misdemeanours include isolated minor breaches of school regulations and isolate infringements related to schoolwork, homework, lack of effort, discipline, and general order, litter. Parents can help at these times by checking the school Journal each day, reprimanding their child, supporting the school and monitoring progress. Standard sanctions in general use may be applied by subject teachers and class teachers, such as:

- Verbal reprimand.
- Note in the Journal.
- Separation within the classroom.
- Additional homework such as essay, extra question or work appropriate to the subject area.
- Removal from class and placed under supervision.
- Report to Tutor, Yearhead, Deputy Principal or Principal.
- Supervised detention by the teacher.
- Being assigned tasks within the school building and grounds, e.g. clean up duty.

### (b) ISOLATED BREACHES OF GOOD ORDER

Isolated breaches of good order include the following:

- Use of abusive language.
- Misbehaviour in class of an isolated nature.
- A fight between students in the school.
- A temper tantrum in class.
- Sanctions for such offences may include clean up/detention suspension.

### (c) CONTINUOUS MISCONDUCT

Continuous misconduct includes **repeated misdemeanours** or repeated breaches of good order. Examples of this type of behaviour include:

- Continuous disruption of classes.
- Failure to present homework on a continuous basis.
- Failure to bring necessary books, equipment and resources on a continuous basis, lack of commitment.
- Bullying or harassment of other students. **‘Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others’.** This includes harassment and sexual harassment. If a student feels they are being bullied they should report the matter to their Tutor/Yearhead or any Teacher. The school has a separate policy on Bullying (available [www.moatecs.com](http://www.moatecs.com)).
- General behaviour inappropriate to the smooth operation of the school.

Sanctions for such offences include clean up/detention, the placing of the student on report or suspension. It should be noted that a suspension may result in a student being excluded from school related activities/or school privileges (canteen).

### (d) SERIOUS MISBEHAVIOUR

As a guide for parents and pupils, the following is a list of some of the offences, which will be regarded as serious:

- Assault, threat or abuse of a member of staff by a student.
- Assault, threat or abuse of a fellow student.
- Damage to property of staff or students.
- Putting a teacher’s or fellow student’s health or safety at risk.
- **Possession of drugs or alcohol.** Sale, consumption or distribution of such alcohol or drugs.
- Possession of knife or offensive weapon.
- Malicious damage to property.
- Theft within the school.
- Serious misbehaviour on school-related activities.

Serious misbehaviour will warrant instant suspension, a full investigation or possible expulsion.

### PROCEDURES RELATING TO SERIOUS MISBEHAVIOUR

Suspension or possible expulsion will be applied, following an enquiry by the Principal, Deputy Principal/Yearhead.

- The student will be suspended immediately.
- The parents/guardians will be notified in writing informing them of the reason for and duration of suspension.

- The parents/guardians may discuss the decision with the Yearhead by meeting him/her.
- At this meeting the case may be reviewed.
- Parents/guardians may appeal the decision of the Principal to the Board of Management where they may present a case to the Board.
- The suspended student must meet with the Principal or his/her representative before the student is readmitted to the school.
- Students who have been suspended for behaviour-related offences may not be permitted to represent the school in any capacity.
- Any work in preparation for state examinations missed through suspension is the responsibility of the student.

#### **(e) PROCEDURE IN CASES OF EXPULSION**

- The student will be suspended immediately pending a decision on expulsion.
- Parents/guardians will be notified in writing, informing them of the reason for and advising them of the Principal's recommendation for expulsion.
- Parents/guardians may present a case to the Principal by meeting him/her. Following such a meeting the Principal will inform them of decision/recommendation made.
- If an expulsion is recommended by the Principal, the Board of Management will meet to make a decision on the matter.
- Parents/guardians will be advised in writing of their rights to present a case to the Board of Management of the school before a decision is reached. Parents/Guardians or the student himself/herself, if over eighteen years of age, have a right of appeal to the Board of Management in the first instance and subsequently such further rights of appeal as set out in Section 28 and 29 of the Education Act 1998.

**Note:** Parents/guardians and students are asked to note that it is not possible to detail every little rule and regulation governing one's behaviour at school. Full details on all relevant school policies and procedures are available on our website [www.moatecs.com](http://www.moatecs.com). Each student is accepted into the school on the understanding that she/he will comply with the school rules detailed above. School authorities reserve the right to resign responsibility for any student who is disruptive or who is not amenable to school policy and regulations.

I agree that the school rules are acceptable and will support the school in upholding the standards set therein:

Parent/Guardian's Signature: .....

Date:...../...../20.....

Emergency Contact No.: .....

Student's Signature: .....

Date:...../...../20.....

**Please note that all personal data will be collected and used in compliance with GDPR 2018.**

**Replacement Journals will only be issued to students on receipt of an explanatory note from parents and at an additional cost of €10.00.**

We the undersigned, Parent/Guardian of:

- Grant permission to Moate Community School to photograph our son/daughter, either alone or together with others and to use the image in school publications, on the school website / X account and /or for promotional purposes in local newspapers.  
Permission is granted subject to an undertaking that the privacy or integrity of our son/daughter's image will be respected at all times.
- Agree to allow our son daughter to participate in the school's SPHE Programme (Social, Personal, Health Education).
- Agree to the school's 'Internet Acceptable use' Policy. This is explained to all students and must be adhered to. It is available for viewing on the school's website and by request from the school.

Signed: .....

Date: .....

.....  
**Please note** the above Code not only relates to school time but also after school activities, school bus, school tours, school linked activities before and after school.

This Code will be reviewed on an Annual basis by the Board of Management/Trustees/ Staff/Parents/Students of Moate Community School and was approved by the Board of Management on 30th May 2024.

# Notes

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