

*Our School Aspires To Being A Caring Christian Centre Of Learning,  
Where The Promotion Of Irish Culture,  
Values Of Respect For Self And Others,  
Honest Endeavour  
And Efforts To Achieve Full Potential Are Nurtured.*

## **SCHOOL PLAN**

**C.B.S. SECONDARY SCHOOL**

**CASTLEREDMOND,**

**MIDLETON, CO. CORK.**



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Revised March 2005.

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Revised January 2008.

Revised August 2008

**2008/2009 Midleton C.B.S. School Plan**



***Section One - Part One***

***Mission***

***Vision***

***Aims***

# **The Midleton C.B.S. School Plan: An Introduction.**

The Midleton C.B.S. School Plan is the product of an ongoing process whereby the whole school community, in a spirit of collegiality and partnership,

- 1) Reviews and evaluates, in the light of the school's vision and aims, what we stand for and what we provide to our students.
- 2) Identifies what we do well and what needs to be improved.
- 3) Plans courses of action that will deliver a more effective service.

This School Plan is the result of an extensive and ongoing consultation that takes into account our school's unique role in our community, and the unique set of circumstances that made us into what we are today.

The Midleton C.B.S. School Plan is intended to serve as a reference document for all of us in the entire school community. It provides us with a shared long-term vision for our school. It is intended to facilitate the coordinated development of our school's policies and procedures. These can then help the community by establishing clear yardsticks against which we can monitor and evaluate our activities, and can enhance the levels of consciousness in our community of what we are achieving and, indeed, what we can improve. In effect, our School Plan can provide us with mechanisms for reviewing our progress, and it can help us to prioritise issues that concern staff welfare and professional development that will deliver overall school improvement.

Our plan is a statement of our educational philosophy. It establishes our aims, and how we intend to achieve them. In its scope, it is intended to deal with the following:

- 1) The total curriculum, both revealed and hidden.
- 2) The organization of all our school's resources, from staff to facilities, from time to money and everything in between.
- 3) All of our school's policies, both organizational and administrative.
- 4) Our school's provision for the professional development and support of all staff, both teaching and non-teaching.

- 5) How our school co-ordinates the delivery of an effective educational service in accordance with official guidelines, circulars and regulations.
- 6) How our school will deliver a process of review, taking corrective action where necessary.

Midleton C.B.S. School Plan is a living document and, as such, is subject to constant review and change. It is built on the efforts of many over the years, most recently by Mr. Kevin Barry, who is responsible in large part for bringing the School Plan to an advanced stage of preparation. Kevin initiated the current review process which is broken into two sections. The first section, dating from September 2006 to January 2008 reviews the relatively permanent features of our School Plan. The second section of the current review process covers the Development Section of the School Plan.

The Development Section contains:

- 1) A summary of the factors governing our school's development needs.
- 2) A list of our school's Development Priorities.
- 3) A set of Action Plans specifying Targets, Tasks, Time Frames, Resources and Remits, including arrangements for Monitoring and Evaluation.

Denis Ring

Principal

August 2008

**2008/2009 Midleton C.B.S. School Plan**



**C.B.S. SECONDARY SCHOOL**  
**MIDLETON 2008/2009**

**MISSION STATEMENT**

*“Our School Aspires To Being a Caring Christian Centre of Learning,  
Where the Promotion Of Irish Culture, Values Of Respect For Self And Others,  
Honest Endeavour And Efforts To Achieve Full Potential Are Nurtured”.*

## ***Section One – Part One***

### ***Mission, Vision and Aims***

Nurturing faith, Christian spirituality and Gospel-based values;

Promoting partnership in the school community;

Excelling in teaching and learning;

Creating a caring school community;

Inspiring transformational leadership.

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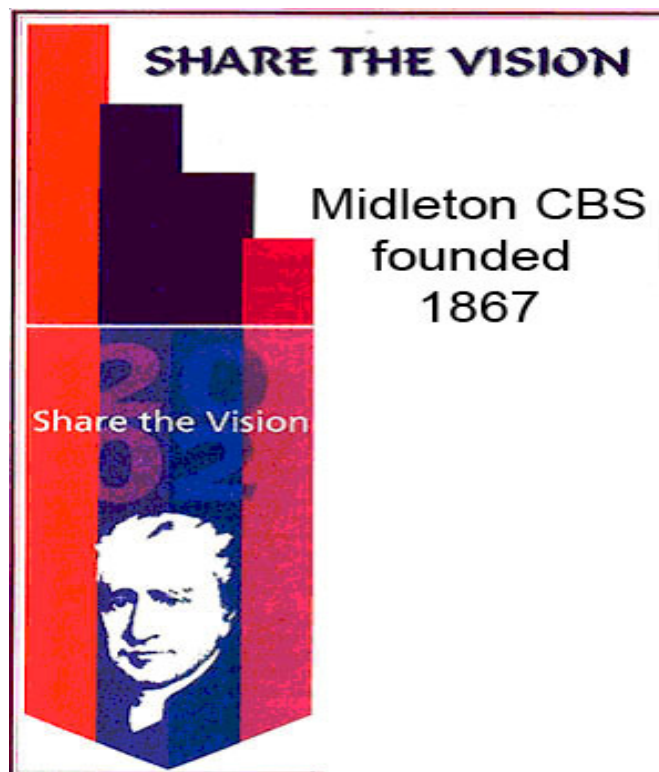
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## Mission Statement.

*“Our School Aspires To Being A Caring Christian Centre Of Learning,  
Where The Promotion Of Irish Culture, Values Of Respect For Self And Others,  
Honest Endeavour And Efforts To Achieve Full Potential Are Nurtured”.*



Nurturing faith, Christian spirituality and Gospel-based values;

Promoting partnership in the school community;

Excelling in teaching and learning;

Creating a caring school community;

Inspiring transformational leadership.



## **Our Founder - Blessed Edmund Rice.**

### ***The Man From Callan.***

Blessed Edmund Ignatius Rice, founder of the Congregation of Christian Brothers was born on a farm at Westcourt, Callan, Co.Kilkenny in June 1762.He was the fourth of seven sons and had two step-sisters from the previous marriage of his mother. At that time the Penal Laws, which oppressed the Irish Catholic population so cruelly, were still in force. No Catholic was allowed to own land or to receive a formal education. It was into those troubled times that Edmund Rice was born.

The Rice family, however, were fortunate to have an understanding landlord, Lord Desart, who allowed them to farm a substantial holding at Westcourt. They would have been considered quite comfortable if not well off, by the standards of the day.

Edmund received his early education at a little hedge school in Moat Lane, Callan and from Fr. Patrick Grace, an Augustinian, known locally as “the little grey Friar”. Throughout his childhood and formative years Edmund showed a remarkable openness to and discernment of his faith and to religious teachings.

He studied commercial subjects in Kilkenny for a short time before being apprenticed to his uncle Michael Rice who had a business in the meat trade in Waterford City.

### ***The Waterford Businessman.***

From the outset Edmund proved himself to be a businessman of rare ability, buying and selling cattle, sheep and pigs. He derived considerable wealth by building up a substantial trade supplying provisions to the many vessels that passed through the port of Waterford. He became well known throughout the city and its hinterland as a young man of substance.

Edmund loved his business, he loved the lifestyle that success brought him and he was hugely ambitious despite the shackles of the Penal Laws of the time. He inherited a thriving business from his uncle when he died yet he managed to couple his working life with an authentic Catholic spirituality .He attended daily mass, prayed the rosary often, read the scriptures and helped the poor as best he could by providing them with food, shelter and work when possible.

By the age of twenty-three in 1785 he had married his young bride Mary Elliott from near Tramore but was a widower within four years when she tragically died. The couple had one daughter Mary who was delicate throughout her lifetime.

The tragic loss of his young wife affected Edmund greatly but he drew consolation and strength from his deep-rooted faith and began to intensify his religious life. Edmund's businesses continued to flourish. Through fervent prayer and a spirit of acceptance of God's will he eventually found peace and adopted the motto: "The Lord giveth and the Lord taketh away. Blessed be the name of the Lord" (Job 1:21)

### ***The Man of Compassion.***

Edmund's sorrow and grief in bereavement taught him to open his heart in greater compassion to the suffering, the poor and to the needy that surrounded him on all sides. He became a frequent visitor to the "other" Waterford – the narrow streets and laneways where the miserable hovels of the poor were crowded together. He espoused the cause of the poor and took practical steps to alleviate their hardships. His empathy with them was the practical result of his deep spirituality. He paid off debts, gave alms, visited gaols and was frequently seen at the foot of the scaffold on John's Street praying for some poor unfortunate about to pay with their life for violating the harsh laws of the time.

For a time Edmund seriously considered entering monastic life on the continent until he was persuaded by friends and inspired by the work of Nano Nagle's Presentation Sisters to devote his life to providing for the educational needs of poor boys in Waterford.

### ***The Christian Educator.***

At the age of 40, this wealthy Waterford businessman of considerable means but no teaching skills to speak of, took the first step in making his vision a reality by devoting his life and his wealth to the education of poor boys.

In 1802 Edmund rented livery stables in New Street, converted them into an improvised classroom, took up residence in the loft overhead and began teaching the

poorest and most wretched boys of Waterford in very trying circumstances. Formal education for Catholics was still illegal at this time.

Despite attractive wages, it proved extremely difficult to keep paid teachers engaged in educating the unruly assembly in the stables each day. Eventually two men from Edmund's home town of Callan, Thomas Grosvenor and Patrick Finn came to his assistance and offered their services for God's glory. These men were inspired by the charisma of Edmund and shared his vision of starting a religious order. They became his first spiritual companions.

A site overlooking the city was acquired through Edmund's efforts and a new school for poor boys complete with bakehouse and tailor shop was built. It was named Mount Sion and was opened on June 7<sup>th</sup> 1803 with up to 300 sons of the poor attending. Edmund recognized the dignity of every person and he provided for the boys to be fed from the bakery each day and to receive a new suit of clothes to replace the rags they were accustomed to wearing.

### ***The Religious Brother.***

On the 15<sup>th</sup> of August 1808 Edmund and seven companions took their first religious vows as 'Brothers of the Presentation' as the rules they followed were adapted from the Presentation Sisters.

By 1809 there were 700 pupils attending Mount Sion. Edmund was succeeding beyond all expectations and news spread of the amazing effect the brothers were having on previously uncontrollable boys. The Brothers held classes at night for the adults and for those who were unable to attend by day. Edmund devised a system of education imbued with spiritual and gospel values, which included a half hour of religious instruction daily.

The object of his apostolate was to educate the poor and bring them to the knowledge and love of Christ for the betterment of their lives both spiritually and materially.

Inspired by Edmund and the work of the Brothers; men from different places and divergent backgrounds came to meet and join him in his mission at Mount Sion.

Francis Manifold was a major in the Wicklow Militia before becoming a Catholic and joining Edmund. Joseph McClelland was a former Presbyterian and son of a Church

Minister. Joseph Watson was a rich wine merchant from Dublin who sold his business and joined him. Thomas O'Brien, also a wine merchant, while in his sixties, settled his affairs, and financed the building of a second house for the brotherhood in Carrick-on-Suir. Further schools were opened in Dungarvan, Cork, Dublin, Thurles and Limerick.

The numbers that joined at Mount Sion under Edmund Rice, in spite of the austere life and the arduous apostolate, were quite remarkable; the more so as the majority were men of mature age and of high social standing. It seemed as if Brother Ignatius exerted an almost magnetic influence on others, emanating in no small degree from his own deep spiritual life.

The original "Brothers of the Presentation" continued until 1822 when Edmund succeeded in having his new order of "Christian Brothers" established as a Pontifical Order. They would have the freedom to move as they chose to wherever they were needed and were not under the authority of a Bishop.

It is worth noting that by this time just 30 Brothers were devoting their lives free of charge to the service of God and the education and spiritual wellbeing of some 5,500 poor boys.

At the age of 76 Edmund Rice retired but remained active in visiting schools, counseling students and encouraging and inspiring his Brothers. One of his favorite phrases was "live Christ in our hearts forever". He continually told the younger Brothers to: "Pray deeply, rely on God and give to the poor in handfals".

Arthritis rendered him almost helpless at the end of his life and he died peacefully surrounded by his companions at 11 a.m. on August 22<sup>nd</sup> 1844, aged 82 years.

## **Our School's Profile and History.**

Midleton C.B.S. is a Catholic all boys' school operating under the trusteeship of the *Edmund Rice Schools Trust*. This is a recent development, and reflects the move away from involvement in Irish education of the previous trustees, the Christian Brother congregation. It is a forward-looking educational establishment. The school is dedicated to maintaining the spiritual values of the founder, Brother Edmund Ignatius Rice (Beatified in Rome, October 1996) and fostering the high levels of academic, athletic and personal development.

Our school thus aspires to being a caring Christian centre of learning, where the promotion of Irish culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

### **THE CHRISTIAN BROTHERS IN MIDDLETON**

#### **AN OUTLINE HISTORY OF THE SCHOOL**

The Christian Brothers came to Midleton in 1866 at the invitation of the parish priest Canon Fitzpatrick. The people of Midleton and the surrounding area contributed generously to a building fund and in 1867 the Brothers opened their new school, for boys only, adjacent to their monastery in Castleredmond. The buildings stand to this day.

The following is taken from the excellent publication *The Christian Brothers in Midleton, 1867-2003*, by the late Rev. Canon Bertie Troy V.F. (former Parish Priest of Midleton parish).

#### **Edmund Rice:**

On Friday, April 2<sup>nd</sup>, 1993, Pope John Paul II signed the decree of *Heroic Virtue*, conferring the title '*Venerable*' on Edmund Ignatius Rice, the founder of the Christian Brothers. Edmund Rice was born in Callan, Co. Kilkenny in 1762 and died in Mount Sion, Waterford, his first school, in 1844. He was a

wealthy merchant, a widower, and father of a retarded daughter, and he devoted his vast fortune and the remaining forty-two years of his life to providing Catholic education for thousands of boys, not only in Ireland but also in England, Gibraltar and Australia. He was always ready to go to great lengths to help a neighbour in distress.

Edmund had thought of becoming a priest (his brother John Rice was Assistant General of the Augustinian Order) but after prayer and reflection he decided to devote himself to the education and pastoral care of poor boys in County Waterford. He gradually gathered together a group of companions who took on the lay religious state of Brothers of the Christian schools. Due to local circumstances in Cork, his followers were divided into Presentation and Christian Brothers. The Christian Brothers have given great service to succeeding generations here in Midleton for whom they provided education with a true Christian, National and Gaelic flavour.

### **The Christian Brothers in Midleton:**

Midleton was the first of the three foundations made by the Christian Brothers in the year 1867 – the year of the Fenian Brotherhood’s rash and futile attempt at insurrection. The arrival of the Christian Brothers in Midleton was the realisation of a long cherished desire of the townspeople to have them as teachers of their boys. This desire was increased by the knowledge of the success of the Brothers’ schools in neighbouring towns, and also by the unsatisfactory and languishing condition of the local national school. The first practical move to effect their object was made in the year 1865, when a deputation from them waited on their Pastor, Very Rev. J. Canon Fitzpatrick. They requested him to take steps to bring the Christian Brothers to the town, the deputation at the same time promising their cordial and generous co-operation. As a result of the deputation, the Pastor convened a meeting of the parishioners to be held in the Parish church. The meeting was numerously attended, and the Parish Priest, who presided, said that he had frequently been asked by some of the parishioners to invite the Christian Brothers into the parish to take charge of the education of the male youth, and that the reason

why he brought them together was in order to ascertain their wishes on the subject.

He spoke highly of the work of the Christian Brothers in the cause of education, but the question which they would have to decide on was this, viz., “Were they ready to undertake the expenses necessary for their establishment in Midleton, and for their future maintenance?”

He laid before them the probable expenses of the undertaking, and showed the parochial accounts. He stated that Thomas Coppinger Esq. of Midleton House, bequeathed a sum of £20 per annum for the maintenance of the Christian Brothers, and the sum of £50 for furnishing the schools and concluded his address by giving £100 as his own private subscription towards the expenses. Amongst the resolutions proposed and carried was the following:-

“That we hereby pledge, by subscription or otherwise, the funds required for enlarging the present schoolhouse, erecting a suitable residence, and providing for the maintenance of the members of this devoted Order who may favour us with their services”.

Subscriptions poured in; the buildings were commenced and soon completed, showing a suitable residence for the Brothers with ample accommodation. The first community in Midleton consisted of Brother Jerome Murphy, Director; Brothers Dominic Sinnott, Bernard Schofield, and Joseph Nolan, who acted as lay-brother – all since long gone to receive the reward of the faithful and true. They opened school on the 3<sup>rd</sup> April, 1867, and 240 boys registered. In a week’s time the numbers reached 300, and the increase continued, so that on July 1<sup>st</sup> the number of pupils was over 400. The Parish Priest, in writing to one of the Brother Assistants at the time said:

“Our schools are going on here very well under the very efficient workings of the Brothers. Be so good as to thank the Superior-General for me for the excellent teachers he has sent up; the people here are already beginning to perceive and appreciate at its proper value the teaching and discipline of the Christian Brothers”.

From the start, the education offered by the Brothers proved popular. The mainly academic curriculum was enhanced as time went on by the inclusion of the sciences and practical subjects such as woodwork. The Brothers in Midleton, as elsewhere, placed a strong emphasis on Irish culture and promoted in particular Gaelic games. In the 1920's the Brothers began teaching the new Intermediate and Leaving Certificate courses and from the very start students of C.B.S. Midleton achieved great successes in these examinations.

The introduction of free secondary education in the latter half of the 1960's greatly expanded the number of students attending. A new school was needed and this duly opened its doors in September 1971. The then principal, Bro. Fiachra Vaughan, with great foresight, built it for greater numbers than had been provided for by the Department of Education. This placed a great strain on the Brothers' finances. However, it proved to be a spur to the Past Pupils' Union, which had been formed in 1964, to initiate weekly bingo as a support to the Brothers. Over the years the P.P.U. was to become a remarkable source of help and support, moral and material, to the Brothers themselves and to the Christian Brothers primary and secondary schools in the town. Brother Vaughan also acquired the playing pitch for the school, thereby providing a remarkable physical education facility for generations of students and an amenity that has been of tremendous value to the community at large.

The Brothers left Midleton in October 2003, with the monastery and old school building being taken over by the Diocese of Cloyne for parish use. The monastery is known as the Blessed Edmund Rice Pastoral Centre and continues to be available to schools and the community.



# Understanding Culture and Ethos.

It helps now and then to step back

And take the long view.

We may never see the end results,

*But that is the difference*

Between the master builder and the worker.

We are the workers, not master builders

Ministers, not Messiahs

We are prophets of a future not our own.

- Oscar Romero.

**There are many ways in which one can attempt to capture the characteristic spirit of a school. One can adopt interpretative models, or design assessment surveys, or even employ complex academic analyses, but the result will always somehow fall short of our grasp. The reason for this is, of course, simple. Like all abstractions, ethos and culture are easy to talk about but hard to define. They are instantly recognisable yet difficult to express. They are formless, vague and frustratingly indistinct yet vital, fundamental and critical to us all.**

Our ethos and culture in Middleton CBS are the dynamic products of many factors: how we see ourselves, what our inherited traditions are, the sum of our beliefs, our hopes and our aspirations. They are, however, also limited by our limitations, by our failings and our inadequacies. The difference, however, between a vibrant and affirming school ethos and culture and a stunted and stultifying one is in the sharing. It is in the sharing of faith, in the sharing of ideas, and in the sharing of values. Let us share our ethos and culture with you.

## ***The Visionary Dimension of Our Foundation.***

A key to understanding our ethos and culture is to recognize that our school's founding intention values were infused with the spirit and vision of Edmund Rice. The Christian Brother tradition of our school has carried that spirit and vision through the generations. The Religious Charism of the Christian Brother tradition has inspired and continues to inspire.

**Our raison d'être as a school and a Christian community derives from our belief that the specific mission entrusted to the congregation of Christian Brothers by the Church is the evangelisation of youth through the apostolate of Christian education. It is for this purpose that our and, indeed, all Christian Brother and ERST schools exist.**

**Inspired by the vision of Edmund Rice, our Christian Brother School's central purpose, therefore, is**

The religious, moral, intellectual, physical and social education of the student... Teachers are encouraged to develop, implement and evaluate curricula, which respond to the needs of the students and correspond to the philosophy of the school.

- Congregation of Christian Brothers, Christian Brother Schools Ireland, Religious and Educational Philosophy, Edmund Rice Office, (Dublin, 2003).

For more information on the Catholic educational philosophy behind these founding intention values, please see Appendix One at the end of Section One, Part One.

## **Leadership In Our School**

Leadership in Midleton C.B.S. is a team effort. Everyone in our community cannot escape from the collective responsibility of leadership: leadership in how we interact, leadership in how we work together, and leadership in our teaching and in our learning.

The Principal's role is to inspire the team and to create the right environment to allow them to play, as it were, to the best of their ability. The team consists of the Deputy Principal, the Assistant Principals, the Special Duties teachers, the Programme Coordinators, the teaching staff, the ancillary support staff, the parents, the students themselves and the wider community.

## **Shared Dialogue, Shared Responsibility**

### **Parents:**

The rights and role of parents, as set out in Bunreacht na hÉireann, clearly see them as the primary educators of their children. All schools, including Midleton C.B.S. can and should only view their role as that of enhancing and augmenting the role of parents in the education of their children. As a consequence, Midleton C.B.S. is committed to working closely with and on behalf of parents, our key partners in education.

To underline this commitment, Parent Nominees have a statutory right to participation in our Board of Management. Parents receive reports on the operation and performance of the school. Parents, through the Parents' Council, are involved in the preparation of the school plan.

All parents in Midleton C.B.S. have the right to access their children's school records and will be consulted in relation to the assessment of the psychological needs of their children. Parents have the right to appeal to the Principal in the first instance against a decision of a teacher and thereafter to the Board of Management. They also have the right to appeal to the Secretary General of the Department of Education and Science (D.E.S.) against decisions taken by the B.O.M. regarding the exclusion, expulsion or refusal to re-enrol a pupil.

## **Our Local Community:**

For generations, Midleton C.B.S. has been a focal point of our community, and continues to be so. Every Monday evening, our school is the capital of the East Cork social scene with the ever-popular Past Pupils' Union (PPU) Bingo Night. To people throughout East Cork and beyond, our school hurling teams are a source of tremendous pride and enjoyment. Indeed, our school is known to all and sundry in East Cork simply as the "Brothers", a term rich in simple respect and familiar significance. Midleton C.B.S. is, and always will be rooted in its community, where fathers, uncles, sons, brothers and friends all go to the same school, often with the same teachers, the same pride of identity; the same constant pillar of what makes our school what it was, is and will always be: simply the Brothers.

## **Our Staff:**

The staff of Midleton C.B.S. whether teaching, support or ancillary, is a professional body of people that deliver on a daily basis the service of education to our students. Our school exists to serve, and these people are the instruments of that service. Midleton C.B.S. greatly values its staff and upholds their right to work in a safe and supportive environment. By working together, through collaboration and collegiality, we can help to create the Kingdom of God in our lives and the lives of others, in particular, the students for whom we have been entrusted to care.

## **To Our Students: Our Prayer To You.**

You are why our school exists. You are our focus, our concern, and our duty. You have the privilege of knowing that every action we take is for you. Without you, we have no purpose as a school. Because of you, we teach, we support, we administer and we manage. For you, we come to work in the mornings and with you in mind, we plan our classes in the evenings.

To you, we offer up our best years in the hope and comfort that you may realise your potential. In you, we see the future, a better country than the past. You are at the centre of everything that we do. In the name of Christ, we offer all of this to you.

## Our Ethos and Culture.

Here is a flavour of some of the phrases used by the full range of school partners (from management, staff, students, past pupils, parents and the wider community) to describe the culture and ethos of our school:

‘We are a centre of teaching and learning.’

‘We are a Christian community.’

‘We are the inheritors of the work of those who went before us.’

‘We are a hurling school.’

‘We are “The Brothers”.’

‘We are rooted in our community, East Cork.’

‘We are the product of our past.’

‘We draw water from a well that those who came before us dug.’

‘We are the sum of our hopes for the future.’

‘We are the best we can be at  
times.’

‘We often fall short of our high standards, but we do not lower them.’

‘We share in the enormous privilege of helping our students to realize their potential.’

‘We are a social-centre for our community.’

‘We have pride in our school and our students.’

We aspire to being a caring Christian centre of learning, where the promotion of Irish culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

## **The Edmund Rice Schools Trust Charter.**

The withdrawal of the Christian Brothers from an active involvement in Irish education and the resultant establishment of the trust body ERST to replace them are allowing, it could be argued, for a tentative, transitional and fluctuating reality to envelop what is already an increasingly fragile Catholic value system within our school. As a consequence, the future for the maintenance of the inherited core Catholicity of Midleton C.B.S.' ethos presents a challenge. That challenge, however, is being met head on by our school's acceptance and ratification at Board level of the ERST Charter.

The Charter outlines the life and times of Edmund Rice and the vision that inspired him, as a lay man, along with his colleagues to establish Catholic schools for the poor. It tells how Edmund established the Congregation of Christian Brothers who subsequently set up schools on all five continents. The vision, mission and values of the Edmund Rice School are also outlined in the Charter.

The Five Key Elements of an ERST School as set out in the Charter are:-

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

By ratifying and endorsing the Charter, the Board of Management of Midleton C.B.S. has given clear leadership on what they believe our school's ethos should be as we head on into the new century's adolescence.

## Ethos Implications of the ERST Charter.

In keeping with the ethos of the ERST Charter, Midleton C.B.S., in partnership with the home and the parish, aims to provide and develop a Catholic education for its students that cultivates a living faith, fosters Christian spirituality, and educates them in Gospel-based values. As an Edmund Rice School, Midleton C.B.S. strives to be faithful to the life and teachings of Jesus Christ. Catholic education is a ministry based on Jesus Christ's vision for humanity as expressed in His living and teaching. Christ came that we "might have life, and have it to the full." (John 10:10). The life-journey of each person has the potential to be transformed by a personal understanding of, and relationship with, the life-journey of Jesus.

Midleton C.B.S. aspires to offer balanced, integrated and innovative teaching and learning experiences. It recognises that the human person has, for example, personal, physical, intellectual, social, spiritual, moral, emotional and aesthetic dimensions, and promotes the student's development in all areas.

Midleton C.B.S. in partnership with the home and the parish, seeks to nurture and encourage a caring Christian spirituality. Religious education and practice is shaped to a significant extent by the desire to promote growth in spirituality. The spiritual life of each person is developed through reflection, prayer, the sacraments, liturgy, symbols, religious art and music, sacred stories and other rituals, and the services of the school chaplain. Celebration of the Eucharist as a school community can be a nourishing, living expression of shared faith.

Midleton CBS welcomes students of different Christian denominations and of other religious faiths. It encourages them to grow in their own faith and religious practice and celebrates the richness and diversity of the school community. The entire curriculum of Midleton C.B.S. should compliment an awareness of social issues and an active desire for social justice. A concern for social justice cannot be divorced from a concern for ecological justice. Environmental and justice issues are intertwined in how humans are called to relate to God's creation. Major challenges face humanity, including environmental degradation, limits to material resources, and threats to biodiversity.

Midleton C.B.S. seeks to address these issues in the daily life of the school by encouraging its staff and students to work for social and ecological justice in their

school and in society generally. The school provides opportunities for people to live their faith by engaging in community and voluntary work and in immersion projects in Ireland and in the Developing World.

Edmund Rice had a great love for Mary, the Mother of Jesus who has always been seen as a model of discipleship. The tradition of venerating Mary has always been strong in Edmund Rice schools and Midleton C.B.S. is no exception. Because of its mission, Midleton C.B.S. gives priority to religious education, spirituality, pastoral care and action for social and eco- justice in the allocation of human and other resources.



## **Ethos and Culture Review Procedures.**

Up until relatively recently, the exercise of the trust in relation to the interpretation of our core values and principles was a straight-forward matter given that the principal, staff and those in positions of power and influence in the school all shared that same Catholic faith and value system. It is a fact of our 21<sup>st</sup> century school that this can no longer be assumed to be the case. This should not be viewed as a threat to our core values and principles but rather should be seen as a challenge that can and will be met.

Our school is aware that ethos and culture is not something that can be imposed, however. There are intangibles at the heart of a living ethos that cannot really be compelled. Our ethos and culture are best expressed, helped to develop, and enriched within our school community as the result of:

- 1) The shared dialogue on the core values and principles of our school, embracing the principal, staff, parents, and students, and the wider community.
- 2) The daily practice that endeavours to embody our core values and principles.

It is imperative that all the school partners continue to share their vision of how Midleton C.B.S. can best express its ethos and culture.

Ethos is the dominant prevailing spirit of character of a...school. (Williams, 1992).

To give expression to this, it is proposed that a review system is put in place every three years for the determination of the ongoing culture and ethos of Midleton C.B.S. As this current review of culture and ethos has just been completed (January 2008), it is proposed that the next review of the culture and ethos of Midleton C.B.S. takes place in January of 2011.

# **Appendix One:**

## **The Philosophy of Catholic Education.**

The vision of a Catholic school that we in Middleton CBS have inherited, has its context set out in Church documents like Gravissimum Educationis (1965), Populorum Progressio (1975) and Catechesi Tradendae (1979). These Church documents see Catholic schools as blending the academic, physical, social and spiritual development of students at both the level of theory and the level of practice in an integrated curriculum.

**The central tradition of Catholic philosophy, and thus of Catholic education, from Aristotle onwards (built upon by Aquinas), which lies at the heart of the Catholic Church’s teachings is an anthropology that**

**Recognises the possibility of goodness in even the most unlikely subjects; it recognises and articulates the spiritual dimension to life; it promotes the sacredness of everyday things and the power of mercy and redemption; it espouses the development of community and has a passion for social justice.**

This vision, according to Dunne (1991), also includes an implicit rejection of the overly rationalistic or “positivist” understanding of human knowledge, and instead embraces the holistic nature of every human person. In the Vatican Document *The Religious Dimension of Education in a Catholic School*, a holistic approach to education is seen as essential.

**In this regard, the interplay of the religious and the secular in the curriculum is seen as one of the most important qualities of Catholic Education. It is really only another aspect of that integration of faith and culture that is intrinsic to any understanding of evangelisation.**

**The current code of Canon Law (issued in 1983) contains a separate title (Title III) on Catholic education, consisting of 29 Canons, 10 of which deal specifically with schools.**

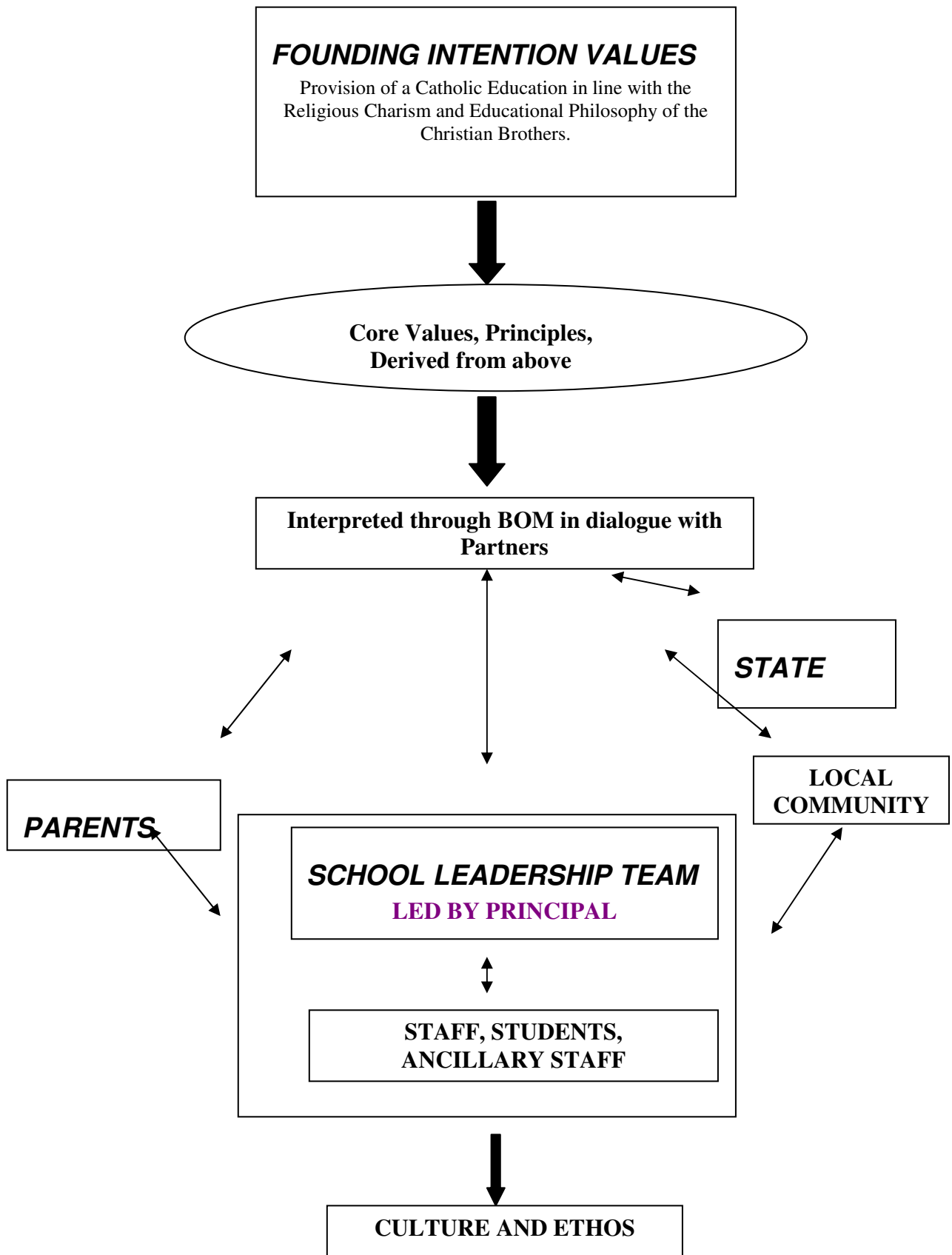
**The relevant law makes it clear that religious institutes, which have education as their mission, are to keep faithfully to this mission and earnestly strive to devote themselves to Catholic education (Canon 801).**

**The Catholic school, as set out in these documents, is based on an educational philosophy and practice far removed from any notion of education as being largely for the individual advancement of the student, understood in terms of individualistic social or economic success. The 1977 document [*sic*. The Catholic School] explicitly says that students are taught to “overcome their individualism”**

**A Catholic school must be committed to the development of a programme that will overcome the problems of a fragmented and insufficient curriculum, helping students to come to a complete picture of the human person.**

**The fact that in their own individual ways all members of the school community share a Christian vision, makes the school ‘Catholic’; principles of the Gospel in this manner becomes the educational norms since the school then has them as its internal motivation and final goal**

**Appendix Two: Trustee Model For How Catholic Schools Can Interpret Their Culture and Ethos.**



**2008/2009 Midleton C.B.S. School Plan.**



***Section One - Part Two***

***Structures  
And Resources.***

**C.B.S. SECONDARY SCHOOL**  
**MIDDLETON 2008/2009**

**MISSION STATEMENT**

*“Our School Aspires To Being A Caring Christian Centre Of Learning,  
Where The Promotion Of Irish Culture, Values Of Respect For Self And Others,  
Honest Endeavour And Efforts To Achieve Full Potential Are Nurtured”.*

**Section One – Part Two**

**Structures and Resources**

Telephones: 021-4631555

Fax: 021-4631917

Students: 021-4631924

E-Mail: [office@midletoncbs.ie](mailto:office@midletoncbs.ie)

Website: [www.midletoncbs.ie](http://www.midletoncbs.ie)

# **Index of Contents.**

## **Section One – Part Two:**

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**Staff Structures**

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**2007/08 Class Tutors**

**Programme and Subject Co-ordination**

**List of 2007/08 Subject Co-ordinators**

**Parents Council**

**Student Council**

**Past Pupils' Union**

Midleton CBS Board of Management.

Midleton CBS secondary school is under the trusteeship of the Edmund Rice Schools Trust. It has a Board of Management comprising of:

Four trustee nominees, one of whom is the chairperson.

Two parent nominees who are elected by the parents of current pupils.

Two teacher nominees who are elected by the teaching staff.

The Board of Management operates the school under licence from the Trustees and in accordance with the Articles of Management of ERST Schools. A Board of Management holds office for three years. The current Board of Management was established in 2007 and will be in office, therefore, until 2010.

#### **2007 – 2010 BOARD OF MANAGEMENT**

##### **Trustee Reps**

Mr. William Hallinan

(Chairperson).

Mr. Sean Keohane.

Mr. Kevin White.

Mr. Ivan O’Sullivan

##### **Parent Reps**

Mr. Michael Mulry.

Mrs. Linda Twomey.

##### **Teacher Reps**

Mr. Niall Ahern.

Ms. Maria Hynes.

As a Board of Management, all members are fully cognisant of their collective responsibility, and have accepted the need for collegiality and confidentiality in their role, which is in accordance with the requirements for Board of Management members as set out in the aforementioned Articles of Management.



## **Staff Structures**

The teaching staff is appointed by the Board of Management, which retains at all times its legal position as employer of the staff of Midleton CBS. The school functions in accordance with the Education Act 1998 within the free education system as operated by the Department of Education and Science (DES). In this system, the DES pays teachers' salaries in accordance with an agreed pay and remuneration scale. The number of DES paid teaching posts in any given year is governed by the total pupil enrolment in the previous year with the pupil- teacher ratio being the principal instrument by which this is determined.

### **TEACHING STAFF 2008/2009**

#### **AND GENERAL CURRICULUM INVOLVEMENT**

##### **PERMANENT TEACHING STAFF**

Mr. Denis Ring	Principal
Mr. Paul Kelly	Deputy Principal
Mr. Sean Hurley	French
Mr. Liam O'Brien	P.E., Maths.
Mr. David Coleman	English, History.
Mr. Gerard Paul	History, English, Geography & P.E.
Mr. Michael Hennessy	Irish, Mathematics & Programme Co-ordinator
Mr. Brendan Griffin	Accounting, Business Studies, Public Speaking. L.C.V.P Co-Ordinator,
Mr. David O'Keeffe	Physics, Technology.
Mrs. Marjorie Ryan	Chemistry, Mathematics.
Mr. Terry O'Brien	Business & L.C.V.P Co-Ordinator.

Ms. Maura Smyth	R.E, English.
Mrs. Mairead Kelly	Iriish & R.Ed.
Dr. John O’Leary	English, History.
Mr. Eamonn O’Neill	Mathematics & L.C.V.P Co-Ordinator.
Mr. Joe Power	Construction, Woodwork, TechnicalGraphics.
Mr. Michael O’Riordan	Construction, Woodwork, TechnicalGraphics.
Mr. Pat Hurley	Biology, Physics, Computer Studies.
Mr. Seamus Murphy	Chemistry, Maths.
Ms Claire Murray	Irish, German.
Mr Fintan Finn	Music, SPHE.
Ms Margaret Fitzpatrick	Geography.
Ms. Ellen Barrett	Art, Y.S.I.
Mr. Brian O’ Callaghan	Irish, Mathematics.
Ms. Maureen O’ Mahony	Special Needs and Learning Support
Mr. Barry Speight	Science, Physics, Biology.
Ms. Vickie Murray	Maths. & Geography

**EXQUOTA (par. 5.2)**

Mr. John Dennis	Physics, Biology.
Mr. Niall Ahern	Business, Geography.

**PART-TIME TEACHING STAFF**

Ms. Elaine Clifford	Irish & Geography
Mrs. Deirdre Nash	Guidance & Counselling
Ms. Michelle O’ Sullivan	English & Transition Year Co-Ordinator.
Ms. Jennifer O’Riordan	French

Ms. Gwynne Dennehy

French

Sr. Una M. Burke

Applied Mathematics.

## **Trainee Teachers (Post Graduate Diploma in Education)**

Ms. Joy Higgins- Irish & English

Mr. Seamus O'Brien – English & History

Ms. Marianne Ryan – Geography & Business Studies.

Mr. James Gleeson – English & History

Mr. Declan Cody – Business Studies & Science

Mr. David Colbert – C.S.P.E. & History

Ms. Emily Lewis – English & History

(Mentor to Trainee Teachers Dr. John O'Leary).

### Ancillary Staff

Secretaries - **Mrs. Ann O'Brien**

**Miss Mary Hogan**

**Ms. Nicola Shanahan (accounts)**

Special Needs Assistant **Mrs. Emily McHarg**

Learning Support Teacher **Ms. Maureen O' Mahony**

Chaplain **Fr. Jim Moore C.C. Saleen**

Career Guidance **Ms. Deirdre Nash**

Caretaker **Mr. David Lomasney**

## ***Middle Management Structures.***

Middleton CBS operates a very effective middle management structure that assists senior management in the day to day running of the school. The organisation of these middle management posts is set out below.

### **ORDER OF SENIORITY OF TEACHING STAFF AND POST OF RESPONSIBILITY HOLDERS 2008/2009**

1. Principal            Mr. Denis Ring
2. Deputy Principal Mr. Paul Kelly.
3. AP1                 Mr. Sean Hurley
4. AP2                 Mr. Liam O'Brien
5. AP3                 Mr. David Coleman
6. AP4                 Mr. Gerard Paul
7. AP5                 Mr. Michael Hennessy [Programme Co-ordinator]
8. AP6                 Mr. Brendan Griffin
9. AP7                 Mr. David O'Keeffe
10. AP8                Mrs. Marjorie Ryan
11. SD1 [tempAP5] Mr. Terry O'Brien
12. SD2                Ms. Maura Smyth
13. SD3                Dr. John O'Leary
14. SD4                Ms. Maria Hynes
15. SD5                Mr. Eamonn O'Neill
16. SD6                Mr. Joe Power
17. SD7                Mrs. Mairead Kelly – (on career break until 31-08-2008)
18. SD8                Mr. Michael O'Riordan
19. SD9                Mr. Pat Hurley [on secondment to ASTI]

20. SD(P)1 Mr. Seamus Murphy
21. SD10 Ms. Claire Murray
22. SD11 Mr. Fintan Finn
23. [temp.SD2] Ms. Ellen Barrett (R.P.T.)
24. [temp.SD9] Mr. John Dennis (par.5.2)
25. [temp.SD1] Ms. Margaret Fitzpatrick
- 26 [temp.SD7] Mr. Brian O'Callaghan (R.P.T).
27. SD(P)2 Mr. Niall Ahern (par.5.2)
28. Ms. Maureen O'Mahony (R.P.T).
29. Mr. Barry Speight (R.P.T).
30. Ms. Elaine Clifford (T.W.T).
31. Ms. Deirdre Nash (R.P.T).
32. Ms. Michelle O'Sullivan (R.P.T).
33. Ms. Jennifer O'Riordan (R.P.T.)
34. Ms. Gwynne Dennehy (R.P.T.)
35. Ms. Vickie Murray

## **Schedule of Posts of Responsibility Duties 2007/2008**

- AP1            Mr. Sean Hurley
- Year Head.
  - Class Monitor and Subject co-ordinator.
- AP2            Mr. Liam O'Brien
- Timetable.
  - Class monitor and Subject co-ordinator.
- AP3            **Mr. David Coleman**
- **Maintenance of Audio-Visual equipment; Purchase of stocks of consumables (tapes etc.)**
  - Responsibility for student file photos.
  - Staff Safety Representative – responsibilities include:  
That school and grounds are maintained as a safe environment for pupils, staff and visitors; bringing to the attention of the Principal (as safety officer) anything which in his/her opinion or as reported to him/her, represents a risk or threat to safety.
  - Ensuring compliance with relevant safety regulations.
  - Conducting fire drills (at least one per term).
  - Maintaining fire safety log for inspection by Fire Officer.
  - Keeping school safety statement updated.
- AP4            Mr. Gerard Paul
- School Library.
  - Stocking, cataloguing and development of main library.
  - Class monitor and subject co-ordinator.
  - Stock Control Officer
  - Developing with Principal and staff a system of stock identification/stock taking.
  - Co-ordinating annual stocktake.
  - Recording losses, breakages and acquisition/location of new stock.
  - Maintaining stock records for audit purposes.
- AP5            Mr. Michael Hennessy (*on temporary appointment to the Post of Programme Co-ordinator as per Circular Letter PPT 17/02 – see note 1 below*).
- (*Mr. Terry O'Brien temporarily acting AP5 while the holder is Programme Co-ordinator*)
- Year Head
  - Class Monitor and Subject co-ordinator.

- AP6 Mr. Brendan Griffin
- Year Head
  - Class Monitor and Subject co-ordinator.
- AP7 Mr. David O’Keeffe
- Year Head
  - Class Monitor and Subject co-ordinator.
- AP8 Mrs. Marjorie Ryan.
- Ordering and management of laboratory supplies and equipment (in conjunction with other Science teachers); ensuring laboratory safety procedures are in place.
  - Class Monitor and Subject Co-ordinator.
- SD1 Mr. Terry O’Brien (*on temporary appointment to AP5*)
- Mr. Fintan Finn (temporary appointment while post holder is acting AP5).
- *Organisation of the Annual Student Awards; compiling a list of award winners, ordering awards, contacting award winners and organizing the awards ceremony.*
  - Class Monitor and Subject Co-ordinator.
- SD2 Miss Maura Smyth
- Year Head.
  - Class Monitor and Subject Co-ordinator.
- SD3 Dr. John O’Leary
- Mentor to Trainee Teachers
  - Day to day contact person explaining school procedures, being their link to school support structures, especially in area of discipline.
  - Class monitor and subject Co-ordinator
- SD4 Miss Maria Hynes
- Staff Welfare Officer responsible for:
  - Developing with Principal and staff school policy on inservice.
  - Applying for Department approval of inservice and liaising with ICDU re. same; special emphasis on annual inservice of whole staff.
  - Organising staff social functions (Christmas, Summer, Special Occasions, Charitable and other contributions.

- Co-ordinating and leading staff in efforts to improve their working and recreational environment – special emphasis on staff room and whole school approach to problems affecting staff – eg. Litter.
- Staffroom supplies of tea/coffee etc.
- Class monitor and Subject Co-ordinator.

SD5

Mr. Eamonn O’Neill

- Developing, maintaining and updating the school’s website to reflect the ongoing life of the school. Ensuring the security of the site and controlling content in conjunction with school management.
- Class Monitor and subject Co-ordinator.

SD6

Mr. Joe Power

- Care and maintenance of sports equipment.
- Ensuring jerseys are ready for school teams.
- Monitoring purchase of “consumables” (hurleys, sliotars, footballs)
- Class Monitor and subject Co-ordinator.

SD7 Mrs. Mairead Kelly (on career break until 31-08-2008)

Ms. Claire Murray (temporary appointment while post holder is on career break)

- Responsibility for ensuring that students exempt from Irish comply with Department of Education rules governing same - ensuring parents/guardians written request for exemption is obtained; getting reports from relevant teachers; preparing certificates of exemption; keeping records of above; getting more detailed reports and records where exemption is based on an educational psychologist’s report.
- School Transport – checking and amending school transport lists and returning same to the school transport office; issuing of replacement bus passes where required; dealing with administrative matters that may arise re. school transport from time to time.
- Class Monitor and Subject Co-ordinator.

SD8

Mr. Michael O’Riordan

- School Maintenance Officer – responsible for identifying and keeping a record of maintenance needs in the buildings and grounds; liaising with principal and caretaker with regard to remedial work that needs to be undertaken.
- Sourcing, costing and ordering of materials and/or services following identification of maintenance needs.



- Issuing student lockers at the start of the school year.
- Class Monitor and Subject Co – ordinator.

SD9

Mr. Kevin Barry

- Student Council - organizing annual elections, overseeing the appointment of officers of the Student Council, meeting with the Council on at least once a month basis, reporting to Principal and Staff on issues raised.
- School Development Planning. Drafting the School Plan; liaising with the principal and staff with a view to formulating the School Plan.
- Class Monitor and Subject Co-ordinator.

SD10

Mr. Finbarr Clayton

- Examination Secretary

(Duties shared with Mr. Pat Hurley – Acting SD7 Postholder)

SD11

Mr. Pat Hurley

Examination Secretary

(Duties shared with Mr. Finbarr Clayton - SD10 Postholder)

- House Examinations –Scheduling and Organising of:
  - 1.Christmas Examinations
  2. Pre-Junior and Leaving Certificate Examinations:
    - i. Ordering of examination papers and exam stationery.
    - ii. Collection of fees from students.
    - iii. Preparing exam timetable and supervision roster.
    - iv. Organisation of exam centres – furniture, orals, audio-visuals etc.
    - v. Issuing of examination papers to centres.
    - vi. Collecting, packaging and posting of scripts.
    - vii. Dealing with the companies who supply and mark the examination papers.
    - viii. Issuing of marked scripts to teachers.
  3. Summer Examinations.
- State Examinations – registration of Junior and Leaving Certificate candidates on S.E.C forms.
- Distribution of S.E.C. Examination Fee forms; collection and forwarding of receipted forms to S.E.C.

SD (P1)

- Making the necessary arrangements for the Oral and Practical Examinations; packaging and posting of practical work.
- Class Monitor and Subject Co-ordinator.  
Mr. Seamus Murphy
- Gaelic Games Co-ordinator - liaising with staff and others with regard to possible mentoring of school Gaelic Games teams.
- Supporting mentors where possible in the promoting of Gaelic Games.
- Liaising with Principal and Gaelic Games teachers regarding the scheduling of games on same day or with other events.
- Registration of players with Cork and Munster Colleges; Rice Cup.
- Representing school at Gaelic Games meetings.
- Applying for Munster Colleges sourced All-Ireland tickets.
- Class Monitor and Subject Co-ordinator.

SD (P2)

Mr. Niall Ahern (see note 2 below)

- School Attendance Officer responsible for making periodic returns to the National Educational Welfare Board (N.E.W.B.) including those students whose absences have exceeded the prescribed limits and/or where there are grounds for concern; liaising with management and staff and communicating with parents in this regard.
- Class monitor and Subject co-ordinator.

#### **POSTS ADDITIONAL TO THE SCHEDULE**

Programme Co-ordinator – Mr. Michael Hennessy – see note 1 below.

Duties as per Circular Letter PPT 17/02.

Note: 1. Mr. Hennessy holds the post of Programme co-ordinator as per Circular Letter PPT 17/02.

2. Mr. Ahern holds a Special Duties Post in a personal capacity.

3. The SD (P1) post arises from TY nos. > 70 in 2006/2007. The post is permanent and will be retained by the appointed postholder in a personal capacity irrespective of numbers in TY for as long as s/he remains in the school.

## **2008/09 Year Heads.**

### **MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

The function of the Year Heads in Middleton CBS is to assist Senior Management in the day-to-day care of each year group. Year Heads are consulted regularly in matters concerning the planning, pastoral care and discipline of entire year groups. Year Heads meet once a week in a scheduled meeting to discuss these and other issues relevant to the effective organisation of the school.

## **YEAR HEADS, CLASS TUTORS, SUBJECT CO-ORDINATORS 2008/2009**

### **YEAR HEADS**

First Year	Ms. Maura Smyth
Second Year	Mr. Terry O’Brien
Third Year	Mr. Sean Hurley
Fourth Year	Mr. Michael Hennessy
Fifth Year	Mr. Niall Ahern
Sixth Year	Mr. Brendan Griffin

## **2008/09 Class Tutors.**

### **MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

The function of the Class Tutors in Midleton CBS is to assist Senior Management and the Year Heads in the day-to-day care of each class group. Senior Management and Year Heads consult class Tutors regularly in matters concerning the attendance and pastoral care of each class group.

### **CLASS TUTORS**

1A1	Mrs. Marjorie Ryan
1A2	Ms. Maura Smyth
1A3	Ms. Margaret Fitzpatrick
1A4	Ms. Claire Murray

2A1	Dr. John O’Leary
2A2	Mr. David O’Keeffe
2A3	Ms. Ellen Barrett*
2A4	Mr. Seamus Murphy

3A1	Mr. Terry O’ Brien
3A2	Mr. Brendan Griffin
3A3	Mr. Joe Power
3A4	Mr. Michael O’Riordan

4 <sup>th</sup> Yr	Mr. Michael Hennessy and Ms. Michelle O’Sullivan – [Co-ordinators]
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5<sup>th</sup> Yr French            Mr. Sean Hurley  
5<sup>th</sup> Yr Geography        Mr. Niall Ahern  
5<sup>th</sup> Yr German            Ms. Maria Hynes

6<sup>th</sup> Yr. Maths            Mr. Liam O' Brien  
6<sup>th</sup> Yr. Maths            Mr. Eamonn O' Neill  
6<sup>th</sup> Yr. Maths            Mr. Fintan Finn\*  
6<sup>th</sup> Yr. Maths            Mr. Brian O'Callaghan

(\* denotes core class not same as taught class.)

### ***Programme and Subject Co-ordination.***

#### **MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

Midleton CBS operates internal systems of co-ordination designed to improve the efficiency of its organisation and the effectiveness of the teaching and learning on the ground. In particular, specific Programmes are assigned either a Co-ordinator or a Co-ordinating Team to work closely with senior management in the ongoing delivery of that Programme's core aims and objectives.

In addition, a General Programme Co-ordinator post exists to further develop the effectiveness of management in delivering efficient and effective programmes in Midleton CBS.

## **PROGRAMME CO-ORDINATORS**

Mr. Ml. Hennessy - Programme Co-ordinator & Joint Transition Year Co-ordinator.

Ms. Michelle O'Sullivan – Joint Transition Year Co-ordinator.

LCVP 5<sup>th</sup> yr. – Ms. Aoife O'Mahony and Mr. John Dennis

LCVP 6<sup>th</sup> yr. - Mr. T. O'Brien & Mr. E. O'Neill

Mr. Brendan Griffin & Mr. Fintan Finn

## **SUBJECT CO-ORDINATORS 2008/2009**

<b>Subject</b>	<b>Junior Cycle</b>	<b>Senior Cycle</b>
Irish	Ms. Claire Murray	Mr. Michael Hennessy
English	Dr. John O' Leary	Dr. John O' Leary
Maths	Mr. Brian O'Callaghan	Mr. Eamonn O'Neill
History		
Geography	Ms. Margaret Fitzpatrick	Mr. Niall Ahern
Science	Mrs. Marjorie Ryan	-
French	Mr. Sean Hurley	Mr. Sean Hurley
Business Studies/Business	Mr. Brendan Griffin	Mr. Terry O'Brien
R.E.	Ms. Maura Smyth	Ms. Maura Smyth
P.E.	Mr. Liam O'Brien	Mr. Liam O'Brien
Tech. Graph/ Tech.Draw/D.C.G	Mr. Joe Power	Mr. Michael O'Riordan
Woodwork/Constr. Studies	Mr. Michael O'Riordan	Mr. Joe Power
Physics	-	Mr. David O'Keefe
Chemistry	-	Mrs. Marjorie Ryan
Biology	-	Mr. Mr. Seamus Murphy
German	Ms. Maria Hynes	Ms. Maria Hynes
C.S.P.E	Ms. Claire Murray	
S.P.H.E.	Mr. Fintan Finn	
Computer Studies		

### **Areas requiring co-ordination:**

- Text Books at start and end of year – co-ordinator of current year cycle to compile book lists for same cycle next year, having consulted with other subject teachers.
- Course to be covered during the year – very important for 1<sup>st</sup> yrs. – co-ordinator to organise and chair meeting to decide programme.
- Homework policy – aim to achieve uniformity of practice among teachers of the subject where possible.
- Movement of students (banded subjects) – liaising with teachers involved.
- Ordering papers for pre JC and LC.
- End of year 1<sup>st</sup> yr exams – setting of papers and compiling master results sheet.
- Distribution of post and other communications relevant to subject

## **Parents Council.**

### **MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

Our parent association operates under the umbrella of the Parents’ Council Federation of the ERST and other Catholic Schools. Their programme includes parent self-development courses, visiting speakers, and organisational support for school events.

The rights and role of parents, as set out in Bunreacht na hÉireann, clearly see them as the primary educators of their children. All schools, including Midleton CBS, can and should only view their role as that of enhancing and augmenting the role of parents in the education of their children. As a consequence, Midleton CBS is committed to working closely with and on behalf of parents, our key partners in education.

To underline this commitment, Parent Reps have a statutory right to participation in our Board of Management. Parents are entitled to receive copies of any reports on the operation and performance of our school. They may access our school accounts, and of course have been involved in the preparation of this school plan, copies of which have been circulated to them.

All parents in Midleton CBS have the right to access their children’s school records and will be consulted in relation to the assessment of the psychological needs of their children. Parents have the right to appeal to the Board of Management against a decision of a teacher or principal and they have the right to appeal to the Secretary General of the DES against decisions taken by the BOM.

## PARENTS COUNCIL 2008-2009

OFFICE	NAME(S)	SON(S)	YEAR	PHONE
Chairperson	Michael Mulry	Cathal & Pádraig	6th & 5th	4652788 / 086-3862825
Vice Chairperson	Jennifer Cashman	Michael & Daniel	2nd	4613540 / 083-3337237
Treasurer	Marie O'Brien	Peter	3rd	4631915 / 086-8717213
Secretary	Deirdre Fahey	Cian	6th	
Regional Delegate	Lilia Danita	Sandu	6th	
Regional Delegate	Pat Harrington	James	3rd	
Regional Delegate	Linda Ronayne	Cian	3rd	4667154 / 087-90
Regional Delegate	Lucia Chisholm	Cormac	3rd	4646166 / 0
	Fred & Anne Whelan-Curtin	Gregory	3rd	
	Alice Kearney	Gerard & Brendan	5th & 3rd	4652001 / 087-94
	Marian Ryan	Shane	6th	4667259 / 0
	May Ahern	James	6th	
	Shirley Creedon	Jeffrey	3rd	
	Cathy McSweeney	Kevin	6th	
	Noreen Deane	George	3rd	
	Mary Reid	Declan	3rd	4639170 / 0
	Margaret O'Flynn	Donough	3rd	
	Laura Donovan	Craig	2nd	0
	Geraldine O'Keeffe	Ryan	3rd	0
	Anne Keating	Shane	4th	
	Mary O'Brien	Killian	2nd	
	Lynda Quirke	Darren	2nd	
	Debbie Butler	Kevin	2nd	0
	Edward Coughlan	Leslie	3rd	
	Mary O'Hanlon	Shane	2nd	0
	Helen Ahern	David & Patrick & James	6th & 4th & 1st	0
	Pam Kirby	Eric	2nd	
	Deirdre Gosnell	Aaron	3rd	4882369 / 0
	Brian Allman	Zachary	3rd	0
	Pauline Murphy	Shane	1st	4882134 / 0
	Samuel Oke	Olamide	1st	085-726428
	Mary O'Farrell	John	1st	0
	Mary Kenneally	Michael	1st	4668238 / 0
	Joanne Stevens	James	1st	
	Eithne Lawton	James	1st	4667680 / 0
	Catherine Kenneally	Adrian	1st	

Meetings 2008/20089: 24/09, 15/10, 05/11, 10/12, 14/01, 11/02, 11/03, 22/04, 20/05.



## **Student Council 2007/08**

### **MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

#### **Policy Statement:**

As part of our ongoing initiative to enable and empower students in the school Midleton C.B.S. aims to develop, encourage and foster the school’s Student Council and realize an active participative partnership between the students and other stakeholders in the school community. The remit of the S.C. is to establish, where possible, following consultation and approval of management and staff, initiatives to improve the school lives of pupils outside the classroom based on the suggesting/recommendation of any pupils of the school (junior or senior).

#### **Election of Student Council:**

The student Council is the representative body of the pupils in the school. A year representative(s) from each year group is elected by his peers in a particular year group. The S.C. usually consists of:

4 reps. Leaving Cert.  
2 reps. each from 4<sup>th</sup> & 5<sup>th</sup> Yrs.  
1 rep. from each Junior Cycle Yr.

A chairman, secretary and treasurer is elected by the members of the S.C. itself. The S.C. usually meets one per month to carry out its remit.

## **Link-Teacher**

There is usually one link teacher who liaises with the S.C. This teacher explains the remit of the S.C. to the students and demonstrates to the S.C. how meetings are properly conducted.

A link teacher attends all S.C. meetings so as to facilitate the smooth running and progress of such meetings. Ms. Claire Murray is the Staff Member responsible for the co-ordination of the Student Council.

The following is an up-to-date list of the Student Council.

STUDENT COUNCIL 2008/2009	
1 <sup>st</sup> Year –	Dáire O’Carroll
2 <sup>nd</sup> Year –	Michael Cashman
3 <sup>rd</sup> Year –	Daniel O’Brien
4 <sup>th</sup> Year –	Mark Stanton Kevin Power
5 <sup>th</sup> Year -	Brendan Wall Paul Meaney
6 <sup>th</sup> Year –	Oisín Dorgan Conor O’Donovan Seán Hurton Niall Walsh

The Student Council has three sub-committees, which are currently pursuing specific projects in the following areas:

- 1) Year Book/ Grads Sub-committee
- 2) Delegation Sub-committee
- 3) Extra-Curricular Sub-Committee.

**Past Pupils' Union.**

**MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

C.B.S. is fortunate in having one of the strongest Past Pupils' Union in the country. Since 1964, they have supported the school morally and materially. Their Monday Night Bingo, held in the Secondary school at 8:30 p.m., has funded major school development projects over the years. They are sponsors of the Annual Student Awards and have on numerous occasions come to the assistance of students, who represent Midleton CBS on academic, social, and sporting arenas.

The Past Pupil's Union embody all that is valued in the long history and traditions of the school. Their continuing support and interest in the school today is rooted in their own values which were learned at Midleton C.B.S. from the Brothers, teachers and fellow pupils, many of whom have passed to their eternal reward. We hope that their service to the school inspires the students of today.



***Section One-***  
***Curriculum Provision:***

***Guidance and Learning Support***  
***Structures.***

**C.B.S. SECONDARY SCHOOL**  
**MIDDLETON 2008/2009**

**MISSION STATEMENT**

*“Our School Aspires To Being A Caring Christian Centre Of Learning,  
Where The Promotion Of Irish Culture, Values Of Respect For Self And Others,  
Honest Endeavour And Efforts To Achieve Full Potential Are Nurtured”.*

**Section One– Curriculum Provision:**

**Guidance and Learning Support Structures.**

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Fax: 021-4631917

Students: 021-4631924

E-Mail: [office@midletoncbs.ie](mailto:office@midletoncbs.ie)

Website: [www.midletoncbs.ie](http://www.midletoncbs.ie)



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**Guidance and Counselling Services in the School**

**Guidance and Support Services**

**Special Education Needs Policy  
& Learning Support Policy**

## **Provision for Special Needs**

### *Special Educational Needs*

**The Board of Management welcomes pupils with special educational needs. Having been informed of such needs, the School, will liaise with the feeder primary school/Individual Educational Programme in order to assess the student's records well in advance of entry to the school and apply to the Department of Education and Science for the resources to support the student. There is a clear need for ongoing liaison between the second level school and the feeder primary schools to allow for access to this information.**

#### **The Board of Management will therefore endeavour:**

- To take steps at an early stage to identify children with special needs who may be applying for admission to the school, and to become familiar with their needs.
- To request a copy of child's medical / psychological report/ Individual Educational Report, if available, **or**
- To request immediate assessment

*In order to assist the school in establishing educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.*

- Having gathered all the relevant information, the Board will assess how the student's needs can be met.
- If further resources are required, the DES will be requested to provide the resources e.g. special needs assistant, specialised equipment or furniture, transport etc.
- Requests to the DES will be in writing and made at an early stage.
- The principal or his representative will meet the parents to discuss the child's needs and school's capability to meet the child's needs.

- It may be necessary in certain cases to have a full case conference involving all the professionals working with the child / family.
- The Board of Management will do all it possibly can to identify, plan and provide for the needs of a special needs or disabled child seeking admission to the school.

### **Learning Support Needs**

A learning support class (usually 10 pupils max.) is provided in English and Maths in 1<sup>st</sup> year for students who fall below the twentieth percentile in the school's assessment test for new entrants. Where extra teaching resources have been provided by the DES, learning support is provided to pupils individually or in small groups. Parents are fully consulted before these measures are put in place.



## ***Guidance and Counselling Services In The School.***

Ms. Deirdre Nash (on maternity leave until 05/11/2009), Midleton CBS Guidance Counsellor, provides information and counselling for pupils and parents. Mrs. Imelda is substituting for her. The Guidance Counsellor works with individual pupils and class groups in counselling, third level entry and careers. In the career guidance classes, all vocational work is done. This involves researching and examining a wide range of career options and doing projects on them. Links with industry and business ensure that the boys do mock interviews and get assistance in job placement. Senior students are given the opportunity of going on career outings. A new guidance office and careers library is included in a recently completed new school block.

In the 3<sup>rd</sup> year cycle, students meet the Career Counsellor individually to discuss career options and subject choices for the senior cycle. A wide range of resource materials is available to students in the career guidance office and specialist speakers are regularly invited to speak to students in the school. A report system is operated to keep parents informed of pupil progress and behaviour.

### ***PARENTAL INVOLVEMENT***

Information on subject choices for first years, and third years is given to parents in document form, and at meetings. The information meetings are organized some time before students make their choices. The principal, career guidance teacher, and programme co-ordinator (in the case of students going into senior cycle) attend these meetings. Parents are invited to offer their opinions, and to ask questions.

Students are expected to discuss their subject choices with their parents, and to complete option form at home.

## GUIDANCE AND SUPPORT SERVICES

### *Guidance & Learning Support*

The Guidance Counsellor provides information and counselling to individual pupils and class groups. Links with third level colleges, industry and business ensure that students get advice and assistance in courses, careers, work -experience and job placement. A modern guidance office and careers library is available to students.

Ms. Maureen O'Mahony is a fully qualified Learning Support (remedial) teacher. Mrs. Emily McHarg is a full time Special Needs Assistant. Small groups receive special tuition in English and Mathematics in First Year. Learning Support is also provided to individual students and small groups as required. A report system is operated to keep parents informed of pupil progress and behaviour. The school works closely with the National Educational Psychological Service (N.E.P.S.)

### **HOME/SCHOOL LINKS**

The important link between school and home is maintained through regular Parent/Teacher meetings for the different Year groups. Parents can request an individual written report on their son(s) at any time and/or meet teachers by appointment. Occasional talks for parents are held on current educational and social issues. Special meetings are organized for parents at critical times in relation to their son's progress e.g. subject choices in first and third years. A vibrant Parents' Council has proved to be an important support to the school. Parents of new pupils are encouraged to join the Council.

**Christian Brothers Secondary School  
Midleton  
Co. Cork.**

**Special Education Needs Policy  
& Learning Support Department Plan**



**First Drafted 2007/2008**

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## **Special Needs Policy**

### **Introductory Statement**

This policy on special needs outlines the aim of the school to provide inclusive education for students with special educational needs in our school. This is a new policy which has been developed by the Student Support Group. It outlines the procedures and supports in place for dealing with special needs in the school.

### **Scope**

This policy applies to the whole school. The policy applies to students with learning difficulties and students who may need additional help or support to enable them to derive the maximum benefit from their time in school, including exceptionally able students.

### **Link to mission statement and guiding principles**

#### **Mission Statement**

Our school aspires to being a caring Christian centre of learning, where the promotion of Irish Culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

#### **Guiding Principles**

We believe that every pupil is entitled to an education of the highest quality. Our aim is to allow our pupils to develop their talents to the maximum. We are aware of the need to emphasise the value of a pupil's efforts and of the need for constructively challenging him to make further progress. By this learning experience we hope to foster a sense of self-worth and self-respect.

#### **Mission Statement of Learning Support Department**

The Learning Support Department of Christian Brothers Secondary School (C.B.S), Midleton, strives to ensure that our students will achieve their maximum potential, access support throughout their education and develop a clear ideal of the possibilities available to them after leaving school. We want our students' experience of Learning Support to be positive, fulfilling and one in which the needs of the individual student are recognised.

## Rationale

- Section 9 of the Education Act, 1998 specifies that:

*A recognised school shall provide education to a student which is appropriate to their abilities and needs and without prejudice to the generality of the foregoing, it shall use its available resources to (Special Educational Needs may also include the needs of exceptionally able students):*

- a) *Ensure that the educational needs of all students including those with special educational needs are identified and provided for.*

- Section 15 (2) of the Education Act, 1998 points out that schools must:

*.....use available resources provided to the school by the Oireachtas to make reasonable provision and accommodation for students with disabilities or other special educational needs.*

- The Equal Status Act, 2000 makes it illegal to discriminate against a person on a number of specified grounds, including disability.
- Section 2 of the Education for Persons with Special Educational Needs Act, 2004 states:

*A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with:*

- a) *The best interests of the child as determined in accordance with any assessment carried out under this Act, or*
- b) *The effective provision of education for children with whom the child is to be educated.*

## Definition of Special Needs.

The Education for Persons with Special Educational Needs Act 2004 defines Special Educational Needs as follows:

*‘Special Educational Needs means in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be constructed accordingly....’*

## Goals

- To develop a whole school approach to Special Needs.
- To support CBS Midleton's goal of full inclusion.
- To provide appropriate assessment of the needs of students who may have special educational needs.
- To assess the school's capacity to cater for the needs identified.
- To specify what additional resources may be required by the student or by the school.
- The school will have in place appropriate channels of communication and procedures:
  - To identify the special needs of all incoming students,
  - To review the special needs of current students,
  - To seek to provide for the needs identified.
- The school will seek adequate resources, equipment and accommodation from the Department of Education and Science and other relevant agencies. The school will make every effort to maximise the resources available to students with special educational needs. These include resource teachers, therapists, psychologists, counsellors, technical aid and equipment etc. The school will endeavour to provide access and accommodation for such personnel in the school buildings.

## Policy Content

### **Assessment of Need:**

Using a battery of tests, which include screening tests, diagnostic tests, psychological assessment and information from parents and feeder primary schools, a committee consisting of the Principal, Deputy Principal, Guidance Counsellor and Learning Support Teacher (s) will assess the special needs of students upon entry to the school.

Reassessment and re-evaluation with teacher observation and parental consultation will be an ongoing process.

The school will make an assessment of its capacity to respond adequately to these needs.

### **Special Needs Provision.**

The school endeavours to give every student access to a full curriculum. Learning support may be provided for those students identified as experiencing difficulties.

A special programme (Individual Education Plan or I.E.P) will be established for such students. This decision would be made following consultation with the National Educational Psychology Service (N.E.P.S) psychologist, Principal, Learning Support/ Resource Teacher, Guidance Counsellor, Subject Teacher (s), Year Head, parents and student.

Learning support and extra tuition may be provided to the student by withdrawal during timetabled class following consultation with the subject teacher, parents and pupil.

Students who have been identified as having special needs on entry to the school may be offered a place in a small group for learning support English and/or Maths in first year, provided resources are available.

### **Preparation of an Education Plan**

An education plan is prepared in accordance with the Education for Persons with Special Education Needs Act, 2004 (EPSON Act). The Learning Support Teacher and relevant others are consulted in the preparation of the plan and the Council (The National Council for Special Education) guidelines are complied with.

#### **An Individual Education Plan (IEP) may include:**

- ◆ The nature and degree of the child's abilities, skills and talents.
- ◆ The nature and degree of the child's special educational needs.
- ◆ The special education and support services to be provided to enable the child to benefit from education and to participate in the life of the school, including services to enable the child to effectively make the transition from primary to post primary.
- ◆ The student's goals over a twelve month period.

#### **Role of the Learning Support Teacher:**

Learning support are provided to help students with difficulty increase their understanding, learning and writing skills. In this way the educational standard of the student is raised, providing improved chances for the student to achieve a higher standard. Self esteem and confidence building skills are also improved.

#### **The Learning Support Teacher will endeavour to:**

- 1) Identify and student who has a learning disability using the data provided by the parent/guardian, the result from the Assessment on entry to first year, any psychological/educational assessment carried out by referral by Year Head or Subject Teacher.
- 2) In consultation with teachers and parents/guardians of each student, devise an IEP for each student who attends learning support classes, within the resources available to the school.
- 3) Monitor the implementation of the IEP and will report on the student's progress to parent/guardian.
- 4) Review the IEP for the each student at the end of each academic year to determine, in conjunction with the parent/guardian the level of support that may be required in the following academic year.



- 5) Summarise the psychological/educational report on students for inclusion in a file in the staff room and update the student's information on the school data base.
- 6) Have the IEP for each student available to relevant staff.
- 7) In conjunction with relevant staff decide which, if any, student requires psychological assessment.

### **Role of the Resource Teacher.**

Resource hours are provided to meet the needs of children assessed as having low incidence disabilities. As well as providing additional teaching, Resource Teachers will advise and liaise with other teachers, parents and relevant professionals in the interests of children. Child eligibility and degree of need are established based on assessments carried out by appropriate professionals e.g. The National Educational Psychology Service (NEPS)

### **The Resource Teacher will aim to:**

- 1) Become acquainted with each student's aptitudes, achievements and difficulties.
- 2) Take responsibility for tutoring students who have special educational needs.
- 3) Liaise with the Learning Support Teacher and Special Needs Assistant on a regular basis providing information on the student being tutored, the frequency of the lessons, general topics covered and the progress of the student.

### **The Role of the Special Needs Assistant;**

Special Needs Assistants are assigned to students by the Special Needs Organiser, usually based on a Psychological/Educational or Medical report.

The Special Needs Assistant is employed in a non-teaching role and helps a student who needs extra support such as physical support, organisational skills or who has behaviour difficulties which requires additional support.

The duties of the Special Needs Assistant are assigned by the Principal in accordance with DES Circular 10/76. The Special Needs Assistant's duties may include the following taken from DES Circular 07/02:

1. Preparation and tidying up of classroom(s) in which the pupil(s) with special needs is/are being taught.
2. Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
3. Special assistance as necessary for pupils with particular difficulties e.g. helping physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toileting and general hygiene.

5. Assisting on out-of-school visits, walks and similar activities.
6. Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the particular needs of the pupil concerned.

### **Review of the Education Plan.**

The Learning Support Teacher and relevant others will ensure that the education plan is reviewed not less than once a year, to check whether the child has received the service required and achieved the goals specified in the education plan.

### **Summary**

The adoption of this Special Needs Policy ensures that all students have access to, participate in and gain positive outcomes for schooling, with a view to providing the foundations of a fulfilling life. The staff at CBS Midleton, in co-operation with parents/guardians and external professionals, acknowledge the importance of providing support for its students with special needs and is committed to the ongoing reappraisal of its Special Needs Policy with regard to its suitability and effectiveness of implementation.

### **Roles and Responsibilities**

#### **Board of Management**

1. To ensure that the policy is developed and evaluated from time to time.
2. To approve the policy.
3. To consider reports from the Principal on the implementation of the policy.

#### **Principal, Deputy Principal and Year Heads**

1. To establish structures and procedure for the implementation of the policy.
2. To monitor the implementation of the policy.

**Learning Support, Resource Teachers and Special Needs Assistants.**  
(see Policy content section for a definition of these roles)

**Subject Teachers**

- 1) To inform Learning Support Teachers, Resource Teachers, Year or Class Teachers of any concerns they might have in relation to individual students in this area.
- 2) To refer to the Special Needs File in the staff room, the student's individual file in the main office or the students file on the school data base.
- 3) To work in co-operation with Learning Support/Resource teachers and SNAs, where relevant, in meeting the special education needs of the student.

**Parents/Guardians are encouraged**

- 1) To support the policy.
- 2) To seek the assistance of/inform the school of the special needs of their son.

# **Learning Support Department Plan**

## **Mission Statement**

In the Learning Support Department we hope our students will achieve their maximum potential, access support throughout their education and develop a clear idea of the possibilities available to them after leaving school. We want our students' experience of Learning Support to be positive, fulfilling and one in which the needs of the individual student are recognised.

## **Teachers**

Ms. Maureen O' Mahony  
Mr. Pat Keane  
Ms. Gwynne Dennehy  
Ms. Emily McHarg – Special Needs Assistant

## **Aims**

The aim of the Learning support department is to provide a support service (with available resources and funding from the DES) for any individual student that required additional help to access the curriculum due to special education needs. This enables the student to cope with the curriculum in the classroom.

## **Objectives**

- To assess and identify students with learning difficulties and special education needs on entry to the school.
- To assess the reading accuracy, reading comprehension and spelling abilities of each student identified as having special education needs.
- To create an individualised education programme for each student/learning support group. *See Programmes of work for individual students and groups.*
- To reassess each student at the end of the school year.

## **Assessment Procedures for In-coming Students**

- Drumcondra Verbal Reasoning Test.
- Drumcondra Numerical Reasoning Test.
- Group Reading Test II

## **Diagnostic Testing Procedures**

- Neale Analysis Reading Ability Test
- Blackwell Spelling Test

## **Withdrawal**

- Students are withdrawn from non-academic subjects (such as RE, SPHE or PE) as much as possible.
- Students who are exempt from Irish will be withdrawn from this class where possible.

## **Time-tabled classes.**

- Students who fall below the tenth percentile in the assessment test on entry to the school in first year are offered a place in a small learning support group in Maths and/or English, provided the resources are available.
- This extra class is continued in Second and Third year if the student has elected not to take any European Language.

## **Programmes of Work for Individual Students and Groups.**

### **Year 1**

The following areas of work are covered in First Year Learning Support groups:

- Comprehension
- Spelling programme
- Homework journal organisation
- Organisation of books and homework.
- Mind Mapping
- Study skills
- Maths
- Free writing

### **Year 2**

The following areas of work are covered in Second Year Learning Support Groups:

- Comprehension involving reading and timing.
- Homework journal organisation
- Mind Mapping
- Free writing
- Continuation of spelling programme
- Additional subject support.

### **Year 3**

- Exam preparation
- Study skills
- Preparation for use of tape, lap top, reader in examinations.
- Comprehension
- Writing skills
- Revision planning.

### **Year 4**

- Comprehension
- Exam preparation
- Reading
- Organisational skills
- Subject support

### **Year 5**

- Comprehension
- Exam preparation
- Reading
- Organisational skills
- Subject support

### **Year 6**

- Revision planning
- Exam skills
- Exam papers
- Students with reasonable accommodation – preparation
- Subject support

### **Co-ordination of Learning Support/Resource Teaching.**

- Learning Support and Resource Teachers follow an IEP for each student.
- Written records are kept on each student.
- Meetings and phone contact with parents on a regular basis.

### **Procedures for Development of Education Plans.**

- National Council for Special Education guidelines for I.E.P's are implemented, when funding and resources are made available.
- I.E.Ps are reviewed on a regular basis.

## **Record Keeping Procedures**

- Records in I.E.P

## **Materials and Resources Available.**

Alpha to Omega, Books 2,3, Teachers manual.  
Toe by Toe by Keda Cowlings  
Stride Ahead by Keda Cowlings  
Prim-ed – Cloze encounters  
    Cloze – comprehension and pictorial clues  
    Draw to a cloze  
    Differentiated Cloze  
    Comprehend it  
    Contemporary Cloze  
    Comprehending the news papers  
    Comprehension, fiction and non fiction texts

English Matters Skills Book – Susan Dugley  
Word zone 1,2 - J Moriarty  
False teeth and vampires – C Jarman  
Corncircles and codswallop – C Jarman  
Visual discrimination – Looking and Thinking 1,2,3 – A.J. Evans  
LDA – Lightening Reads 2  
Writers companion - Peter Caffrey  
Finish the story - K Fitzsimons  
Read Write Now – NALA  
Maths Steps – B Robbins  
Reading for comprehension series – 10 sets of comprehension exercises  
Reading and Thinking Series – A.J Evans  
Directions 1,2, reading skills – J Cooper  
More Directions 1,2, - J Cooper  
Headwork stories 1-3 – Chris Culshaw  
Headwork anthologies 1-3 – Chris Culshaw  
Headwork series 1-5 – Chris Culshaw  
Spelling – J. Smyth  
Spell it yourself – G Hawking  
Sounds OK – T. Walsh  
Master your spellings – T. Dillon  
New Nelson Handwriting Bk 1-4 P. Smyth  
Developing Comprehension Blue /Green series  
Rainbow reading programme – Blue and Violet series.

## **Availability/Use of ICT Facilities.**

- PC available in office.
- Laptop computer available
- Access to computer room when required.

### **Links with Special Needs Organiser.**

- Regular contact with Gerry Lennox (SENO)

### **Links with NEPS Psychologist/DES**

- Rose O' Leary
- Colette Phelan
- Bernice Carroll-Phelan.

### **Links with Primary Schools.**

- Transition form sent to all class teachers and principals of all incoming students.
- Visit/Phone call when necessary.

### **Links with Parents**

- Regular meetings with parents
- Phone contact when necessary.

### **Applications for Reasonable Accommodations in the State Examinations.**

- Reasonable Accommodations in the state exams are applied for by the Learning Support Department.
- DES guidelines are followed.
- Students who are granted reasonable accommodations will be given instruction and practice in the use of tape recorders and/ or necessary equipment which they will use in the exam.

### **Procedures for Applications for Irish Exemptions**

- Relevant documentation from primary school.
- Follow the department circular letter MI0/94



*Section One*  
*Curriculum Provision:*

*Subjects, Programmes, Courses and  
Levels.*

**C.B.S. SECONDARY SCHOOL**  
**MIDDLETON 2008/2009**

**MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
Where the promotion of Irish culture, values of respect for self and others,  
Honest endeavour and efforts to achieve full potential are nurtured”.*

**Section One- Curriculum Provision:**

**Subjects, Programmes, Courses and Levels.**

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**The Transition Year Programme 2008/'09**

**The Leaving Certificate Applied Programme**

**The Leaving Certificate Vocational Programme**

**The Leaving Certificate**

## ***The Junior Certificate.***

What is the Junior Certificate?

The Junior Certificate is a second-level course and examination accredited by the Ireland's State Examinations Commission. The Junior Certificate examination is normally taken after the first three years' study in Midleton CBS. Typically our students take 9 to 12 subjects – including English, Irish and Mathematics – as part of their Junior Cycle.

The aims of the Junior Certificate in Midleton CBS are to provide a well-balanced, general education for our students that can provide a sound basis for their further education and progress through life. The Junior Cycle is the first three years of their second-level education. In the final year of the course, Midleton CBS teachers often allocate a substantial amount of time for revision of key topics. Our students also practice answering questions which appeared on previous examination papers. Courses are quite broad - for example the Business course covers business organisation, marketing, economics, accounting and several other areas. The same is also true for the Science course, which covers basic physics, chemistry and biology. The Leaving Cert exam by comparison is a much more specific, advanced and detailed course of study.

What subjects do Midleton CBS students study?

Our students undertake all the mandatory subjects, except insofar as exemptions or exclusions apply. The mandatory subjects offered in Midleton CBS include (subject levels are in parentheses):

Irish (Higher, Ordinary and Foundation) [Exemption from taking Irish is subject to Circular M10/94, on the grounds of time spent abroad or learning disability. English (Higher, Ordinary and Foundation)]

Mathematics (Higher, Ordinary and Foundation)

A modern European language; French, or German (Higher and Ordinary).

Civic, Social and Political Education Usually called CSPE (Common)

Social, Personal and Health Education (not examined) - usually called SPHE

The optional subjects available in Midleton CBS are (Subject levels are in parentheses.):

Art (Higher and Ordinary)

Business (Higher and Ordinary)

French (Higher and Ordinary)

German (Higher and Ordinary)

Geography (Higher and Ordinary)

History (Higher and Ordinary)

Materials Technology Wood (Higher and Ordinary)

Music (Higher and Ordinary)

Religious Education (Higher and Ordinary)

Science (Higher and Ordinary)

Technical Graphics (Higher and Ordinary)

Technology (Higher and Ordinary)

What about the examination itself?

The Junior Cert examination takes place after three years of study in Midleton CBS, in early June. The exams always start with English, then the other main subjects and finish with the subjects that have the fewest candidates. The exams can take the form of written papers, aural, orals, practicals and marks from course work assignments (such as in CSPE, where 60% of the exam rests on an action project). Exams are usually 2 to 3 hours long; most subjects are one paper only (i.e. they are taken in a single session), however 4 subjects have two papers at higher level - Irish, English, Mathematics and Business Studies. Candidates are permitted to leave the exam hall anytime after the first half hour, up to 15 minutes before the end of the exam and after the exam is concluded.

What levels are available in Midleton CBS?

In general, at the Junior Certificate, Midleton CBS students can take an examination subject at one of three levels, they are:

Higher (commonly called Honours)

Ordinary (commonly called Pass)

Foundation - quite rare - only taken if a student is very weak in a particular subject (such as a non-native speaker taking Foundation English). Foundation is only available in the core subjects (English, Irish, Mathematics).

In CSPE, there are no separate levels, all students take the same (Common) level.

The level taken at Junior Certificate does have bearing, although not officially, on the level taken in the Leaving Certificate. A student could conceivably take an Ordinary level in the Junior Certificate and then take a Higher level in the corresponding Leaving Certificate subject, later. However, the professional advice of Midleton CBS teachers is well worth considering before such a move is taken.

What is the grading system for the Junior Cert?

Grading is split into seven ranges.

Grade A [85 -100%]    Grade B [70 -84%]    Grade C [55 -69%]

(These grades are considered to be the honours grades).

Grade D [40 -54%]

(This grade is considered a pass grade).

Grade E [25 -39%]    Grade F [10 -24%]    No Grade (N.G.) [Below 10%]

The pass mark is set at 40%, and anything over 55% is nominally described as an 'honour'. Marking schemes are freely available to students before exams. However at Junior Certificate level, exam papers are not returned after the exam. If a student feels he has been unfairly marked, they can have the paper rechecked (i.e appealed) for a fee of €30. To appeal, he must inform the school Principal. The appeals always have to be in by a deadline. The appeal results are usually released by the second week of November.

What about exemptions?

Students who face disadvantages (for example, those who suffer spelling problems caused by dyslexia) can apply for an exemption from being penalised for bad spellings in exams such as English and Irish. These candidates will be marked harder on a separate topic. (e.g. if a student has a spelling exemption in English he/she will not be marked out of 5 for their mechanics - instead he/she will be marked out of a greater number in another area, for example out of 25 rather than 20 for content)

When do students get their results?

Results are released in mid-September. All students continue to their next year of education no matter what their results. The Junior Certificate (and more so, the Leaving Certificate) results take centre place in the Irish media during the week surrounding their release. The newspapers publish various statistics about the exam and cover high achievers (some receive 11 or even 12 A grades).

Can students appeal their grades?

If a student is unhappy with a grade they received on any of the exam results, they may appeal the decision made by the SEC. They need to pay a fee (the fee is normally under €50) and there is a deadline to appeal, usually 14-21 days after the results are published, in which the student's application must be made. The appeal results are usually handed out mid-November. The grade that is received this time is final, and no more appeals can be made. If the candidate's grade did not change, no further action will be taken. However, if a change did occur, then the candidate will be refunded the appeal fee via a cheque made out to the principal of the school.

What provision is made for students with Special Educational Needs?

Midleton CBS is committed to providing students with SEN's with every type of practicable support it can possibly give. To that end, classes are mostly mixed ability for the three years leading up to the Junior Certificate. In second and third years concurrent timetabling in Irish, Mathematics and French allows students to be taught in classes consistent with their abilities. In particular, significant provision is made for Learning Support classes in Mathematics and English in first year.

## ***Transition Year.***

What is Transition Year?

Transition Year is a one year programme taken by Midleton CBS students after the Junior Certificate and before the Leaving Certificate or LCVP.

What's the purpose of the Transition Year Programme in Midleton CBS?

To promote maturity:

- 1) Maturity in studies by making students more self-directed learners through the development of general, technical and academic skills.
- 2) Maturity in relation to work and careers by developing work-related skills.
- 3) Personal maturity by providing opportunities to develop communication skills, self-confidence and a sense of responsibility.
- 4) Social maturity by developing greater 'people' skills and more awareness of the world outside school.

Who decides on the programme?

Midleton CBS has devised its own TY programme. The Midleton CBS programme is designed by the Transition Year Co-ordinator/Team in conjunction with the Principal, the teaching staff, students and parents, bearing in mind the Transition Year Guidelines and the Resource Material as published by the Department of Education and Science. Midleton CBS also however considers students' needs, parents' views, employers and the wider interests of the local community. Each year the programme is evaluated, with inputs from all these parties, and revised by the teaching staff.

Is Transition Year available to all students?

In Midleton CBS, all students are offered Transition Year. If the majority of students opt for it in any given year, then Transition Year is made compulsory for all students of that year group other than for those opting for Leaving Certificate Applied. This is to facilitate the issue of subject choice options for the Leaving Certificate.

Is Transition Year suited to all students?

With its emphasis on development and maturity, all young people can benefit from the programme. Transition Year in Midleton CBS, in particular, can allow for the development of an individual's multiple intelligences-linguistic, logico-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. The Transition Year programme can also develop key skills for the 21st century such as the three Ts – thinking, teamwork and technology.

What subjects are studied?

In Midleton CBS, students follow a timetable as they do in the other five years of schooling. Our programme works towards getting a balance between some continuation of essential core subjects, a variety of distinctive courses designed to broaden students' horizons and some



modules and activities specifically aimed at promoting the maturity that is central to the whole Transition Year ideal.

Even if the Midleton CBS Transition Year programme is different, surely there are some features in it that are common to the programme in a lot of schools?

Many schools offer modules (short courses on particular topics). Like Midleton CBS, most schools offer a work experience programme. Mini-company, where students set up and operate a real business, is a popular way of learning. The use of visiting speakers as well as trips beyond the classroom are features of many programmes as well as the Midleton CBS programme. Project work, where students undertake independent research, usually more extensive than traditional 'homework', is also common to many programmes.

What about exams?

Assessment is a key part of any worthwhile learning programme. Transition Year is an opportunity to move beyond the narrow focus of end-of-year, written exams. The emphasis is on varied and on-going assessment with students themselves becoming involved in diagnosing their own learning strengths and weaknesses. Project work, portfolio work and exhibitions of students' work are also encouraged. Each individual school makes its own arrangements for reporting to parents and for the certifications of students who complete a TY programme. Midleton CBS is no different in this regard.

Is the Midleton CBS Transition Year part of a three-year Leaving Certificate programme?

The Transition Year programme is a school-designed, distinctive programme and does not constitute year one of a three-year Leaving Certificate. However, Midleton CBS Transition Year is part of the Senior Cycle experience and unashamedly seeks to lay a solid foundation for Leaving Certificate studies. The Midleton CBS Transition Year programme seeks to challenge students intellectually, as well as to give the students an orientation to the world of work and to cater for the development of their personal and social awareness. The exploration of Leaving Certificate material is often done in a way that is original and stimulating and significantly different from the approach taken during a two-year Leaving Certificate programme. However, teachers also maintain an academic focus throughout the year to ensure that parents and students are satisfied with the level of academic progress that has been achieved.

How are parents involved?

Parents' understanding of and support for the varied types of student learning experiences in Midleton CBS TY is a key factor in our successful Transition Year. Our school arranges sessions for parents of 3rd year students to discuss the Transition Year programme. Parents should attend and contribute. Parents are invited to make their particular expertise available to the school during the TYP if they so wish. Parents are, of course, involved in our school's evaluation of the TY programme. Midleton CBS strongly believes that parents should encourage their sons to avail of the numerous opportunities offered by our unique programme.

Is there a danger that students may lose study skills in TY?

There is always this danger if the school and home do not work together to ensure that essential skills are maintained during the TY programme. However it is rare that a student who had them at Junior Certificate level will not pick them up again in fifth year.

The leap from Junior Certificate to Leaving Certificate is a large one and again it is rare that a student who finds the move from Transition Year to Leaving Certificate difficult would not have found the move problematic if he had moved directly into fifth year.

## ***MIDLETON CBS TRANSITION YEAR: A SUMMARY:***

Transition Year (TY) provides students with an extra year to mature and to prepare for their Leaving Certificate. In Fourth Year, students are given the opportunity to experience programmes, which promote Personal Development and Inter-Personal skills (see box).

It is envisaged that in the future, all students in Midleton CBS (other than those who opt for the Leaving Cert. Applied Programme) will do Transition Year.

### **The Main Features of Transition Year in C.B.S. Midleton:**

Students study senior cycle subjects of their own choice, which they retain for Leaving Certificate.

Students take part in activities outside the core curriculum. These are Enterprise Education, Drama, Public Speaking, Information and Communications Technology and Physical Education.

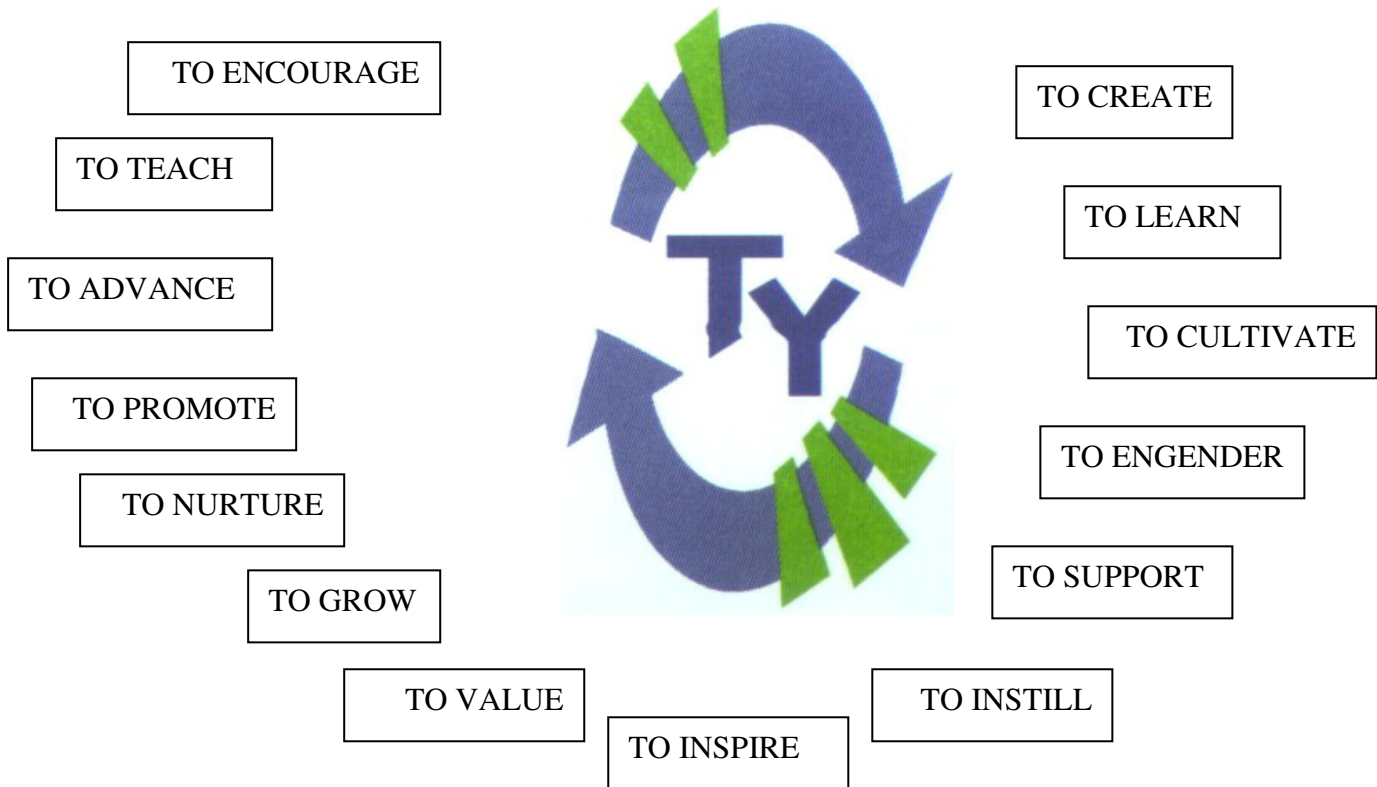
Students learn leadership skills and develop personal initiative and self-motivation through activities such as Mini-Company Enterprise and Work Experience.

(The school has won the National Enterprise Education Finals on four occasions – 2000, 2001, 2003 and 2005, going on to represent Ireland in the European Finals. In 2000 CBS Midleton were runners-up in Hanover. In 2001 the C.B.S. mini-company Corkweddings.com, representing Ireland, won the European Young Enterprise Finals in Moscow in a 20 country competition!)

In the past, a single teacher, acted as Transition Year Co-ordinator, with their role being to devise and monitor the activities of the TY students so that the programme ran as smoothly as possible and the maximum value was derived in educational and maturing terms. However, there is now in place the practice of team based co-ordination.

In 2008/'09, two members of staff will co-ordinate the Midleton CBS Transition Year Programme as a team. A time concession is allowed to carry out their role effectively.

It is apparent that both co-ordinating and delivering the TY programme require teacher initiative and energy different than other programmes. The success of TY in the school is one indication of the extent to which these qualities have been forthcoming from the teaching staff.



*Our school aspires to being a caring Christian centre of learning, where the promotion of Irish culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.*

**THE**

# **MIDLETON CBS TRANSITION YEAR PROGRAMME 2008/09**

*Towards Excellence.*

The Midleton CBS Transition Year is a one-year school based programme between Junior and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependant learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle.



## **WELCOME.**

On behalf of the staff, both teaching and non-teaching, may we offer you, the students, a warm welcome to our Transition Year Programme for 2007/08. Transition Year is an opportunity to be grasped by you. Don't waste the year; use it wisely. What you put into the year is what you get out of it in the end!!

## **THE NATIONAL BACKGROUND.**

The Transition Year concept was first introduced in Ireland in 1973 as a pilot programme designed to explore non-academic developmental modes of teaching and learning in Irish second-level schools.

By 1993, 163 second-level schools operated a Transition Year Programme, and the decision was taken at a national level to mainstream the T.Y. Programme by 1994. Approximately 25,000 students (in roughly 75% of second-level schools now enter the Programme every year).

## **THE SCHOOL BACKGROUND.**

The Transition Year Programme in Midleton CBS has evolved over the years since it was first introduced in the school in 1993. Initially seen as a developmental programme, the school has adapted it over the years in response to student, staff and parental input.

The main area of change in the past centred on ongoing concerns about the lack of academic focus in the initial programme. The 'doss year' tag was difficult to shake off in those early years. However, in response, Midleton CBS moved to re-introduce an academic focus to the Programme and has settled on a blend of both developmental and academic that the school strongly feels is the right mix.



**THE THREE CORE AIMS  
OF THE MIDLETON CBS T.Y.PROGRAMME:**

- 1) Education for maturity with emphasis on Christian social awareness and increased social awareness.**
- 2) Education through experience of adult and working life.**
- 3) Promotion of academic, inter-disciplinary and self-directed learning skills.**

**TOWARDS**

**EXCELLENCE!**

The motto of the Midleton CBS Transition Year.



## ***Education for Maturity***

### ***With Emphasis on Christian Social Awareness.***

## THE NATIONAL EDMUND RICE AWARDS.

The Edmund Rice Awards is a national Roman Catholic activity programme open to students from Christian Brother and Presentation Brother Schools. It involves students completing a total of over twenty hours of active charitable and Christian service in the community under the guidance of our senior Religion teacher, Ms. Smyth, in order to achieve the award.

The students who participate fully in the Edmund Rice Awards will be invited to apply for a student exchange programme between our school and a CBS school in Northern Ireland.

## SOCIAL WORK PLACEMENT.

A new innovation in our Transition Year Programme this year will be the social placement scheme. Each student will be required to complete a two day social work placement in Midleton CBS approved social work sites. These sites will offer the student a safe though challenging opportunity to fully appreciate the needs of our community and the spirit of volunteerism that is needed to address those needs.

## THE PRESIDENT'S AWARDS ( GAISCE).

This long-running awards competition operates at three levels, Bronze, Silver and Gold. In order for a student to be eligible, he must complete and overcome four key personal and

social challenges. These challenges are considerable and require careful preparation and planning on the part of the student.

However, this award is highly prized by employers and will undoubtedly enhance a Curriculum Vitae. Mr. Finn will administer the awards.

## **YOUNG SOCIAL INNOVATORS.**

This exciting and innovative national competition, inspired by the vision of Sr. Stanislaus Kennedy, is open to Transition Year students only. It involves teams of students completing a project that benefits the community in some way. This project could be anything from environmental to political, from consciousness-raising to charitable, or even from social to school-based, activity. The only requirement lies in the basic challenge that the team project must benefit the community.

Students in the Midleton CBS T.Y. Programme will be offered the opportunity to participate in this worthwhile competition that culminates in a showcase event in the RDS in Dublin in May. Last year's event was as big as the RDS Young Scientist of the Year Competition. Mr. Barry and Ms. Barrett will administer the YSI program.

## **SENIOR RELIGION CLASSES.**

The Midleton CBS Senior Religion Programme (two classes per week) operates on a rotational basis. Each student is taught a series of short modular courses by a selection of teachers over the year, each reflecting the growing maturity of the students in their subject matter, all of which is in accordance with the Catholic ethos of the school. The Transition Year students will be required to participate in a religious retreat in late November.





## ***Education Through Experience Of Adult and Working Life.***

The purpose of this Vocational Preparation dimension of the Midleton CBS T.Y. Programme is to actively prepare each student for the world of work.

### **WORK EXPERIENCE PROGRAMME.**

Students are required to secure a two-week work placement in an industry in which they have a particular interest. Employer feedback, via a carefully prepared student assessment questionnaire, is a critical aspect of the experience.

The timing for this work experience Programme is the last two weeks of the final term, ensuring that the students are given every opportunity to impress potential employers for the Summer work season, ahead of other students from other schools. Mr. Hennessy is the Work Experience Co-ordinator.

### **ENTERPRISE EDUCATION.**

Enterprise education (mini company) offers students the opportunity to create a company in order to derive a profit from its activities. They are required to respond to the demands of the marketplace by creating a product or service that will sell at a profit.

Through this experience, students will discover innate talents and attributes and learn new business skills and techniques. Teamwork, presentation skills, sales techniques, meeting deadlines, working under pressure, decision making, hard work, data spreadsheets, marketing,

financing, accounting, managing...it's all there waiting to be experienced first hand! A word of warning, however, you will receive guidance and advice only from teachers. Business success is often the result, but so also is business failure a possibility. Both are learning opportunities. The Enterprise Education course in Midleton CBS is offered on an optional basis to Transition Year students for 2007/08.

## **FILM PRODUCTION AND INFORMATION & COMMUNICATIONS TECHNOLOGY.**

This program will blend the advantages of ICT skills application and presentation, with the exciting area of film production. Students will be required to form into teams. The teams will then write, perform and edit a short film for presentation. The students will be working closely with the Cloyne Diocesan Youth Service on the projects and will have access to their technologies and advice. Also, the students will learn the vital skill of public speaking in this module, as well as the ICT skills of word-processing, spreadsheets, graphics, databasing, data presentation, web design, multi-media and Internet training.

## **CAREER GUIDANCE/COUNSELLING.**

Each student will receive ongoing aptitude testing, individual career guidance, interest inventories, testing and progress assessment over the year. The student's academic performance and history is closely monitored.

Students in Transition Year, as in any year, can avail of the counselling services of qualified members of staff at any time. Apart from the Guidance Counsellor, Ms. Smyth and Mr. Ring hold counselling qualifications and are available to any student should the need arise.



### ***3) Promotion of Academic, Inter-Disciplinary And Self-Directed Learning Skills.***

#### **ACADEMIC DEVELOPMENT.**

The students have already chosen their four optional subjects for the Leaving Certificate in 2010. These subjects, in addition to Irish, English and Mathematics, form the seven core examinable subjects for that Leaving Certificate. The level at which these subjects are studied are optional.

It is important that the students realise that this is NOT a year to relax academically. Some schools regard Transition Year as a purely non-academic developmental year. Midleton CBS, however, is not one of those schools. Rather, Transition Year in Midleton CBS is regarded as BOTH academic AND developmental.

To this end, each student will face continuous monitoring and assessment in each of their seven examinable subjects. Ongoing *Transition Year Teacher Meetings* will quickly identify which students are falling behind in class-work, homework or both. Parents will be informed immediately if the fall in effort is drastic or through the journal and the regular Christmas and Summer test results if gradual.

Apart from the annual Parent/Teacher meeting, parents will have the opportunity to meet with the Transition Year Co-ordinators at any of the special T.Y. events held during the year, may ring for an appointment at any time, or may communicate with teachers via the student journal, letters, e-mail ( [kbmcbs@gmail.com](mailto:kbmcbs@gmail.com) ) or telephone.

#### **OUTDOOR ACTIVITY EDUCATION COURSE.**

Each student is strongly encouraged to participate in the two-day Transition Year outdoor activity education course. This year the course will take place in Kenmare, Co. Kerry, in late September. Again there is a cost attached to this course, details of which will follow closer to

the event. Students really enjoy these events and the benefit they bring to the development of an *esprit de corps* among the class is considerable.

Students will face many physical, individual and team-based challenges during this course, which will provide interesting learning opportunities.

## ADVANCED PHYSICAL EDUCATION.

Under the guidance of Mr. Liam O' Brien, students who choose this module will be challenged with a carefully designed fitness programme that will not only be physically demanding but will also be enjoyable and a sure way of delivering peak levels of aerobic and stamina fitness.

## TRANSITION YEAR INTERNATIONAL TOURS.

Students have already been surveyed in late third year, and again at the start of the academic year, to ascertain the tour destination that they would most appreciate and the consensus appears to be Barcelona/Salou for Easter 2008.

This tour offers students the opportunity to mix the wonderful cultural experience of Barcelona with the high-octane thrills of Port Aventura, Salou.

However, there remains the possibility that other international school tours may occur. Mr. Barry and Mr. Murphy are currently looking into the feasibility of a combined 4<sup>th</sup>/5<sup>th</sup> year group tour to New York.

Also, other teachers, for example Ms. Hynes and Ms. Barrett, may offer students other tour destinations as they did last year with trips to Venice and Berlin. The students who go on these tours bring back memories that will stay with them through the years.



## THE TRANSITION YEAR MODULES.

There are five double periods in the week devoted to the non-academic transition year modules. These will occur each day after lunch. The five afternoon T.Y. modules have different structures depending on whether they offer internal options or whether they form rotating compulsory classes.

### The Four T.Y. modules with internal options:

At the start of the year, each student must choose the internal options he feels are right for him. The choices he makes then determine the module classes he is in for those afternoons, for the year. If an internal option is over subscribed, then the Transition Year teachers will determine the students accepted and rejected for that internal option based on reasons that are educationally and vocationally fair and sound in their professional opinion.

The four option blocks are as follows:

1)

PUBLIC SPEAKING

DRAMA

PUBLIC RELATIONS

YOUNG SOCIAL

INNOVATORS

Students choose one module at the start of the year

2)

FRENCH  
GERMAN  
ITALIAN  
EUROPEAN  
STUDIES

Students do all four in two month modules

3)

ENVIRONMENTAL  
STUDIES [GEOG]  
ENVIRONMENTAL  
STUDIES [ART]  
ARCHAEOLOGY  
NAVIGATION

Students do all four in two month modules

4)

ICT & FILM PRODUCTION

PHYSICAL EDUCATION

SOCIAL DEVELOPMENT

MATHS & IT

The Maths & IT module is fixed at the start of the year; the remaining three rotate.

All the rest of the student timetable is academic with the exception of the two religion classes, reinforcing the strong commitment of the school to a culture of academic excellence and achievement.

### **YOUNG SCIENTIST OF THE YEAR.**

Any student who would like the opportunity to enter the Young Scientist of the Year competition will be facilitated in the Midleton CBS T.Y. Programme.

### **FINANCIAL COSTS OF TRANSITION YEAR.**

Even though Ireland introduced free second level education as a principle many decades ago, every parent would undoubtedly agree that the divide between that theory and the financial reality facing every parent is a large one. This, unfortunately, is also true for Transition Year where the developmental modules particularly come at a price. This cost arises because of the insurance and legal need to bring in outside facilitators for certain developmental programmes. The programmes that require outside facilitators are:

1. First Aid (facilitated by Elite Ambulance Ltd.)

2. Rugby Coaching (facilitated by qualified Rugby coach Mr Phil Cunningham of Midleton Rugby Club)

There is a cost to the students for these programmes.

Though not built into the timetable, there are other Transition Year costs that can be anticipated as events arise throughout the academic year. A good example would be the costs associated with the Kenmare outdoor activity centre trip scheduled to take place in late September. Another example would be the international tour at October mid-term and Easter time of 2009.

Parents should be aware that the Department of Education & Science does pay a Transition Year grant to schools. This falls short of what is required to provide for everything in Transition Year. The school subsidises the grant from its reserves to cover the difference. The school is committed to providing a quality Transition Year to its students and is determined to deliver on that commitment. If any parent has an issue arising from these costs, they can at any time contact either the Year Head or the Principal in confidence.

## CARPE DIEM!

Remember students...it is up to you to use the year or to waste it! Many opportunities will be placed before you. It is up to you to seize the day, and the year.

Parents could also use the year to organise activities, courses and/or events for their son that will challenge him. Examples of this include membership of gyms, evening courses, fitness regimes, music lessons and additional work experience. We must always remember Transition Year is about the opportunity to enhance your son's development. As professionals, we will always be open to meeting with you to discuss these and other issues. Communication, as always, is the key to a good home/school relationship. Let us work together in the spirit of Edmund Rice to bring out your son's potential.



## ***The Leaving Certificate Applied.***

(Not programmed for 2008/2009)

What is the Leaving Certificate Applied?

The Leaving Certificate Applied is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The programme puts an emphasis on forms of achievement and excellence which the established Leaving Certificate has not recognised in the past.

Why was the Leaving Certificate Applied introduced?

The Leaving Certificate Applied was introduced to recognise the talents of all students and provide opportunities for development in terms of responsibility, self-esteem and self-knowledge. It is an innovative programme in the way students learn, in what they learn and in the way their achievements are assessed.

Who would benefit most from the Leaving Certificate Applied?

The Leaving Certificate Applied is intended to meet the needs of those students who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes.

What is the advantage of the Leaving Certificate Applied?

The advantage of Leaving Certificate Applied is that it focuses on the talents of each individual student and helps students apply what they learn in the real world. The two-year programme consists of four half-year blocks called *Sessions* and achievements are credited in each of these Sessions.

Do students have a choice within the Leaving Certificate Applied?

Each course consists of a number of modules. A module generally represents a half-year's work and there is provision for some choice of modules. Choice also exists in relation to *Vocational Specialisms*. Two courses are selected from the following Vocational Specialisms:

Agriculture/Horticulture

Hotel Catering and Tourism

Engineering

Technology

Office Administration and Customer Care

Childcare/Community Care

Graphics and Construction Studies

Craft and Design

Hair and Beauty

Information and Communications Technology

Active Leisure Studies

(Four elective modules must also be chosen).

What are elective modules?

Four elective modules must be chosen from course areas where extra modules are available. Two courses, Religious Education and Science also offer modules that can be taken as electives. It is not allowable to choose elective modules from Vocational Specialisms already being taken.

Do Leaving Certificate Applied students receive a Leaving Certificate?

Yes. Students who successfully complete the programme will receive a Leaving Certificate from the State Examinations Commission. All credits awarded will be recorded on the Leaving Certificate Applied parchment.

- The Leaving Certificate Applied is thus an alternative to the Department of Education Leaving Certificate programme.
- The Leaving Certificate Applied is a new approach to education and training. Students apply their knowledge, skills and experience to practical tasks at school, in the workplace and in the wider community.
- The Leaving Certificate Applied challenges young people by setting them major tasks. These tasks demand that students make links across the various courses they have taken. Credits are awarded to the student upon completion of each task.
- The Leaving Certificate Applied promotes interpersonal communication skills, self-initiative, teamwork and high achievement.

- The Leaving Certificate Applied prepares young people for adult and working life and enables them to make decisions about further education and training.
- The Leaving Certificate Applied examination is carried out over the two years of the programme as well as at the end. The students are assessed on their knowledge and understanding of the courses they have taken. Their communication, problem solving, practical and interpersonal skills are also assessed.

The Leaving Certificate Applied aims to develop a highly motivated and enterprising young people.

The programme offers a wide range of courses, which are organised in modules. A module is a period of study of approximately 40 hours. Students take a total of 40 modules over the two-year programme.

#### THE PROGRAMME FOR THE LEAVING CERTIFICATE APPLIED INCLUDES:

##### **Preparation for Work**

An essential element of the programme is the placement of students with local employers for work experience. Students are also prepared for adult and working life through a range of courses and modules including *English and Communication, Enterprise Education and Community Work*.

##### **Practical Courses**

All students take courses in Mathematical Applications, Information and Communications Technology, Graphics and Construction Technology.

##### **General Education**

Students experience a broader educational dimension through courses in *Social Education, Art Education, Modern European Language, Gaelige, Leisure and Recreation*.

##### **Tasks**

As part of the Leaving Certificate Applied, students undertake a number of tasks, which are examined by the Department of Education. These are practical activities, which allow students, individually and in teams, to apply classroom experience to life situations.

**Examinations** A maximum of 200 credits are available to students on successful completion of the programme. Two-thirds of these credits can be gained during the two years of the programme and the remaining third at the final examination.

## ***The Leaving Certificate Vocational Programme.***

LCVP is a Senior Cycle Programme of the Department of Education and Science (DES), designed to give a strong vocational dimension to the Leaving Certificate (established). The programme combines the virtues of academic study with a new and dynamic focus on self-directed learning, enterprise, work and the community. Midleton CBS taking the LCVP have the opportunity to develop their interpersonal, vocational and technological skills.

LCVP was introduced into our school for the first time in September 1995 and students presented their work for examination in June 1997. LCVP is an additional certification, awarded with the Leaving Certificate. Students are awarded points, towards college places, for the different levels of attainment reached at examination.

The Programme is of a two-year duration and is available to post junior-certificate students, whose subject choice for the Leaving Cert satisfies a predetermined criterion. Students must have as their subject choice an modern language, a business subject and a vocational subject (eg. French, Business Studies and Construction Studies).

LCVP prepares students for work and this is reflected in the three “*link modules*” which students must study, namely: Work Experience, Enterprise Education and The World of Work. A portfolio of course assignments constitute 60% of final result, while the remaining 40% is attainable at a final written examination. As the business and employers federation supports LCVP, it will be of obvious benefit to students when entering the workplace.

### **About the LCVP**

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland’s education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (established) with a new and dynamic focus on self-directed learning, innovation and enterprise. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants’ needs at senior cycle.

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

Throughout the programme students are encouraged to:

Be innovative and enterprising

Take responsibility for their own learning

Adapt to changing circumstances

Evaluate data and devise solutions to problems

Communicate their thoughts and ideas effectively

Work with others as part of a team

Investigate and plan career options

Use information and communications technologies

Investigate local businesses and community enterprises

Learn from their experiences

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

The strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the **Link Modules**.

### **Programme Requirements**

Programme Requirements for students taking Leaving Certificate Examination from 2004 onwards

At least five Leaving Certificate subjects, one of which must be Irish

Two of the above subjects must be selected from one of the designated Vocational Subject Groupings

Two Link Modules: Preparation for the World of Work and Enterprise Education

A recognised course in a Modern European Language other than Irish or English

### **Vocational Subject Groupings (VSG)**

Two subjects are selected from one of the Vocational Subject Groupings. These subjects provide students with a focus for developing vocational skills and exploring their career options.

### **NB The new subject Technology is an option from September 2007**

The Specialist Groupings consist of subjects which complement one another naturally. The Services Groupings comprise subjects which complement one another in a commercial context.

- 1) Construction Studies; Engineering; Technical Drawing -year two; Design and Communication Graphics - year one; Technology (new subject ) - **Any Two**
- 2) Physics **and** Construction Studies **or** Engineering **or** Technology
- 3) Agricultural Science **and** Construction Studies **or** Engineering **or** Technology
- 4) Agricultural Science **and** Chemistry **or** Physics **or** Physics/Chemistry
- 5) Home Economics; Agricultural Science; Biology - **Any Two**
- 6) Home Economics **and** Art - Design Option **or** Craft Option
- 7) Accounting; Business; Economics - **Any two**
- 8) Physics **and** Chemistry
- 9) Biology **and** Chemistry **or** Physics **or** Physics/Chemistry.
- 10) Engineering **or** Technology **and** Accounting **or** Business **or** Economics
- 11) Construction Studies **and** Accounting **or** Business **or** Economics
- 12) Home Economics **and** Accounting **or** Business **or** Economics
- 13) Agricultural Science **and** Accounting **or** Business **or** Economics
- 14) Art Design or Craftwork Option **and** Accounting **or** Business **or** Economics
- 15) Music **and** Accounting **or** Business **or** Economics

Students taking the Leaving Certificate Examination from 2004 onwards will follow two Link Modules over the course of the two years.

### **Link Module I – Preparation for the World of Work**

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them

### **Link Module II – Enterprise Education**

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on site and in the classroom; plan and undertake interesting activities that will build self-confidence, creativity, initiative and develop teamwork, communication and computer skills.

### **Typical LCVP Students**

Typically, LCVP students take seven Leaving Certificate Subjects plus the Link Modules

### **Information and Communications Technology**

Students taking the LCVP will have an opportunity to develop and apply their IT skills. Students should also have an opportunity to use audio-visual equipment and computer presentation packages for recording and presentation purposes. During the course of the programme students will develop skills to:

Enter, edit, store, retrieve and print information

Word process CVs, letters, reports and create illustrated documents

Send and receive e-mail messages

Access and use relevant information from CD Roms and the Internet

### **Teaching and Learning**

The use of active teaching and learning methodologies is encouraged across the LCVP curriculum. Experiences such as work placement, career investigation, mini-enterprise, business and community visits are an integral part of the programme. The Link Modules encourage students to apply the knowledge and skills they have acquired through their Vocational Subjects and in other areas of their Leaving Certificate. Vocational relevance is enhanced by putting in place opportunities for students to plan, organise and engage in active learning experiences inside and outside the classroom.

### **Typical LCVP activities include**

Conducting Investigations – businesses, community enterprises, agencies

Arranging Visits out of school to sites of interest in the context of conducting investigations

Inviting Visitors to the classroom -adults other than teachers as resource visitors

Working in Teams – on projects and investigations

Organising Enterprise Activities – setting up projects as vehicles of learning

Actively preparing for work – career investigation, job search, practice at interviews

Experiencing the world of work, work experience, work simulation, work shadowing

Making presentations to adults and peers

Using Information and Communications Technology – to access, store, communicate and present information

### **Assessment of the Link Modules**

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

### **The structure of the Written Examination is as follows:**

Section A Audio-Visual Presentation

Section B Case Study (received in advance by students).

Section C General Questions (4 out of 6).

The Portfolio of Coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate.

LINK MODULES - PORTFOLIO OF COURSEWORK
<b>CORE ITEMS</b>
Curriculum Vitae Career Investigation Enterprise/Action Plan Summary Report
<b>OPTIONAL ITEMS (any two)</b>
Diary of Work Experience Enterprise Report Recorded Interview/Presentation Report on My Own Place

### **Certification.**

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

Grades for the Link Modules are as follows:

<b>Grade</b>	<b>Per cent</b>
Distinction	80% – 100%
Merit	65% – 79%
Pass	50% – 64%

The Link Modules are recognised for points purposes by the Institutes of Technology and the Universities. The points are allocated as follows:

<b>Grade</b>	<b>Universities and Institutes of Technology</b>
Distinction	70 points
Merit	50 points
Pass	30 points





## *The Leaving Certificate*

The Leaving Certificate is the final course in the Irish secondary school system and culminates with the Leaving Certificate Examination. It can take a minimum of two years preparation, but in Midleton CBS, students generally opt for an optional Transition Year, which means that for those students it takes place three years after the Junior Certificate Examination. The Examination is overseen by the State Examinations Commission.

A minimum of six subjects are undertaken, including Irish. Most students take seven subjects. Students must study English and Mathematics; these have become de facto compulsory subjects, primarily due to college and university admission policies. Many students are also required to study a modern European language for certain university courses. Parents and students need to be fully aware of what subjects, level and grades are required by college and university courses. Ms. Nash, our Career Guidance teacher, is available to update and inform the school community about these requirements.

There are three levels in the Irish exam system *Higher* (often referred to as Honours), *Ordinary* (often referred to as Pass), and *Foundation*. Foundation Level may only be taken in two subjects: Irish and Mathematics. All other subjects may be sat in only Ordinary and Higher Levels. Percentage ranges are given on the table below, along with the points given for each grade. In general, a Higher Level grade is worth 40 points more than the equivalent Ordinary Level grade (e.g. a Higher C1 is 70, an Ordinary C1 is 30). However no points are awarded for a grade below D3 (below 40%). Thus if a student scores 40% on a Higher Level paper he/she will receive a D3, worth 45 points. But a fail grade (below 40%) on the same paper will score zero points.

At Leaving Cert level, all Midleton CBS students (with the exception of those who have an exemption) take

**Religious Education, Irish, English, Mathematics, and Physical Education/Computers.**

In any given year, the senior cycle option subjects, of which each student typically chooses four, are provided for in the following manner.

Students initially choose their preferred subjects from a list of subjects available to Leaving Certificate students in Midleton CBS. These are:

French, German, Biology, Chemistry, Physics, Applied Mathematics, Construction Studies, Technology, Technical Drawing, Accounting, Business, Art, Music, History, and Geography.

Once all the preferences have been analysed, a grid is produced which most effectively offers the highest rate of satisfaction across the year group. From this, students are then offered subject classes.

A typical grid may look like this, for example:

<b>Chemistry</b>	<b>Accounting</b>	<b>Geography</b>
<b>Physics</b>	<b>Technical Drawing</b>	<b>Business</b>
<b>Biology</b>	<b>Construction Studies</b>	<b>French</b>
<b>Technology</b>	<b>History</b>	<b>German</b>
	<b>L.C.V.P Link Modules</b>	

Great care is taken and guidance given in the choosing of these subjects by the student and this is done in consultation with the Mr. Ring (school Principal), Ms. Nash (Guidance Counsellor), Teachers and Parents.

Leaving Certificate subjects are examined in June of the students' final year of study. For this, students must take at least one written paper which is supervised and corrected by an external examination system (English, Mathematics, Irish and some of the optional courses contain two written papers). Some subjects such as Art and Technology involve a practical exam which is also supervised by an external examiner. Language courses are examined through both oral and aural-known as 'tape'- methods, as well as the written. The oral exams take place some months before the written exams, while the aurals take place in the same examination as the written.

Midleton CBS produces a computerised reporting system which gives parents a more detailed picture of their son's placing in each subject, class averages, grades, etc. State Exam classes do full "Mock" Leaving and Junior Cert Examinations in February. Teachers operate a continuous assessment between house exams.

Success can be measured in many ways. In the Leaving Certificate class of 2007 over 78% of the class achieved points sufficient for a degree course in Cork Colleges. Over 90% of the class had obtained places in third level education, further training or employment within a month of receiving their exam results.

Every year contact is maintained with past pupils to ensure that employment and/or further education opportunities are brought to their attention.

**Percentage Range Grade Points for Higher Points for Ordinary Points for Foundation**

90 – 100	A1	100	60	20
85 – 89.9	A2	90	50	15
80 – 84.9	B1	85	45	10
75 – 79.9	B2	80	40	5
70 – 74.9	B3	75	35	0
65 – 69.9	C1	70	30	0
60 – 64.9	C2	65	25	0
55 – 59.9	C3	60	20	0
50 – 54.9	D1	55	15	0
45 – 49.9	D2	50	10	0
40 – 44.9	D3	45	5	0
25 – 39.9	E	0	0	0
10 – 24.9	F	0	0	0
0 – 9.9	NG	0	0	0

*Section One-*  
*Curriculum Provision:*

**Curriculum Planning**  
**And Co-ordination**

**C.B.S. SECONDARY SCHOOL**  
**MIDDLETON 2007/2008**

**MISSION STATEMENT**

*“Our school aspires to being a caring Christian centre of learning,  
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Honest endeavour and efforts to achieve full potential are nurtured”.*

**Section One- Curriculum Provision:**

**Curriculum Planning and Co-ordination.**

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**Section One- Curriculum Provision:**

**Curriculum Planning and Co-ordination.**

**Subject and Programme Co-ordination Structures**

**Subject Grouping of Students**

**Teaching Methodologies**

**School and Classroom Practice/Management/Atmosphere**

**Development of Students as Effective, Responsible Learners**

**Student Progress, Achievement and Assessment Procedures**

## **Subject and Programme**

### **Co-ordination Structures.**

In Midleton CBS, curriculum planning is very carefully arranged in order to ensure the maximum level of efficiency and effectiveness is achieved in the delivery of teaching and learning on the ground. In particular, there is a high degree of co-ordination among the staff, whether teaching, managerial or office support staff, which clearly demonstrates a planned and professional approach from a whole school level right down to the individual subject level.

#### **Subject Co-ordination:**

The teaching staff, depending on what they teach, is arranged into separate subject departments which then meet regularly to plan for the curriculum in their subject area, to co-ordinate the teaching and learning of their subject, and to establish shared review procedures to examine the effectiveness of the planned curriculum in that subject area, and the actual experience in the teaching and learning of it on the ground. The subject departments in Midleton CBS are as follows:

#### **Junior Certificate:**

Irish, English, Maths, History, Geography, Science, Business Studies, Materials Technology (Wood), Physical Education, Religious Education, Technology, French, German, Music, Art, Computer Studies, Technical Graphics, CSPE, SPHE.

#### **Leaving Certificate:**

Irish, English, Maths, Physical Education, Religious Education, Chemistry, Physics, Biology, History, Accounting, Technology, Technical Drawing, Construction Studies, LCVP Link Modules, Geography, Business, French, German.

Each subject department has a single teacher appointed as overall subject co-ordinator for a level (therefore some, like Irish for example, have a Junior Cert as well as a Leaving Cert. subject co-ordinator), and it is his/her responsibility to ensure that the subject department meetings are held regularly throughout the year and a proper record is kept of the curriculum planning and review procedures.



### **Programme Co-Ordination:**

There are three specific Programmes that are delivered to senior school students which Midleton CBS strongly believes merits co-ordination. A timetabling concession is afforded to the co-ordinators of these Programmes by Midleton CBS in order to ensure that they have the wherewithal to deliver their roles of co-ordination in these vital areas.

The Midleton CBS Programme Co-ordinators for 2008/'09 are as follows:

Mr Michael Hennessy: LCVP & TY Joint Co-ordinator.

Ms. Michelle O'Sullivan Joint Co-ordinator Transition Year

Mr Brendan Griffin/Mr. Fintan Finn LCVP joint co-ordinators  
(one senior year)

Mr Eamon O Neill / Mr Terry O Brien LCVP joint co-ordinators  
(one senior year)

Ms. Aoife O'Mahony/Mr. John Dennis LCVP joint co-ordinators  
(one senior year)

## **Subject Grouping of Students.**

Middleton CBS strongly believes in the mixed ability grouping of students. As a community, we concur with and endorse the message that mixed ability grouping best serves not just the school community as a whole but also the individual student. Many educational surveys clearly demonstrate that the self-esteem of academically challenged students is best maintained in mixed ability grouping structures, while the self-esteem and performance levels of higher achieving students is not affected in any way by mixed ability groupings.

Many academically under-performing students suffered in the past because of their enforced, concentrated grouping into 'lower ability' streamed classes. There, they were quickly labelled as the 'weak classes', and their self-esteem suffered considerably as their identity within the school became defined by a destructively negative stereo-typing. Teacher expectations were also often lowered unnecessarily and the contributory factors in any particular student's academic under-performance were, as a consequence, often over-looked. With this in mind, Middleton CBS seeks to maintain mixed ability grouping structures where and when possible, particularly at the Junior level of the school. The emphasis is on ensuring that the critical issues of identity in young adolescents are never affected in any way by the subject grouping of students within the school.

Middleton CBS is also cognisant of the fact, however, that students are happiest when studying subjects in which they have a particular interest or where they are given the focused attention needed to ensure that they do not fall behind the rest of their peers. At the Junior level, students are monitored regularly and remedial action, in the form of withdrawal support classes, where the teacher/student ratio is very low and where that focused attention can be delivered more effectively, is taken immediately for students who fall behind in English and Mathematics. Great care is taken however to ensure that such withdrawal class groups are dealt with discretely and sensitively in order to prevent the issue of identity being linked with these withdrawal class groups. At the Senior level, Middleton CBS seeks constantly to form Programme and subject option structures where choice is delivered wherever possible to the student.

## **Teaching Methodologies.**

Midleton CBS strongly believes that its students are best served by the rich variety of teaching methodologies employed by its staff. Each classroom in the school is very well equipped for such a variety of teaching methodologies with Information and Communications Technology (ICT) featuring heavily in particular. The ICT facilities in Midleton CBS classrooms are excellent. Each classroom is furnished with a computer with Broadband Internet access while well over half the rooms now have data projectors linked up to the classroom computers to ensure that the ICT facilities are best employed to deliver effective teaching and learning. Teachers are strongly encouraged to employ these facilities, which can greatly enhance the learning achieved, as students engage easily with information presented in such a manner.

Each classroom also has a whiteboard, a television and DVD/Video, while overhead projectors and other hardware adds to the facilities that allow for a rich variety of teaching methodologies. In the Technology, the ICT and the Design and Computer Graphics (DCG) classrooms, the provision of computers is such that every student can access a single computer each. Teachers are also encouraged to continually update their ICT skills sets. Two recently refurbished and stocked Science laboratories, along with other specialist classrooms in Construction Studies, Art, Music, Religion, Technical Graphics, Geography, Business, English, History, Mathematics, Irish, Accounting, French, German and LCA all deliver specialist facilities that aid the provision of a varied and interesting set of teaching methodologies.

Teachers are strongly encouraged to participate in the many in-service training days offered by the Cork Education Support Centre (CESC), the DES and other recognised agencies. Where and when possible and practicable, Midleton CBS will facilitate the participation of staff members in these courses by providing supervision/substitution cover. This is because Midleton CBS recognises that teaching is a profession that needs constant renewal and up-skilling of not just the required subject knowledge and expertise, but also the methodologies used to deliver that knowledge where it matters most, in the classroom.

## **School and Classroom Practice, Management and Atmosphere.**

Midleton CBS strongly believes that one of the key elements of creating a positive and affirming school atmosphere and environment is to seek to cultivate open and mutually respectful relationships not just between all the school partners, but particularly between teachers and students. Our students are at the centre of everything that this school strives to achieve, and Midleton CBS, as a consequence, seeks to promote an atmosphere of respect in every aspect of their daily activities in particular.

Crucially, Midleton CBS believes that the teachers and students do not just hold the right but also bear the responsibility to create together beneficial classroom practices that bring this positive atmosphere of partnership to the school. In order to achieve this, Midleton CBS promotes the notion that not only do students have the right to learn, but also that teachers equally retain the right to teach. The foundation stone of this belief is respect, mutually shared, given and received. Teachers who are new to the school are fully informed of this fundamental basis of school and community life in Midleton CBS, and are encouraged to approach their teaching and classroom management practices from a firm but fair perspective that incorporates this mutual respect.

Reward systems have been developed over the years to confirm Midleton CBS' emphasis on developing, promoting and reinforcing positive student behaviours that contribute to this atmosphere of mutual respect. Each year, Midleton CBS Past Pupils' Union supports and funds the annual Midleton CBS Awards Evening, which rewards students under a whole host of varied headings. Academic achievements are certainly recognised but the emphasis is mostly on meritorious student behaviours that add to, or help create, a positive school atmosphere. There are prizes for each class group for Academic Endeavour, which seeks to reward students putting in a genuine and wholehearted effort to achieve their academic potential, whatever that potential may be. Similarly, students from each class group are selected the Merit prize, which rewards students that genuinely contribute to the positive school atmosphere of partnership and mutual respect.

The Midleton CBS Awards Evening also seeks to recognise and reinforce through prize-giving all extra-curricular activities and achievements that bring honour to Midleton CBS. The Awards Evening culminates in the prize-giving of Gold Watches for the achievements of

Leaving Certificate Merit and Leaving Certificate Academic Excellence. The former rewards the one student from the Leaving Cert classes that contributed in a very special way to the positive atmosphere of partnership in Midleton CBS over the last six years, while the latter rewards the one student who achieved the highest CAO points in his Leaving Certificate. The night itself is perhaps the one night that best captures the community spirit of Midleton CBS, as it brings together all the partners of the school, from parents and students to staff, management, PPU and the wider community in celebration of the achievements of the people who matter the most, our students.

Transition Year itself has similar nights of celebration where the accomplishments and endeavours of students are rewarded and recognised. Students are presented with their certificates of achievement, in each of the various modular and/or non-academic areas, as well as the nationally recognised Transition Year completion certificate. The six students who best captured the spirit of Transition Year by having wholeheartedly and earnestly engaged in many of the challenges presented by the TY Programme are rewarded by teachers nominating them for the Award of Transition Year Student of the Year. From these six, one is then selected for overall reward. Students themselves also get in on the act of recognising and rewarding their peers by nominating the six students that they feel best deserve the accolade of Students' Student of the Year and, as with the main school award, one of these is selected for the overall prize.

*Section One*

*Curriculum Provision:*

**Established Curriculum**  
**And Other Policies.**

**C.B.S. SECONDARY SCHOOL**  
**MIDDLETON 2008/2009**

**MISSION STATEMENT**

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**Section One- Curriculum Provision:**

***Established Curriculum and Other Policies.***

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**Policy on Alcohol, Tobacco**

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**Dignity at Work Charter and  
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**Staff Internet Access Policy**

**The Board of Management and  
Students with Special Educational Needs  
Record Keeping/Attendance and Punctuation**



**Admissions Policy for  
Christian Brothers Secondary School Midleton  
(Last Revised February 2007/'08)**

# ***C.B.S SECONDARY SCHOOL***

***MIDDLETON, CO CORK***

021-4631555

## **ADMISSIONS POLICY**

Formulated – Academic Year 2002/2003

Last Reviewed – Academic Year 2007/2008

(The Board of Management reserves the right to amend this policy at any time.)

## ***MISSION STATEMENT***

*Our school aspires to being a caring Christian centre of learning, where the promotion of Irish culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.*

### ***SECTION A***

## ***ETHOS***

### **The School**

The school is a voluntary secondary school, with a Roman Catholic ethos, operating under the trusteeship of the Christian Brothers and rooted in the vision of the founder Blessed Edmund Rice. The Board of Management consists of eight members, four nominated by the Trustees, two by the parents and two by teaching staff.

### **Our aim**

Our enrolment policy aims to provide integrated and inclusive education for boys who qualify from our traditional catchment area.

Our policy, having regard to the principles and requirements of a democratic society, promotes respect for the diversity of values, beliefs, languages and ways of life in society, provided that the parents elect, on their son's behalf, to abide by the rules and ethos of the school. Our policy promotes the integration of children with special educational needs, including those with disabilities, provided that this is in the best interest of the child.

While we recognize and fully support parents' rights to have a school of their choice for their children, our ability to accept students with special needs, is dependent on the relevant resources being provided by the DES<sup>1</sup>.

While recognizing applicants' rights to admission we consider that we have an overriding responsibility to our present school community, and in particular students already enrolled, to an education without undue disruption. We therefore reserve the right to refuse admission to any applicant whose behaviour we consider would be detrimental to the education of other students in the school, basing our value judgements on the principles of natural justice.

**In practice, qualifying student are those boys:**

- Who have completed sixth class in a primary school or have reached an equivalent educational standard
- On whom a report from the primary school with regard to behaviour, attitude and suitability has been submitted if requested by the principal.
- Who are willing and able to adopt the school ethos.
- Who together with parent(s)/guardian(s) are willing to sign the school enrolment forms.
- Who undertake not to infringe on the rights of anyone in the school community.
- Who are willing to attend religion classes. If he is not of the Roman Catholic faith, he must be willing to attend religion classes without participation, unless other arrangements are made with the DES or others to provide additional resources.
- Who are willing to attend for an Assessment Test.

## **SECTION B**

### **OPERATING CONTEXT**

*The purpose of this section is to set out the Board of Management's support for the underlying principles of the Education Act, within the context of the resources available to the school from various sources.*

**Taking cognisance of and operating within:**

1. The context and parameters of DES regulations and programmes.
2. The rights of the Patron as set out in the Education Act.
3. The Religious and Educational Philosophy of the Christian Brothers.
4. The funding and resources available.

**The Board supports the following underlying principles:**

- Inclusiveness.

---

<sup>1</sup> Department of Education and Science.

- Equality of access and participation in the school.
- Parental choice in relation to enrolments.
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society.

It should be noted that the school does not have the services of a full-time ex quota learning support teacher. Hence the reluctance to accept pupils severely remedial as we could not offer these pupils the time and attention they need. In both behavioural and remedial situations each case is considered on its merits.

### **School Resources**

- The financial and teaching resources of the school are provided by a combination of: DES grants and teacher allocations, voluntary contributions by parents, fund-raising by the school itself, Past Pupils Union and Parents Council.
- The school operates within the regulations laid down, from time to time by the DES.
- The school follows the curricular programmes prescribed by the DES, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act 1998.

### SECTION C

#### **ANNUAL PROSPECTUS**

*(to be attached – updated annually in the first term )*

### SECTION D

#### **PROCEDURES FOR ENROLMENT**

##### **APPLICATION FOR ENROLMENT**

*Application for Enrolment forms are distributed to prospective pupils as follows:*

**A. During visitation by Principal/Rep. to Primary Schools.**

**B. During School “Open Evening.”**

**C. From School Office, during School hours.**

**Enrolment Application Form:** (Sample available in Appendices).

**Details Required:** Name(s)

Address and Telephone No.

Parent(s)/Guardian(s) details.

Primary School Education details.

Details of Family members who have previously attended the

School.

**The Enrolment Application form also informs student and parents of:**

- Date, Time and Venue of Assessment Test.
- Closing Date for Application for Enrolment Form.
- Date and Venue of “Open Evening.”

#### CRITERIA FOR SELECTION IN THE EVENT OF EXCESS APPLICATIONS

**In the event of an excessive number of applications, preference will be given in the following order:**

- 1. Brothers of present pupils.**
- 2. Brothers of past pupils.**
- 3. Sons of past pupils.**
- 4. Sons of staff members.**
- 5. Students attending primary schools which have traditionally sent pupils to the school.**
- 6. Those outside the above categories.**

**A lottery will apply at any of the above stages, if the number applying to enrol exceeds the quota for that year i.e. the lottery will be applied at the marginal stage to determine the cut off point. Those drawn up to the cut off point in the marginal stage group will be offered enrolment. The remainder of that group will be drawn and put on a waiting list in the order in which they were drawn. The same will apply to any lower stage groups. If vacancies arise, offers of enrolment will be made strictly in the order in which they were drawn.**

Once application for admission has been approved, a **Confirmation of Enrolment Form** (see appendices) will be issued requesting more detailed information for school records purposes as outlined below:

- Parental consent given/denied for permission to leave school grounds at breaks.
- Emergency Contact Numbers.
- Details of medical conditions, medical card details if relevant and parental consent for medical first aid.
- Any disabilities or special educational needs
- Religion.
- Previous schools attended.
- Reasons for transfer from other Post Primary Schools.
- Any other relevant information that the school may deem to be of importance.
- **Parent(s)/Guardian(s) signatures accepting the school's Code of Discipline, including acceptance of the school's Policy on Alcohol, Tobacco and Volatile Substances.**

A Student's Enrolment is confirmed by parents/guardians fully completing and returning this form and having met the criteria outlined in Section 'A'. **Acceptance of a place implies acceptance by parents/guardians and pupils of the school's policies and procedures.**

#### DECISION-MAKING PROCESS

- Decisions made in relation to admission are made by the Board of Management in accordance with school policy.

- Decisions will be notified to parents within 21 days of the Assessment Test by posting a **Confirmation of Enrolment Form** (see appendices).
  - In the event of excess applications the criteria for selection will be as outlined in Section D above.
  - The Board will have regard for any relevant DES provisions re class size, staffing, provisions and/or any other relevant requirements concerning accommodation, such as physical space or the health and welfare of children.
  - DES Rules: secondary school students must be aged 12 on 1<sup>st</sup> January in the calendar year following the child's entry into first Year. (Birth Certificates will be required).
  - The Code of Ethics and Discipline of this school is founded on mutual respect and co-operation between all members of the school and community and on the principles of natural justice.
- 
- We, as a school, expect student behaviour, which is appropriate to learning and positive development of self.
  - Parents/Guardians are expected to co-operate and abide with the school in supporting the school Code of Discipline and encourage their children to abide by this code.
  - The Board of Management of the school has the ultimate responsibility for managing all aspects of our Discipline Policy.
  - The Principal, along with the staff, will aim to administer this code consistently and fairly.

### SPECIAL EDUCATIONAL NEEDS

*The Board of Management will welcome pupils with special educational needs. Having been informed of such needs, the School will liaise with the feeder primary school in order to assess the student's needs well in advance of entry to the school. Where relevant, the school will apply to the Department of Education and Science for the resources to support the student. There is a clear need for ongoing liaison between the second level school, parents/guardians and the feeder primary school to allow for access to this information.*

*The Board of Management will therefore endeavour:*

- To take steps at an early stage to identify children with special needs who may be applying for admission to the school, and to become familiar with their needs.
- To request a copy of child's medical / psychological report/ Individual Educational Report, if available.

**OR**

- To request immediate assessment  
*In order to assist the school in establishing educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.*
- Having gathered all the relevant information, the Board will assess how the

student's needs can be met.

- If further resources are required, the DES will be requested to provide the resources e.g. special needs assistant, specialised equipment or furniture, transport etc.
- Requests to the DES will be in writing and made at an early stage.
- The principal or his representative will meet the parents to discuss the child's needs and school's capability to meet the child's needs.
- It may be necessary in certain cases to have a full case conference involving all the professionals working with the child / family.
- The Board of Management will do all it possibly can to identify, plan and provide for the needs of a special needs or disabled child seeking admission to the school.

## **TRANSFERS FROM OTHER SECOND-LEVEL SCHOOLS**

Pupils may transfer into the school at any time subject to:

- The School Admissions Policy.
- The school being satisfied with the reasons for the transfer.  
Information will be requested from the student's former / present school concerning attendance, discipline record, educational progress, disabilities & special needs, etc. [Education (Welfare Act) 2000 Sect. 20.
- The school regarding the move in the best interests of the student. (consequences of mid year transfer and subject choices may be considerations here).
- Available space
- Consultation with the Educational Welfare Officer if appropriate.

*Parent(s)/Guardians applying to transfer their child from another second-level school will be supplied with the Admissions Policy, Code of Behaviour, Application Form, Prospectus etc*

### ***Right of the Board to refuse***

***"The school reserves the right to refuse enrolment to any student in exceptional cases.***

***Such an exceptional case could include the following:***

***1. The student has special needs such that, even with additional resources available from the Department of Education and Science, the school cannot meet such needs and/or provide the student with an appropriate education or***

***2. In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.”***

*[cf. Section 29 Education Act 1998 and Circular M48/01]*

### ***Right To Appeal***

*Parents have the right to appeal a refusal by the school to enrol a student under Section 29 of the Education Act. In such circumstances parents will be advised in writing of this right and the application form and supporting documents made available as per Circular M48/01.*

### **Code of Ethics and Discipline**

- See appended the School’s Code of Ethics and Discipline (including reward system, discipline procedures and the school’s policies on suspension and expulsion). **It is a Condition of Enrolment that parents/guardians accept in writing the School’s Code of Discipline, including acceptance of the school’s Policy on Alcohol, Tobacco and Volatile Substances.**
  
- **Parents will be required to sign and return a statement saying that they have read and agree with the School’s Code of Ethics and Discipline** (as provided for under the Education (Welfare) Act 2000 Section 23 (1) – see section D above.

### **APPENDICES**

- Enrolment Application Form and Confirmation of Enrolment Form.
- School Prospectus.
- Code of Ethics and Discipline including:
  - School rules & standards of behaviour.
  - Discipline system, suspension and expulsion policy.



**Policy for Religious Education in  
Christian Brothers Secondary School Midleton  
(Revised 2007)**

**Policy for Religious Education in  
Christian Brothers Secondary School Midleton  
(Last Revised 2008)**

*A school, as part of its mission of the Church, should always allow its policies, its priorities and purposes, to be illuminated, inspired, guided and challenged by the teaching of the gospel*

*(Sullivan, 2000)*

**Section One**

As a Christian Brothers Catholic School, this religious education policy will impact on the whole school community. The scope will reach:

**Board of Management**

*To approve the policy and ensure its implementation.*

**Principal and Deputy Principal**

*To support the procedures of the policy and ensure its effective implementation.*

**School Staff**

*As teachers in a Christian Brothers school, the hope is that the whole staff embraces and safeguards the ethos of the school and supports the cross-curricular nature of Religious Education.*

**Teachers of Religious Education**

*To implement and review the policy.*

*To ensure a high standard and effective delivery of Religious Education.*

**Chaplain**

*To assist in the faith development of students.*

**Pastoral Care Personnel (Class Tutors / Guidance Counsellor)**

*To monitor the effects of the policy and to provide support and guidance to the students.*

**Parents / Guardians**

*To support the RE Programme in the school and facilitate the faith formation of their children.*

**Students**

*To participate in the RE programme and to cultivate an openness to other religious traditions.*

**Parishes and Communities**

*To include as far as possible the surrounding parishes and communities in the faith life of the school.*

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**Mission Statement**

*“Our school aspires to being a caring Christian centre of learning, where the promotion of Irish culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured”.*

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**VISION of C.B.S. Midleton as a Christian Brothers School**

*Inspired by the vision of Edmund Rice, our school:*

- Seeks to live by Gospel values;*
- Recognises the dignity of each individual;*
- Has a special concern for the poor and under-privileged.*

*Is challenged to develop a curriculum, which promotes the harmonious growth of the whole person – spiritual, moral, intellectual, social, emotional and physical development.*

*- Contributes to the building up of the local community by working for peace and justice in society so that the school becomes a beacon of faith.*

Ref: Religious & Educational Philosophy Statement of the Christian Brothers.

### **Aims of Religious Education:**

- To contribute to the religious development of our students.*
- To develop care for the vulnerable, foster justice and fairness towards all, respect for truth, co-operation between pupils, consideration for the environment and a love for learning.*
- To provide opportunities to deepen sacramental awareness.*
- To encourage our students to ask and seek answers to important questions.*

### **RATIONALE for the policy**

*As a Christian Brothers school we are committed to the importance of formal religious and moral education. This policy allows us the opportunity to reflect on, explore and articulate what it means to be a Christian Brothers school. It is our hope and privilege to harness the religious development of our students and to provide opportunities for them to know their God. We strive to be faithful to the founding intention of Edmund Rice and the implications of what it means to be a Catholic school in this Edmund Rice tradition in third millennium Ireland.*

### **The GOALS or objectives of the policy**

- *To ensure the status of RE in the school.*
- *To promote the religious and overall development of the students.*
- *To appreciate the richness of religious traditions and to provide a framework to encounter these traditions.*
- *To lead to a greater degree of clarity in respect of aims, procedures and roles for RE in the school.*

## **Section Two**

- **Staffing**
- **Curriculum and Resources**
- **Staff Support and Development**
- **Faith Formation and the Liturgical Year**
- **Outreach Programmes**
- **Parental and Parish Involvement**
- **Inclusion**

### **Staffing**

*We consider Religious Education to be such an integral part of our school ethos and school community that it is imperative that we give it a status on a par with other subjects. That means looking at the appointment and selection of qualified teachers and its place on the school timetable and the allocation of class periods.*

Teachers with specialist qualifications in the teaching of Religious Education (five of total staff of thirty four)

Mr. Paul Kelly - B.A. Theology, Maynooth, M.A., H.D.E.

Miss Maura Smyth - B.A. Theology, Maynooth, M.A. in School Chaplaincy and Pastoral Care MDI ; H.D.E.

Mr. Denis Ring – M.A. in School Chaplaincy and Pastoral Care MDI; B.A., H.D.E.

Maureen O'Mahony B.A., H.D.E., H.D. in the Teaching of Religion, P.D. In Learning Support.

R.E. co-ordinator: Miss Maura Smyth

a. Chaplaincy services:

Fr. Jim Moore C.C. Saleen (visiting)

Mr. Denis Ring – M.A. in School Chaplaincy and Pastoral Care MDI.

Miss Maura Smyth - B.A. Theology, Maynooth, M.A. in School Chaplaincy and Pastoral Care MDI.

b. Do you have a 'Pastoral Assistant' i.e. a person, either paid or voluntary, who assists the R.E. staff and whole school in ethos related activities?- No

c. Do R.E. teachers meet as a department? Do they occur too often/not enough? What are the aims of these meetings? – R.E. teachers meet at the start of the year and from time to time to review the programme; also on occasions where a liturgy is required or where a crisis arises that concerns anyone/group in the school community. Meetings of R.E. teachers might well benefit from a better frequency and that is an aim for the future.

d. Is there a practice of induction for new RE personnel? – No structured induction programme as such but any new R.E. teacher is supported with materials and any other needs s/he may have.

## Curriculum and Resources

*The status of Religious Education in a school is reflected in the organisation of a set RE programme at both Junior and Leaving Certificate level.*

*The funding of resources may be a barometer of the priority 'in action'. The religious identity of schools is not something that happens by accident. It is an identity that has evolved over time and is sustained by careful planning and the allocation of appropriate resources. In short, is the level of resourcing for Religious Education on par with that of other subjects?*

*The school timetable is as much an expression of school culture and ethos as it is of school resources. It is not a question of packing everything in but of establishing priorities.*

a. Class periods devoted to R.E. weekly: Two classes of 42" each.

b. R.E. programmes in use at Junior and Senior cycle:

*The R.E. exam syllabus is taught to first year. It will be an option subject in second and third year with those students sitting the Junior Certificate Examination in R.E. If sufficient numbers apply, it is envisaged that R.E. will be taught in senior cycle to Leaving Certificate level. All classes from second year upwards will continue to have two non-exam R.E. classes per week including those who are taking the R.E. exam.*

Non-exam R.E. syllabus:

*The non- exam R.E. programme follows the guidelines as laid down by the Catholic hierarchy; standard text books are used in the junior school.*

c. R.E Text books and reference books in use in the school: A set of text books is maintained for each year group which teachers access from the teachers' resource room.

d. Facilities and resources available for the teaching of R.E in the school:

*The school subscribes to An Tobar.*

*There is a R.E. resource cabinet/library with a wide range of literature and resources.*

*The school has the use of the local Edmund Rice Pastoral Centre (formerly the Christian Brothers Community House). This includes a Prayer room/Oratory and a Retreat Centre.*

- e. Policy regarding pupils opting out of R.E. classes - Pupils whose parents request that their sons do not receive instruction in Religious Education or who are non-Catholics or of no denomination are exempted from participation in R.E. classes but are required to stay in the room under teacher supervision.
- f. R.E. timetabling, team/modular teaching, improved Pupil-Teacher ratio:  
All senior cycle R.E. banded i.e. the classes are co-timetabled. This is to allow a rotation of R.E. teachers through the different class groups usually on a three-week basis.  
In Leaving Cert. years one and two the class groups are halved so that groups of c.12 students are taken by a R.E. teacher or chaplain in small group discussion format.



## Staff Support and Development

*Effective Religious Education does not just happen spontaneously or accidentally. The very nature of the Religious Education class requires teachers of Religious Education to keep 'upgrading' and enhancing their teaching skills and resources. No other subject on the curriculum, it could be argued, has the same degree of visibility in a school. Religious Education permeates and pervades the entire school community.*

- a. In what practical ways are the R.E. department supported by management? – Resources requested by the R.E department are given favourable consideration.
- b. What Support Services exist outside the school for RE teachers?  
An Tobar, Chaplains, Diocesan Advisors, RTA.
- c. What is the school policy with regard to attendance at in-services? R.E. teachers are encouraged and supported in attending inservice as in other subjects.
- d. What Edmund Rice initiatives or trustee supports are the school involved in? The Edmund Rice Awards; Services on 5<sup>th</sup> May
- e. Is there a budget for R.E. in your school? - Yes
- f. Is there a structured induction programme for newly qualified teachers of Religion? No structured programme as such but new teachers are supported and encouraged with resources and advice.

## Faith Formation and the Liturgical Year

*It is important that teachers who work in a school participate actively in the liturgical and sacramental life of the school. Students who witness and experience the concrete involvement of adults in the liturgical and sacramental life of the school will share more readily in the life of the school. There is need to promote a Christian spirituality in our schools.*

- a. What Liturgical seasons are marked in the school? How is the school decorated to highlight the Christian Liturgical seasons? A service is held at Christmas in which students participate – readings and music. Emblems reflecting religious themes and seasons are displayed in prominent places in the school on a regular basis.
- b. How frequently do class groups, year groups and the whole school, gather for assemblies/para-liturgy/liturgy? Class masses are favoured over whole school masses, albeit the latter take place on special occasions e.g. on the death of Pope John Paul II. A number of school events are precluded by a mass in the school e.g. Annual Student Awards, Leaving Certificate Graduation, Deceased members of the Past Pupils Union and Opening of the school Year (mass for staff).
- c. What provision is made for Reconciliation services in the school community? One of the chaplains is available to hear confessions on a monthly basis.
- d. What is the role of the whole school staff in Liturgical celebrations? Staff are invited to take part in the liturgies at the above times.
- e. What are the criteria for Retreats in the school? How are they funded? Optional retreats are held for senior students at various retreat centres. Students are charged for their retreat. This is waived in needy cases. In 2008, The Encounter Programme for Senior students is being offered in Midleton CBS.
- f. Is there a time for reflection/prayer at the beginning of staff meetings? The Edmund Rice prayer is said before most meetings of staff, B.O.M., Parents Council and P.P.U.
- g. In the event of a sudden death of a student or staff member, do you have an appropriate prayer service or agreed response? - Yes

## **Outreach Programmes**

*The physical expression of the distinctiveness of a school and the importance given to religious education is nowhere more evident and obvious than in its visibility within the school walls. Religious Education should always seek to be experiential through faith in action.*

- a. How and where is reflection on local and global problems encouraged?  
Developing World Immersion Programme (India) Edmund Rice  
Awards, local and national fundraisers e.g. Trocaire, Bothar and many others.

## **Parental and Parish Involvement**

*Schools are most successful in achieving their religious goals when the school, home and parish mutually reinforce each other.*

- a. What opportunities are there to inform parents of the aims, objectives and content of R.E. programmes? Parents are encouraged to attend the masses at the school events mentioned above. Parents also are given an outline of the school's R.E. programme at the Open Day and in the School Prospectus.
- b. How may parents be actively involved in the R.E. programme in your school? Parents support many charitable initiatives through contributions and from time to time by becoming actively involved in associated events e.g. India Immersion Programmes 2005, 2007.
- c. What opportunities exist to encourage Parish Clergy to link with the school? Class, year and school masses, confessions and prayer services at various times.

## **Inclusion**

*How we respond to international students of various faiths reflects our understanding of what it means to be a Catholic, Edmund Rice School.*

- a. Do you have a policy for the facilitation of students of different faiths who choose not to participate in RE classes? Pupils whose parents request that their sons do not receive instruction in Religious Education or who are non Catholics or of no denomination are exempted from participation in R.E. classes but are required to stay in the room under teacher supervision*
- b. As a school, how do you encourage and support the religious and moral development of these students? They are encouraged to take part in all the activities of the school including those of a charitable nature. The ethos of the school hopefully influences them in a positive way contributing to their moral and social development.*

## **Section Three**

### **Success Criteria:**

#### ***Policy Monitoring and Timeframe***

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time. In order that the tasks of monitoring and evaluation are effective, consideration of the following may be helpful:

#### **Monitoring and Review of Policy**

**It is the decision of each school how the RE policy is both monitored and reviewed. The following are some suggestions:**

- The RE department will monitor policy implementation.
- Good communication between the RE Department and school management.
- At the end of each year, the RE department meet to evaluate the success of the policy implementation.

#### **Timeframe**

Apart from the usual on-going informal monitoring that would occur with every area of policy, formal monitoring would be appropriate at least twice in the first year and at least once during each subsequent year.

**This policy will come into effect at the start of school year 2005/2006.**

**This policy has been reviewed January/ February 2008.**

**It will be reviewed again after three years.**

**Code of Ethics and Discipline for  
Christian Brothers Secondary School Midleton  
(Last Revised June 2008)**

## ***CODE OF ETHICS AND DISCIPLINE - C.B.S. MIDDLETON***

**TELEPHONE: 021 4631555. FAX: 021 4631917**

(Last amended June 2008)

Established in 1867, Middleton C.B.S. is a Catholic Secondary School for boys under the trusteeship of the Christian Brothers. Dedicated to the educational and spiritual values of the congregation's founder Blessed Edmund Ignatius Rice, the school aims to foster a holistic educational environment, which encourages the development of all aspects of pupils lives including the spiritual, moral, intellectual, social, emotional and physical qualities of each student.

### **MISSION STATEMENT**

Our school aspires to being a caring Christian centre of learning, where the promotion of Irish Culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

### **RELIGIOUS EDUCATION, PASTORAL CARE AND GUIDANCE**

All pupils are expected to take an active and constructive part in Religious Education classes. Pupils are encouraged to participate in class Masses and Retreats and in community, social and charitable initiatives from time to time.

R. E. classes every week allow an opportunity to discuss matters of faith and the concerns that pupils have in their lives. The aim is to transmit Catholic / Christian values, to develop a spiritual relationship with God and to encourage reflective thought from a religious perspective on a range of issues of relevance in today's society.

All pupils can avail of the schools guidance services. The Guidance Counsellor will be available to pupils both on an individual basis and in scheduled Guidance classes. Individual meetings can be for personal counselling or career guidance. In many cases where disciplinary measures are being considered the guidance counsellor is consulted. In certain situations, having consulted with parents/guardians and obtained their consent, the school may seek other professional advice.

The school community encourages all pupils to participate as much as possible in the many facets of C.B.S. life. It is hoped that each pupil will regard the school as promoting a positive, forward-looking, Christian educational environment, where abilities, skills talents and potential can be nurtured and developed to the fullest. Positive commitment and loyalty to the school, its ethos, values and ideals will be recorded and referred to favourably in future reference.

## CODE OF ETHICS AND DISCIPLINE

The School Rules originate in School Policy and provide a framework for the promotion of respect for all individuals within the school community, thereby allowing each person to develop to her/his maximum potential.

### **A. General Rules: Admission to the school implies acceptance of its rules. (Rules may be amended from time to time)**

1. At all times students shall show respect and courtesy to all members of the school staff- (both teaching and ancillary staff).

Disrespect to staff, in whatever form or location, will be regarded as a most serious offence incurring immediate and severe disciplinary penalties.

2. Students must show respect for fellow students. Bullying of others in any form is not tolerated and will be severely punished.

3. The use of foul, offensive or abusive language is particularly objectionable and is strictly forbidden.

### **B. Attendance: The Education (Welfare) Act 2000 stipulates mandatory school attendance until 16yrs of age.**

1. **Permission to leave the school during school hours must be obtained prior to any such absence i.e. a pupil must sign the office register and may not leave C.B.S. without the full knowledge and authorisation of those in authority.** A note of explanation in the journal is required for absence from school, homework not done, late arrival etc. **In the case of absences due to illness etc. this note must be produced on the first day back after the absence.** Pupils arriving late to school must sign the office register prior to reporting to a classroom. Coming late to school or class without a note or signing the register may result in disciplinary sanction or a booking. Persistent lack of punctuality will involve serious disciplinary measures.

2. As a concession, students may leave the grounds at morning break and lunchtime only if parents permit them to do so, by signing the official form. Parents should note that at break times, when pupils have left the school grounds, they are not under the control or supervision of staff and are not covered by school insurance.

#### **School hours:**

8.15 a.m. School opens    11.05 a.m. Morning break (10 mins.)    3.30 p.m. Classes end  
9.00 a.m. Classes begin    1.20 Lunch p.m. (45 mins.)    5.30 p.m. School closed

### **C. Uniform**

**Pupils must wear the full school uniform in a neat and clean condition while at school and when representing the school in outside activities. Failure or refusal to do so will incur sanctions up to and including suspension. Students not in full uniform must have a note of explanation and are automatically confined to school grounds irrespective of the content of the note.**

1. The C.B.S school uniform (stocked by local drapers) consists of:

- Plain mid grey shirt.
- C.B.S. Secondary Tie -navy blue with red diagonal stripe.
- Plain mid grey trousers - no slits -no jeans styles.
- Navy blue V-necked long sleeved pullover with C.B.S. crest.
- Black Shoes - no runners / trainers styles permitted.
- School Jacket -optional (available through the school only)



2. Pupils are **not permitted** to wear any additional outer garments in classrooms other than the uniform and the optional school jacket.
3. The wearing of studs, body piercing or facial appendages is forbidden in the school. Pupils who breach this rule may be booked and are required to place all such items in the office for safe keeping until a parent/guardian collects them. **In all cases the school authorities are the arbiters of acceptable standards of dress, hairstyle and grooming.**
4. **Pupils must tog out for P.E. and games.** All sports clothing and footwear should be clearly marked with the full name of the pupil.

#### **D. Conduct**

1. School property, furniture and environs should be treated with care and respect. **Any pupil damaging or defacing school property or littering wilfully will have a disciplinary sanction and/or fine imposed and will be obliged to make good the damage.** The school operates a waste recycling programme. Students are requested to place litter in the appropriate bins in and around the school.
2. All items of personal property, books, clothing etc. should be **clearly marked with the pupil's name.** Pupils' personal property is **not covered by the school's insurance** and therefore the school management cannot accept responsibility for loss or damage to it.
3. Pupils must conduct themselves in an orderly manner on corridors and school grounds and when entering and leaving classrooms.
4. Pupils may not enter a classroom before a teacher or without a teacher's permission or leave an assigned place without permission.
5. At break and lunch times pupils may eat in the main hall and adjacent public spaces, not in classrooms. Rules on litter apply.
6. The Edmund Rice Centre (former Monastery) and lawn are out of bounds to pupils as are the residential areas nearest the school.
7. Pupils who drive vehicles to school must comply fully with school policy in relation to their use.
8. Cycling on school grounds is not permitted. Cyclists must walk to and from the school gates to the designated bicycle area.
9. **Chewing gum is not allowed in the school**, chewing or littering the product on the premises will result in disciplinary sanction.
10. Offensive publications, images or recordings of any kind are forbidden in the school or where C.B.S. identity is involved. Disciplinary sanctions will apply. The school authorities are the arbiters of acceptable standards in this regard.
11. **Pupil Mobile Phone Policy. N.B. – The use of the picture image and/or recording capability of a mobile phone is strictly forbidden on the school premises at all times - failure to comply and/or misuse of a mobile phone or other recording device is a serious disciplinary matter which can result in suspension. All pupil mobile phones must be switched off completely during and between classes.** Mobile phones may only be used on the premises before 9.00a.m. and after 3.30 p.m. and at break times i.e. from 11.05 a.m. to 11.15 a.m. and from 1.20 p.m. to 2.05 p.m. **At other times any phone used, seen, heard or switched on will be put into safe keeping and will only be released to a parent / guardian who collects and signs for it during office hours. Repeat offenders may have other sanctions imposed.** The school takes no responsibility for the loss of any phone in any circumstance.
12. **It is a condition of enrolment that parents and pupils accept the school's Policy on Alcohol, Tobacco and Volatile Substances.** (a) Any involvement with **illegal drugs** by students of the school is absolutely forbidden and will put the student's place in the school in

jeopardy. (b) The misuse of any **volatile substance** by a pupil while in a school identity situation is prohibited. (c) No pupil may possess or consume **alcohol** at any time, place, function or activity sponsored by the school or where C.B.S. identity is involved. The school authorities view with deep concern the prevalence of under-age drinking. (d) **Smoking** is strictly forbidden within the school or the grounds or at/near the entrance. **Suspension will be considered for offending pupils in all cases (a) to (d) above.**

13. Any conduct of a pupil likely to bring the school into disrepute, at any time or place, will be regarded as a matter for the Principal's attention, who may take disciplinary action if necessary.

#### E Disciplinary Sanctions

1. Each teacher may invoke disciplinary measures within their class as situations arise e.g. extra work may be given.
2. If, following measures at 1 above and warning by the teacher, a pupil refuses/fails to comply, he may be **put on report (booked) and dismissed from the class** if considered necessary. The reason for report/dismissal will be recorded and he will be assigned to the Main Hall for the remainder of the class period with written work to complete.
3. Where there are repeated reports/class dismissals, a pupil's parents will be contacted with a view to enlisting their support.
4. As a sanction, a pupil may have his **permission to leave school grounds withdrawn** for a period following three reports/dismissals.
5. A pupil will be put on **detention** and have his permission to leave the school grounds withdrawn following three further reports or dismissals. Parents will be notified in advance and are responsible for their son's transport home following after-school detention.
6. The Principal may **suspend** a pupil after 3 detentions or after serious misconduct. Parents will be fully informed in all such cases. All suspensions are reported to the Board of Management - to whom parents have the right of appeal.
7. The Board of Management has the right to **expel/exclude** a pupil from the school. Parents have the right to a hearing by the Board prior to any such decision. In the event of an expulsion decision by the Board of Management a parent (or a student who has reached the age of 18 years) has the right of appeal to the Department of Education and Science.

## THE C.B.S. JOURNAL

- Your journal is important and must be in your possession and in good condition at all times.
- Homework should be clearly written in the journal for each school day.
- All notes from parents/guardians should be written in the journal.
- You must present your journal to a teacher for inspection immediately when requested to do so.
- A note of explanation for all absences, signed by a parent/guardian, must be entered in the pages provided at the back of the journal upon your return to school. Notes re: lateness, homework or uniform should be entered in the day/dated page.
- A teacher may write a note to parents/guardians in the journal, which may require a signature. The duly signed journal should be presented for the teacher's inspection by the pupil at the earliest opportunity thereafter.
- Defacing your journal in any way or removing pages is prohibited. Pupils are forbidden to write on/in another pupil's journal. Sanctions apply. To replace a journal that is presented in an unsatisfactory condition will cost €10.
- A replacement journal may be purchased from the office with the prior approval of your Year Head only.

## **School Policies**

**Admission to the school is conditional on acceptance of the school's policies.** Policies exist covering most areas of school life. Written policies include Admissions; Child Protection; Relationships and Sexuality Education (R.S.E.); Code of Discipline, Bullying, Alcohol, Tobacco and Substance Abuse; Computer & Internet Use by Pupils. Copies are available from the school office. Any clarifications or queries with regard to the operation of these or other policies should be made to the Principal.

**Staff Internet Policy for  
Christian Brothers Secondary School Middleton  
(Last Revised 2007/'08)**

## **STAFF INTERNET ACCESS POLICY**

FORMULATED 2004

The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, material and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. Additionally, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk and the school is not responsible for material viewed or downloaded from the Internet. To minimise these risks, your use of the Internet at Midleton CBS Secondary School is governed by this Policy.

The computer network and all individual computers are the property of Midleton C.B.S Secondary School ("the school") and are to be used for legitimate school business purposes.

Employees ("users") are provided with access to the computers to assist them in the performance of their jobs. All users have a responsibility to use the school's computer resources and the Internet in a professional, lawful and ethical manner. Use of the Internet and e-mail facilities for private and personal purposes is not permitted, except when explicitly authorised by school management. As with other school resources used for private purposes, the school must be reimbursed for the cost of the service.

This Policy has been designed to protect the staff and the school. The Board of Management of Midleton C.B.S Secondary School has a responsibility to support and educate the staff in the use of the Internet to ensure that staff do not unwittingly get themselves and the school into an activity that may result in either a criminal action or a legal claim being taken. The Policy explains what the school expects in terms of e-mail and Internet usage. The Policy states some general rules do's and don'ts, and then identifies six areas (pornography, harassment, copyright, contracts, defamation and confidentiality) where legal or criminal problems may arise. Under each section there is an explanation of the potential problems and some rules to help avoid these problems.

### **General Do's and Dont's**

1. All computer passwords must be made known in writing to school management. No pass code may be used that has not been made known to the school authorities.
2. Keep all your passwords secure. You are responsible for all uses, including illicit use, of e-mail and Internet under your password.
3. The school's e-mail system is primarily for business use.
4. The school reserves the right to inspect e-mail, including personal e-mail, at any time without notice.

5. Ask yourself before sending an e-mail, how would you feel if your message were read out in court? e-mail messages may have to be read out in litigation. An e-mail should be regarded as a written formal letter, the recipients of which may be much wider than the sender intends. Even when a message is erased it is still possible to retrieve and read that message.
6. Do not impersonate any other person when using e-mail or amend messages received.
7. Do not import any non-text file, including files received as e-mail attachments, onto your system without first checking them for viruses using the approved software. If you send an e-mail with attachment you must include the following statement in your message:  
*“we cannot accept any liability for any loss or damage sustained as a result of software viruses. It is your responsibility to carry out such virus checking as is necessary before opening any attachment”.*
8. Notwithstanding the school’s right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not addressed to them.
9. Do not deliberately visit, view or download any material from any Web site containing sexual or illegal material which is offensive in any way whatsoever
10. If you receive any offensive, unpleasant, harassing or intimidating messages or material via the e-mail at school, print the message and keep a hard copy and inform the IT department and the Principal without delay.
11. To prevent computer viruses from infecting the school system do not download any software onto the school’s system. This includes software and shareware available free on the Internet. Such material may be downloaded only through the IT department.
12. Use of public messaging systems on the Internet should be made only with the written permission of the Principal. Public messaging systems include user groups, special interest forums and bulletin boards.
13. Middleton CBC Secondary School’s web page should not be interfered with or changed in any way without prior authorization from the Principal.
14. Do not allow Internet or e-mail use to interfere with work responsibilities. This includes interfering with the classroom time of other staff members or pupils and spending unreasonable and unwarranted time on the Internet or e-mail activities. If in doubt consult the Principal

## **PORNOGRAPHY**

### *What is pornography?*

As there can be no legitimate business use for accessing or transmitting sexually explicit materials at work, the question of whether or not sexual material constitutes pornography is not relevant to use of the school’s e-mail and Internet access.

### *What you must not do:*

Do not access or transmit any material with a sexual content.

### *What you must do:*

If you accidentally open a web site then you should close it immediately and report the time and the web site to the IT coordinator. The system records all activity and as it may be queried it is advisable to

report in advance to eliminate further inquiries.

*What the school will be doing:*

All network internet usage is recorded. The school currently monitors and examines web sites accessed by the pupils on a regular basis. From the date of implementation of this Policy the web sites accessed by staff will be recorded.

*What are the consequences of not following this Policy?*

The display on screen of sexual matter or the transmitting of such material to other people may constitute sexual harassment (see the harassment section of this Policy).

Accessing and transmitting sexual material may be a criminal offense for which both you and the school may be liable

The Garda or other appropriate authority will be informed where appropriate.

Failure to comply with this Policy may lead to disciplinary action being taken against you, including possible dismissal.

N.B. To download or send pornography or to deliberately view pornography which involves an image of a child or what appears to be an image of a child may be a criminal offence.

## **HARASSMENT**

It is the policy of the school that all employees must be allowed to work in an environment free from harassment of any kind. This includes (but is not limited to) sexual harassment, or harassment on the grounds of gender, marital status, family status, sexual orientation, religion, age, politics, disability race, or victimisation.

*What is harassment?*

“Sexual Harassment” takes place where a person:

- a) subjects another person (“the victim”) to an act of physical intimacy, or
- b) requests sexual favours from the victim, or
- c) subjects the victim to any act or conduct with sexual connotations, including spoken words, gestures or the production, display or circulation of written words, pictures or other material where:

- (i) the act, request or conduct is unwelcome to the victim, and
- (ii) could reasonably be regarded as offensive, humiliating or intimidating to him or her, or
- (iii) the victim is treated differently by reason of his or her rejection of or submission to the act, request or conduct, or it could reasonably be anticipated that the victim would be so treated.

In the context of this Policy this includes sending messages with sexually suggestive material, repeated sexual propositions or abuse of a sexual mature.

“Harassment” occurs where a person subjects another person (“the victim”) to any unwelcome act, request or conduct, including spoken words, gestures, or the production, display or circulation of written words, pictures or other material, which in respect of the victim is based on any discriminatory ground and which could reasonably be regarded as offensive, humiliating or intimidating to him or her.

*What you must not do:*

Do not send abusive messages or messages which contain offensive material.

*What are the consequences of not following this Policy?*

Failure to comply with this Policy may lead to disciplinary action being taken against you, including possible dismissal.

In addition, harassment is a criminal offence for which the harasser can be imprisoned. Victims of harassment may be able to claim damages from the harasser and from the school.

## **COPYRIGHT**

*What is copyright?*

The owner of the copyright has the exclusive right in certain works such as documents, articles, books, plays, films, recordings and musical compositions, so that they cannot be copied or used in certain other ways without the consent of the copyright owner.

*What you must not do:*

Do not download, copy or transmit to third parties the works of others without their permission as this may infringe copyright. Copyright is most likely to be breached when you download material from the Internet or when you copy text or attach it to an e-mail message.

*What are the consequences of not following this Policy?*

Failure to comply with this Policy may lead to disciplinary action being taken against you, including possible dismissal. In addition, you and the school can be sued by the owner of the copyright for damages for unauthorised use of the copyright material.

## **ENTERING CONTRACTS**

*What is a contract?*

A contract is an agreement between two or more parties to create legal obligations between them. Contracts can be made orally or in writing. Binding contracts can be formed by e-mail; e-mail may appear informal but you must take care not to enter contractual obligations without the usual care and attention to detail to protect the school's interests.

*What you must not do:*

You must not enter into any contract that incurs costs outside budgets duly approved for you or your department. You may not download any software except through the IT department. You may not enter into any contract involving the school without the express authority of the Principal to do so.

*What are the consequences of not following this Policy?*

Failure to comply with this policy may lead to disciplinary action being taken against you including possible dismissal.

## **DEFAMATION**

*What is defamation?*

Defamation is the publication of a statement which adversely affects a person's or the school's reputation. Publication may be by way of Internet or e-mail.



*What you must not do:*

Do not send or circulate, internally or externally, any information which is defamatory. In particular, you must not send or circulate, internally or externally, any information which contains negative comments about an individual, organisation or business without first checking that the contents of the information are accurate.

*What are the consequences of not following this Policy?*

A person, organisation or business defamed may sue you and the school for damages. There is a defense that the information was ‘true’, but the onus would be on you or the school to show that. Failure to comply with this policy may lead to disciplinary action being taken against you including possible dismissal.

## **CONFIDENTIAL INFORMATION**

*What is confidential information?*

In general terms, confidential information includes any information which is not available to the general public.

*What you must not do:*

Do not send any documents of a confidential nature by e-mail except where they are encrypted and you are authorised to do so by the IT co-ordinator. All such messages should have the following statement included in non-encrypted text:

*“ this message is confidential and intended only for the addressee. No other person is authorised to decrypt this message and unauthorised decryption is prohibited and may be unlawful. Unauthorised decryption will not waive privilege or confidentiality.”*

e-mails containing information that is in any way sensitive or confidential must include the following statement:

*“the information included in this e-mail is of a confidential nature and is intended only for the addressee. If you are not the intended addressee, any disclosure, copying or distribution by you is prohibited and may be unlawful. Disclosure to any party other than the addressee, whether inadvertent or otherwise is not intended to waive privilege or confidentiality.”*

*What are the consequences of not following this Policy?*

Failure to comply with this policy may lead to disciplinary action being taken against you including possible dismissal

## **AMENDMENTS**

The Board of Management of Middleton C.B.S Secondary School may amend this Policy at any time.

# **C.B.S. Secondary School, Middleton, Co. Cork**

## **Teacher Account Agreement**

Name\_\_\_\_\_

I have read the Staff Internet Access Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, I may face disciplinary action in accordance with the ASTI/JMB agreed disciplinary procedures. I hereby release the school and its personnel from any and all claims and damages of any nature arising from my use of, or inability to use, the school system, including, but not limited to claims that may arise from my unauthorised use of the system to purchase products or services.

Signature\_\_\_\_\_ Date\_\_\_\_\_

**Computer/Email/Internet User Policy for Pupils of  
Christian Brothers Secondary School Midleton  
(Last Revised 2007/'08)**

**COMPUTER/EMAIL/INTERNET USER POLICY  
PUPILS**

**Formulated 2003/2004**

**Revised January 2008.**

**Acceptable Use Policy (AUP)**

**Educational Purpose**

The computer system in this school has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities such as project work and research.

The computer system has not been established as a public access service or a public forum. The school has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in your disciplinary code and the law in your use of the school computer system.

You may not use the computer system for commercial purposes. This means you may not offer, provide, or purchase products or services through the computer system.

This AUP will be amended from time to time as is deemed necessary by the school. A copy will be amended from time to time as is deemed necessary by the school. A copy will be made available to all students. The current policy will be available to all in the school. **It is the student's responsibility to ensure familiarity with the current AUP.** Students may only use the internet with the express permission of a teacher and when under her/his supervision.

**Unacceptable Uses**

The following uses of the school computer system are considered unacceptable

**1. Personal Safety**

You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc.

You will not agree to meet with someone you have met online without your parent's approval. Your parent should accompany you to this meeting.

You will not sign a 'guest book' on a web page on behalf of Middleton CBS, any other student or member of staff.

You will promptly disclose to your teacher or other teacher, or the Principal or the Deputy Principal, any message you receive that is inappropriate or makes you feel uncomfortable.

## **2. Illegal Activities:**

You will not attempt to gain unauthorized access to the computer system or to any other computer system through the school computer system or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing".

You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

You will not use the computer system to engage in any other illegal act.

## **3. System Security**

You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.

## **4. Inappropriate Language**

Restrictions in the use of inappropriate language apply to public messages, private messages, and material posted on Web pages.

You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause damage or a danger of disruption.

You will not engage in personal attacks, including prejudicial or discriminatory attacks.

You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.

You will not knowingly or recklessly post false or defamatory information about a person or organisation.

## **5. Respect for Privacy.**

You will not repost a message that was sent to you privately without permission of the person who sent you the message.

You will not post private information about another person.

## **6. Respecting Resource Limits.**

You will use the system only for educational and career development activities.

You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used.

You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

You will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.

## **7. Plagiarism and Copyright Infringement**

You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

## **8. Inappropriate Access to Material.**

You will not use the computer system to access material that is profane or obscene (pornography) or that advocates illegal acts, or that advocates violence or discrimination towards other people.

If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally violated this policy.

Your parents/guardians should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent's/guardian's instructions in this matter.

## **Technical Services provided through the school system**

### **E-mail.**

E-mail allows students to communicate with people throughout the world. Students will not have individual email accounts. However, the school may approve and/or provide email accounts in various subject areas in the school as it sees fit. Students may not access private email accounts unless specifically approved by the school authorities. The staff will co-ordinate the sending and receiving of e-mail for project

purposes. **The school may inspect e-mail, including personal e-mail, at any time without notice**

**World Wide Web.** The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world. The Web is a valuable research tool for students

**Newsgroups.** Newsgroups are discussion groups that are similar to mail lists. The school will provide access to selected newsgroups that relate to subjects that are appropriate to the educational purpose of the system.

## **Acceptable Use Policy (AUP)**

The function of this AUP is to educate parents, students, staff and management about the particular educational purpose of the school's computer network system.

The AUP will contain rules for the efficient and ethical use of the Internet.

Among the reasons for having an AUP in the school are the following:

- To preserve all digital materials created by students and teachers
- To protect vulnerable children from inappropriate approaches
- To discourage children from making inappropriate personal disclosures
- To encourage ethical behaviour, and discourage criminal behaviour
- To encourage accepted Netiquette from the very start
- To encourage polite and civil communication
- To encourage individual integrity and honesty
- To encourage respect for others and their private property
- To allow enforcement of necessary rules of behaviour
- To encourage equal access to educational opportunities for all children
- To protect the school networking equipment and software from danger
- To help control costs by limiting storage space needs and other network costs
- To help improve network efficiency by influencing resource usage
- To share responsibility for the risks of using the Internet
- To reduce the risk of lawsuits against teachers, schools, and providers
- To discourage copyright infringement, software piracy, and plagiarism
- To discourage slander, libel, defamation, and mendacity
- To discourage profanity, obscenity, pornography, and waste
- To discourage network game playing and anonymous messages
- To discourage use of computers and networks for personal profit in the school

### **To assure Internet users that their online activities are monitored**

Students may not allow others to use their account name and/or their password. Violation of this rule could jeopardise your access to the Internet and students who violate this rule will immediately lose all network computer access

The use of the network for commercial purposes is forbidden, other than legitimate and authorized use within enterprise education.

Parents must understand that their child may encounter material in a network/Bulletin Board/chat room that they may consider inappropriate (vulgar jokes, statements of belief that some may consider immoral, pornography, etc.). The student is responsible for not pursuing material that could be considered offensive.



Dear Parents/Guardians,

Middleton CBS Secondary School offers Internet services for its students. The purpose of this letter is to clarify issues around the allocation of Internet accounts to students.

Attached are the following documents:

- 1.School Acceptable Use Policy
- 2.Student Individual Account Agreement
- 3.Parental / Guardian Request to permit access form; Parental /Guardian Request to restrict access form.

The Internet is a global network that will provide the student with access to a wide range of information from throughout the world. The student will also be able to communicate with people from throughout the world. Although staff will supervise student use of the Internet, the school cannot absolutely guarantee that your child will not gain access to inappropriate material that contravenes the values of the school and is not in accord with your family values.

The levels of access to the Internet provided to your child will vary according to the educational purpose. To be provided with access to the Internet you and your child must sign the enclosed Student Account Agreement to establish an account

You have the option of requesting that your child not be provided with access to the Internet. To exercise this option, please sign the enclosed Parental Request to restrict access. You and your child must sign the enclosed Parental Request to restrict access..

## **Student Account Agreement**

Complete Section A **or** B (not both)

### **Section A**

Student Name \_\_\_\_\_ Class \_\_\_\_\_

I have read the school Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures. In the case of a breach of the law, a criminal prosecution may result.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parental Request to permit access form**

I have read the School Acceptable Use Policy.

I will indemnify the school and its personnel for any and all claims and damages of any nature arising from my child's use of, or inability to use, the school computer system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the School Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety

I give permission to issue an account for my child and certify that the information contained in this form is correct.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Section B**

#### **Parental Request to restrict access form**

I have read the School Acceptable Use Policy.

I do not give permission to the school to issue an account for my child on the school computer system.

Parent /Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## THE DEVELOPMENT OF THE SCHOOL BUILDINGS AND GROUNDS

Secondary education was provided by the Christian Brothers in Midleton from the latter years of the 19<sup>th</sup> century onwards. The Intermediate Certificate was provided in the early years and later the Leaving Certificate in the 1930's. This was accommodated in the original Christian Brothers school built in 1867. In the 1960's with numbers growing, the Brothers vacated their monastery and lived in Avoncore House, so as to allow boys to be taught in the monastery. Pre-fabricated classrooms were added in the mid 1960's to cater for the larger numbers enrolling under free second level education.

1971 - The school main-block was opened on September 1<sup>st</sup> 1971. Brother Fiacre Vaughan was Principal at the time and his huge commitment to the task ensured the school was built to a size that D.E.S. hadn't approved or fully funded. The P.P.U. raised funds through weekly bingo over many years to reduce the debt. Bro. Vaughan was also responsible for the acquiring of the large playing pitch.

1981 - Bro. Kavanagh added the pre-fabricated classrooms at the front.

1986 - Bro. P. Keohane added the conventionally built classrooms 20 and 21, the computer room in the centre of the main-block and developed the gym.

Under the Boards of Management and Mr. Denis Ring, Principal, the following were added:

1995 - Classrooms 27, 28 and 29

1999 – The block at the rear accommodating Guidance office and Library; Woodwork and Preparation Rooms; Dressing rooms.

Three stores were added during the 1990's.

A new oil boiler was fitted in 2000 to heat the main-block with D.E.S. aid.

The school availed of the Summer Works Schemes to re-furbish the two laboratories in 2004 and the re-wiring of the main-block in 2006.

There was an investment of €10,000+ in the school's playing pitch in 2007 to bring it up to a good standard. Car parks and driveways were re-surfaced in 2007 also.

The Board of Management agreed in principle with a Department of Education and Science (D.E.S.) proposal (March 2008) that the school be developed to accommodate 800 pupils. Further details from the D.E.S. are awaited.

Pre-fabricated classrooms have been approved by D.E.S. and are expected to be installed during the first term of 2008/2009.

The school applied in 2007 for replacement of the main-block heating system under Summer Works Scheme 2008 and when that scheme was stopped nationally, under the Emergency Works Scheme. When that was also turned down the school shortly afterwards experienced

the failure of the main-block heating (October 2008) and had to replace the heating circuit on an emergency basis. D.E.S. gave 90% emergency aid.

The school has continued, with Midleton Athletic Club and with grant aid from the Dept. of Sports and Tourism, to develop track and field facilities in its grounds adjacent to the N25. The latter ground was purchased from Cork Count Council by the school with funds provided by the PPU in the early 1990's. It was initially developed as an athletics park with the aid of a grant from the National Lottery.