



# Lucan Community College Enrolment Policy

**Incorporating First Year Enrolment 2018/19 (Page 1)  
and Transfer Enrolment Policy (Page 8)**

***(Adopted by the Board of Management on 23 April 2012 and by Dublin and Dun Laoghaire ETB (formerly County Dublin Vocational Education Committee) on 18 June 2012, reviewed by Board of Management on 16 May 2016 and applicable to all applications for enrolment in First Year 2018/19 or for Transfer Enrolment)***

## Section 1: First Year Enrolment Policy 2018/19

***This section of the enrolment policy deals with the enrolment of students into 1<sup>st</sup> year 2018/19 prior to the commencement of the academic school year.***

***Final Date for Application 2018/19: 4.30pm, Friday 28<sup>th</sup> October 2016  
Maximum number of places to be offered in First Year 2018/19: 144***

### **Background**

1. Lucan Community College provides a co-educational, multi-denominational and comprehensive education for students at second level through the medium of English, espousing an ethos supportive of such an education and implementing programmes which actively support this ethos, under the sponsorship of Dublin and Dun Laoghaire Education and Training Board. The Ethos (Appendix 2), Mission Statement (Appendix 3), and Aims (Appendix 4) of the College spell out fully the College community's adherence to these principles.

2. The College community is committed to the successful implementation of modern legislation, in particular the Education Act (1998), the Education (Welfare) Act 2000, the Equal Status Act (2000 to 2004) and the Education for Persons with Special Educational Needs Act (2004). It fully subscribes to the principles of partnership, accountability, transparency, inclusion and respect for diversity, parental choice and equality, and has, since its establishment structured itself in accordance with meaningful democratic principles.

### **Programmes**

3. The College provides educational programmes recognised by the Department of Education and Skills at Junior Cycle, Transition Year and Senior Cycle. Currently the programmes offered are those of the Junior Certificate/Cycle, Leaving Certificate, Leaving Certificate Applied, Leaving Certificate Vocational and Transition Year Programmes. *Application for enrolment in the College and acceptance of an offer of a place in the College shall be taken as indicating acceptance of the College's existing curricular arrangements. Further detail is supplied in Appendix 8.*

## College Communities and Prioritised Schools

4. In an effort to meet the needs of the local community the Board of Management has prioritised certain primary schools for the purpose of allocation of places to applicants under Section 6 of this policy. These schools are listed in Appendix 6.

The Board further recognises the special position of those families **all** of whose older children have attended the College. It therefore accords applicants from these families priority for allocation of places under Section 6 of this policy.

### Application for Enrolment

5. With effect from the ratification date of this policy, and with regard to applications for First Year entry in the academic year 2018/19, the following criteria shall apply:

- The Board of Management shall publish the enrolment policy on the school website and make copies available from the school front office.
- The Board of Management shall decide the maximum number of places to be offered for enrolment each academic year, mindful of the need to ensure overall student numbers do not exceed levels appropriate to the capacity of the school building and safety considerations arising from its design.
- The Board of Management shall decide the appropriate period for inviting and accepting First Year applications for an academic year, and the appropriate final date for application. It shall cause this process and final date to be advertised publicly and application forms which clearly indicate the final date for application to be supplied to prioritised primary schools and to be available from the front office of the college.
- Applications for places in First Year in Lucan Community College shall be taken by means of hand delivery of the completed official application form to the College Public Office. An official receipt issued by the staff of that Office shall be the only acceptable evidence of receipt of an application.
- No extra priority will be accorded to applications which are received early in the application process.

### Procedure for initial allocation of available places to applicants

6. Applications for enrolment received by the final date for application shall be processed and offered places, if available, in the following order of priority:

A. Applicants all of whose older brothers and sisters have attended the College;

**and**

Children of staff of the College.

B. Pupils enrolled in any one of the prioritised primary schools who are first of family, provided they are also resident within our traditional geographical catchment area as defined in Appendix 1.

**and**

Students enrolled in any one of the prioritised Church of Ireland primary schools who are first of family or applicants resident in the Lucan area deemed by the Board to be equally qualified under Section 15.

- C. Students enrolled in any one of the prioritised primary schools who are first of family, living in the Lucan area, but not resident within our traditional geographical catchment area as defined in Appendix 1.
- D. Applicants living in the Lucan area, or enrolled in any one of the prioritised primary schools, but not covered in previous subsections.
- E. Applicants living in the Lucan area, or enrolled in a primary school in the Lucan area, but not covered in previous subsections.
- F. All other applicants.

7. Applications received by the final date for application shall be considered in the above priority order and processed as follows:

- Where sufficient places are available to accommodate all applicants in a category, every applicant in that category will be accepted, and applicants in the next category will then be considered.
- If there are more applications in Category A than places available, the Board of Management will cause a random lottery to be held to establish a numbered waiting list.
- In the event that there are more applications received in respect of students in Category B than places available, the number of places to be offered to students in Category B schools will be decided by lottery on a percentage pro-rata basis directly proportional to the average number of on-time application forms received from each of the prioritised schools over the current and the previous two years. For the purposes of the pro-rata lottery, the three prioritised Church of Ireland schools will be combined. An example of this process is presented in Appendix 7. It is not possible to guarantee that places will be offered to all schools.
- If after the pro-rata lottery has occurred, there remain more applications in Category B than places available, the selection of students for the Waiting List will occur. This will be done by a random lottery of the remaining applicants to establish a numbered waiting list.
- Where further categories are reached in which the numbers of applicants exceed the remaining places available for the intake of the year in question, the Board of Management will cause a random lottery to be held for that category and each subsequent category for the purpose of allocating those remaining places and for generating a waiting list for that category.
- In conducting any lottery, where possible, gender equity shall be maintained by picking a girl, then a boy, alternately.
- If a sibling is drawn during the pro-rata or random selection processes the

brother(s) or sister(s) is/are automatically granted a place. If this is as part of the percentage pro-rata lottery, this place will be in addition to the places assigned to the school in question.

- Applicants shall be informed, within twenty one days of the final application date, of the category placement and status of the application in regard to overall demand for and supply of places in First Year for the relevant academic year at the time of writing. Such communication will not in any way constitute refusal to enroll. Applicants shall be informed of their entitlement to appeal in accordance with the provisions of Section 29 of the Education Act 1998.

### **Offers of places and Waiting List**

8. Places will be offered as early as is feasible in accordance with the provisions of Section 6 and 7, and in the context of the adequacy of physical provision in the College.

Where any applicant is offered a place and declines it, that place shall be offered in turn to each succeeding applicant with the highest current priority on the waiting list established under section 7, until it has been accepted. Where an applicant has accepted a place offered but subsequently changes his/ her mind, the place vacated shall be dealt with in the same way.

### **Late Applications**

9. The process for dealing with late applications will be to categorise applications in line with Section 6 and to place applications on a waiting list subject to gender equity being maintained by offering places from that waiting list alternately on a girl first, boy next basis. This process of dealing with late applications shall be undertaken only after all other applications have been dealt with.

### **Completion of Enrolment**

10. The Board of Management shall determine a date for enrolment of accepted applicants not later than February of the year of entry, and shall require parents/ carers to attend prior meeting(s) for the purpose of proper administration of the application and enrolment procedures, including observation of the requirements of the Education (Welfare) Act 2000.

Both child and parent/ guardian must attend on the date specified for the purpose of enrolment. Failure to attend on that date, or failure to complete other requirements by or on that date, or failure to attend other meetings required as part of the enrolment process, unless there is in any of these circumstances good and reasonable cause for such failure, will be taken to indicate an intention not to proceed with enrolment of an applicant.

11. Where an accepted applicant fails to enrol on the specified date without good explanation, his/ her place will in turn be offered to each succeeding applicant with the highest current priority on the waiting list established under section 7, until it has been accepted.

12. Following the enrolment date, all applicants who have not been enrolled successfully shall be so informed in writing in accordance with the provisions of the Education Act 1998 and the Education (Welfare) Act 2000, and shall be entitled to appeal that decision in accordance with the provisions of Section 29 of the Education Act 1998.

13. Where an enrolled applicant subsequently indicates his/ her intention not to take the First Year place assigned, that place will be offered in turn to each successive applicant with the highest current priority on the waiting list established under section 7, until it has been accepted, or where that procedure has been exhausted, to late applicants as described in section 9.

### **Definitions and interpretations**

14. The following apply in respect of the implementation of this policy:

- a. In this Policy, the term "College" shall be taken at all times to mean Lucan Community College; the term "Board" shall be taken at all times to mean The Board of Management of Lucan Community College; "prioritised school" shall be taken at all times to mean a primary school listed in Appendix 6 of this Policy, the pupils of which have, by decision of the Board, been accorded priority in regard to the allocation of places in the application process. The designation of a primary school as a prioritised school does not, and cannot at all times guarantee places in Lucan Community College to applicants from these schools. In the event of an excess of applications for available places in the College in any one year, the application of the terms of this enrolment policy shall determine the degree to which applications from such schools are successful.
- b. Where an older sibling of an applicant for enrolment has not been enrolled in the College as a result of placement in a special school for the purpose of ensuring his/ her certified special needs are appropriately catered for, Section 6 shall not be invoked so as to disadvantage the applicant.
- c. Where a family has moved to the Lucan area, the existence of an older sibling enrolled in a second-level school outside Lucan prior to the family's arrival in Lucan, shall not be invoked under Section 6 so as to disadvantage an applicant not otherwise excluded from an offer of a place.
- d. Where a family has moved to the Lucan area, the enrolment of an older sibling in another second-level school in Lucan or elsewhere shall not be invoked so as to disadvantage an applicant not otherwise excluded from an offer of a place, if it can be proven to the satisfaction of the Board that every reasonable effort was made to enrol the older sibling(s) in the College as the first choice of parents/ carers.
- e. In the case of families such as those specified in subsections c and d, the first child to reach age of entry to second-level schooling after the family has become part of the Lucan community shall be treated as the eldest child of that family for the purposes of this Policy.
- f. This policy will have effect for the academic year 2018/19 and will replace all

previous enrolment policies.

- g. The waiting list will cease to apply from the first day of administration of the school year 2018/19 and the terms of the Transfer Enrolment Policy will come into operation if a place becomes available.

### **Right of Appeal**

15. Every applicant who is refused enrolment on foot of an application under this Policy is entitled to appeal that decision.

- a. Such appeal should be made in the first place to

*The Secretary,  
Board of Management  
Lucan Community College  
Esker Drive  
Lucan  
Co. Dublin*

- b. Where an appellant is unsuccessful in their appeal to the Board, and wishes to appeal further such appeal should be made to:

*Section 29 Appeals Unit  
Dublin and Dun Laoghaire Education and Training Board (DDLETB)  
1 Tuansgate  
Belgard Square East  
Tallaght  
Dublin 24*

Appeal forms and guidelines are available from the school or from the above address.

- c. Where an appellant is unsuccessful in their appeal to the DDLETB appeals unit, and wishes to appeal further such appeal should be made to the Department of Education and Skills under the Section 29 appeals process.
- d. If an appeal is upheld regarding Category Placement, the Board may deem a candidate equally qualified to be placed in the relevant category.

### **Effects of other Policies and Legislation**

16. Applicants under this Enrolment Policy should be aware of the Board's and the Principal's obligations to observe Health and Safety legislation and policy in the operation of the enrolment policy. In the event of enrolment of a child arising from an application under this Policy, applicants should also be aware of the requirements on the College to observe legislation regarding reporting and other practices regarding Child Protection (which could be to HSE or other bodies) and Attendance issues (normally reporting to NEWB).

17. See Appendix 5 for a statement on the current codes of Behaviour and Discipline in its application to students of the College. Parents as part of the enrolment process are called on to signify their acceptance of these codes by signing on behalf of themselves and their child(ren).



## Lucan Community College Enrolment Policy

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### Section 2: Transfer Enrolment Policy

*This section of the enrolment policy deals with:*

- *any enrolment of students into the College in 2<sup>nd</sup> to 6<sup>th</sup> year inclusive*
- *enrolment of a 1<sup>st</sup> year student into the College after the start of the school year as detailed in section 14g of our First Year Enrolment Policy*
- *other applications for students to transfer to our college from another second-level school*

*This is a subsection of the Enrolment Policy and should be read in conjunction with the full policy.*

Lucan Community College shall make every reasonable effort to facilitate a student seeking a transfer to the College from another second-level school.

#### **Application for Transfer**

Applicants seeking to transfer from another second-level school shall be required to complete a Transfer Application form and shall be provided with a copy of the Transfer Enrolment Policy. Application on behalf of such students should be made to the Principal of the College in the first place, on the College Transfer Application form (available from the College office). Such application in no way grants rights of enrolment to the applicant. The College shall issue a reply to such applications indicating the status of the application and whether or not it has been accepted, within twenty-one days of its receipt.

Applicants for enrolment in Lucan Community College under this policy shall be provided with a copy of this policy. This policy is part of the overall Enrolment Policy of the College. The full policy can be accessed on the school website. The Principal may, where she/he considers appropriate refer for decision by the Board of Management an application for admission to any year under this policy.

#### **Criteria for Transfer Enrolment**

In considering an application the Principal and, where considering a referred application, the Board shall apply the following criteria:

A decision shall be made based on considerations as to whether or not a transfer:

- Is broadly in agreement with the terms of the school First Year Enrolment Policy and the provisions therein for according priority by date of application, as well as the provisions for maximum number of places to be offered in each year or programme and the maximum number of places available in the relevant programme in subsequent years;
- Is in the best interest of the applicant;

- Is in the best interest of Lucan Community College and students already enrolled at the time of the application;
- Is of educational benefit to the applicant for enrolment;
- Is accompanied by all relevant information from the applicant and from the former school of the applicant;
- Requires consultation with the Educational Welfare Officer.

In considering transfer applications, Lucan Community College shall take account of the feasibility of providing programmes of study appropriate to the applicant's needs, with regard to availability of subjects, levels of examination, and stage of examination programme which the applicant has reached at the time application is made. *Application for enrolment in the College and acceptance of an offer of a place in the College shall be taken as indicating acceptance of the College's existing curricular arrangements. Further detail is supplied in Appendix 8 of the full enrolment policy.*

Where the Board of Management considers a student for a place, the decision shall be taken in consultation with the applicant's parents/carers, her/his former school and, where appropriate, the Education Welfare Officer or other relevant educational personnel. Where the decision is favourable, such a place may be offered immediately, or, where the Board considers it would be better, may offer it with effect from the beginning of the next academic year.

### **Completion of Transfer Enrolment**

The Board of Management shall determine a date for enrolment of accepted applicants and shall require parents/ carers to attend prior meeting(s) for the purpose of proper administration of the application and enrolment procedures, including observation of the requirements of the Education (Welfare) Act 2000-2004.

Both child and parent/ guardian must attend on the date specified for the purpose of enrolment. Failure to attend on that date, or failure to complete other requirements by or on that date, or failure to attend other meetings required as part of the enrolment process, unless there is in any of these circumstances good and reasonable cause for such failure, will be taken to indicate an intention not to proceed with enrolment of an applicant.

### **Right of Appeal**

18. Every applicant who is refused enrolment on foot of an application under this Policy is entitled to appeal that decision.

- a. Such appeal should be made in the first place to

*The Secretary,  
Board of Management  
Lucan Community College  
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Lucan  
Co. Dublin*

- b. Where an appellant is unsuccessful in their appeal to the Board, and wishes to appeal further such appeal should be made to:



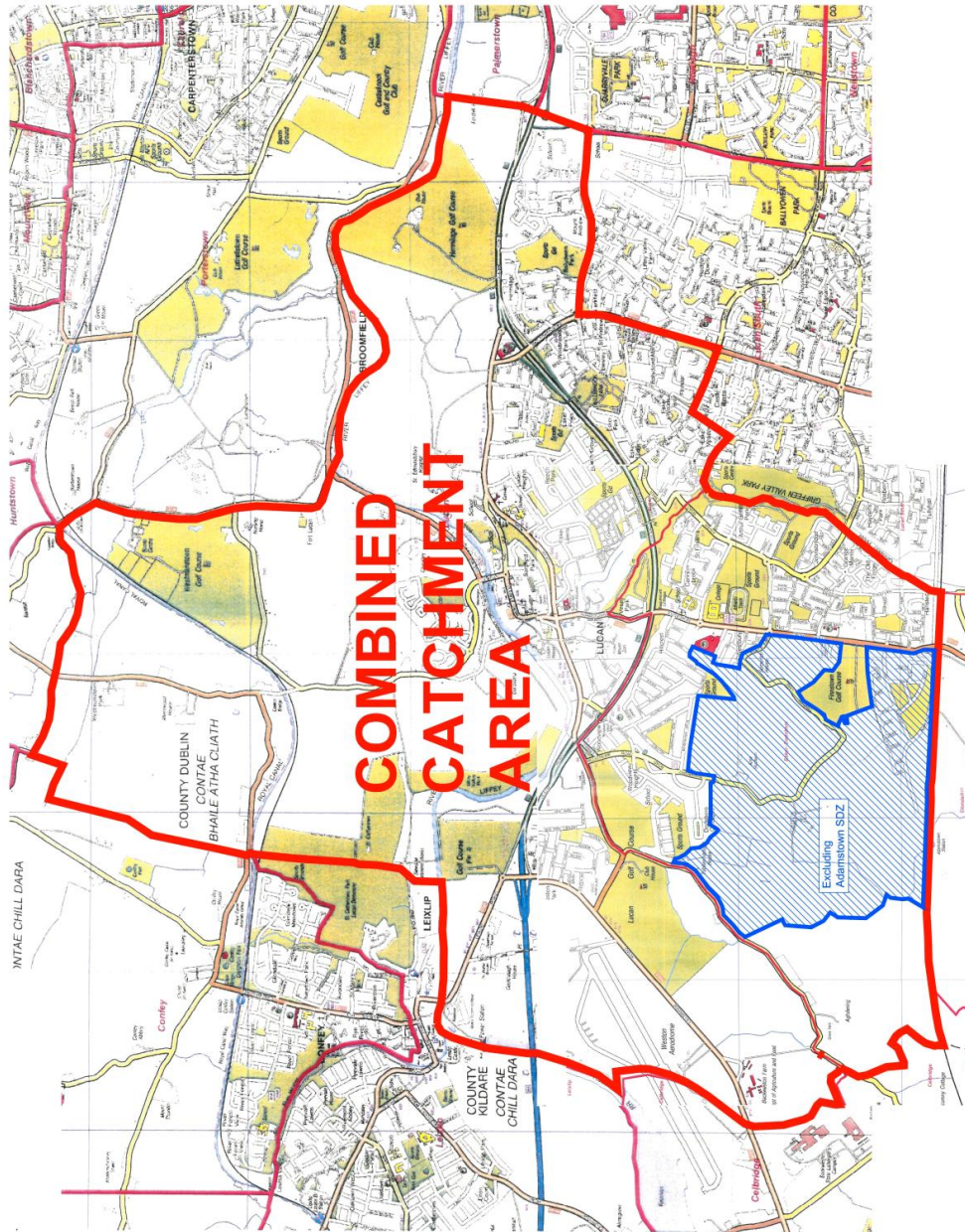
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Dublin 24*

Appeal forms and guidelines are available from the school or from the above address.

- c. Where an appellant is unsuccessful in their appeal to the DDLETB appeals unit, and wishes to appeal further such appeal should be made to the Department of Education and Skills under the Section 29 appeals process.
- d. If an appeal is upheld regarding Category Placement, the Board may deem a candidate equally qualified to be placed in the relevant category.

## Appendix I

Map of Traditional Geographical Catchment Area outlined by thick red line (taken from map of St. Mary's R.C. Parish Lucan and Lucan South Parish).  
*Larger maps are available for inspection at the college office.*



## **Appendix 2**

### **Ethos Statement**

The distinguishing features of Lucan Community College are:

It is multi denominational, catering for students from a wide variety of religious backgrounds

It is co-educational, catering for boys and girls equally

It is comprehensive, offering a broad educational experience.

The motto of the college, Aontas, meaning Unity, encapsulates the ethos of the college. Our fundamental belief is that school, and in particular the work and the activities involved, should be a pleasant as well as an enriching experience. We therefore lay total emphasis on the school as a community — of students, staff and parents — working in harmony. We consider that everyone has an absolute right to work and develop in a happy atmosphere free from unnecessary stress and tension. To this end, we have a code of behaviour to help everyone achieve and maintain this kind of working environment.

## **Appendix 3**

### **Mission Statement**

We, the educational partners (students, staff, parents/guardians) of Lucan Community College are committed to being an active learning community with sound educational principles, where each person is valued and respected for who they are.

Within a supportive, safe and friendly environment, we foster collaboration and promote equality and tolerance as preparation for life and involvement in society.

As a community, we provide a free and fair education through broad, balanced yet diverse curricular and co-curricular activities endeavouring to meet the needs of all. We encourage commitment through participation, coupled with the promotion of honesty, integrity, self-discipline and self-worth in everything we do, so that the full potential of all is developed.

## **Appendix 4**

### **Mission Statement Aims**

#### **The Educational Partners:**

- A strong sense of community is created by the engagement of everyone in the process of education and the development of relationships based on mutual respect. All partners are encouraged to deal with each other at all times in a positive manner: teachers are encouraged to work in a collegial manner and to engage in professional development; families are encouraged to be actively and positively involved in the education of their members; students are encouraged to be active agents in their own education; the Board of Management and the ETB facilitate this involvement and engagement for all.

#### **The Active Learning Community:**

- In Lucan Community College this happens formally through teaching the curriculum, through experiences in the co-curricular activities offered by the school and finally the development of each person in the community and as a human being, equipped to deal with responsibilities to themselves, their families and society.

#### **The School Environment:**

- All members of the school community should be treated positively and with respect. Issues that may cause a person to suffer in an educational context will be addressed in a respectful and compassionate manner. There is no tolerance of activities that would cause any member of the school community to feel threatened, alone, insignificant, victimised or unsafe in any way.

#### **The School Community:**

- All members are equally valued and respected, regardless of social background, sexual orientation, religion, gender, ethnicity, family circumstances, educational achievement, physical characteristics or intellectual ability. The differences of all in the community are cherished in an atmosphere of tolerance, where the views of others are respected while none are undermined in their commitment to their own views. All members experience a sense of belonging or 'unity/aontas', of being cared for in a school where they are treated fairly and where the holistic, intellectual, social, moral, emotional, physical and academic development is encouraged.

#### **Curricular and Co-Curricular Activities:**

- This is achieved through identifying, expressing and realising personal skills, talents, interests and values as well as encouraging students to achieve the highest possible results in public and other examinations. All members of the community are encouraged to take part in these activities to the best of their ability, as a commitment to themselves and to the society of which they are a part.

#### **Self-Development**

- Personal growth is encouraged in all members of the school community, through the development of self-esteem, self-confidence and self-discipline enabling us to value our own and others' worth as people and helping us to achieve our potential to be the best that we can be.

## **Appendix 5**

### **Code of Behaviour**

Current Codes of Behaviour and Discipline are supplied to applicants on request, and to all accepted applicants as part of the enrolment process. Reference may also be made to the College website.

As existing codes are amended and approved by the Board they shall be published on the school website and in hard copy, and made available to all accepted applicants, and other applicants seeking copies.

The Code of Behaviour incorporates the School Rules, guidelines for sanctions, school referral system, school uniform policy, suspension policy, expulsion policy, anti-bullying policy, substance misuse policy and other relevant policies or procedures that the Board of Management may review and ratify from time to time.

## **Appendix 6**

### **Prioritised Schools**

The Board of Management has included the following Primary schools in their prioritised list for the purposes of the enrolment policy:

Schools within our traditional geographical catchment area:

- Scoil Aine Naofa, Esker, Lucan
- Scoil Mhuire, Woodview/Airlie Heights, Lucan
- Lucan Educate Together N.S., Mount Bellew Way, Lucan
- St. Mary's Boys National School, Lucan
- Scoil Mhuire (St. Mary's) Girls National School, Lucan
- Gaelscoil Naomh Padraig, Castleroad, Lucan
- Gaelscoil Eiscir Riada, Griffeen Road, Lucan
- Esker Educate Together, Esker Lane, Lucan

Church of Ireland Schools:

- St. Andrew's N.S., Lucan (which is also in our traditional geographical catchment area)
- St. John's N.S., Clondalkin
- Chapelizod No 2. N.S.

#### ***Note on link with these Church of Ireland schools***

In 1994, the D.E.S. recognized a special role for Lucan Community College in providing a non-fee-paying multi-denominational education service for Protestant and other families from minority religious backgrounds within the West Dublin /North Kildare area. The Minister for Education in that year sanctioned the building of an extension to the College specifically to support such provision.

## Appendix 7

### Example of Pro-rata proportional basis of lottery

The following sample numbers give an explanation of the method of allocation of places to schools in Category B.

Total number of application forms received:	257
Comprising:	
Category A	80
Category B	107
Category C	50
Category D	20

Total Number of places:	140
Number of places filled for Category A:	80
Number of places remaining (140-80)	60
Number of applications received in Category B	107

As the number of applications in Category B exceed the remaining places, the remaining places will be offered on a percentage pro-rata basis directly proportional to the average number of application forms received from each of the prioritised schools over the current and previous two years.

Schools in Category B	Average number of on-time applications over this and previous two years	Average percentage of on-time applications out of total of previous	Applying percentage in previous column to available places	Number of places to be allocated to each school by lottery (numbers rounded down/truncated)
School 1	40	24.84	24.48% of 60	14
School 2	30	18.63	18.63% of 60	11
School 3	25	15.53	15.53% of 60	9
School 4	20	12.42	12.42% of 60	7
School 5	15	9.32	9.32% of 60	5
School 6	12	7.45	7.45% of 60	4
School 7	10	6.21	6.21% of 60	3
School 8	5	3.11	3.11% of 60	1
School 9	4	2.48	2.48% of 60	1
Total	161	100		55

In the above example rounding down of calculations has resulted in five of the available places not being offered. This allows for places that may be offered to a student whose sibling has already been drawn during the lottery process. Remaining places of this kind would then be offered to the first person on the waiting list established under section 7 of the policy.

Please note that all decimal figures will be rounded down to ensure places above the maximum number available are not offered.

The calculation of the average number of on-time applications from the prioritised schools will be undertaken by the school administrative staff and will be examined by



a representative of the Board prior to the occurrence of the lottery process.

Other issues that may arise from the management of the pro-rata lottery process shall be interpreted by the Board in line with the intention of this enrolment policy.

## **Appendix 8**

### **Curricular arrangements**

*The College reserves the right to alter the curricular arrangements from year to year based on available resources and staff. The College's plans for the New Junior Cycle Programme are being made available as each revised subject programme becomes available. The College are committed to implementing the Junior Cycle Programme in line with national decisions and recommendations.*

#### *First Year*

While the arrangements vary from year to year, first year students are usually arranged into two bands with mostly mixed ability classes but also including a class which has reduced numbers and additional support through SEN hours, SNA support and team teaching as required. Students are placed in classes based on feedback from primary schools and on results of the assessments taken by students as part of the enrolment process. All first year students begin by following the Higher Level programme in each subject area with this decision being reviewed as the student's progress is assessed.

Student subject options are assigned taking student preference and school resources into account. While parents are welcome to express their opinion regarding student placement in classes or assignment of subject options, it may not be possible for students to change classes or options.

#### *Junior Cycle*

The Junior Cycle covers a vital period in young people's lives when they encounter significant changes in their educational experience. Junior Cycle subjects are assessed by a combination of school based assessments and a terminal state examination. Any courses that have not yet been revised as Junior Cycle subjects, will be assessed by means of the Junior Certificate examination on completion of a Junior Certificate course of three years duration. While a majority of subjects are assessed as part of the Junior Certificate Examination by terminal examination, practical/oral examination, project work and/or continuous assessment, the junior cycle provision also includes a number of subjects that are integral to the curriculum, but are not formally assessed in this way. The inclusion of these subjects in the curriculum ensures that students receive a broad, balanced education that introduces them to all the areas of experience relevant to the needs of learners at this age and stage of their development. In this way students engage in personal development and achieve a level of competence in these courses, which will enable them to proceed to senior cycle education.

Subjects offered at Junior Cycle Level in Lucan Community College include core subjects (usually compulsory for all students), a modern language (French or German) and optional subjects. Students engage in a selection process of three

option subjects upon enrolment. It is not possible to guarantee that students' preferences for particular subjects can be accommodated. Descriptions of each subject are available from the school and on the National Council for Curriculum and Assessment website ([www.ncca.ie](http://www.ncca.ie)) in the form of fact sheets and on the junior cycle website at <http://www.juniorycycle.ie/>.

Junior Certificate subjects are normally studied at either Common, Ordinary or Higher Level, although some subjects can also be studied at Foundation Level. Junior Cycle subjects will be offered at common level apart from a small number of subjects where two levels are available. Non-examination subjects at junior cycle include Physical Education and Social, Personal and Health Education (SPHE) and Civic, Social and Political Education (CSPE). In Lucan Community College all students initially study subjects at Higher Level. Students and parents will be supported and advised by subject teachers, resource department teachers and guidance counsellors on the appropriate choice of level for each subject in the Junior Certificate/Cycle Examination.

#### Core Subjects

- Wellbeing (will incorporate SPHE, CSPE, PE, healthy living and other subjects as decided by the development committee)
- SPHE (Social, Personal and Health Education)
- CSPE (Civic Social and Political Education) to be offered as an Other Learning Experience (OLE) from the start of the Junior Cycle Programme
- English
- Modern Language – currently French or German
- Geography
- History
- Irish (compulsory unless student qualifies under strict exemption conditions)
- Mathematics
- Physical Education (PE)
- Religious Education (In Religious Education (RE) you will learn about what people believe, why they believe and how these beliefs influence their own lives, the lives of others and the world around us. Faith instruction in any one particular faith is not part of our curriculum. This course is suited to students of all faiths and none)

Option subjects offered at Junior Cycle Level in Lucan Community College are dependent on resources and staffing.

#### Option Subjects

- Art, Craft and Design
- Business Studies
- Home Economics
- Materials Technology (Wood)
- Metalwork

- Music
- Science
- Technical Graphics
- Technology

### *Transition Year*

Transition Year, which has been one of the major innovations in Irish education, provides an opportunity for students to experience a wide range of educational inputs and work experience at a remove from an examination focus.

This is a unique one-year programme for students aged 15/16. It provides a bridge to enable students make the transition from Junior to Senior cycle. It encourages personal and social development and recognises the need for students to grow in independence. Transition Year fosters academic achievement as students prepare for a Leaving Certificate programme, further study and adult and working life. It encourages the development of a wide range of transferable critical thinking and creative problem-solving skills. *Every student in Lucan Community College participates in Transition Year unless the student concerned progresses directly into the Leaving Certificate Applied Programme.*

Subjects offered in Transition Year in Lucan Community College include Leaving Certificate core subjects, an opportunity to sample some Leaving Certificate optional subjects and a range of hobby and special interest options. Assessment is by means of class examinations, continuous assessment and project work and students present a portfolio of their learning and experience at an interview at the end of the year at which their level of award for Transition Year is decided.

### *Leaving Certificate Established*

The Leaving Certificate examination is held at the end of the Senior Cycle in post-primary schools. It is the terminal examination of post primary education. The Senior Cycle caters for pupils in the 16 to 19 year old age group. Students normally sit for the examination at the age of 17, 18 or 19 after 6 years of post primary education.

Pupils following the established Leaving Certificate programme must take at least five subjects, including Irish.

Subjects are normally studied at either Ordinary or Higher Level, although two subjects, Irish and Mathematics, can also be studied at Foundation Level. In addition to the subjects listed below, the State Examinations Commission will provide examinations in any of the recognised languages of the European Union, where the status of the applicant/candidate is seen as appropriate. Students and parents will be supported and advised by subject teachers, resource department teachers and guidance counsellors on the appropriate choice of level for each subject in the Leaving Certificate Examination.

Subjects offered at Leaving Certificate Level in Lucan Community College are dependent on resources and staffing.

### Core Subjects

- Irish
- English
- Mathematics

- Modern language: French or German

### Non Exam Core Subjects

- Religious education
- Relationship and Sexuality education offered as a module as part of Tutorial class

### Option Subjects

- Accounting
- Applied Maths (currently offered outside the normal curriculum as an additional subject carrying a nominal fee)
- Art
- Biology
- Business
- Chemistry
- Construction Studies
- Design & Communication Graphics (DCG)
- Economics
- Engineering
- Geography
- History
- Home Economics
- Music
- Physics
- Religion (Leaving Certificate examination subject)
- Technology

### 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.

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.

The core of the LCVP includes the following elements which students must take:

- two Leaving Certificate subjects to be chosen from one of the LCVP subject groupings
- a Leaving Certificate Modern European Language or a Vocational Language Module
- mandatory Link Modules

LCVP students must take at least five Leaving Certificate subjects – one of which must be Irish.

### *Leaving Certificate Applied Programme*

The Leaving Certificate Applied is a distinct, self-contained two-year Leaving Certificate 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 had not recognised in the past. It is an innovative programme in the way students learn, in what they learn and in the way their achievements are assessed. It is a person-centred programme involving a cross-curricular approach rather than a subject based structure. It has as its primary objective the preparation of participants for adult and working life through relevant learning experiences that develop the following areas of human endeavour: spiritual, intellectual, social, emotional, aesthetic and physical.

The framework of the Leaving Certificate Applied consists of a number of modules grouped under three general headings:

- General Education
- Vocational Education
- Vocational Preparation

The Leaving Certificate Applied is intended to meet the needs of those students who either chose not to opt for other Leaving Certificate Programmes or who are not adequately catered for by other Leaving Certificate Programmes. Students wishing to access the LCA programme should apply to the LCA coordinator who will assess their application and invite the student and their parent/guardian to interview. Students may also be advised to follow this course by Year Heads or Guidance Counsellors. The college reserves the right to offer only this senior course to a student if deemed most appropriate to the needs of the individual student.

### *Parental information*

Information sessions are offered to parents/guardians at various stages of a student's progress through second level in order to assist with the decision making process. A parent teacher meeting is held once a year for every year group with the Transition Year end-of-year meeting serving as an opportunity for parents to view students work and to meet informally with teachers for this group. Reports are issued to parents with student assessments and comments at the end of the first term and third term for 1st, 2nd, TY and 5th year students and at the end of the first term and second term for 3rd and 6th year students. A newsletter is issued to parents several times a year and is sent home with students or made available through our website. Our text-messaging system is used for more urgent communications and for reminders of important dates. Parents should monitor their child's homework journal daily, as this is the main communication between home and school. The school website offers additional information for parents and students and the front office staff are available to answer queries from parents and

guardians.