



Coláiste Phobail Leamhcáin

Lucan Community College

The College Journal is the main means of communication between student, parent and teacher. The following are guidelines for the appropriate use of the Journal.

- Students must have their journal with them everyday and at all times in class.
- Each journal must have the student's name and class group on the inside cover.
- Each student must fill out their full timetable and classrooms on the inside cover.
- The journal acts as a reference book for students and parents and as a daily record of homework to be done.
- **The journal is not a private diary and all students must produce it immediately when requested to by teachers. The college reserves the right to retain a student's journal or copies thereof in the school files for reference purposes.**
- The journal is designed to help students organise their work and students must keep details of all homework given in it. If no homework is given in a class, students must note what topics were covered in class.
- Defacing the journal in any way is not permitted.
- Students are not allowed to write in another student's journal.
- Blank pages at the end of each week are for communication between parents/guardians and teachers, tutors and Year Heads.
- Each student's journal must be signed weekly by their parents/guardians but should be viewed on a daily basis and any notes acknowledged by a parental signature/note.
- Students who forget to bring their journal to school may face a sanction.
- The loss by a student of their journal is a serious matter which shall be dealt by the student's Year Head. A replacement journal must be purchased immediately.
- Parents are reminded to notify the school of any absence via our digital platform.
- Notes from home of a very personal nature should be sent in an envelope to the teacher/tutor and not written in the Journal.
- Inappropriate notes will be removed. The Principal is the judge in this regard.
- Parents and guardians are reminded to check VShare parental app for record of term reports, behaviour and attendance.

Parental and Student Commitment

We have read and understood the following school policies and procedures and we agree to abide by them and any amendments as made by the Board of Management from time to time.

Parent/Guardian signatures: _____

Student signature: _____ Date: _____



Guidance Department

Guidance Counsellors: Eileen O'Gara / Edel McManus

There are a number of ways through which you can seek advice and support from your Guidance Counsellor:

1. You can request counselling in person by calling into the office of the Guidance Counsellor
2. Your Year Head, Tutor or Class Teacher can arrange an appointment for you
3. Your parents can contact the Guidance Counsellor directly to arrange an appointment for you

The Guidance Counsellor will give your tutor an appointment slip with the date and time of your appointment which you are required to show to your subject teacher. You are expected to complete any class work or homework missed.

The whole school guidance programme in this school aims to provide a safe environment for each student to grow and develop their personal, social, careers, educational and life choices. The guidance counsellors in Lucan CC provide a confidential one-to-one guidance counselling service to students where appropriate. Here, the guidance counsellor may meet with students to discuss a range of careers, educational, personal and or social development issues.

In the event that your son/daughter wishes to meet the guidance counsellor on a one-to-one basis at any stage throughout their time in school, your permission is requested for any such meeting.

I give my permission for my child to attend one-to-one meetings with the guidance counsellor(s) in Lucan CC in keeping with the School's mission of support for students and in the school context of the School's whole-school guidance programme.

These meetings may happen in the school or using the school's technology platforms.

Parent/Guardian's Signature _____

The Counselling Service is confidential.

College Ethos

The distinguishing features of Lucan Community College are:

- It is multi denominational, catering for students from all beliefs
- It is co-educational, catering for all students 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/guardians – 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 guidelines and a code of behaviour to help everyone achieve and maintain this kind of working environment.



Our 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, inclusive, safe and friendly environment, we foster collaboration and promote equality and tolerance as preparation for life, involvement in society and the creation of a more just and sustainable world.

As a community, we provide an innovative, fair and balanced education through broad, engaging and diverse curricular extra-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.

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.

Active Learning:

In Lucan Community College this happens through teaching and learning. It happens formally through teaching the curriculum, through experiences in the extra- and cocurricular activities offered by the school. It happens through the development of each person 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 marginalised or unsafe in any way.

The School Community:

All members are equally valued, respected, and treated fairly regardless of social background, sexual orientation, religion, gender, ethnicity, family circumstances, age, educational achievement, physical characteristics or intellectual ability. The differences of all in the community are cherished in an atmosphere of tolerance. "Aontas" (Unity) is our motto. All members are encouraged to experience a sense of belonging and of being cared for in a school which values their holistic, intellectual, social, moral, emotional, physical and academic development.



Curricular, Extra-Curricular and Co-Curricular Activities:

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. 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.

Self-Development:

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

Our Mission Statement and Aims are underpinned by current legislation.

Pastoral Care

In Lucan Community College each person is valued and respected for who they are. Within our school there exists a supportive, safe and friendly environment, where we foster collaboration and promote equality and tolerance as preparation for life and involvement in society. In our college we engage in the **'tutor system'** as a means of pastoral care and getting to know each individual student and their needs.

Each student in each class group in every year of our school is assigned a Tutor or tutors. This is a teacher(s) who, in a voluntary capacity, is the mentor for their particular class. The role of the tutor is one primarily concerned with the welfare of the students, their positive induction and integration into school life each year and continued well-being within our school.

Each year group and tutor team is governed by an Assistant Principal teacher in the position of **Year Head**. The Year Head and tutor also have specific roles to perform regarding communication between school and parents/guardians via the student's college journal and in parent-teacher meetings. It is vital that every parent/guardian communicates information in relation to the well-being of their child to the tutor, year head or guidance counsellor so that the college can best support your son/daughter as they engage in second level education.

The counselling/guidance department can also be called upon by Year Head or management to become involved in a pastoral role. Staff in Lucan Community College take great pride in the positive relationships formed between all members of our community; students, parents/guardians and staff .



School Calendar 2026 - 2027

TERM 1

Date	Details
Fri 28 Aug	1 st Year Student Induction
	Staff Meetings
Mon 31 Aug	1 st & 6 th Year Student Induction
	Staff Meetings
Tues 1 Sept	2 nd , 3 rd & 5 th Year Student Induction
	Staff Meetings
Wed 2 Sept	4 th Year Student Induction
	Staff Meetings
Thu 3 Sept	All Students attend for half day
	Staff Meetings
Fri 4 Sept	Full School Timetable all day
Wed 23 Sept	Staff Meeting: classes finish at 13:00 (No after school activities)
Mon 5 Oct	Staff Meetings: classes finish at 15:30 (No after school activities)
Thu 22 Oct	6th Year Parent/Teacher Meeting 1545-1815
	Classes finish at 15:30 (No after school activities)
Mon 26 – Fri 30 Oct	October Mid-Term Break
Mon 2 Nov	School Reopens
Wed 4 Nov	Staff Meeting: classes finish at 13:00 (No after school activities)
Mon 9 Nov	3rd Year Parent/Teacher Meeting 1545-1815
	Classes finish at 15:30 (No after school activities)
Tue 24 Nov	5th Year Parent/Teacher Meeting 1545-1815
	Classes finish at 15:30 (No after school activities)
Mon 30 Nov	School Closed: Staff Training
Mon 7 Dec	School Closed
Thu 10 Dec	Staff Meeting: classes finish at 15:30 (No after school activities)
Tues 22 Dec- Tues 5 Jan	Christmas Holidays



TERM 2

Date	Details
Wed 6 Jan	School Reopens
Wed 13 Jan	Staff Meeting: classes finish at 13:00 (No after school activities)
Thu 21 Jan	School Closed: Staff Training
Mon 25 Jan	2nd Year Parent/Teacher Meeting 1545-1815
	Classes finish at 15:30 (No after school activities)
Fri 29 Jan – Fri 12 Feb	Mock Examinations
Thu 11 Feb	1st Year Parent/Teacher Meeting 1545-1815
	Classes finish at 15:30 (No after school activities)
Mon 15 – Fri 19 Feb	February Mid-Term Break
Mon 22 Feb	School Reopens
Tue 2 Mar	Staff Meeting: classes finish at 15:30 (No after school activities)
Thu 18 Mar	Staff Meeting: classes finish at 15:30 (No after school activities)
Mon 22 Mar- Fri 2 Apr	Easter Holidays Begin

TERM 3

Date	Details
Mon 5 Apr	School Reopens
Wed 7 Apr	Staff Meeting: classes finish at 13:00 (No after school activities)
Wed 28 Apr	Staff Meeting: classes finish at 13:00 (No after school activities)
Fri 30 Apr	School closed
Thu 6 May	Classes finish at 15:30 (No after school activities)
Wed 12 May	Whole School Sports Day
Fri 21 May	LC Award Ceremony 1400 (Classes finish at 13:04)
Mon 24 May	LC Graduation Celebration 19:00
Tues 25 May	TY Celebration of Learning 14:00



Timetable Times for Lucan Community College					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-09.48	Class 1	Class 1	Class 1	Class 1	Class 1
09.48-10.46	Class 2	Class 2	Class 2	Class 2	Class 2
10.46-10.56	Pastoral Care Class	Pastoral Care Class	10.46-11.06 Tutorial	Pastoral Care Class	Pastoral Care Class
10.56-11.08	Break	Break	11.06-11.18 Break	Break	Break
11.08-12.06	Class 3	Class 3	11.18- 12.16 Class 3	Class 3	Class 3
12.06-13.04	Class 4	Class 4	12.16-13.14 Class 4	Class 4	Class 4
13.04-13.49	Lunch	Lunch		Lunch	Lunch
13.49-14.47	Class 5	Class 5		Class 5	Class 5
14.47-15.45	Class 6	Class 6		Class 6	Class 6



Guidelines for Staff - Parent Communication

Rationale

In fulfilment of our Mission Statement and Aims, these guidelines suggest approaches for communication between the staff and parents/guardians of Lucan Community College.

Communication should take place in a respectful atmosphere where the unique contribution of each is recognised. Teachers are the educational professionals and will endeavour to offer the most appropriate educational advice in the circumstances. Parents/guardians are the main carers of the student and are supported in this role by the school community. Students attend school to achieve a high standard of education and are supported in this role by the school community.

Parents/guardians are encouraged to be actively involved in the education of their children and we aim to actively assist this process. If an issue of concern arises, parents can make an appointment to meet or speak with an individual subject teacher, class tutor or year head. Issues of a serious nature can be taken directly to the Principal or Deputy Principal.

With this in mind:

- The College journal is the main means of communication between student, parent and teacher. Notes from home of a very sensitive nature should be sent in an envelope to the teacher/tutor and not written in the journal.
- Meetings between parents/guardians and teachers should be arranged by appointment through the administration staff;
- Participants in meetings should be aware of the time constraints from the beginning of the meeting;
- Parent-teacher meetings are opportunities for a short input from the teacher and brief comment from parents. Any issue needing more time should be dealt with through the normal appointment system;
- All participants in meetings should deal respectfully with each other. If this does not occur the meeting may be terminated and rescheduled where appropriate;
- Use of positive language is encouraged with the focus on solving the issue in question rather than dwelling on the negative;
- Staff members may refer parents/guardians to other agencies inside (Guidance counsellor, Principal, etc.) or outside (Youth Reach, Social Services, National Education Welfare Board, etc.) the school community where the need arises.



Communication Technologies

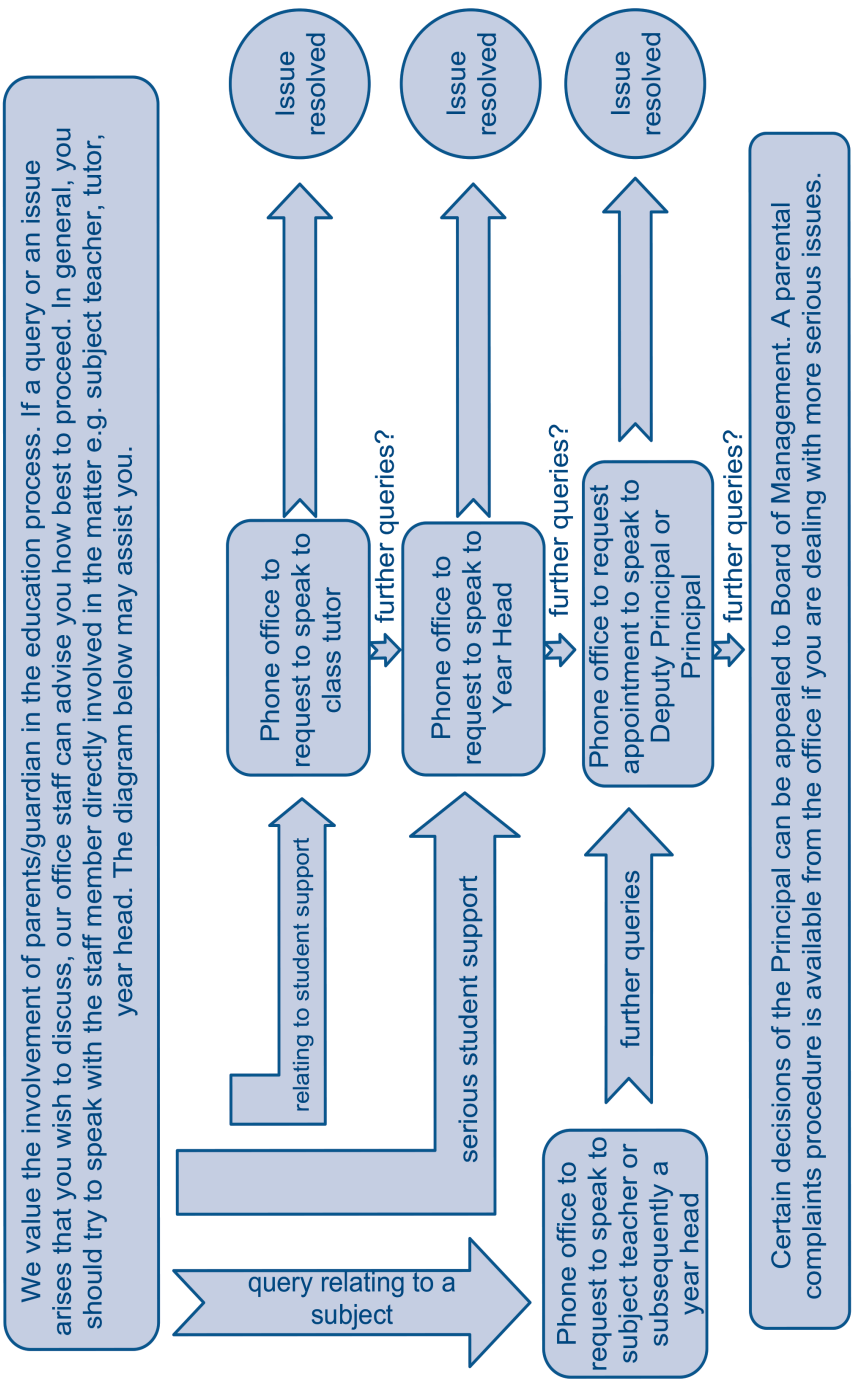
Lucan Community College will make use of available technologies as appropriate to improve communication with parents/guardians including for example:

- Use of telephone - all communications by parents/guardians should be directed to the school office number or to the school mobile number provided for trips and tours. Text messages between parents/guardians and staff personal phones is not considered best practice;
- Use of email - all communications by parents/guardians should be directed to the school office email address admin@lucancc.ie and will then be forwarded to the relevant personnel. Use of email between teachers and students where appropriate to assist teaching and learning may be used. Issues of a sensitive nature or that may involve significant discussion to resolve are usually more appropriate to raise on the phone or at a face to face meeting.
- Use of SMS system to send text message updates to parents. Parents and guardians should ensure that the school has up to date contact information so that important communications can reach them.
- Use of student management system both within the school and to allow parents to access attendance, reports and other relevant information about their child;
- Use of Virtual Learning Environments to further enhance teaching, learning and communication; e.g. Teams and OneNote;
- Use of website to publish news and events and to give an overview of the college and to publish an electronic school calendar;
- Use of local media to report on college events and activities;
- Other technologies as deemed useful. Staff members and students managing communication technologies on behalf of the college should be mindful of the school acceptable use of technology policy and the use of student photos and videos policy.

We ask parents/guardians to be mindful that teachers spend most of the day teaching classes and may take some time to respond to phone or email messages. The following graphic will guide you as to who you should contact in various situations.



Guide for Parent/Guardian in dealing with a student related issue





Relationships and Sexuality Education (RSE) at Senior Level

Senior Cycle Relationships and Sexuality Education (RSE) will be taught in Fifth and Sixth Year, for a block of six to eight weeks – one period per week or during a block of time using visiting facilitators depending on the timetable structure. RSE has, as its specific aims:

- To help young people understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude towards one's own sexuality and in one's relationships with others
- To promote knowledge of and respect for reproduction

Our school recognises that parents/guardians have the primary responsibility for the personal development of your teenager and we would like to support you in this. The TRUST pack will be the resource used in the teaching of this topic and can be accessed at: <https://ncca.ie/en/senior-cycle/curriculum-developments/senior-cycle-social-personal-and-health-education-sphe/>.



Signed by Parent/Guardian:



Date / Dáta:



The College building



New Building



Ground Floor



First Floor



Recording of Assessments

Subject	Date	Topic	Result	Correction	Area for Improvement
Irish					
English					
Maths					



Recording of Assessments

Subject	Date	Topic	Result	Correction	Area for Improvement
History					
Geography					



Recording of Assessments

Subject	Date	Topic	Result	Correction	Area for Improvement
Religion					
Option 1					
Option 2					



Recording of Assessments

Subject	Date	Topic	Result	Correction	Area for Improvement
Option 3					
Option 4					



Parent/Guardian Record of Assessment

Parent/Guardian comment after discussing exam results with student						
REPORT VIEWED AND RECEIVED Parental signature required below please						
ASSESSMENT NAME	November Assessments		3 rd & 6 th Year Mock Reports		1 st , 2 nd , 4 th & 5 th Year Summer Reports	



Code of Behaviour

Student's Classroom Code

Remember...

- **Respect all members of our school's community**



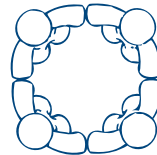
- **Be on time**



- **Be prepared for class with necessary equipment**



- **Work to the best of your ability and allow others to do the same**



- **Help keep our school tidy and in a pleasant condition**



- **Be responsible – we all need a safe place to work**





The following policies form part of our school's Code of Behaviour and can be accessed on the school website.

- Bí Cinéalta policy
- Attendance and Punctuality
- Child Protection policy
- Disciplinary procedures
- General rules for students
- Grid of misconduct/sanctions
- Guidelines for staff/parent communication
- Health and Safety policy
- Homework and Study policy
- Prohibited items in our school
- Student Computer and Network Agreement policy
- Substance Misuse policy
- Suspensions/Expulsion policy
- Uniform Policy

Excerpts of some of these policies are included in the student's journal.

These policies and all other relevant policies listed below are available on our school website:

- Mission statement and Aims
- Enrolment and transfer Policy
- Health and Safety Policy
- Inclusion Policy (AEN)
- Critical Incident Policy
- Guidance Plan
- Homework and Study Policy
- RSE Policy
- Assessment and Reporting Policy
- Data Access Policy
- CCTV Policy
- Fraud Policy
- Risk Management Policy
- Protected Disclosures Policy
- Data Protection Policies
- ICT Acceptable Usage Policy



Code of Behaviour

Simple ways we can be positive in our daily school life

- Get Involved! Be helpful and willing!
- Take pride in your work, materials, the school grounds and your abilities.
- Show honesty, fairness and respect for others.
- Speak appropriately and pleasantly to all members of the school community!

How the school rewards positive behaviour

- Teachers give positive verbal feedback to students every day
- Teachers give good notes, teacher stamps and other rewards in the journal
- Tutors and Year Heads use a reward system to promote positive behaviour
- Teachers give a variety of awards at the end of year to recognise and reward student achievement
- Teachers and tutors send written feedback about each student with reports
- Teachers meet with your parents each year and give positive verbal feedback when appropriate
- Graduation & end of year ceremonies for all students rewards and acknowledges positive behaviour
- Students are brought on school trips, cultural activities and sporting events to reward positive behaviour
- As previously stated it is the policy of the College to foster a sense of self-discipline amongst its students appropriate to their age and level. We seek to achieve this by means of clear sensible rules, and by a strong personal support structure of tutors and year heads from which students receive guidance and support in assuming their responsibilities. Rewards both formal and informal are used to support and encourage students to behave in a positive way.

Why we have rules... Lucan Community College is your school; you must make it a school to be proud of. Rules and regulations are important because they ensure that the school is able to carry out its business; they help students to learn and teachers to teach.

When everyone follows the Classroom Code and General rules there are no problems. A happy, business-like atmosphere is the best environment in which to work; such an atmosphere can be achieved if everyone follows the rules and regulations; you and your parents/guardians have signed up to them to help you co-operate with the staff of Lucan Community College as well as all your fellow students.

These rules and regulations are reviewed periodically in conjunction with the Board of Management of the College, all the staff, the Student's Council and the Parent's Association.

This is how every student is expected to behave during each day:

Before class

- Be on time, carrying your school bag and all books, copies and other equipment you need for the day.
- Your appearance (including uniform) should be clean and neat and should conform to school regulations.
- If you arrive late, you come to the Front Office for a late stamp on your journal. Write your time of arrival into school beside the late stamp. You must sign the late sheets for the relevant year.



- A note to explain your lateness should be in your journal and shown to your Class Tutor.
- Repeated lateness is highly disruptive to your education and that of the class – it will be dealt with as such by the Attendance/Punctuality officer/Deputy Principal and/or through the usual referral process.
- **Students are not allowed go to their lockers except at break, lunch times and before and after the school day.**

Class time

- All students must wait outside the classroom until their teacher arrives, lined up as shown by every teacher at the beginning of the year.
- When you are lining up outside the classroom, you do so quietly so as not to disturb the learning of fellow students.
- When the teacher tells you to do so, enter the room and follow the instructions of the teacher.
- Sit in the seat you were given by the teacher. Do not presume to change your seat unless the teacher allows you.
- At the end of class leave your table and area around your chair in a neat and clean manner. Push your chair under your table and after class, leave exactly as your teacher tells you. Do not run, shout or push. Walk in the correct direction through the courtyards and in the corridors.
- **You are permitted to go to the toilet during break times or before school.** Students will not be allowed out to the toilet during 1st class after beginning of school, 1st class after break or 1st class after lunch time. If you are in serious need, ask the teacher quietly for permission.
- Take good care of your table and chair and your learning environment. Please do not graffiti or vandalize any property while in school.
- Follow the Classroom Code.

Break time

- You may go into the area of the school assigned to you. No student may leave the grounds without permission.
- Food may be consumed only in specified areas. The college encourages students to eat a healthy snack and lunch.
- Chewing gum and fizzy drinks, including energy drinks, are not allowed in our school.
- Under legislation, it is illegal to smoke and vape in the school grounds at any time.
- Do not engage in unruly behaviour such as pushing, shoving, rough play nor running around at break time as this can lead to injury. Do not engage in shouting or rowdiness either.
- Go to your next class promptly and line up in an orderly manner when the bell goes.

Lunch time

First years, second years and third years are allowed home to have lunch only if they have specific permission from their Parents/Guardians and a lunch pass in the front of their journals. All other junior students must stay in the school building for lunch and eat their lunch in the designated areas. Senior students (TY students, 5th year and 6th year students) are allowed home to have lunch only if they have specific permission from their Parents/Guardians. Loitering in public areas during lunchtime is expressly forbidden. Those who stay in must stay within assigned areas.



After school

You may stay on in the school after class if you are taking part in some organised and approved activity or if you are given permission or told to do so by a teacher, otherwise, you must leave the school building immediately after finishing at your locker after the final class.

Between home and school

- Your conduct on your way to or from school is as important as within the school.
- You are reminded to behave in a mannerly way on the road, at the bus stop or in the bus.
- Complaints about students' conduct are always acted upon.
- Students who are either afforded the privilege to leave the school premises during the school day or who are finished school for the day should be aware that appropriate behaviour is essential at all times. The school reserves the right to apply its full Code of Behaviour and sanctions if and when the school deems it appropriate.

Respect for teachers and other staff

- Teachers are addressed as Miss, Mrs., or Mr. (Sir can be used instead of the full name for a male teacher). Teachers are not to be called by their given first name.
- Don't argue with a teacher. It is quite possible to put forward your point of view without being cheeky. If you are quiet and calm you will be welcome to make your point. This applies not only in school but to your relations with adults in general. Disrespectful behaviour will not be tolerated.
- You may **not** go to the Staff Room to see the teachers during morning break or the first half of lunch break.
- Treat all members of the college (all staff, visitors and fellow students) with the same respect as you do your teachers. Be mannerly at all times.

Respect for property

- Always treat school property and that of your fellow students with respect.
- Keep the school neat and clean.
- Don't forget to take good care of your own property. Put your own name on every book, copy, piece of equipment or uniform that you own. Please check in with the front office if you have mislaid any items.

Respect for fellow students

- You should always treat your fellow students as you would like them to treat you.
- Bullying, fighting and intimidation are regarded as the most serious discipline offences
- Respect the property, person, thoughts, feelings and beliefs of yourself and others.
- Behave safely in and around the school building and environments.

Grid of possible misconducts and sanctions

	Misconduct	Possible Sanctions
Low level	Occasional non-presentation of homework Occasional/once-off forgetting equipment/work Occasional talking Swinging on chair Uniform Late for class	Visual warning (e.g. approach student, eye contact) Verbal warning Written warning Take journal Ask student to suggest sanction Extra work – to be presented the following day Penalty sheets Pay back time (on days when students are not due to be present)
Mid level	Persistent low level Any regular offence from list above	Use of referral system after 3 misconducts and actions taken Community service/clean-up Detention Note in journal Informal word to tutor/year head Time-out Removal of privileges (e.g. having to sit outside staffroom during breaktime) Placed on report by year head
High level	Smoking (illegal) / Vaping Direct challenge to staff Consistent mid level or low level misconduct Violent or bullying behaviour Absent from school without permission Possession (on person/in bag, locker etc.) or use of illegal substances	Use of emergency path of referral system where appropriate Removal of privileges Pay back time Application of Bí Cineálta (Anti-bullying policy) for bullying behaviour Internal time-out (shadowing student/ Tutor/Year Head) Placed on a contract Suspension by Principal/Deputy Expulsion by Board of Management

Some misconducts carry agreed sanctions: The decision to suspend a student requires serious grounds such as that: the student's behaviour has had a seriously detrimental effect on the education of other students; the student's continued presence in the school at this time constitutes a threat to safety; the student is responsible for serious damage to property; ongoing breaches of the code of behaviour. A single incident of serious misconduct may be grounds for suspension.



Disciplinary Procedures, Rewards, Supports and Sanctions

- Breaches of discipline will normally be corrected by the subject teacher in the first place. Sanctions invoked may include additional written work, detention before or after school times, meeting with parents to discuss student's behaviour, or referral to class tutor. It is the tutor who is the major point of contact between parents and the school under normal circumstances, and we are very proud of the excellent record the College has of resolving the vast majority of breaches of discipline by students due to the tradition of excellent support which our parents have shown for us. Fines may be levied for damage to or defacing school property, and for smoking or chewing gum within the school. Students may be required to spend time on activities within the school appropriate to the breach of discipline.
- Please note that the range of sanctions described above is not necessarily exhaustive. As part of its policy of reviewing practices on an ongoing basis Lucan Community College may introduce further sanctions as appropriate from time to time or discontinue those that are no longer appropriate. Students and parents are notified of such changes and the reasons therefore.

The complete suspension and expulsion policy is available on our school website.

Prohibited items in our school context

- Students should not bring any items to school which could be dangerous or disruptive in the school context.
- Under the terms of The Public Health (Tobacco) Act 2002, smoking / vaping is illegal in schools and in their yards and grounds since 29th March 2004. This applies to all people at all times, including visitors and at evening events. Students caught smoking/vaping or students believed to be smoking /vaping within the school grounds or within the near vicinity of the school and will be dealt with under the code of behaviour and a sanction will be applied. Please refer to before substance misuse policy for further details
- Chewing gum – a €5 fine will be issued for every student who chews chewing gum within the school building. A receipt will be issued from the front office.
- Spitting is an unhygienic and antisocial action in the school context. A €5 fine will be issued, payable to the front office, if a student is observed spitting on the school property.
- Permanent markers, spray cans (eg. paint, deodorant) and lighters are strictly banned, as is tippex, as the fumes can be very dangerous. Lazer pens or similar are prohibited on the school grounds.
- Mobile phones, cameras, headphones, ear-buds, smart watches and other wearable devices with audio/video or internet capability (including all forms of personal music players ,digital, audio, photographic and video recording equipment) are only permitted to be used on the instruction of and under the supervision of a staff member. Any such devices seen/heard on school property will be confiscated as outlined below. Keep these devices switched off and out of sight while on school premises.
- Student technology devices will be confiscated if seen/heard by a staff member and passed to the relevant Year Head. It is at the discretion of the Year Head when the device will be returned. A rough guide to the periods of confiscation follows: return at the end of the school day for a first offence, return to the parent only for a second offence, retain until the end of term or school year for a third or subsequent



offence. The school cannot be held responsible for items that are confiscated due to infringements of the school rules. Students using such equipment as part of the curriculum are subject to strict guidelines protecting the privacy and rights of others. Please refer to Student Computer and Network Usage Policy Agreement and the Anti-bullying policy for more information.

- The college reserves the right to specify other items from time to time which may be disruptive or dangerous. Any items which constitute illegal substances or instruments are at all times banned and sanctions will be applied in accordance with our code of behaviour guidelines and appropriate school policies.

Uniform Policy at Lucan Community College

Our school uniform plays a key role in maintaining the high standards we expect of our students. In order to maintain this high standard we ask that all of our students wear their full uniform with pride at all times in school.

Students' uniform will be checked by their tutor and class teachers each day and logged on VS Ware. Students who are missing any piece of their uniform must have a note from their parents. Repeated infringements of our uniform code will be followed up according to our Code of Behaviour and will result in sanctions up to and including suspension.

School Uniform - Available from School Warehouse* and other shops

- Black crested jumper (School Warehouse only)
- Crested light/heavy school coat (School Warehouse only)
- Crested school Gillet/body-warmer (School Warehouse only)
- School Tie: red/grey/black striped (School Warehouse only)
- School Kilt (School Warehouse only)
- Grey trousers (must be proper school trousers – tracksuit or tight-fitting trousers are not acceptable)
- Grey or white shirt
- Black or grey socks/tights

PE Uniform - Available from School Warehouse* and other shops

- Crested tracksuit top (School Warehouse only)
- Black Crested Polo Shirt (School Warehouse) or Plain Black T-Shirt (no logo, wording, patterns or other colours permitted)
- LCC tracksuit bottoms (School Warehouse) or Plain Black Tracksuit bottoms (no logo, wording, patterns or other colours permitted)
- *Optional extra – Black LCC Crested Sports Leggings (School Warehouse only)*

Footwear – Available from any shop

- Black footwear: The footwear must be completely plain black – this includes the sole, upper, laces and logo. No other colour or part-colour is permitted.
- PE only: Any colour runners for PE that are suitable for multi-sports both indoors and outdoors



Additional clarification of uniform/personal presentation school rules:

Physical Education is compulsory for all students in all years – this requires the PE uniform. Students should wear their full PE uniform to school on the day their class has timetabled PE or Leisure Pursuits.

Scarfs and headgear worn must match the colour of the school uniform.

A school coat is required - non-school coats will be confiscated in line with school rules. Remember that many of our corridors are in the open air.

Personal Presentation

Hair

Extreme hair styles affect the image of students and the school, as a result they are forbidden. Banned styles include but are not limited to:

- shaved styles and/or patterns;
- braided hair with an unnatural colour, etc;
- hair must be a natural colour and cannot have dyed or highlighted sections;

Nails

- Long false nails are not permitted. Nails should be a natural length.

Jewellery Policy

Jewellery, other than the exceptions outlined below, may not be worn.

- Piercings are not permitted other than multiple studs which are allowed in each ear lobe. This completely excludes cartilage piercings and/or hoop earrings.
- Students are responsible for the removal of any jewellery in practical classes (e.g. PE, workshops, kitchen) and where health and safety is an issue, a student must remove jewellery if requested by teacher.
- Students wearing any other piercings will be asked to remove them immediately.
- Tattoos are strictly banned.

The Principal will have the final say in the matter of personal presentation.

We hope the information provided here clarifies our uniform rules for you. This will help you ensure your son/daughter is aware of and adheres to these rules. We are immensely proud of our students and how they represent us in the community. The standard of our school uniform and personal presentation is an integral part of this. Repeated infringements of our uniform code will be followed up according to our Code of Behaviour and will result in sanctions up to and including suspension.

Attendance and Punctuality

All students are expected to attend punctually for school each day. The attendance and punctuality system is explained to students by their class tutor and Year Head at the start of each school year.

Student/Parent (Guardian) responsibilities:

- Any time students are absent for a full day or part of a day through sickness/ appointment parents/guardians should send an absence request through the School app.
- If students know in advance that they will be absent, parents should send an absence request through the School app. It is also good practice for a student to verbally update their class tutor/teacher of their upcoming absence.
- On return after an absence, a student must also have a note from his/her parents /guardians in their Journal.
- Students shall not use any absence as an excuse for falling behind in classwork or homework.

Registration

A register of student attendance is taken in every class. We will regularly send a school app message to parents through the parental app when students are absent without explanation. Parents/guardians can monitor their child's attendance and punctuality on the school app.

Punctuality

Students who arrive late must sign in on the attendance tablet in the front reception area before going to class. A number of lates per week result in a community service sanction/detention administered by the relevant post-holder.

Chronic lateness results in referral to the Year Head for application of more serious sanctions due to the impact on teaching and learning.

Reporting on attendance

Quarterly totals of days absent for each student are calculated and parents of students who have been absent many days in the term are sent a letter. A copy of this letter is given to the Year Head who follows up on absences as appropriate. Students who are absent for more than 20 days in the school year are referred to TUSLA by the Principal and the parents/guardians are informed.

Students leaving the building

Students are free to leave the building at lunch-time (for those with an appropriate lunch pass) or at the end of the school day. Students may not leave the school grounds during small break or between classes. If students need to leave the school at other times, a parent/ guardian should send an absence request through the VShare parental app. Parents/ guardians must also write a note in the absence section of the school journal which should be shown by the student to the Year Head or Link Deputy Principal for signature. This signed note must then be shown by the student in the front office when leaving school.



Bicycle and e-bike Rules

Lucan Community College is delighted that so many students cycle to school and have provided bicycle racks for the safe parking of bicycles. Students who choose to cycle to school should do so under the following conditions:

- follow the rules of the road when cycling and take appropriate safety precautions as all times. This includes having functioning lights and reflectors;
- **have and wear a bicycle helmet while travelling to and from school;**
- dismount while on school grounds and walk with their bicycle to the bicycle rack;
- **lock their bicycle in the bicycle rack;**
- enter the school building through the correct front student entrance.

These rules are designed to protect the students using bicycles and students who walk to school. Please note that the school cannot take responsibility for damage to or loss of bicycles while on school property.

e-Scooter Rules

Irish law states that e-scooter users must be 16 years or older. E-scooters are banned from footpaths and users can't carry passengers, riders should dismount while on school grounds and walk their e-scooter to a bike rack. Students using an e-scooter must obey a speed limit of 20km/h and follow all rules of the road. They must have lights, a bell or audible warning device, reflectors and brakes on their e-scooter and it must be kept in a roadworthy condition at all times. Users must not hold or use a mobile phone. **Students under 16 are not permitted to bring an e-scooter to school.**

Teaching and Learning

We, in Lucan Community College, aim to provide our students with the best and most appropriate education that they can receive. With this in mind, we have developed homework and study policies, have introduced study and motivation skills seminars, parent/student information evenings on homework, study and the processes of learning and in each teacher's individual classes, in subject departments and in staff meetings we continually promote teaching and learning.

The Student plan for improving learning from homework

This appendix (from our Homework policy available on our website) outlines the 6 point plan that will be implemented during the first term and possibly at other times in Junior cycle and Senior cycle classes. It aims to teach students how to do homework. The first few steps may last for a number of weeks to allow students to settle in. All subject teachers are encouraged to focus on the particular area outlined below during the relevant stage. The Year Head will issue reminders as to the focus each week. What follows are guidelines for teachers in these areas.



Step	Focus	Remember
1	GET IT DONE Record Best Effort Neat Class Equipment	Write your homework or what you did in class into your journal after every subject. Subject/homework/Estimated time. Ask the teacher questions to make sure you understand the homework. Do your homework neatly, when finished your homework tick it off and write down the time it took you to do it. Have all necessary equipment in class each day.
2	UNDERSTANDING Write Down Use Examples Use Textbook Ask for Help	Your teacher will explain good ways to do homework in different subjects. Write down any difficulties you had with your homework after you make a real effort at each part. Underline key words. Follow an example done in class. Find the section in the book that might help you. Ask for help from someone.
3	CORRECTING HOMEWORK Check Learn Improve	Teachers will correct homework in different ways. You can also correct homework yourself – reread, check answers in book, compare your work to that of another student. Be sure you know what you did well and what you need to improve on. Make sure you rewrite anything that could have been better. If your homework seems to be wrong, try to learn from your mistakes and try again.
4	TAKING NOTES Own Words Short For You Organise	Ask your teacher for suggestions on note taking in each subject Use your own words Use headings, key points, diagrams, etc. Note what you have difficulty remembering/ understanding Organise your notes



Step	Focus	Remember
5	STUDYING Survey Question Read Recall Review	SURVEY: Skim through whatever you want to learn to get an idea of what it is about QUESTION: Ask yourself what you expect to learn from this? READ: in detail RECALL: Try to remember the main points and write them down in note form REVIEW: Check what you want to learn to make sure that your Recall was correct.
6	REVISION Often Active Test Yourself	Your homework before an exam should involve mostly revision Revision should be done continuously Make a revision timetable Be active – write, draw, notes, tests After studying, close book/copy and try to do it yourself

I.T. in Lucan Community College

Students are allowed to use a computer room as long as there is a supervising staff member present in the room.

Rules of the Computer Room:

Students:

- Place all of your bags to back of the room.
- Follow Health & Safety rules by keeping food/drink in your bags & away from computers.
- Check computer at beginning of class and notify teacher of any faults.
- Use the internet appropriately and safely.
- Save all work to your name (first name and last name) on the student network in the correct folder or online in Microsoft 365 OneDrive.
- Ask the teacher for permission before printing.
- Please ensure to keep your student ID print number safe - do not share with others.
- Place your name in the header or footer before printing.
- Collect your printed work, log off correctly and tidy your area before leaving the room.
- Be patient when technical problems arise.

Acceptable Use Policy

Any student who uses the College/Centre's computer and network facilities does so on the understanding that he/she agrees to abide by the Dublin/Dun Laoghaire Education Training Board's Computer and Network usage Policy and by the Code of Practice outlined below. The primary purpose of this Code of Practice is to ensure that all users operate in a safe and secure environment and that the computer and network resources in the College/Centre are protected from loss, modification or destruction.

All platforms used by the school during periods of remote teaching and learning are covered by this policy (e.g. MS 365 including Teams, OneNote, Outlook, etc.)

I agree:

1. to accept that any behaviour considered inappropriate in the ordinary world is also considered inappropriate in the virtual world and that inappropriate behaviour in using the Internet is prohibited.
2. to make no attempt to circumvent data protection schemes, "hack" into systems or interfere with the intended operation of the College/Centre's computer and network resources and to accept that "hacking" is a serious offence under criminal law.
3. not to access, download, save, create or transmit unauthorised software, "plug-ins", games or other entertainment software (including screen savers) or save inappropriate or offensive material.
4. not to knowingly perform any act which will interfere with the normal operation of computers, peripherals or networks or knowingly destroy the integrity of computer-based information.
5. not to give another individual unauthorised access to my computer account and to make no attempt to access another individual's computer files.
6. not to use the computer and network facilities for unauthorised profit or commercial purposes.
7. not to create or transmit any abusive, obscene, threatening, defamatory, offensive or harassing images or material or cause offence to another individual or discriminate on the grounds of gender, marital status, sexual orientation, religious or political belief, age, disability, race, colour or membership of the traveller community.
8. not to send or store anonymous e-mail or partake in or promote chain e-mail messages or send unnecessary files that would adversely affect computer and network resources.
9. not to open e-mail attachments from unsolicited or unknown sources.
10. that by its very nature, the Internet is an insecure network with no guarantee of either privacy or confidentiality for its users and that information posted on the Internet is available to a global audience. I also agree not to post on the Internet any personal information such as home address, telephone numbers, contact details, or other personal information about myself or any other person without the expressed permission of the principal/head of Centre.
11. not to register or sign "visitors books" on Websites without prior permission.
12. that the College/Centre may check my computer files and monitor my e-mail and Internet activities.
13. to report to the College/Centre any suspected abuse of computer and network resources, or any inappropriate material or e-mail that may come to my attention as well as any suspected damage or problems with files.
14. to access the Internet during the period(s) allocated to me for this purpose only.
15. that should I fail to comply with any of the preceding conditions, all access privileges may be denied to me and I may be subject to other disciplinary procedures.
16. Unauthorised access to school data, will be dealt with according to the DDLETB Data Protection Policy.

DOS AND DON'TS OF USING AI

DO

- ✓ Use AI to support your learning – for ideas, practice, and explanations.
- ✓ Double-check AI content with reliable sources.
- ✓ Reference any AI use properly.
- ✓ Ask your teacher if unsure.
- ✓ Be respectful and responsible when using AI.

DON'T

-  **Don't use AI unless approved by a teacher**
-  **Don't submit AI content as your own.**
-  **Don't use AI to create harmful or false material.**
-  **Don't share personal information with AI.**
-  **Don't depend entirely on AI – think for yourself.**



Misuse of AI = Disciplinary Action

Let's keep learning real, respectful, and responsible



When in doubt – ask your teacher



Procedures for students who feel unwell in school

Students – if you become unwell in class please follow these procedures:

- In class – put your hand up and let the teacher know that you feel unwell. The teacher will ask you if you can continue in your class.
- If not, the teacher will invite you to step outside for a few minutes to get some air (and will always ask another student to accompany you)
- The teacher will check up on you (or send someone to check up on you) after a few minutes.

Students – If you are still feeling unwell, the teacher should send you down to the staffroom to look for your tutor or Year Head or the Deputy Principals.

- A teacher (tutor/year head/DP) may ring home explaining the situation to a parent/guardian. The student may be released into the care of the parent/guardian if they are at home or willing to collect the student. Students must get permission from an their Year Head/Deputy or Principal to be allowed leave the building and must sign out in the Front Office as per normal procedures.
- If there is no answer from parent/guardian's (or emergency contact numbers) phone, the student must not be allowed home on their own. They should sit outside the staffroom until they feel fit to go back to class or see their tutor/Year Head or Deputy Principal.
- As we do not have any prioritised space for sick students, please be aware that students may be sitting outside the staffroom.
- Students who are sick must still catch up on all homework missed in class as soon as possible and return with a signed note of explanation in their journals.

Students – Staff members will never, under any circumstances, hand out medicines to students. Staff members may advise a student that they may need to see a doctor but ultimately, this is the responsibility of the parents/guardians.

- If you notice any student (or staff member/visitor) who may need urgent medical attention, please do not hesitate and ask the front office staff/Deputy Principal or anyone in authority to call immediately for attention. Better to be safe than sorry!

Where a student has an ongoing medical condition that requires the taking of medicine during the school day, the parents/guardians should contact the relevant Year Head to make appropriate arrangements. The focus at all times is the health and safety of our students.



Trips Procedures – a note for parents/guardians.

Trips are a huge part of the extra educational service we provide in Lucan Community College. Teachers voluntarily give of their time during school and also during their holidays. The huge majority of our students are always excellently behaved on any outing and we are proud of their good behaviour, but also expect nothing less than their best.

All staff that are providing a trip for students outside the normal running of the academic day seek parental permission to allow that student to go on that trip. The Parental Consent Overnight trip letter from an organising teacher with returnable slip will include

- details about the trip/event, what class or group is going etc.
- dates and times of departure and arrival back to the school
- cost, if appropriate
- names of travelling teachers
- contact numbers for parents/guardians must be included on the form
- a short sentence stating that the school code of behaviour and uniform code (where appropriate) applies at all times on every trip.

Parents/guardians please return all forms with your sons/daughters.

- Students must be responsible for bringing this slip back to the organising teacher.
- As a rule, teachers will make sure that all students return back to the school and will not allow students to make their own way home.
- Sports events/games and some T.Y. activities do not need specific permission from parents, but it is good practice for the teacher/staff member/coach organising the game/event to remind all students to let their parents know where and when they are playing/going to an event, especially if the expected return time is after school hours.

International trips – teachers always organise a meeting of students and their parents/guardians to go through all the aspects of the trip, including the rules that must be followed by all students and appropriate sanctions that may be used if and when these rules are broken. A register of attending parents will be kept at these information meetings. Students who do not abide by the school's Code of Behaviour rules may be required to return home early at parent's/guardian's expense. The Parental Consent Overnight trip letter must be signed by the student's parents/guardians.

Please note, a student's disciplinary record will be taken into account when granting permission to participate in all trips.



Extra Curricular guidelines

Lucan Community College firmly believes that participation in extra curricular activities is an opportunity to be respected and as such should be held in high regard.

The extra and co-curricular programme is a vital part of our school and members of the school community give voluntarily of their time, energy and commitment to ensure the programme is successful. Students are privileged to partake in these activities and the manner in which students conduct themselves at these activities can be a source of pride for the school community. **A student's disciplinary record will be taken into account when granting permission to participate in all extra-curricular activities.**

Student responsibilities:

1. Display a high standard of social behaviour.
2. Display the principles of fairness and integrity.
3. Display proper respect for those in authority; including teachers, coaches, officials and parents.
4. Display a real spirit of cooperation.
5. Use appropriate language.
6. Seek approval for absence from individual subject teachers, where possible, prior to their absence.
7. Catch up on any class work missed and have all homework completed by the next lesson if representing the school at any co or extra-curricular event.

Some Extra Curricular Activities in Lucan Community College

Chess Club	BT Young Scientist	Athletics boys & girls
Diversity Club	Maths/Business Quizzes	Badminton boys & girls
Drama/Musicals	Maths Hub	Basketball boys & girls
Educational trips	Orchestra/Trad group	Gaelic football boys & girls
Fundraising	Green Schools	Soccer boys & girls
Irish Language and Culture	Glais - student leadership training	Girls' Hockey Junior/Senior
Student's Council	Gaisce, President's Awards	Rugby boys & girls
Sci-Fest		Volleyball

My involvement in extra-curricular activities

Activity	Day	Teacher



Commonly Misspelled Words

absence	belief	definitely
accidentally	believe	definition
accommodate	beneficial	describe
accumulate	benefited	desperate
achievement	boundaries	dining
acquaintance	Britain	disappearance
acquire	business	disappoint
acquitted	calendar	disastrous
advice	category	discipline
advise	cemetery	dissatisfied
amateur	changeable	effect
among	changing	eligible
analysis	choose	eliminate
analyse	chose	embarrass
annual	coming	encouragement
apartment	commission	encouraging
apparatus	committee	environment
apparent	comparative	equipped
appearance	compelled	especially
arguing	conceivable	exaggerate
argument	conferred	excellence
arithmetic	conscience	exhilarate
ascend	conscientious	existence
athletic	conscious	existent
attendance	control	experience
balance	controversial	explanation
beginning	controversy	familiar



Commonly Misspelled Words

fascinate	knowledge	particular
February	laboratory	pastime
fiery	laid	perseverance
foreign	led	personal
formerly	lightning	personnel
forty	loneliness	perspiration
fourth	lose	physical
frantically	losing	picnicking
generally	maintenance	possession
government	manoeuvre	possibility
grammar	marriage	possible
grievous	mathematics	practically
height	maybe	precede
heroes	mere	precedence
hindrance	mischievous	preference
hoping	mysterious	preferred
humorous	necessary	prejudice
hypocrite	noticeable	preparation
immediately	occasionally	prevalent
incidentally	occurred	principal
incredible	occurrence	principle
independence	omitted	privilege
inevitable	opinion	procedure
intellectual	opportunity	proceed
intelligence	optimistic	profession
interesting	parallel	prominent
irresistible	paralysis	pronunciation



Commonly Misspelled Words

pursue

quizzes

receive

receiving

recommend

referring

repetition

restaurant

rhyme

rhythm

ridiculous

sacrifice

salary

schedule

seize

sense

separate

separation

sergeant

severely

shining

similar

sincerely

specifically

specimen

statue

succeed

succession

technique

temperamental

tendency

tragedy

transferring

tries

truly

tyranny

unanimous

undoubtedly

unnecessary

until

usually

village

villain

weather

weird

whether

woman

women

R.A.V.E.N.

**Remember,
affect is a verb,
effect is a noun.**





MATHS HUB

**Want help with maths problems,
homework, or simply an extra
challenge?**

**Pop down to Maths Hub every
Thursday in G2 at lunch with teachers
and leaving cert students on hand to
help :)**

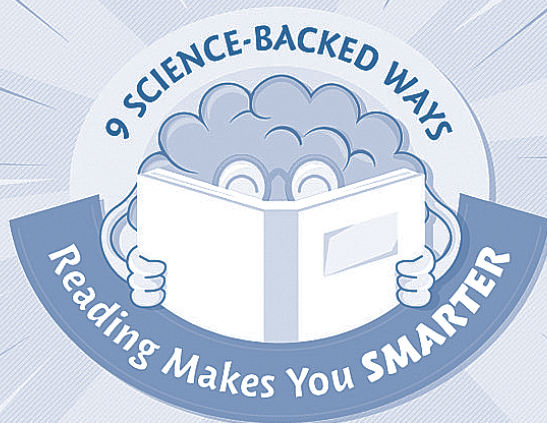




Maths Hub Attendance Record

Possible Connectives for Writing Tasks

To indicate order... To begin with Next Firstly, Secondly, etc, On second thoughts In conclusion Finally In spite of all	To Infer... In other words In that case Otherwise This Implies Frankly	To reformulate... In other words That means That is to say I mean Another way of stating this is Another way of putting it is It would be better to say
To express concession... Although Even If Even though Besides Anyhow, anyway In any case At any rate	To refer to... With regard to With reference to Referring to As to, as for According to the latter / the former	To compare to... Likewise Both Whereas While the first might indicate Similarly As for Equally As well as
To express reason / purpose... Therefore That is why For this reason Hence Because So Since As On account of So that	To express place and space... On the right To the left Nearby Between Among Here / there / where In the distance Straight ahead In front of / behind	To add an idea... Moreover Furthermore Also And Similarly Likewise Too Equally In the same manner Besides In addition to
To express condition or consequence... If Unless Suppose that In case of Providing that On condition that Consequently Hence Thus Accordingly As a result It follows that	To express opposition... But However Nevertheless Otherwise On the other hand On the contrary Yet still Maybe Perhaps Instead Except for Despite	To express time... When Before / After Now While Since As long as / As soon as No sooner than Subsequently Eventually Initially Previously Recently Meanwhie Lately At last From now on Time and again Often Afterwards



1

Improves your 'theory of mind'

Theory of mind refers to a person's ability to see outside of oneself. A person with a great theory of mind is an empathetic person.

WHAT'S THE CONNECTION?

Studies found that reading fiction can help improve empathic tendencies in individuals, so much so that the brain uses the same regions when you're reading a story and acting out of empathy.



NOT JUST ANY KIND OF STORY

Reading literary fiction that incites a great deal of sympathy towards the characters is one of the best ways to practice one's theory of mind.

2

Be more empathetic

Once in a while, readers will experience a deep sense of empathy towards fictional characters. This is because fiction allows the self to imagine other realities, allowing the reader to get in touch with other people's thoughts.



A STUDY PROVES JUST THAT

Participants were asked to guess the feelings of people only by being shown a photo of their eyes. Compared with subjects who read non-fiction books, those who read fictional books had significantly higher test scores, indicating a much higher level of empathy.



3

Supercharges learning and sharpens memory through imagination



Reading has always been one of the greatest tools for boosting memory and engaging the brain. But did you know that it is also great for activating the hippocampus, the area responsible for learning and memory?

A study using functional magnetic resonance imaging (fMRI) showed that three-word descriptive phrases such as “a dark blue carpet” or an “orange-striped pencil” were enough to light up the hippocampus.



THE FEWER WORDS, THE BETTER

Literary fiction encourages the reader to take into consideration both what is being said and not said, and use that information to fill in the space through powerful imagination.

4

Improves decision making and emotional processing

Stories, written in whatever language, have the universal ability to activate key areas of the brain involved in memory and emotional processing.

A study from Human Brain Mapping found that reading activates the:

MEDIAL PREFRONTAL CORTEX

(decision making and memory recall)

LATERAL TEMPORAL CORTEX

(emotional association and visual memory)



POSTERIOR CINGULATE CORTEX

(episodic memory recall)

INFERIOR PARIETAL LOBE

(understanding emotions and interpreting sensory data)

HIPPOCAMPAL FORMATION

(long term memory processing)

5

Poetry allows for effective self-reflection

Want to challenge yourself? Start reading real poetry. High poetry written by the canonical poets such as Wordsworth, Shakespeare, and Dickinson were found effective in activating the area of the brain associated with autobiographical memory.



This means poetry enthusiasts are capable of high levels of self-reflection.

When in need of a challenge, pick up more challenging books like poetry collections.



6

And the same thing happens with music...



Music and poetry do the same thing to the brain. Listening to complex notes and reading high levels of prose and poetry stimulate left-sided regions of the brain responsible for introspection.

7

Novels allow for some serious “mind-building”

A study done at Emory University using fMRI found that the brain retains activity for as much as five days after reading a book. This “shadow activity” is similar to muscle building. Days after the activity, increases in connectivity were found in the left angular/supramarginal gyri and right posterior temporal gyri, which are areas associated with comprehension.



8

Improves your vocabulary and verbal skills

Language is a living, breathing thing, which means that it is constantly evolving. Certain authors write a certain way and use certain words that others won't. Reading different books is one of the best ways to discover new ways of explaining an idea or creating an image.



There is a direct correlation between good verbal skills and reading. Exposure to books can help acquire linguistic skills through vocabulary expansion. The more a person reads, the more knowledge is acquired through the material.

9

Slows down mental aging

Long-time reading serves as a constant mental exercise for people of all ages. Exposure to imagery, metaphors, philosophy, abstract ideas and creativity challenges the brain to stay active, and can very well mean the difference between a healthy and happy brain and a slow one.



HERE'S HOW

A study has shown reading improves sentence processing and memory in older adults. Lifelong readers become better at comprehending sentence structure, which helps improve their comprehension and memory.

Relaxing Breath

4 - 7 - 8



Rest your tongue behind your front teeth.



Close your mouth.

Breathe in through your nose.

Count to 4



Keep your mouth closed.

Hold your breath.

Count to 7



Open your mouth.

Breathe out in a WHOOSH!

Count to 8

The 4-7-8 breathing technique can help with the following:

- reducing anxiety
- helping a person get to sleep
- managing cravings
- controlling or reducing anger responses.



Values Light the Way!

Respect

Empathy

Safe

Personal accountability

Equality

Community

Trust

CONNECT^{RP}



Co-Creating
Relational
School
Communities

Stowe, 2017

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CONNECT^{RP}

**Nurturing Relationships
Through Positive
Communication**

5:1

Relationship
SCALE

Smile

Connect

Ask

Listen

Engage

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Co-Creating Relational
School Communities

Stowe, 2017

Fixed Mindset

I GIVE UP.

I CAN'T DO IT.

I AM AWESOME AT THIS!

I MADE A MISTAKE.

THIS IS TOO HARD.

IT'S GOOD ENOUGH.

I CAN'T MAKE
THIS ANY BETTER.

I AM NOT GOOD AT THIS.

I'LL NEVER BE AS
SMART AS THEM!

GROWTH MINDSET

WHAT AM I MISSING?

MISTAKES HELP ME IMPROVE.

I'M ON THE RIGHT TRACK!

IS THIS REALLY MY BEST
WORK?

I'LL USE SOME OF THE
STRATEGIES I'VE LEARNED.

THIS MAY TAKE SOME TIME
AND EFFORT.

I CAN ALWAYS IMPROVE!

I'M GOING TO TRAIN MY BRAIN
TO DO IT!

I'M GOING TO FIGURE OUT WHAT THAT
PERSON DID AND TRY IT!





Wellbeing Self-Reflection

The following questions may be helpful in supporting students to reflect on their wellbeing using the six indicators as set out in the junior cycle. It might also be useful for checking in with the students that they understand what is meant in the different indicators. In using this, or other self-assessment tools, it is important to understand that improving your wellbeing is a process and a lifelong journey.

The purpose of this tool is to allow students to reflect on their wellbeing to identify areas of wellbeing that they can improve. Students should use this reflection towards the end of each term to reflect on their wellbeing. This wellbeing self-reflection can also provide an opportunity to open up a conversation about wellbeing with a teacher, a peer or parent/guardian.

Day to day		Yes	To some extent	Not yet
	• I am a confident and skilled participant in physical activity			
	• I am physically active on a regular basis			

Comment:

	• I take action to protect and promote my wellbeing and that of others			
	• I can make healthy eating choices			
	• I know when my safety is at risk and I make the right choices to protect myself			

Comment:

	• I feel connected to my school, my friends, community and the wider world			
	• I understand how my actions and interactions impact on my own wellbeing and that of others, in local and global contexts			

Comment:

--	--	--	--	--

 RESILIENT	I feel confident in myself and have the coping skills to deal with life's challenges			
	I know where I can go for help			
	I believe that with effort I can achieve			

Comment:

 RESPECTED	I feel listened to and valued			
	I have positive relationships with my friends, my peers and my teachers			
	I show care and respect for others			

Comment:

 AWARE	I am aware of my thoughts, feelings and behaviours and I can make sense of them			
	I am aware of my personal values and can think through my decisions			
	I am aware of how I learn best and know how I can improve			

Reflecting on this exercise consider:

Three things I am doing well to support my wellbeing	
Three things I plan to do that will help to support my wellbeing	



Sometimes we need someone to talk to or somebody you know may need someone....Here is a list of people who may be able to help or at least point you in the right direction:



Alateen
(support for teenagers affected by alcohol abuse)

01 8732699



BODYWHYS
(assists with eating disorders)

1890 200 444



Childline

1800 666666
or freetext
50101



Citizens Information
(provide free, impartial and confidential information and advice to the public).

1850 206506



Pieta House

1800 247247



Rape Crisis Centre

1800 778888



SAMARITANS

Freephone: **116 123**
or text
087 2609090



TeenLine

01 462 2122
or
089 4403861

Or for further information on support services for young people check out www.jigsaw.ie

Graphic Organiser

Ideas for Use

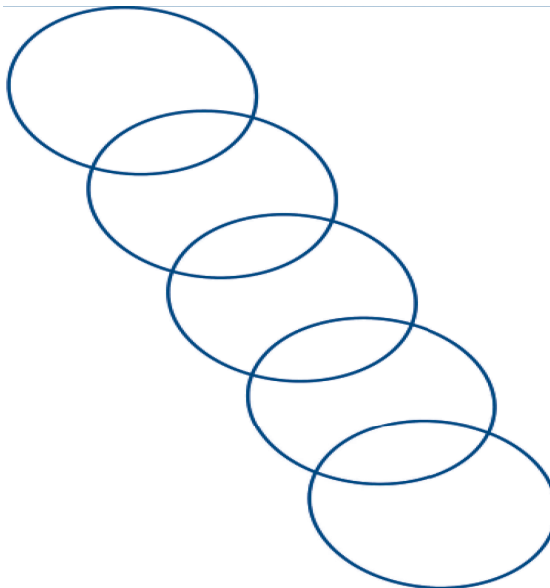


Gaeilge

- Folclóir a bhailiú
- Tuairimí a bhailiú d'aiste
- Tuairimí a lorg faoi ghné ar bith den litríocht.

Mathematics/Business

- Complex numbers
- Line geometry
- Functions of a bank



Gaeilge

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist — Sláinte

Art/Music

- Art movements early 20th Century
- Composition
- Cord Progressions/ cadences

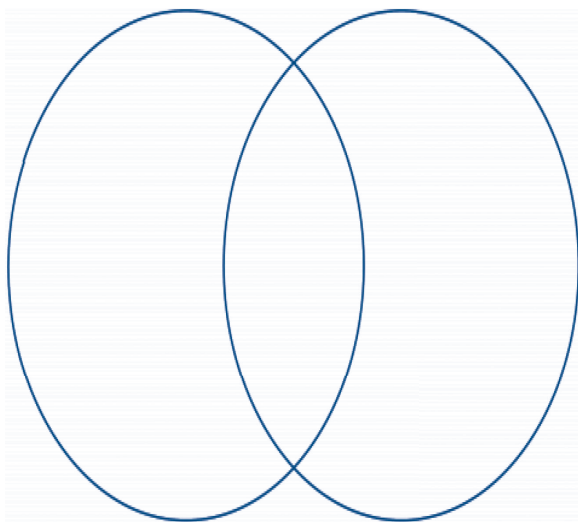


Gaeilge

- Comparáid a dhéanamh idir na dánta atá á ndéanamh don T.S. faoi cheanteidil éagsúla.
- Comparáid ar bith

Geography

- Regions
- Growing crops
- Various climates

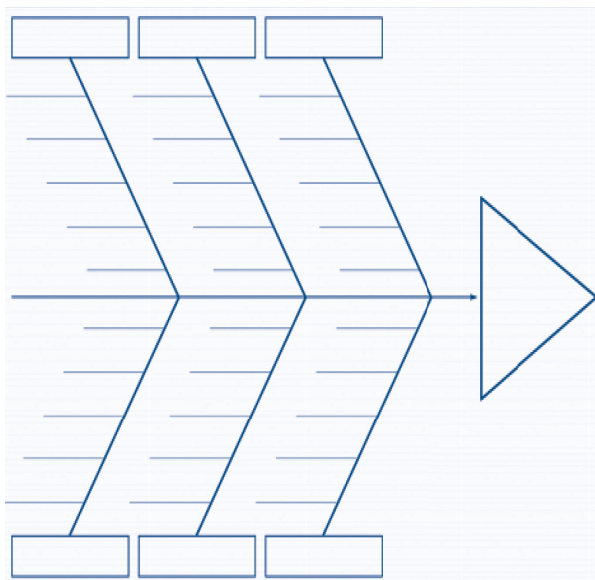


English

- Two poems
- Relationships in texts
- Essay planning
- Tabloids/Broadsheets
- Capulets/Montagues

Art/Music

- Baroque music vs. art
- (Hallelujah vs. St George and the Dragon)
- Set vs. Choice songs
- Musical eras
- Romanesque/Gothic

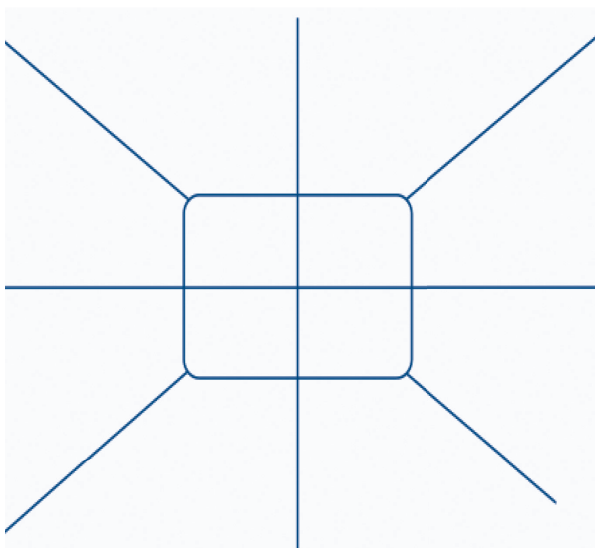


Maths

- Statistics
- Revision of formulae
- Sets - Key words/concepts

Science

- Organic chemicals
- Human systems
- Ecology
- Radioactivity
- 7 characteristics of living things
- Systems & organs of the human
- Water treatment

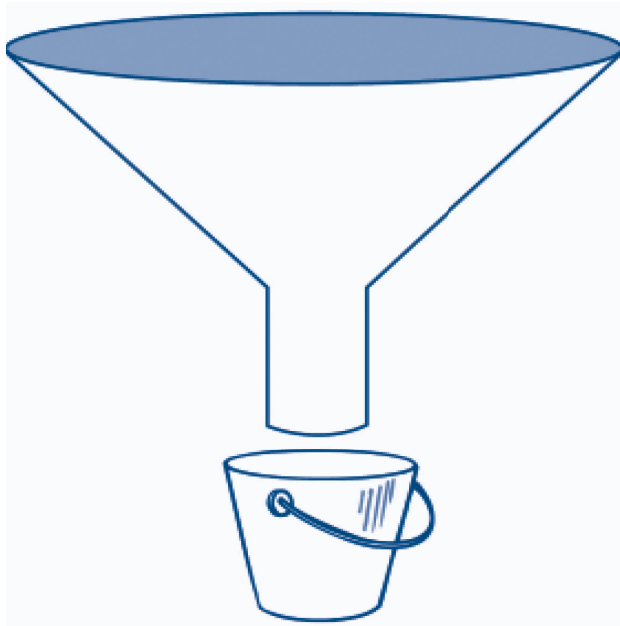


Maths

- Factorising
- Differentiation by rule
- Coordinate geometry of the line
- Area and Volume
- Numbers
- Number sets

Geography

- Erosion/Deposition
- (2 corner organiser)



Science

- Rates of reaction
- Prep oxygen gas
- 7 characteristics of living things
- Photosynthesis
- Magnetic force
- Urine

Business/Maths

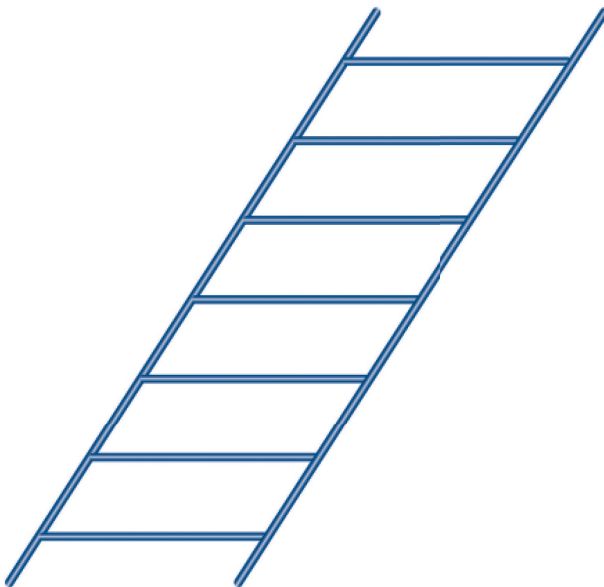
- Wage Negotiation
- Sale of Goods and Supply of Services Act 1980
- Sets

History

- Becoming a Knight
- Cortés and the Aztecs
- Life of George Washington
- Rise and Fall of Third Reich
- Work of an archaeologist

Mathematics

- Order of operations
- Solving a triangle
- Proving a theorem
- Difference Equations
- Differentiation from first principles



Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

Gaeilge

- Suibh e ranga a dh eanamh
- Ceisteanna a thabhairt ar mhir scann in / alt l eamhthuisceana

Science/Maths

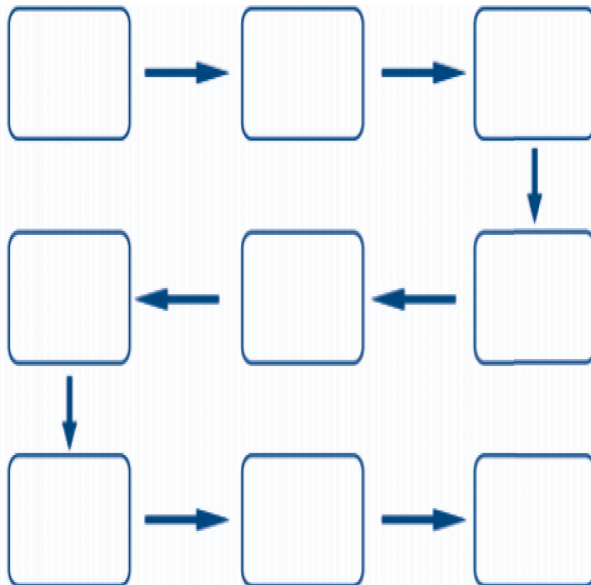
- Functions of skeleton
- Plant reproduction
- Stages in solving LC HL problems

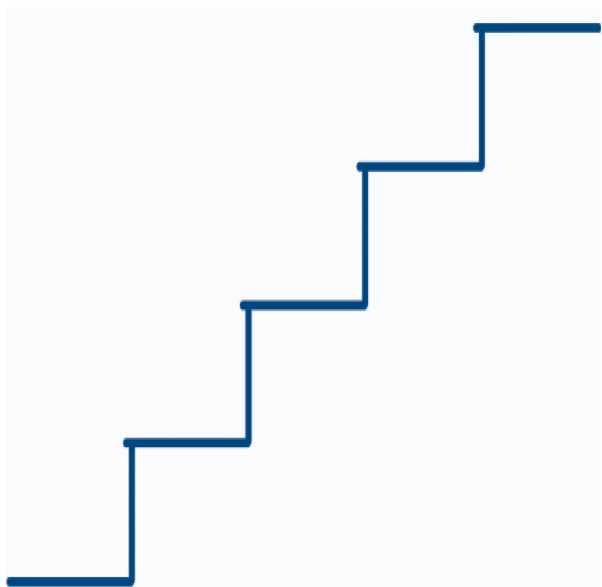
Gaeilge/Modern Language

- S ol a chomadh m i thagar an ch ad ab it
- Aise a scr ibh e – na tuairim i a bhail e le ch eile in aithne
- Aise don Aisteist – Sl inte
- Teicn ic F il e
- Writing a postcard or message

Mathematics

- Procedure for cookery class
- Design and craftwork brief
- Any recipe



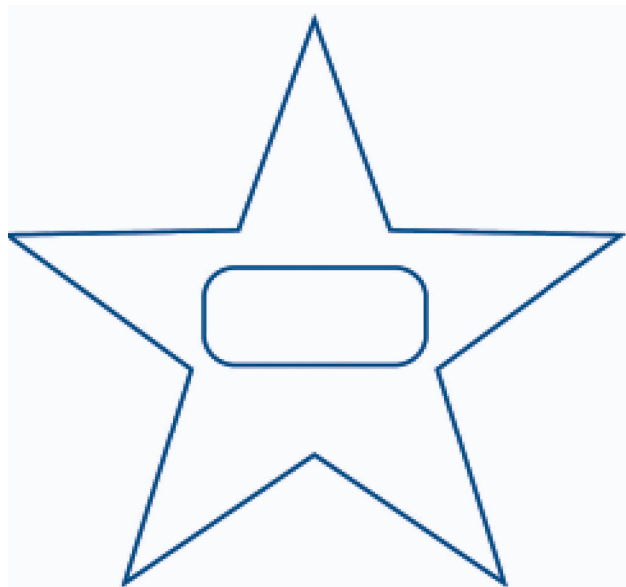


Gaeilge

- Struchtúr a léiriú e.g. Struchtúr abairte
- Codarsnachtaí idir aidiachtaí a léiriú
- Céimeanna sa litir
- Aistí

Business/Accounting

- Formation of Private Company
- Resource management
- Business transaction
- making a complaint
- Taking out insurance
- Decision making in the EU
- Steps in Financial Accounts



Gaeilge/Modern Language

- Céimeanna i scríobh litreach/nóta
- Achoimre ar dhán e.g. téama, mothúcháin, íomhanna etc
- Learning vocabulary associated with a topic

Music

- Characteristics of Irish Music
- Sean Nós Singing
- Leaving Certificate set works

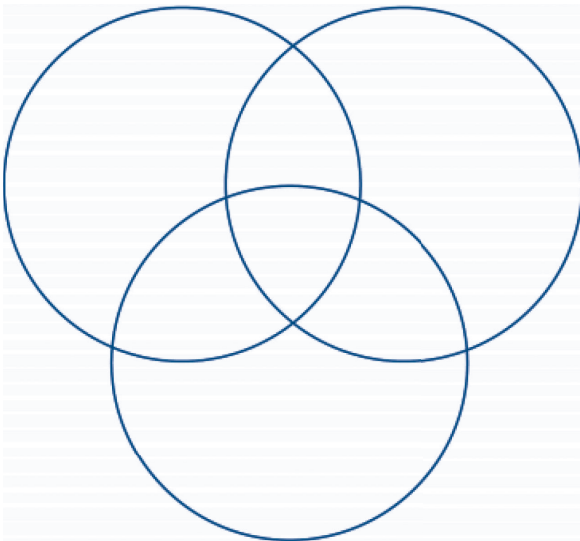


Gaeilge

- Díosáireacht a ullmhú
- Tuairimí a bhailiú faoi théama/carachtar i scéal

Religion

- Moral Dilemmas



English

- The comparative question (comparing three texts) for higher level Leaving Certificate
- Main concerns of a body of a poet's work (Higher Level)

History

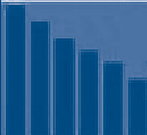
- Three leaders e.g. Hitler, Stalin & Mussolini



Bloom's Taxonomy - The Process of Learning

create

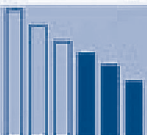
Build stuff



Invent	Formulate	Design
Compose	Hypothesize	Construct

APPLY

Solve stuff



Manipulate	Examine	Modify
Produce	Change	Calculate

EVALUATE

Justify stuff



Access	Judge	Defend
Question	Argue	Critique

Understand

Explain stuff



Match	Summarise	Rewrite
Visualize	Interpret	Restate

ANALYZE

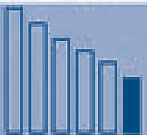
Question stuff



Compare	Sort	Categorize
Contrast	Investigate	Infer

REMEMBER

Memorize stuff



Match	Summarise	Rewrite
Identify	label	Recite



LITERACY

Guide

There

Usage: A place
I saw the keys over there.

Where

Usage: A place
Where is the party?

They're

Usage: They + Are
They're tired of being late.

Were

Usage: Are in the past tense
We were going to the party.

Their

Usage: Belonging to them
Their car is red.

We're

Usage: We + Are
We're going to the party together.

Your

Usage: Something belongs to you
Is that your laptop?

You're

Usage: You + Are
You're always losing that laptop.



Bí Cineálta Policy

We want everyone at our school to
feel safe and happy.



What is bullying?

Bullying behaviour is
when someone **keeps**
being mean or hurtful
to others on **purpose**
over and over **again**.



Is it bullying?

Is it **targeted**?

Is it **harmful**?

Is it **repeated**?

If you think that **you** are
being bullied or **someone**
else is being bullied, you
need to **tell a teacher** or
another adult that you **trust**.



If a student tells a staff member that they think they are being bullied,
we will:



Talk with the student

Ask the student what they want to happen

Work out a **plan** together

Talk to the parents/guardians if needed

Talk to the other student(s) involved

A problem shared is a problem halved



Who can you report to?

- Parents/Guardians
- Teachers
- Tutors/Year Heads
- SNAs
- Guidance Counsellors

They will know what to do
and how to help.



Get help!

Tell someone!

What types of bullying are there?

Physical bullying: Physically interacting with someone else in a harmful way

Verbal Bullying: Name calling, threatening or teasing

Social Bullying: Spreading rumours, encouraging exclusion or purposefully embarrassing someone

Cyber Bullying: Using the internet to deliberately hurt someone's feelings



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[illegible]

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