

# Welcome to Malahide Community School



## Pobalscoil Íosa

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# Table of Contents:

[School Ethos](#)

[School Vision:](#)

[Wellbeing](#)

[Student Voice](#)

[Student Council](#)

[Student Leadership Prefects](#)

[The Mentoring Programme](#)

[Our Pastoral Care Structure](#)

[Year Heads](#)

[Tutors](#)

[The Guidance Counselling Department](#)

[The School Chaplain](#)

[Junior Cycle Reform](#)

[iPads for Learning:](#)

[ICT: Information & Communications Technologies](#)

[Home - School Communications](#)

[Teaching and Learning for the 21st Century](#)

[The Support Department](#)

[S.P.H.E. / Social Personal and Health Education](#)

[C.S.P.E. / Civic, Social & Political Education](#)

[P.E. / Physical Education](#)

[Mathematics](#)

[English](#)

[Gaeilge](#)

[Science](#)

[Modern Foreign Language Unit: French, German, and Spanish](#)

[History](#)

[Geography](#)

[Art](#)

[Business Studies](#)

[Music](#)

[Materials Technology \(Metalwork\) / Engineering](#)

[Graphics / Design and Communication Graphics](#)

[Construction Studies / Wood Technology](#)

[Applied Technology / Technology](#)

[Senior Cycle / The Leaving Certificate](#)

[Transition Year](#)

[Extra-curricular activities](#)

# School Ethos

Pobalscoil Íosa (Malahide Community School) is a co-educational, inclusive, non-selective school which welcomes pupils of all religious denominations and none.



The school seeks to provide a climate in which students find encouragement to develop spiritual and moral values,

personal and social skills and the highest aspects of their school activities.

We recognise the complementary roles of Parents/Guardians and teachers in educating our young people and, in partnership, we pursue the common aim of supporting the education of our students according to Christian principles.

Students should find in our school an environment that promotes all types of abilities, talents, and diversity. They should also find and develop the opportunities to make a positive contribution to their own education through their involvement and support for responsible and democratic processes, such as the Prefect System and the Student Council.

Teachers, students and Parents /Guardians have rights and responsibilities and it is integral to the ethos of the school as a caring community that mutual respect and tolerance should characterise all relationships in our school. Effective learning depends on an orderly atmosphere in which students find encouragement to learn and have appropriate learning targets

set for them. It is important that the learning environment of students encourages intellectual and emotional exploration so that they can develop their potential to become responsible self-actualising young adults. A good relationship between teachers and students contributes to a positive learning and teaching experience for teachers and students.

In keeping with the Child Safeguarding Statement, 2015, and in consultation with all of the relevant stakeholders, MCS reviews its Child Safeguarding Statement and Risk Assessment annually. Both documents are shared via our school website and our school App and are displayed at various locations around the school. Our Designated Liaison Person is Mr. David Hayes (Principal). Our Deputy Designated Liaison Person is Ms. Jean-Marie Ward (Deputy Principal).

## **School Vision:**



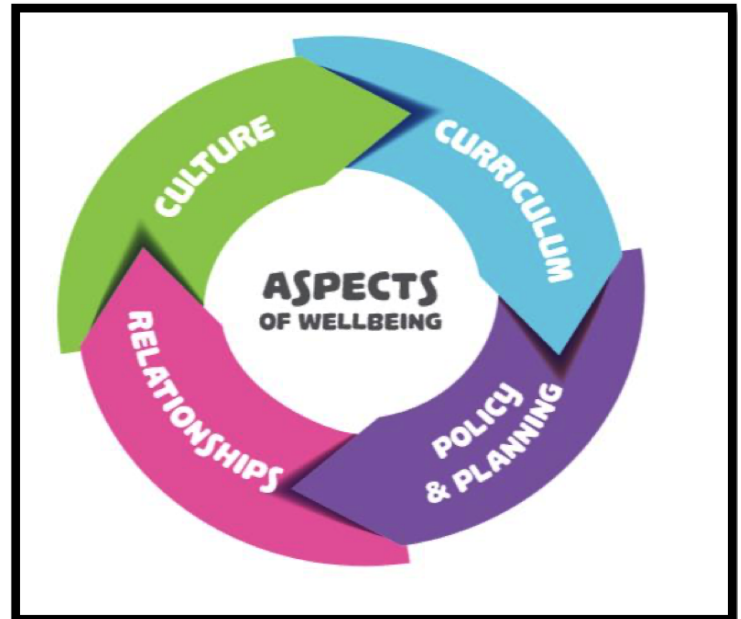
“Malahide Community School aspires to engage, inspire and enthuse learners. We are a school that believes in creativity, critical thinking, communication and collaboration in order to develop an understanding of the world. We encourage lifelong learning to prepare the whole school community for change and innovation as 21st century citizens.”

# Wellbeing

*"Wellbeing is present when students realise their abilities, take care of the physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community"*

Guidelines for Wellbeing in Junior Cycle , NCCA

Student wellbeing is at the core Malahide Community School and the Junior Cycle. By focusing on student wellbeing we are able to create an environment which allows every student to be curious, creative, imaginative and confident. Wellbeing contributes directly to students' physical, mental,



emotional and social wellbeing and resilience. Schools have a central role in promoting learning about wellbeing and for wellbeing.

There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them. Student wellbeing and successful learning are inextricably connected. We recognise the vital importance of good relationships between teachers and students and the effect they can have on student outcomes.

'Students in classes with supportive teachers are almost two times more likely to feel that they belong at school than those in classes without such teachers.' (OECD, 2017)

We pride ourselves on the quality of relationships in Malahide Community School and in our Whole school Evaluation it was noted that:

*"Very positive interactions between staff and students were observed and supportive, respectful atmosphere prevailed in all lessons" WSE report 2017*

All teachers in all subjects can support student learning in the area of wellbeing. However, learning about and for wellbeing is enhanced when it is embedded within the curriculum. There are three key subjects to our Wellbeing Programme at Junior Cycle: CSPE (Civic, Social and Political Education), SPHE (Social, Personal and Health Education) and PE (Physical Education). In addition, students learn about and for wellbeing in other areas such as Guidance-related learning and during Tutor time.

We have timetabled 400 hours, over the course of the three year Junior Cycle programme, to the area of wellbeing. This represents 19% of students overall learning at Junior Cycle. We recognise that our journey to wellbeing is never complete and use the following indicators to guide us in our work and journey.



In Malahide Community School, we realise the importance of developing a shared responsibility for mental health and wellbeing across the whole school community. Over the last two years, we have taken part in the Jigsaw “One Good School” initiative and recently received our official certification as “One Good School”. This follows on from our work with Jigsaw on their “One Good Adult” initiative and their “Peer Mentoring” programme. Wellbeing is our SSE focus for this year.

We have been awarded the Amber Flag by Pieta House in recognition of the school's effort to create an environment that supports mental health. We were delighted to have the support over the last two years of Dr. Claire Hayes (Ph.D., Clin. Psychol., A.F.PSI) in the implementation of our whole school Wellbeing Programme which focused on “Understanding and Managing Anxiety and Developing Resilience”.

This year, we will be taking part in the Planet Youth Initiative. Planet Youth is an international evidence-based primary prevention model, developed by the Icelandic Centre for Social Research and Analysis (ICSRA) at Reykjavik University. The model uses a whole population approach and offers the opportunity to improve health and life outcomes for young people in many areas.

This year there is a team of teachers undertaking training in “Restorative Practice” in order to further us in our journey of building a restorative culture in our school. We have a Student Wellbeing Committee and a Staff Wellbeing team who play a very important role in our wellbeing initiatives.

In Malahide Community School, we realise the significant protective role we play in supporting young people’s wellbeing and by placing the journey to wellbeing at the centre of our policies, we build and maintain a culture where all students feel they belong.





# Student Voice

The educational experience at Malahide Community School is enhanced by the inclusion of the **Student's Voice**. Students are provided with appropriate experiences where choice participation and decision-making are both necessary and welcome, wherever possible. This occurs through formal structures, within the classroom, and informally, through extra-curricular and co-curricular activities.

When student opinions are heard and are taken into account, students experience better relationships with their teachers and have an increased sense of belonging and connection to their school. This, in turn, impacts on student attainment and achievement.

Some opportunities for student leadership include: the Prefect System, the Student Wellbeing Team and the Student Council. Students also inform the curriculum, organise events and extra curricular activities around issues which are important to them.

We value the Student Voice during our consultation process with all of the stakeholders when drawing up school policies/procedures.



# Student Council

The **Student Council** is a student organisation that gives the students of Malahide Community School an opportunity to have their voices heard. Students take an active role in the school and how it is run. To this day, the Student Council has had a large number of successes such as:

- has sent members to Dáil na nÓg (national youth council), ISSU (Irish Second level Students Union) and to the European Youth Parliament.
- has two members on the Fingal Comhairle na nÓg (Fingal Youth Council)
- holds annual Christmas “candy cane” Secret Santa presents
- has held an open forum for students
- successfully changed the uniform (no more ties and different colour jumpers)
- successfully lobbied to allow people to wear discreet makeup
- successfully lobbied to allow boys to have long hair and beards
- has regular meeting with the canteen staff regarding healthier food, themed days and pricing arrangements
- holds an annual Pride week, attended by TDs and local councillors
- holds a successful cluster meeting with local second level schools
- organised fun days.



We also have monthly meetings with Management. For more information, feel free to talk to the members of the Student Council at the Student Council Office on the ground floor, beside the staffroom.



# Student Leadership Prefects

Malahide Community School, through its **Prefect System**, recognises the important leadership role that senior students play in the growth and development of the school. Prefects are key representatives of the student body in the school, acting as advocates and role models for the younger students and generally undertaking a leadership role in the school.

**Rationale:** Malahide Community School provides many opportunities for young people to develop leadership and representation skills and we entrust pupils with responsibilities

commensurate with their strengths and abilities. The Prefect System provides important benefits for both the pupil and the school. Prefects have the potential to influence the school environment and the behaviour of their fellow pupils by becoming advocates for positive change in the school community.



**Leadership Training:** Malahide Community School strives to develop our students' leadership skills and provides training for this student body. For example, students undergo training in Fifth and Sixth Year in the following areas:

**Restorative Practice:** The aim is to equip students with restorative modelling and leadership skills. Conflict Resolution is emphasised in this training.

**Leadership:** To equip students with the necessary leadership skills to support them in their role.

**The Prefect group** works as a team, led by the Head Boy, Head Girl, and their assistants. The Students selected this year are:

**Head Boy:** Thomas Pardy

**Assistant Head Boy:** John Paul Shanley

**Head Girl:** Niamh Rushe

**Assistant Head Girl:** Ava Hayden- Smyth



The Prefects are guided and supported in their role by a team of three teachers. The significant role that they play, and the contribution they make, is recognised at the end of the school year, when they are rewarded with an end of year celebration.

# The Mentoring Programme

**The Mentoring Programme** is a support system designed to ease the transition of students from Primary to Secondary school.



Each First Year class is assigned a number of Fourth Year students. These Fourth Year students attend some of the First Year classes throughout the school year. They work with small groups of students and by doing so they get to know the first years, and more importantly, the first years get to know their mentors. The result of this contact is that First Years with no older brothers or sisters have an older contact in the school who can explain the school rules and workings of the school. They also act as a friendly face outside the classroom, on the corridors and by the lockers.



If problems arise, they can be discussed with the "Mentor". All problems are reported to the coordinating teacher. Small problems are dealt with by the Fourth Years themselves. More serious problems, such as bullying, are handled by the coordinating teacher. Throughout the first term, there is a meeting of the coordinating teachers and the Mentors each week which ultimately helps the students who are being mentored.

# Our Pastoral Care Structure

## Year Heads

Even before the students come into the school, their future **Year Head** visits the local primary school to speak with their teachers and to get a profile on every student.

- The Year Head normally stays with the year group from First Year until Sixth Year. Therefore, s/he will get to know the students very well. This builds up a relationship of trust between student and Year Head.
- The Year Head works closely with the Guidance Counsellors in helping students to deal with challenges in their lives.
- They also work closely with Parents/Guardians when supporting children who are in need of pastoral/emotional support.
- Year Heads meet with their year group on a regular basis. They try to establish a relationship of confidence and trust with their students so that they will feel there is someone they can talk to, who knows them and who is there to support them.



# Tutors

Each class in every year group is assigned a **Class Tutor**. The Class Tutor meets with his/her Tutor group every day for registration purposes and to promote with them a spirit of Wellbeing. Junior students will also use this time for reflection on learning and wellbeing with the support and guidance of their Tutor.

Over the year, the Tutor will know each student as an individual and is the student's first port of call should they need to ask questions, to discuss problems or who may just need someone to talk to.

The Tutor serves as a link between the school administration, Year Head and Senior Management to ensure the observance of school discipline. S/he is also an important part of the Pastoral Care programme and supports the Year Heads in looking after the general Wellbeing of students.



# The Guidance Counselling Department

**Guidance** supports a range of learning experiences in a developmental sequence which are designed to assist students in self-management, decision making and personal development. Here at Malahide Community School, Guidance is a valued and central part of all learning experience which allows students to achieve their potential from the educational system.

**Counselling:** All students may access the counselling service for educational, personal or vocational counselling at any time during their school career. This can be done by self-referral or by the Year Head or by the Parent/Guardian. The service is completely confidential.

**Careers:** The Guidance Department provides career preparation for all students. This includes one to one vocational counselling in areas such as subject choice, post Leaving Cert. opportunities, and third level applications. The Guidance Department also administers Psychometric tests to assist students in their choices.

In addition, students take part in the REACH+ careers programme in their Lifeskills class in TY. Students continue to undertake this programme in their General Studies classes in Fifth and Sixth Year. The Guidance Department organises weekly speakers from universities, Institutes of Technology, and other third level institutions. Students attend careers events and college Open Days.

**Wellbeing:** The Guidance Department also manages the Wellbeing Programme within the school. This programme includes Incoming First Year transition, anti-bullying education, positive Mental Health promotion and the RSE, the SPHE and the Life Skills programmes.



# The School Chaplain

The **School Chaplain's** main role in the school is to offer support, encouragement and assistance to any student in the school community with their individual and varying needs.

The Chaplain exercises his Pastoral Role through:

- personal contact with individual students
- access to class and small groups
- maintaining a lively interest in recreational, cultural and outreach activities.
- facilitation of the Carol Service and Sixth Year Graduation.



In addition, the Chaplain teaches Religious Education, organises groups for Meditations and facilitates a variety of charity events nationally and in the local community.

# Junior Cycle Reform

Vision statement for Junior Cycle:

*"Junior Cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives."*

The school year 2021/2022 will see the first full cohort of Junior Cycle students complete all new specifications in the Junior Cycle reform. This will mean full implementation of all new subject specifications. These specifications (formerly known as syllabi), set out expectations for students and through a series of learning outcomes 'describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning' (Dept. of Ed., 2015, p10). This shift to learning-outcomes-based specification is perhaps one of the most significant changes at classroom level.



Student assessment practices at this level have changed. Heretofore, student achievement at Junior Cycle level was measured primarily by how they performed in a final state exam in June. The reformed Junior Cycle has transformed all of this. It promotes formative assessment practice in classrooms, providing vital feedback on where the student is in their learning, where they need to go, and most importantly how to get there. Junior Cycle embraces a dual approach to assessment that supports student learning over the three years of Junior Cycle, and also measures achievement at the end of the three years. While final exams still exist, albeit in a changed format, they are now complemented by structured Classroom-based Assessments (CBAs) and Assessment Tasks.

During the pandemic, developments were made to teaching, learning and assessment to take account of the new challenges experienced by students, teachers and parents. A return to normal school is envisaged for the forthcoming year.

## iPads for Learning:

Malahide Community School introduced iPads and ebooks to students and teachers in 2012. Since then, the use of technology has enhanced learning experiences and improved the learning outcomes for our students. We believe that this is the way to engage students in lifelong learning and to develop 21st century learning skills.



We work with our technology partner Wriggle to provide safe and managed use of iPads for students in an age appropriate way.

Schoology, our Digital Learning System, promotes a culture of collaboration and provides a platform for effective communication, assessment and feedback between teachers and students.



**iPads** promote the key skills of creativity, critical thinking, communication and collaboration in students. These skills are fundamental to the Junior Cycle and to becoming global citizens who participate fully in society and the economy.

We are happy to report that our students who have completed their Leaving Certificate since the introduction of the iPad have excelled academically and have reported back that they were very well prepared for the technological demands of third level.



# ICT: Information & Communications Technologies

The use of **ICT** is part of everyday life in Malahide Community School. All classrooms are equipped with an iMac computer and a data projector. Students and staff also use iPads to enhance the learning and teaching experience.



There are computer suites for Computer Science at Leaving Certificate and a Design and Communication Graphics lab. Malahide Community School is currently working towards becoming an Apple Distinguished School for innovation in learning and teaching.

All students in the school are equipped with their own email (@malahidecs.ie), supported by Google Workspace for Education.

In order to support the development of essential ICT skills, all First Year, Second Year and Transition Year students have one computer class per week. The class programme includes basic coding, basic computer science classes, digital citizenship, etc.



# Home - School Communications

Malahide Community School uses an **App** as the centre piece in our Home-School communications. The App is free to download and links Parents/Guardians directly to their child in the school. The App is designed to make all communications between the home and the school as convenient as possible.

Through the App, Parents/Guardians have access to:

- VShare (attendance records, class timetable and term reports)
- all school news, notifications and updates
- making payments (for journals, trips etc)
- signing permission forms for trips and other school activities
- sending in notes (absence, permission to leave, late notes, etc).

Since October 2019, all school notices and letters have been sent out through the App only.



# Teaching and Learning for the 21<sup>st</sup> Century

As part of the process of School Self-Evaluation, we constantly review ways in which we can help to improve the Learner Outcomes for every student in our care.

## Literacy and Numeracy in Malahide Community School:

**'Literacy and Numeracy for Learning and Life'** is the National Strategy to improve Literacy and Numeracy standards among children and young people in the education system.

This strategy seeks to address how well our young people are developing the Literacy and Numeracy skills that they will need to participate fully in the education system, to live satisfying and rewarding lives, and to participate as active and informed citizens in our society. We have a Whole School Approach to Literacy and Numeracy in our school.

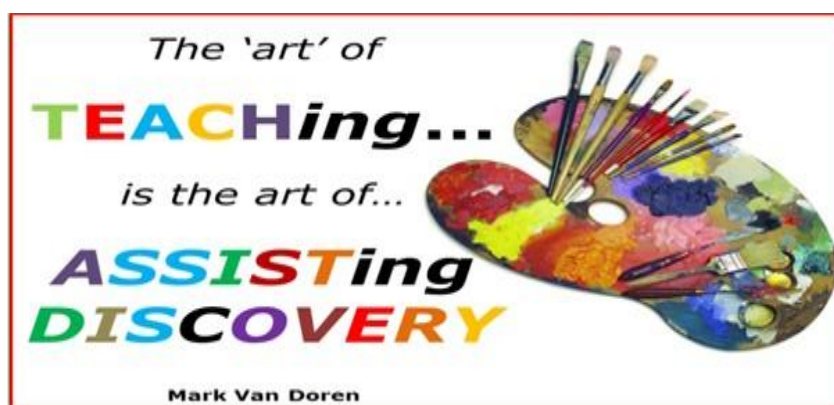
In order to promote Literacy in the school we encourage our students to read for enjoyment. The school runs a number of DEAR (Drop Everything and Read) weeks throughout the year and also offers a



'Book Club' to Junior students in the hope that they become passionate about reading and language.

We offer a Literacy rich environment and take a whole-school approach to fostering an appreciation of language and literature through competitions, such as our Junior and Senior 'Poet of the Year'.

In order to promote Numeracy within the school, we encourage students to enter national and international Mathematics competitions and to solve problems for fun. We also work across the school to develop strategies to support cross-curricular Numeracy. The 'Maths' week in school coincides with a National strategy and is celebrated across the school community.



We strive to ensure that we provide a learning environment for our students, which is appropriate to their needs for the 21<sup>st</sup> century. We want our students to be at the centre of the learning process. We hope that our teaching, learning and assessment practices work positively towards providing the best educational experience for the students in our care.





# **The Support Department**

## **Special Educational / Additional Educational Needs**

As an inclusive school, we welcome students with Special Educational Needs and with Additional Educational Needs. We strive to facilitate a smooth transfer from Primary to Post-Primary education and to provide supports for Resource teaching and learning support are offered to students who are allocated resource hours in accordance with the General Allocation Model. Within our resources, we strive to meet the learning needs of students with a specific learning difficulty

Our Special Educational Needs Team and our mainstream Teaching Staff help to ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise. This support takes the form of small group classes where literacy, numeracy and social skills are taught using a variety of concrete, visual and reading materials.

Our school is a registered FETAC provider of Level 1 and 2. The FETAC programme offered is based on continuous assessment, with each student independently compiling a portfolio of work at their own pace of learning. The school is committed to helping all students reach their full potential and this is evident in the provision and supports provided for students with special educational needs and for those who require learning support.

Support teachers work closely with Parent(s)/Guardian(s), other teachers, Year Heads, Management, Career Guidance, Chaplain and outside agencies such as the National Educational Psychologist Service (NEPS).

# S.P.H.E. / Social Personal and Health Education

**Social Personal and Health Education**, as part of the Wellbeing curriculum, supports the personal development, health and well being of young people and helps them create and maintain supportive relationships.

**WHY SPHE ?** Today's world presents young people with many opportunities and challenges that affect their health and well-being. SPHE, as part of the curriculum, supports the personal development, health and wellbeing of young people and helps them develop the skills to take on these challenges and opportunities and to maintain supportive relationships.

**AIMS of SPHE ?** This course aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the capacity of young people to develop and maintain healthy relationships.

**HOW WILL THIS BE ACHIEVED?** This will be achieved using different, interactive teaching methods such as group work, debate and discussion, role play, artwork, games, narrative expression and reflection, visitors, project work and many different methods of experiential learning on a modular basis over three years. It is a non-examination subject.

- **Strand 1:** Who am I?
- **Strand 2:** Minding myself and others.
- **Strand 3:** Team up.
- **Strand 4:** My Mental Health



# C.S.P.E. / Civic, Social & Political Education

## **Civic, Social and Political Education (CSPE)**

contributes to building the skills students will need to contribute positively to a democratic society and to promote sustainable living. It gives them an understanding of social, economic and political structures at local, national and global levels and the opportunity to imagine and to create ways in which they can make a difference to the lives of individuals and communities. CSPE is an important part of a Wellbeing programme within junior cycle



as it enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students' sense of responsibility for the wellbeing of others. " (NCCA, *CSPE Specification*.)

This Junior Cycle short course in CSPE focuses on supporting students becoming active citizens through their learning in three strands: **Rights and Responsibilities; Global Citizenship and Exploring Democracy.**

**Strand 1: Rights and Responsibilities:** In this strand, students learn what it means to live with rights and responsibilities and examine the main human rights instruments that protect people's rights. This is a foundation strand.

**Strand 2: Global Citizenship:** In this strand, students explore issues of poverty, inequality and sustainable development and look at ways of bringing about effective change.

**Strand 3: Exploring Democracy:** This strand enables students to examine how democracy works and the role of the media in a democracy.

## P.E. / Physical Education

**Physical Education** provides all students with enjoyable and worthwhile learning opportunities where they can develop their confidence and competence to participate and perform in a range of physical activities.

Students in Junior Cycle are at an important stage of their lives where they are making their own decisions about how they might include physical activity as part of their daily lifestyle.

Learning in Physical Education is designed to ensure that students appreciate the importance of participation in regular moderate physical activity, not only for their physical wellbeing, but also for their psychological and social wellbeing.

By providing a broad and balanced range of activities, which include dance, gymnastics, team sports, adventure sports and athletics, Physical Education aims to build students' motivation and commitment to participate in regular, enjoyable and health-enhancing physical activity.

We are delighted to be able to offer P.E. as a Leaving Certificate option since 2020.



# Mathematics

Incoming First Years will study the new **Junior Cycle Maths** course, which is part continual assessment and part exam based. This course was implemented in secondary schools across Ireland in August, 2018.

All MCS First Year students are taught in mixed ability Maths classes, and student performance in First Year is used as a guide to place them into higher or ordinary level classes in Second Year. Every effort is made to ensure that each student is studying Maths at a level appropriate to themselves, as determined through assessment.

Numeracy, Literacy, and Wellbeing are promoted within Maths lessons to ensure effective learning. Extracurricular Maths plays a part in the promotion of Wellbeing and First Years may participate in Maths Week activities, in-class contests, and contests outside of regular classes. They may also raise charitable funds using Maths as the means to do so. The Maths Department strives for all of our students to achieve their full potential and to feel cared for.

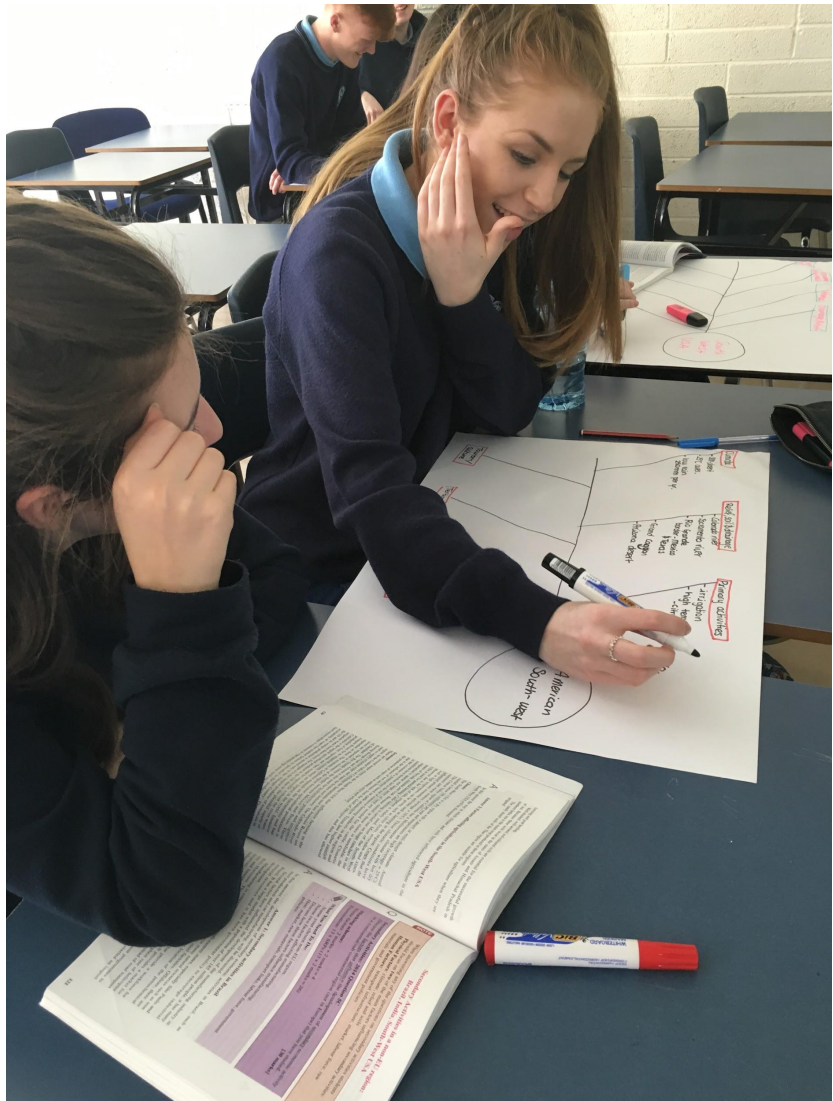


# English

All students from First to Sixth year study **English**. In both Senior and Junior Cycle, students engage in Drama, Fiction, Poetry, Film and Digital Media. The study and acquisition of language skills, both written and oral, is also a central aim of course work.

In keeping with the new Junior Cycle, emphasis is placed on developing students' knowledge of language and literature, to consolidate and deepen their written, oral and reading literacy skills and to make them more self-aware and independent learners.

In Transition Year, students have the opportunity to engage in English studies which helps to prepare them for the Leaving Certificate Examination. Students are introduced to key concepts and skills involved in core sections of the course. It is hoped that such preparatory work will help to facilitate an easier transition to the challenging demands of the Leaving Certificate English course. In keeping with the school's Literacy Strategy, the enjoyment of reading for pleasure and for personal development is also encouraged.



Students' interest in literature is central to the Leaving Certificate course. Students engage in extensive study, covering a broad range of literature including Poetry, Shakespearean Drama and Comparative Studies. Language skills, both written and oral, that are necessary for adult life, are also developed. Higher-order thinking skills of analysis, inference, synthesis and syntax are given particular attention.



To facilitate these core aims, regular theatre trips, both local and international, are organised. Travelling theatre companies are also invited to the school to perform relevant productions. Activities such as Debating and Public Speaking competitions and attending external college lectures further complement and enhance English Studies and student learning in the school.



# Gaeilge



At Pobalscoil Íosa, it is our aim to foster a love of **Irish**. We aim to promote an appreciation of the richness of our Cultural Heritage - both past and present. **“Beatha teanga í a labhairt!” - ‘the way to keep a language alive is to speak it!’** We place a strong emphasis on oral Irish in the Irish Department and encourage students to express themselves through consolidation of their literacy skills. Bilingual signs and posters throughout the school enhance an Irish atmosphere.

In-house Irish debates, quizzes, Irish language programmes and 'Ceol agus Craic' all help to encourage our students to have a love for their native language and culture. In Sixth Year, we organise an Irish Drama group to act out aspects of the Leaving Cert Oral Irish exam (worth 40%) and our students enjoy this experience.

Apart from taking students to the Gaeltacht during the year, we also offer Scholarships to Gaeltacht summer courses. We run a 'Seachtain na Gaeilge' during which time, both students and staff are encouraged and motivated to enjoy



speaking Irish and to take part in many Irish activities. Our students engage in digital activities in Irish on their iPads and through Schoology. In TY, our students present their Irish work in the form of an e-Portfolio.

In Pobalscoil Íosa, we are proud of our Irish heritage and traditions and we seek continuously to help students to engage fully with Irish at every opportunity.



# Science

In Malahide Community School, all students study **Science** to Junior Cycle level. Science is taught to cater for the full range of student ability, aptitude and achievement. The three branches of Science are **Biology, Chemistry and Physics**. The subject aims to develop scientific knowledge, skills, concepts and attitude which will give students a love of the subject and provide a foundation for future study of science at third level.

In an era of rapid scientific and technological change, the study of science is fundamental to the development of the confidence required to deal with the opportunities and changes in our modern world.

All Junior Cycle Students study the new Junior Cycle Science Specifications, leading to the Junior Cycle Profile of Achievement (JCPA).



## **The new course has five modules:**

1. the nature of science
2. the Biological World
3. the Chemical World
4. the Physical World
5. Earth and Space.

## **The nature of science includes:**

- 'What is science?'
- designing investigations
- recording, presenting and analysing data
- communication, teamwork and responsible Science.

We believe that the new course helps more students to engage in the world of Science, and to prepare them for an increasingly complex world.

A number of trips and activities are organised for students. Previous events have included ecology trips, visit to W5 museum, visit to the science gallery in Trinity, visit to competitions etc. Trips to the European Space Centre in Belgium have been offered to Transition Year students and have proven to be very popular!



Transition Year modules may include forensics, sport science, environmental science and cosmetic science. In M.C.S., students are encouraged, supported and have been chosen to enter into different competitions and programmes including the BT Young Scientist competition, the Transition Year Physics Programme in Trinity College and the Irish National Science Olympiad.

# Modern Foreign Language Unit:

## French, German, and Spanish

Malahide Community School has a team of highly skilled and professional language teachers who have trained at home and abroad and who have a committed interest in the teaching of **foreign languages**.

*"Language learning develops students' general language awareness. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages. This has a positive effect on their first language skills and on future language learning."* (NCCA, MFL Junior Cycle Specification)

This school encourages pupils to strive for a high level of competence in the language(s) of their choice. To this end, members of the department have organised many exchange programmes with schools in Avignon, La Roche-Sur-Yon (France) also with Prien (Germany), with Linz and Vienna (Austria), with Frosinone (Italy) and with Seville, Santiago de Compostela and Salamanca (Spain).

Over the years, students have been encouraged to participate in foreign language exchanges in Transition Year. We are fortunate enough to have excellent resources available including the-most-up-to date novels (for different levels of ability), magazines, posters (on a variety of topics), CD's and films.



Some other activities which take place in the language department include attending the I.F.I. foreign language films and theatre productions where possible. We have also participated in **French, German and Spanish**



debating with the Alliance Francaise, the Goethe Institute and the Spanish Teaching Association. During Transition Year, we have worked with other departments in the school and prepared some typical French, German or Spanish dishes for sampling.

The new Junior Cycle for Modern Foreign Languages was introduced to First Years in September 2017. The specification for Junior Cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled student engagement, and is organised around three integrated strands:

1. Communicative competence
2. Language awareness
3. Socio-cultural knowledge and intercultural awareness.

Students' language learning is actively supported when their Communicative competence, Language awareness and Socio-cultural knowledge and intercultural awareness are developed in an integrated way. During their first term, students in First Year have the opportunity to sample French, German and Spanish during their first term. They can then choose which language they prefer. **Subject to available teaching resources, we cannot always offer every student his/her first choice, although we endeavour to do so.**

# Religion

In MCS students study the **NCCA Religious Education Programme**. We do not provide Religious Instruction and Worship (Faith Formation).

Therefore, the opt-out in Circular 0013/2018 does not apply. One of the main aims of the R.E. programme is to cater for students from all religious persuasions, as well as for those from none.

Religion is a Junior Cycle exam subject in the school. Students may also take Religion as a Leaving Certificate subject at exam level, when offered as an optional subject.

In Senior Cycle R.E., our students study various topics such as World Religions; Morality and Relationships; Addiction and new Religious movements. Each week, students will have two x one hour classes. During class time, individuals and organisations relevant to the topics being studied are invited to address the students.

Throughout their time in school, students will be involved in practical work, which is connected with the R.E programme. As a result, we now have a permanent project with *the St. Vincent de Paul Society*. We are also involved with the collection of Babushka boxes for the children in Belarus, among many other activities.



# History

The study of **History** at Junior Cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective, and to understand how the people and events of the past have shaped the contemporary world.



By exploring the past from a historical perspective, students also develop an interest and enthusiasm for History and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of History instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today, and can help students to learn from the past when thinking about how to address the problems of today.



The specification for Junior Cycle History provides a framework for students to acquire the historical skills, conceptual understanding and substantive knowledge that lead to a sense of historical consciousness, whereby students can see the world and their place in it from a historical perspective. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of Junior Cycle. History will remain as a core subject at Junior Cycle level.

The specification has three interconnected strands, each with a set of related elements:

**Strand 1:** The nature of History

**Strand 2:** The history of Ireland

**Strand 3:** The history of Europe and the wider world.

# Geography

The study of Junior Cycle **Geography** enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. Geography is an optional subject at Junior Cycle level.



**Junior Cycle:** The specification of the new Junior Cycle is informed by the concept of Geoliteracy. This refers to students' ability to develop far-reaching understandings through geographical thinking and reasoning.

The core components of Geoliteracy are the three I's:

- Interactions
- Interconnections
- Implications Strands.



There are three interconnected strands:

1. Exploring the physical world
2. Exploring how we interact with the physical world
3. Exploring people, place and change elements.

The elements inform how students will experience the learning outcomes within the strands. Students will approach the learning outcomes through a lens of each of these elements.

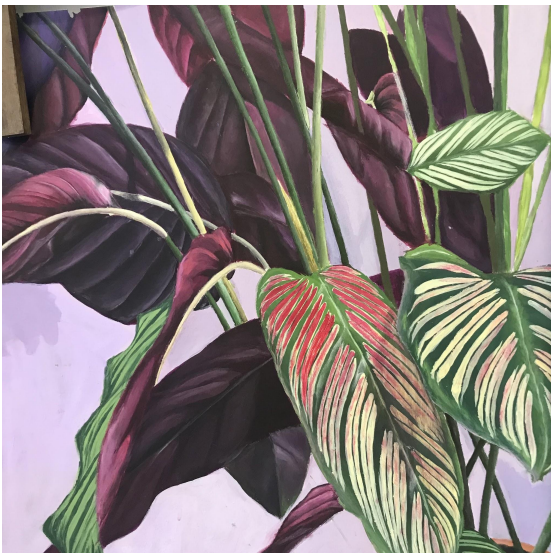
- Processes, patterns, systems and scale
- Geographical skills
- Sustainability.



# Art

**Junior Cycle Visual Art** sets out clear expectations for students, across the three integrated strands of Art, Craft and Design. It involves students producing an exciting project, carried out over three years and covers a range of diverse skills in drawing, pottery, sculpture, printmaking, painting and crafts. Through practical engagement over the three years in the areas of art, craft and design, students develop self-confidence, inquisitiveness, imagination, and creativity.

Malahide Community School is delighted to have numerous past pupils gaining admission to art colleges (including NCAD, IADT, TU Dublin and the Limerick School of Art and Design) directly from school every year.





Eva McParland, winner of the Zurich Young Portrait Prize, 2020. 'Is this normal?'

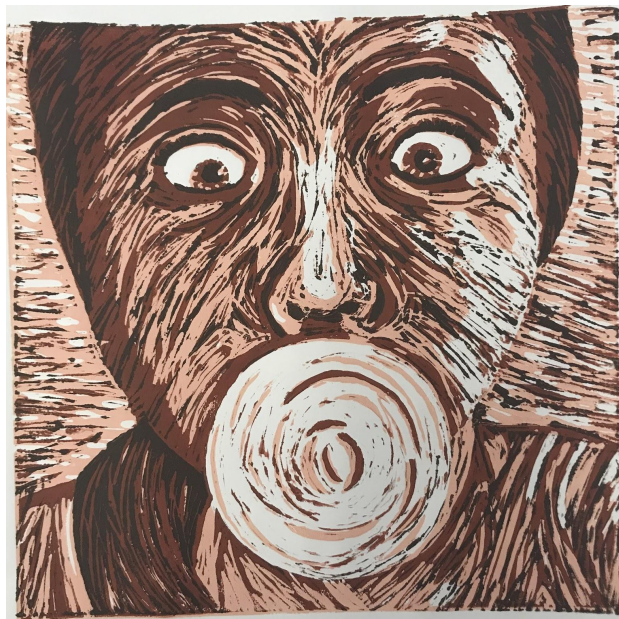
Our students are also highly successful competitively and have won first prize in several local and national competitions. Transition Year students partake in the **Junk Kouture** fashion competition which is open to Senior Cycle students. Over the years, our students have been very successful in this competition with numerous top placements and prizes. In 2018, Transition Year students were overall winners of the Dublin Region at the Finals, in the 3 Arena. Students won a trip to Cannes and one of our students was awarded a

college scholarship.

The Art department is involved in providing sets for the Fourth Year musical and other events throughout the year. In 2021, we see the start of a new National Curriculum at **Senior Cycle**. This course builds upon the key skills developed at Junior Cycle, further developing the students artistic process. Art is both creative and expressive and it provides an opportunity for the development of the skills necessary for creative engagement with the world. At Senior Cycle, our students also take part in competitions such as the **Texaco Children's Art competition**. Each year sees special merit award winners in several categories being awarded to our students and winners attend the special prize giving.



Field trips and gallery visits are encouraged with all year groups. The artwork of students is prominently displayed around the school. Students have been part of the **NAPD creative engagement project** and their work is on display in the sports hall and corridors of the school. The use of technology and digital media in the Art department is more accessible since the introduction of iPads into the school.



# Business Studies

**Junior Cycle: Business Studies** encourages students to develop skills for learning, skills for work and skills for life. It supports students in making informed decisions to better manage their personal financial resources and to be adaptable, creative and enterprising. It supports the development of analytical and critical thinking skills, allowing students to become problem solvers and enabling them to engage with and to become responsive to the dynamic business environment.

Business Studies also explores the interdependence of economic prosperity, societal well-being and encourages students to think and to act as responsible and ethical consumers and citizens. Additionally, it reinforces the development of students' numeracy, literacy and digital technology skills, by providing a real-life context for their application. Students will learn key topics such as Budgeting, Consumer Law, Insurance, Tax, Government Economic Policy, Marketing, ICT and accounts, to name but a few, when studying Business Studies at Junior Cycle. Students will undertake two Classroom Based Assessments (CBAs), one in second year, where they will create a business plan as part of a group for a product or service and a second in third year, where they will investigate and research a relevant economic issue before presenting their findings.



**Transition Year (TY):** Students have the opportunity of engaging in business related activities during Transition Year (TY). These opportunities include completing work experience, forming their own Mini Companies and participation in MCS **"Dragon's Den"**. In TY, Business Technology students work in teams to present a business idea to student 'Dragons'. They work through the stages of product development; they produce a business plan and a marketing plan. Each team then faces the 'Dragons' who interrogate them and the winners are decided by the highest score on agreed criteria. The winners receive a prize. There are also strong links to the syllabi for Leaving Certificate Business, Accounting and Economics, with students building on their financial, business and economic understanding and skills through the completion of additional tasks and projects such as the Cereal Box/poncho design challenge.



# Home Economics

This is a subject where you will learn how to take care of yourself, others, your home and your environment. As **Home Economics** is a very practical subject, you will carry out a lot of activities in school and at home. It is suitable for both boys and girls at all levels.



## **Junior Cycle Home Economics aims to:**

- develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society
- develop practical food and health literacy skills so that students are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society

- nurture students' resourcefulness, innovation, adaptability, and competency as consumers
- develop students' creative design and textile skills
- develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

**Overview of the Specification:** The Junior Cycle Home Economics Specification is designed for a minimum of 200 hours across the three years of Junior Cycle and is offered at a common level. The specification uses an interdisciplinary approach which encourages the integration of three strands in the teaching and learning of the subject.

**The three inter-connected strands are:**

1. Food, health and culinary skills
2. Responsible family living
3. Textiles and craft.





# Music

**Music** is an appealing, fun subject for anyone who has a keen interest in music. You do not need to know how to read music or play an instrument in order to try out music in First Year. These are some good reasons for someone to choose music:

- I am interested in music/I love listening to music
- I would like to learn how to play an instrument/ I play an instrument and enjoy it
- I like to sing/I am in a choir
- I would like to learn how to create or write my own music
- I am interested in music technology, GarageBand, etc.
- I would like to choose a subject that requires less reading.



## **There are 3 Areas of study in Junior Cycle Music:**

**Listening:** We will listen to and study a wide variety of pieces and songs in different musical styles. The styles will include pop, classical, film music, Irish music and jazz among others. They will learn how to identify and describe characteristics of songs/pieces and how to compare and contrast different pieces of music in a critical way.

**Composing:** Over First and Second year students will create a portfolio of their own compositions. The music they create may be written by hand and/or submitted in audio recordings using microphones, or they may present pieces they come up with using GarageBand or other forms of music technology. They will submit two of their pieces for Classroom Based Assessment towards the end of Second Year.

**Performing:** We will incorporate performance into our weekly routine from the start. Students will all learn how to play ukulele in First year. As a class, we will regularly play a variety of percussion instruments, piano, recorder and guitar, and those who play other instruments may be asked to bring them in for group performances. We will also do some group singing. For the Junior Cycle exam, each student will be required to perform three pieces. They can be solo or group performances and they can be songs or instrumental pieces. They can play pieces we work on in school or perform other pieces, if they so choose. The performance exam will take place towards the end of Third Year.

Music in Pobalscoil Íosa encourages creativity, group participation and a sense of enjoyment as well as developing aural, composition and performing skills.

The success rate in music is academically very high with most achieving a H1, H2 or H3 grade at Leaving Cert in the school. Curricular and extra-curricular music activities include the School Musical (Last year's Musical was 'Grease'), the variety show and the carol service.



# Materials Technology (Metalwork) / Engineering

This course will prepare students to participate fully in the modern technological world. A strong emphasis is placed on problem-solving, research and on design/manufacture of useful artefacts. The focus of First Year is on acquiring a broad range of practical skills using a variety of materials, while, in Second Year, the focus is on mechatronics. In Third Year, the focus is on Design and Project.

The classroom facilities available to students are first class and include a specially dedicated Computer Aided Design suite. Students' work is assessed in practical, theoretical and design aspects of the course as is the State Examination model.

The workshop environment along with the teaching methods used create a unique medium of education. The main aims of the course will be on discovery, innovation, improvisation, creating, researching, understanding, organising and problem solving.

This subject provides a basis for those who may wish to study Construction Technology, Architecture, Design, Product Design, Engineering and Science at third level. The Junior Cycle examination comprises of: 70% Practical and 30% Theory.



# Graphics / Design and Communication Graphics

Everything built or made is always planned and drawn prior to construction. All products go through the design stages of:

- concept drawings
- free hand sketches
- comprehensive working drawings and model building,

Before manufacturing begins, Architects, designers and engineers all communicate through drawings. This subject teaches students how to construct their drawings. It develops their visualisation skills and spatial abilities. It also includes the use of 'Solidworks', a 3D computer modelling package is used to complete products on 3D printers. At Junior Cycle, 80% is an exam and 20% is based on Design. At Leaving Cert. level, the assessment is based on 60% drawing and a 40% graphic design/computer modelling project.



# Construction Studies / Wood Technology

The course has been designed to:

- introduce pupils to the knowledge and skills involved in construction technology and construction materials and practices, through theoretical study and integrated practical projects
- develop the pupils' ability to communicate ideas and information by appropriate methods, and to encourage them to apply accurate observation and scientific investigation through the exploration of materials and processes
- contribute towards their general education, developing the whole student to become independent thinkers and problem-solvers.
- provide a basis for those who may wish to study Construction Technology, Architecture, Design, Product Design, Engineering and Science at third level.



## Course Summary: Irish Forestry and Associated Topics

- Design
- Processing of Timber
- Hand Tools/Machinery
- Project Planning and Realisation

In **Wood Technology**, we aim to introduce students to Design and Project Work at a very early stage. We aim to enhance the creative skills of each student throughout the 3 year course. Students also learn about the theory associated with Irish Forestry's and the Workshop Environment. It is a subject that promotes Independent Learning, as well as group work, in order to ensure that each student attains a skill that can be used for life. If you have any further questions on the subject of Wood Technology, please don't hesitate to contact the Woodwork Department, and we'll happily answer any questions you may have.



# Applied Technology / Technology

The course is divided into six main sections and has a number of circular relationships with other subjects. These are: Science, Woodwork, Metalwork, Technical Graphics and Computer Applications.

## 1. Communications

### Technology:

Sketching and drawing in two and three dimensions  
Schematic drawings/  
Procedural sketches  
Computer graphics  
Report writing and presentation.

## 2. Materials

### Technology:

Properties of materials  
Cutting and shaping/  
forming  
Joining and assembling  
Finishing of materials  
Computer Aided  
Manufacturing

## 3. Control Systems:

Electric circuits and  
electronic systems  
Pneumatics.  
Robotics

## 4. The Design Process:

Identification of problems  
Conceptualisation and  
modelling  
Production  
Evaluation

## 5. Project

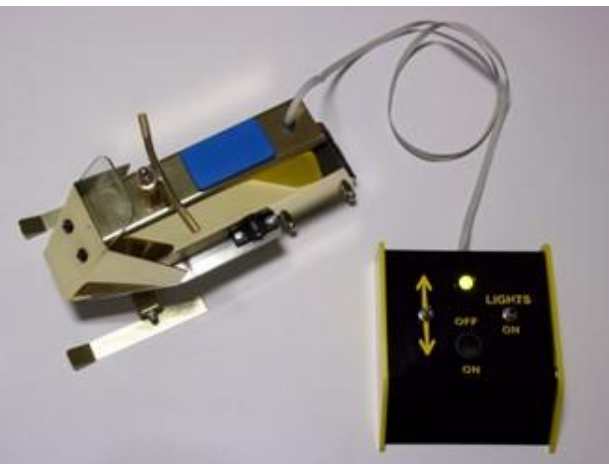
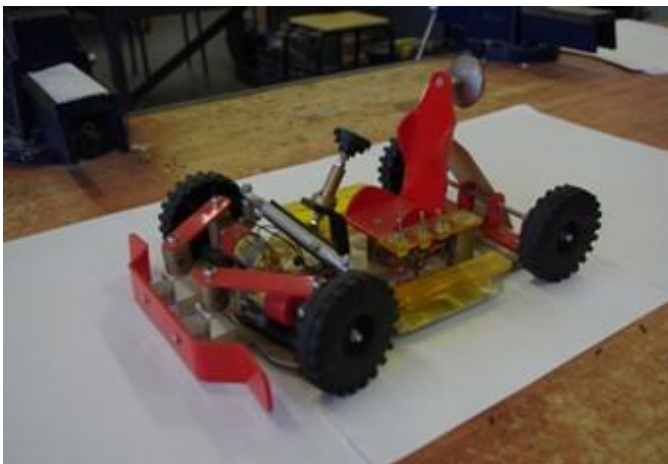
### Management:

Quality Management  
Reliability calculations  
Project sequencing

## 6. Mechanical

### Technology:

Structures  
Mechanisms  
Forces and Motion.



# Senior Cycle / The Leaving Certificate

The **Leaving Certificate programme** is available to all students who have completed a Junior Cycle programme. Students and their Parent(s)/Guardian(s) will be offered advice by our Guidance Counsellors and our teaching staff on the choice of the optional subjects available.

All students follow a core course of subjects over Fifth and Sixth year. These include:

**Gaeilge      English      Maths      Religion      P.E.      Careers**

Students must then choose subjects from an available list which is subject to teacher resources and timetabling constraints in any given year.

<b>Accounting</b>	<b>Art</b>	<b>Biology</b>	<b>Business</b>	<b>Chemistry</b>
<b>Computer Science</b>	<b>Construction Studies</b>	<b>Design and Communication Graphics</b>	<b>Economics</b>	<b>Engineering</b>
<b>French</b>	<b>German</b>	<b>Geography</b>	<b>History</b>	<b>Home Economics</b>
<b>Music</b>	<b>LC P.E.</b>	<b>Physics</b>	<b>Politics and Society</b>	<b>Religion</b>
<b>Spanish</b>	<b>Technology</b>			

Throughout Sixth Year, the students will receive help with their career choices in the form of career interviews, guest speakers from the various colleges and universities, and visits to career exhibitions and lectures. The school also facilitates group visits to Open Days in colleges.



# Transition Year

**Aims:** According to the Department of Education guidelines the mission of **Transition Year (TY)** is to:

*"promote the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative and responsible members of society".*

TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with the Junior Cycle to the more independent type of learning associated with the 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.

According to the NCCA, there is an average gain of

approximately 45 points in the Leaving Cert. examination for those students who participate in the TY programme. TY Students must submit all of their work in their Digital Portfolio.



## **TY core subjects:**

English, Irish, Maths, Religion, Computers, Languages and Life Skills.

## **Sample modules:**

Art History, History of Pop, Philosophy, Music Appreciation, Fashion Design, Geography, Fitness, Media Studies, Technology, Chinese Studies, Radio Journalism, Cycling, Leisure Studies, Local

History, Crafts, Dance/ Theatre Studies,

Rugby Coaching, Practical Science,

Computers, Woodwork, Global Tourism,

Metal craft, Cookery, Film appreciation,

Digital Media, Enterprise, Sports



Management, Drama, Young Social Innovators, Nutrition and Dietetics, etc.

## **Special features:**

School Link, Walking & Cycling trip, Football coaching, Musical e.g. 'Les Miserables', Mentoring/Buddy Programme, Work experience, Charity work, Mini Company, Visitors/talks, Graduation, Carol service, TY International trip, President's Award (Gaisce), Digital Portfolios, Junk Kouture, once off courses such as Photography and Media, I.T. Team, Induction Programme, Enterprise day, Training in Mediation Skills, DCU Early Entrance Programme, GAA Future Leaders, etc.



## Extra-curricular activities

There is an abundance of **extra-curricular activities** offered outside of the normal school hours, within the Physical Education Department. Both girls' and boys' extra-curricular activities are well catered for.

The extra-curricular activities include: Basketball, Tennis, Gaelic, Hurling, Soccer, Rugby, Golf, Frisbee Throwing, Athletics, Cross Country, Cricket, Hockey, Dance, Climbing and Gymnastics. Large numbers of the teaching staff give up their time after school for sporting activities. There are also a number of outside coaches.

The school also offers many opportunities to travel in Ireland and abroad on school trips. Over the years, many trips have been organised, including: History trips to China, Egypt, South Africa, Barcelona and Rome; Language exchanges to Gaeltacht areas, France, Germany, Spain, Italy and Austria; Adventure Trips to Carlingford and France; Ski Trips to Italy, France, Boston and Norway and Science Trips to the European Space Centre in Brussels.





In TY, all students are given the opportunity to participate in both a walking trip and a cycling trip. Community participation is the general theme of the Physical Education Department, with the aim of everyone getting involved.





**For more information about Malahide Community School - including the Admission Policy, the Annual Admission Notice and the catchment area map - you can visit our website:**

**[www.malahidecs.ie](http://www.malahidecs.ie)**

We would like to extend a warm welcome to all Parents/Guardians to our evening talks which take place during each academic year.

Please keep an eye out for notifications regarding same, on our school website, our school App and our Twitter feed @MalahideCS.

This booklet was produced by Íde Nic Domhnaill and Frieda Crehan in conjunction with our TY students.