

Malahide Community School

Open Evening 2026

Tuesday, 15th September 2026
6.30pm - 8.30pm

Proudly celebrating 50 Years: 1976 - 2026



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Welcome Message

We are delighted to welcome you to Malahide Community School for our annual Open Evening event. This event marks a special occasion in our school calendar where we open our doors and showcase our vibrant learning environment.



This event offers a unique opportunity to explore our campus and look around our classrooms, laboratories, facilities and recreational areas. We encourage you to learn about our academic programs and discover the extracurricular activities offered.

Lots of our teachers and students have given up their free time and are present this evening. They are looking forward to meeting you, showcasing the teaching and learning that takes place here and answering any questions you have.

We look forward to sharing the spirit of Malahide Community School with you and helping you make an informed choice for your educational future.

About Malahide Community School

Malahide Community School is a co-educational, multi-denominational post-primary school under the joint patronage of the Archdiocese of Dublin and Dublin / Dún-Laoghaire ETB.

The ethos of Malahide Community School is based on **care, respect, community, inclusion, equality, justice and fairness.** These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning.



One of our students tending to our Holocaust Memorial

We endeavour to assist each student to reach his / her full potential in a calm, caring and creative environment.

Malahide Community School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, Parent(s) / Guardian(s) and Staff.

We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society. In Malahide Community School, we celebrate the partnership, collaboration and empathy which nurtures and develops our young people in a community

where the essence of our ethos is care and respect for self, others and our environment.

Celebrating 50 Years as a Community School

We are delighted to be celebrating our 50th Anniversary this year as a Community School! In September 1953, Mrs. Catherine Dowling established a secondary school for girls in Malahide Village called the *Stella Maris School*. The school opened at 1 Windsor Terrace with just 21 students.

In 1958, at the request of the Archbishop of Dublin, the Sisters of the Holy Infant Jesus established a convent secondary school for girls at Broomfield (the current site of Malahide Community School). The 17 students of *Stella Maris*, along with Mrs. Dowling, transferred to this new school named the *Holy Infant Jesus School/Scoil Íosa*.

With a junior school opening in 1959 Scoil Íosa soon outgrew its surroundings. And in September 1971, the students and staff moved from the convent into a brand new building, accommodating 300 students.

In 1976, under the Deed of Trust, Scoil Íosa joined the Community School system and became *Pobalscoil Íosa, Malahide Community School*. Sr. Kathleen Day was the first Principal. The school was officially opened by Archbishop Ryan on 18 May 1977 with a student population of just over 500.

Over the decades, Malahide Community School has grown from strength to strength. Today, approximately 1,300 students learn and grow in our purpose-built school which opened in 2007. In September 2025, we further strengthened our commitment to inclusion with the opening of our first Autism Special Class (which we call *the Cineáltas Suite*).

Our core values of **Kindness**, **Respect** and **Inclusion** remain at the heart of who we are, and are reflected in how we learn, work and live together as a

school community. As we celebrate 50 years as a Community School, we honour our past, while looking confidently to the future!



Child Safeguarding

In accordance with the Child Safeguarding Statement (2015) and in consultation with all of the relevant stakeholders, Malahide Community School reviews its *Child Safeguarding Statement* and *Risk Assessment* annually. Both documents can be accessed via the school website and the Malahide Community School app. They are also displayed at various locations around the school. Our Designated Liaison Person is Mr. David Hayes (Principal) and the Deputy Designated Liaison Person is Ms. Cora Tighe (Deputy Principal).

Malahide Community 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 their 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 of 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 (WSE) it was noted that: *“Very positive interactions between staff and students were observed and a 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 in our Wellbeing Programme at Junior Cycle:

- Civic, Social and Political Education (CSPE)
- Social, Personal and Health Education (SPHE)
- Physical Education (PE)

In addition to this, students learn about 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 three 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.

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 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.”

Malahide Community School participated in the pilot 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.

At Malahide Community School, we are continually working towards building a restorative culture in our school. To facilitate this, we have a team of teachers trained in “Restorative Practice.”

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. By placing the journey to wellbeing at the centre of our policies, we build and maintain a culture where all students feel like they belong.

The Student Voice

The educational experience at Malahide Community School is enhanced by the inclusion of the Student's Voice. The term "student voice" refers to the collective opinions, perspectives and ideas of students within a school setting.

At Malahide Community School, we recognise that students have valuable and unique insights into the learning and teaching which takes place here. We believe that when students' 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.

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.

Students at this school help inform the curriculum, organise events and extra curricular activities around issues which are important to them. In addition to this, we value the Student Voice during our consultation process with all of the stakeholders when drawing up school policies/procedures. Some opportunities for student leadership at Malahide Community School include:

- The Student Council
- The Mentoring Programme
- The Prefect System
- The Student Leadership Team



The 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. So far, the Student Council has had a large number of successes such as:

- Sending members to Dáil na nÓg (National Youth Council), Irish Second level Students Union, (ISSU) and to the European Youth Parliament.
- Having two members on the Fingal Comhairle na nÓg (Fingal Youth Council).
- Holding and collaborating with the Head Team for the annual Christmas “Candy Cane” Secret Santa presents.
- Holding an open forum for students.

- Successfully changing the uniform (no more ties, new coat and different colour jumpers).
- Successfully lobbying to allow people to wear discreet makeup.
- Successfully lobbying for the addition of a gender neutral bathroom.
- Successfully lobbying to allow boys to have long hair and beards.
- Successfully working with the canteen to create a cashless alternative.
- Meeting with the PE Department to eliminate gender separation during PE activities.
- Holding an annual Pride Week.
- Holding a successful cluster meeting with other local second level schools which was attended by TDs and local councillors.
- Organising fun days.
- Setting up an early register for voting.
- Organising charity fundraisers.
- Attending Student Voice forums that discuss the format of our education system.
- Attending meetings with the Principal regularly to discuss student concerns.
- Ordering cupcakes for the mock exam years (3rd & 6th Years).



Student Council 2026/2027

- Organising non-uniform days to raise money for multiple charities.
- Setting up a suggestion box and email for students to anonymously submit concerns or requests.

Students are voted in anonymously to the Council and there are four members from each year group on the Council. It is the perfect opportunity to meet people of all ages and learn how to work in a team. We also have monthly meetings with Senior 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.



Members from our Student Council representing our school at a cluster event in Ardgillan College with the former Mayor of Fingal Adrian Henchy, Deputy Mayor Gráinne Maguire and Senator Lorraine Clifford-Lee.

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 Transition Year Students. These Transition Year students are known as “Mentors.” Over the course of the year, the Mentors attend some of the First Year classes and work with small groups of First Year students. 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.



The Mentors organise the “First Year Dance-Off” every year

If problems arise during First Year, they can be discussed with the Mentor. All problems are reported by the Mentors to the Coordinating Teacher at their weekly meeting. Small problems are dealt with by the Transition Years themselves. More serious problems, such as bullying, are dealt with by the Coordinating Teacher. In line with the school's agreed Anti-Bullying Policy, the teacher to whom the incident is initially reported to will record the information on the School Anti-Bullying Form and then pass this to the Year Head as soon as possible. The teacher or Year Head may request the support of the Guidance Counsellor if they feel it is appropriate.



First Year Dance-Off

The Prefect System

Malahide Community School, through its Prefect System, recognises the important leadership role that senior students play in the growth and development of the school.

The Prefects work as a team, led by the Head Boy, Head Girl, and their assistants. The students elected this year are:

- Head Boy: Cillian Whelan
- Head Girl: Kate Ally Scanlan
- Assistant Head Girl: Aoife Ward
- Assistant Head Boy: Lúic Shanley



2026/2027 Head Team

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.

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.

Malahide Community School strives to develop our Prefects' leadership skills by providing training in the following areas:

- Restorative Practice
- Conflict Resolution
- Leadership

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.

Our Pastoral Care Structure

Pastoral care refers to the system of support and guidance provided to students to ensure their overall well-being and personal development. Pastoral care plays an important role in creating a nurturing school environment that promotes both the academic success and overall the wellbeing of students.

At Malahide Community School, our Pastoral Care structure has a number of layers and includes the following:

- Year Heading System
- Tutors
- Guidance Counselling
- Chaplaincy

Year Heads

Before students come into Malahide Community School in First Year, their future Year Head visits the local primary schools 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. In addition to this, the Year Head works closely with the Guidance Counsellors to help students deal with challenges in their lives. They also work closely with Parent(s) / Guardian(s) 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.

Guidance Counselling

The Guidance and Counselling Department 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 and Counselling 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(s) / Guardian(s). The service is confidential.

Careers: The Guidance and Counselling Department provides career preparation for all students. This includes one to one vocational counselling in areas such as subject choice, Post-Leaving Certificate opportunities, third level applications, Apprenticeships and preparing for the world of work. The Guidance and Counselling Department also administers Psychometric tests to assist students in their choices and arrange an annual Career Fair for our Senior cycle students.

In addition to this, students take part in the REACH+ careers programme in their Lifeskills class in Transition Year. Students continue to undertake this programme in their General Studies classes in Fifth and Sixth Year. The Guidance and Counselling Department organises weekly speakers from

universities and other third level institutions. Students attend career events and college Open Days.

Wellbeing: The Guidance and Counselling Department is also involved in 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.

Chaplaincy

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.

Bereavement Support Group

The School Chaplain assists with the Bereavement Support Group. This group was established to provide further support for students who have suffered a bereavement or loss of a significant person in their lives. The programme runs for approximately 12 weeks and it meets on Tuesdays at Lunchtime. It links in very well with other supports in the school such as Guidance Counselling.

Pope John Paul Awards

The School Chaplain also coordinates the Pope John Paul Awards. The Award is committed to helping young people enhance their spiritual, physical, emotional and social development through participation in school, parish and community activities. As well as the feeling of personal achievement that a

participant will gain from taking part in the Award, participation will help demonstrate the young person's commitment to a task and goal. This Award is usually done with a number of TY students and this year we are working with teenagers who have special needs in the local parish on a Monday night.

Babuskha Boxes

One of the more prominent charity events organised by the School Chaplain is the Babushka Box Appeal. Babushka Boxes is a project with the aim of giving a gift in a shoebox to someone who feels lonely and forgotten in their last years to give love and to let them know someone thinks of them. These women and men have survived war, hunger, poverty, loneliness and the horror of Chernobyl. This project is completed with First Year students and they are always very enthusiastic to get involved!

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



Annual Carol Service organised by the Chaplain and Music Department



Some photos from our Carol Service

Junior Cycle Reform

Vision statement for the 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.”



All subjects are now following new Junior Cycle “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) that measure attainment in skills. Both assessments are recorded on the Junior Cycle Profile of Achievement (JCPA) at the end of Third 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. Google Classroom, 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



Some Junior Students with their iPads

introduction of the iPad have excelled academically and have reported back that they were very well prepared for the technological demands of third level.

Digital Technologies

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

Malahide Community school has a Digital Council in situ made up of students from all year groups. Working from a dedicated Digital Hub, the Digital Council drives the use of creative technologies within the school, helps create policies and influences how staff and students use technology for improved learning outcomes.

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

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 Parent(s)/Guardian(s) 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, Parent(s)/Guardian(s) have access to:

- Tyro (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.

Literacy and Numeracy

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. One such way we achieve this is by participating in '*Literacy and Numeracy for Learning and Life.*' This 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.



Students enjoying Library Studies

In order to promote Literacy in the school, we encourage our students to read for enjoyment. First and Second Year students have a designated Library Class once a week in the hope that they become passionate about

reading and language. The school runs a number of DEAR (Drop Everything and Read) weeks throughout the year. We endeavour to 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 21st 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

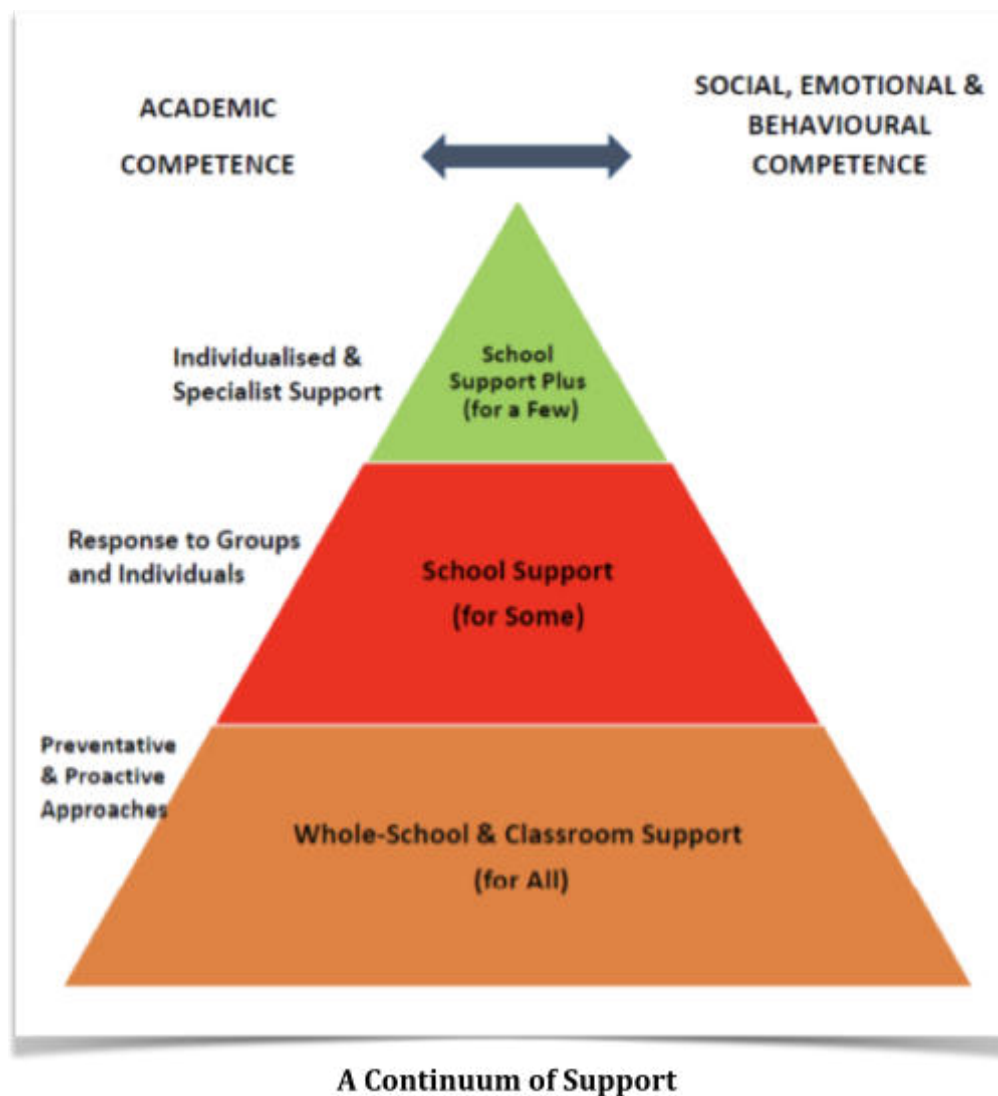
As an inclusive school, we welcome students with Additional Educational Needs (AEN). We strive to facilitate a smooth transfer from Primary to Post-Primary education. Support classes are offered to students in accordance with the General Allocation Model. This model allows us to use flexible supports based on the needs of individual students and available resources within the school.

All teachers, including AEN and mainstream teachers, collaborate to ensure that those students with the greatest level of need, have access to the appropriate support. This support may take the form of small classes with a focused approach in areas where students struggle, such as literacy, numeracy, or social skills. Team-Teaching may also be used where a Support Teacher will support a student in the mainstream class.

The school is committed to helping all students reach their full potential and this is evident in the provision and support provided for students with Additional Educational Needs. Our supports aim to create an

inclusive learning environment where all students, regardless of their challenges, can thrive.

Our team of Special Needs Assistants (SNAs) are highly trained in supporting students with additional needs and play a critical role in enhancing the school environment. They are there to support the care needs of a group of children or of a specific child. They work closely with Support Teachers, Parent(s)/Guardian(s) and students.



We take a whole-team approach to addressing additional needs in our school. This involves collaboration among all staff, including teachers,

AEN teachers, SNA's and school management team. This approach strives to ensure that every student receives the necessary support in a cohesive, inclusive environment, where everyone works together as a community.

The Cineáltas Suite

The Cineáltas Suite is our special class for Autistic students. There are six places in each class. We opened our first full Autism Support class in 2025. We are currently located in the Library - Room G01 - until we move into our modular building.



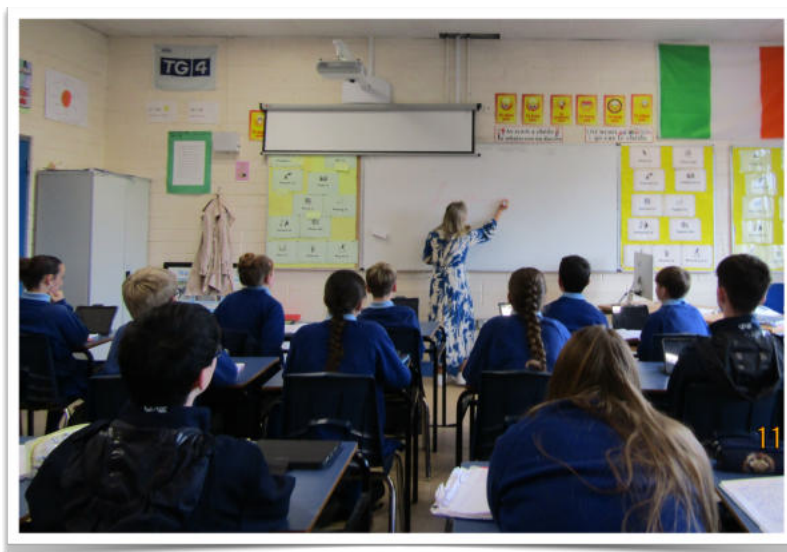
Our new Cineáltas Suite

The aim of this class is to support the inclusion of students with significant complex educational needs in the whole school community. Each student receives tailored support in literacy, numeracy, motor and social skills. Every student has an individual timetable based on their specific needs. We work closely with external partners and professionals to ensure we support each student to the best of our ability, within our allocated resources.

School Subjects

At Malahide Community School, our large and diverse teaching staff enables us to offer a broad range of subjects to our students. Along with the core subjects of English, Irish and Maths, we offer a host of additional subjects at Junior Cycle (all of which are detailed on the following pages).

First Year students have the opportunity to sample their optional subjects for a number of weeks before committing to studying it for the Junior Cycle. We believe that allowing students to make choices regarding their studies will empower them to explore their interests, develop a wide-ranging skillset and ultimately empower them to shape their future in a way which is beneficial to them.



Applied Technology

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



Some of our students enjoying Applied Technology class

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, to be adaptable, creative and enterprising, to be more sustainable in their consumption and aware of the impact of economic variables such as inflation, interest rates, economic growth, employment levels and taxation on their daily lives. 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 and societal well-being and also 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. when studying Business Studies at Junior Cycle, students will learn key topics such as:

- Budgeting
- Consumer rights and responsibilities
- Employment rights and responsibilities
- Insurance
- Tax
- Enterprise
- Marketing
- Digital Technologies
- Bookkeeping and Accounts
- Demand and Supply

- Government Economic Policy
- The European Union,
- Sustainable Economic Development
- International Trade
- Globalisation

Students will undertake one Classroom Based Assessments (CBAs):

1. In Second Year, they will create a marketing mix and business plan for a product or service as part of a group.

CBA arrangements that were implemented post covid are still applicable. I.e students only complete 1 CBA in Business Studies and the Assessment. Task will not be examined by the State Examinations Commission.



Enterprise Trip to Emerald Park

Civic Social & Political Education (CSPE)

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.



TY Students collecting food and clothing for a homeless soup kitchen

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.



Some of our engineering facilities

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.



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.

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.

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



Geography students analysing rock samples

- Implications Strands.

There are three interconnected strands:

- Exploring the physical world
- Exploring how we interact with the physical world
- 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



First Year Geography students learning how to use a compass



Geography students surveying local traffic

Graphics

Everything built or made has always been planned and drawn prior to manufacture. 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 sketches, drawings and prototype models. This subject teaches students how to construct their drawings and develop 3d printed prototypes. It develops their visualisation, sketching, design skills and spatial abilities. It includes the use of 'Solidworks', a 3D computer modelling package, which is used to complete products on a 3D printer. At Junior Cycle, 80% is an exam and 20% is based on design.

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.



History students studying historical documents

Home Economics

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.



Textile work completed in Home Economics

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 inter-disciplinary approach which encourages the integration of three strands in the teaching and learning of the subject. The three inter-connected strands are:

- Food, health and culinary skills
- Responsible family living
- Textiles and craft.

Final Assessment:

The final assessment comprises of a practical food skills examination (50%) and a written examination (50%).



Tasty treats made by our Home Economics students



Students learning how to weigh and measure ingredients in Home Economics

Irish

At Malahide Community School, 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-speaking 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 Certificate Oral Irish Exam (worth 40%) and our students enjoy this experience.



Students getting ready for Irish class

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 Google Classroom. In TY, our students present their Irish work in the form of an e-Portfolio. In Malahide Community School, we are proud

of our Irish heritage and traditions and we seek continuously to help students to engage fully with Irish at every opportunity.



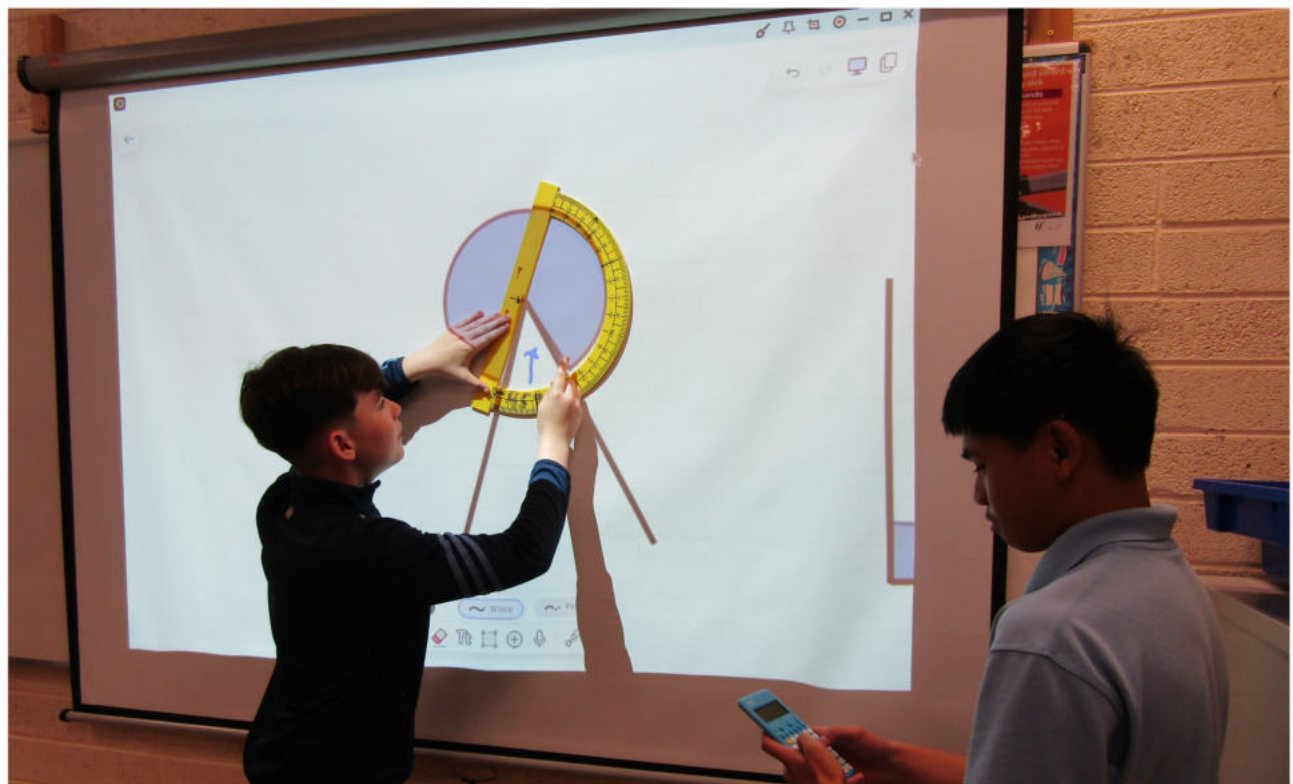
Senior Irish class trip to the EPIC Museum



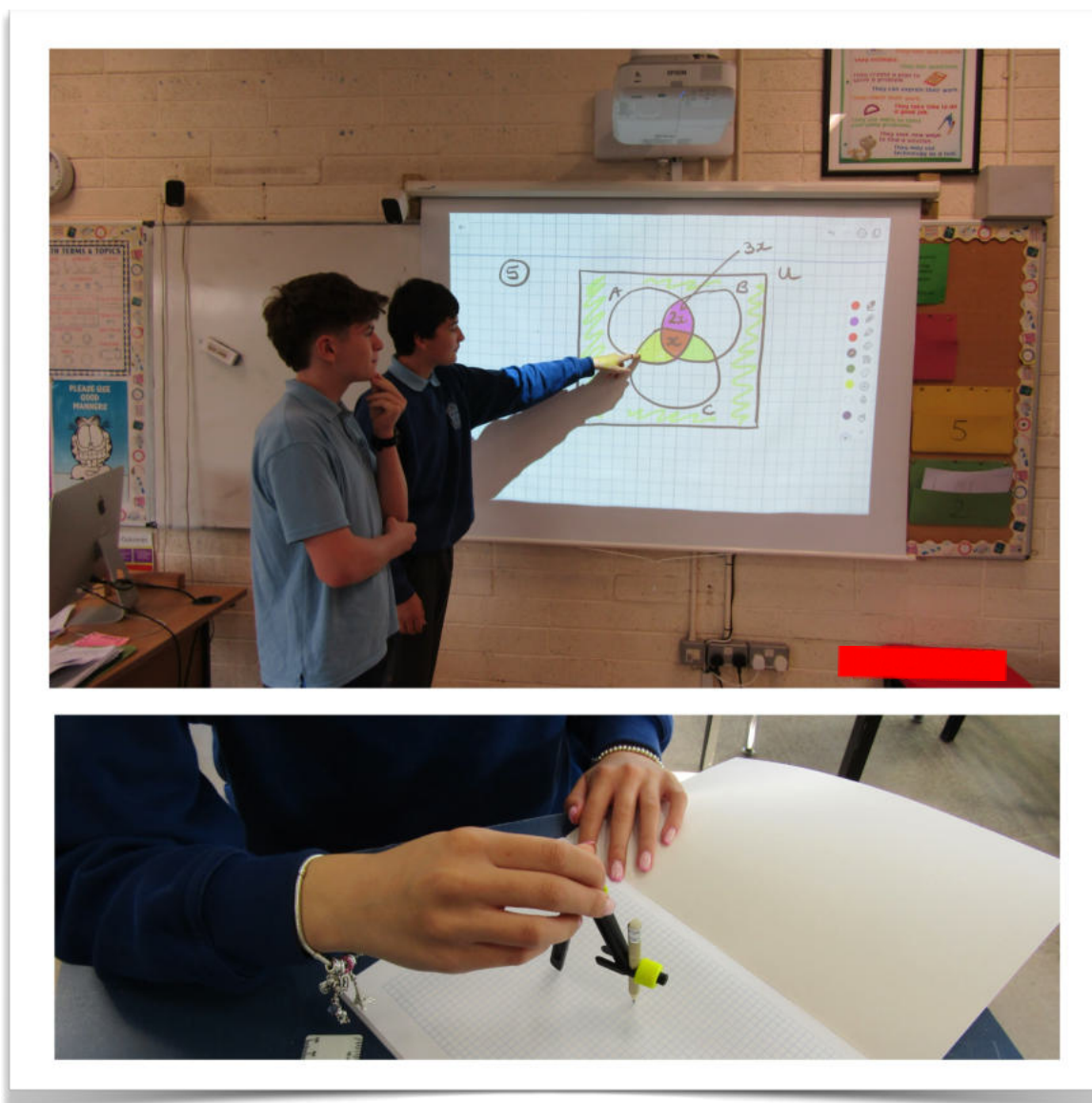
Mathematics

First Years will study the Junior Cycle Maths course, which is assessed through teacher assessed classroom investigations in Second and Third Year and a terminal exam in Third Year. This course was implemented in secondary schools across Ireland in August, 2018.

All Malahide Community School 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 develops a positive attitude towards Maths and is studying the subject at a level appropriate to themselves, as determined through assessment.



Digital learning, 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.



Modern Foreign Languages: French, German & Spanish

Discover the world through language

Malahide Community School has a team of highly skilled and professional language teachers who are senior examiners and leaders with the State Examinations Commission, have trained at home and abroad and share a genuine passion for opening students' eyes to new languages and cultures.



“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).

Why Choose a Modern Foreign Language?

- Strive for a high level of competence in the language of your choice, with a dedicated and experienced teaching team.
- Take part in exchange programmes with partner schools in Spain, France, Germany, Austria and Italy.
- Enjoy excellent reading, visual and digital resources throughout your language journey.
- Attend I.F.I. foreign language films and theatre productions, and compete in debating with the Alliance Française, the Goethe Institute and the [Instituto de Cervantes](#).
- Get creative in Transition Year, working with other departments to prepare typical Spanish, French and German dishes.

Exchange Partner Schools

Our department has built lasting exchange links across Europe, giving students the chance to live the language for real. In Spain, we partner with schools in Seville, Santiago de Compostela and Salamanca. In France, our links are with Avignon and La Roche-sur-Yon, and in Germany and Austria with Prien, Linz and Vienna.



TY's enjoying a Flamenco workshop – the dance is a rich part of Hispanic culture.

The Junior Cycle Specification

The Junior Cycle Modern Foreign Languages specification is built around a minimum of 200 hours of timetabled engagement, organised around three integrated strands that work together to build confident, culturally aware communicators:

- Communicative Competence – building real confidence to speak, listen, read and write in the new language.

- Language Awareness – learning how language itself works, and how that sharpens skills in your first language too.
- Socio-Cultural and Intercultural Awareness – exploring the culture, customs and people behind the language.

Sampling in First Year

During their first term, First Year students get to sample Spanish, French and German before choosing which language to pursue. Subject to available teaching resources, we cannot always offer every student their first choice, although we always endeavour to do so.

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 Malahide Community School encourages creativity, group participation and a sense of enjoyment as well as developing aural, composition and performing skills. The success rate in music is also 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 'Little Shop

of Horrors'), Contemporary Music Ensemble, the Variety Show and the Carol Service.



2026 Musical "Little Shop of Horrors"



Two of our Music Teachers - Ms. Keogh and Ms. McNamara - with their most recent group of Senior music students



Some of our Music students

Physical Education (PE)

Physical Education (PE) 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.



PE activities

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.

Since 2020, Malahide Community School has also offered PE as a Leaving Certificate option. This course is suitable for students who have a strong interest in sports, physical activity and physical fitness.

Religious Education

In Malahide Community School, students study the NCCA Religious Education (RE) Programme. We do not provide Religious Instruction and Worship (Faith Formation).

One of the main aims of the RE 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 also have non-exam Religion classes at Senior Cycle.

In Senior Cycle RE, our students study various topics such as World Religions; Morality; Relationships and Sexuality Education (RSE SHARE programme); Addictions and new Religious Movements. Each week, students will have two 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 RE programme. As a result, we now have a permanent project with the St. Vincent de Paul Society.



1: One of our Religion Teachers, Mr. Martin with Dr. Ali Salem from the Islamic Cultural Centre Ireland. 2: Mr. Martin, Ms. Brown and some of our 6th Year students with Geraldine, a member of the Travelling Community.



1: Practitioners from Falun Gong. 2: Mr. Martin, Catherine Lenehan and Caroline O'Neill from the Theosophical Society of Ireland.



Some of our Religion Teachers: Mr. Mangan, Mr. Martin,
Ms. Cadden, Ms. Brown and Ms. Crehan

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.



Our First Year students working on Science experiments

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:

- the nature of science
- the Biological World
- the Chemical World
- the Physical World
- 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, visits to W5 Museum, Explorium, the Science Gallery in Trinity College Dublin, and visits to competitions, such as the Young Scientists Exhibition. 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 Malahide Community School, 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.



Recent Science trip to Explorium

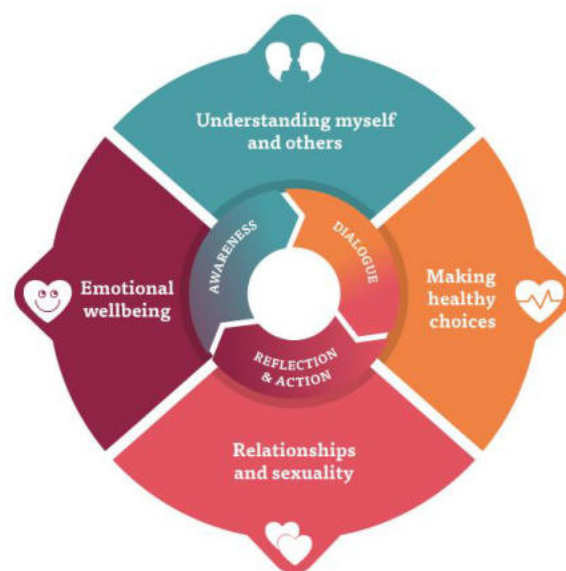
Social Personal and Health Education (SPHE)

Social Personal and Health Education (SPHE) 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.



Here are the units or strands that they will be covering in SPHE class:

- **Strand 1: Understanding myself and others**

This is a foundational strand as it focuses on developing self-awareness and self-esteem and building some of the social and emotional skills needed for healthy relationships. This strand helps students to identify their personal strengths and values. It explores the range of influences that impact on self-esteem and self-image and self-identity.

- **Strand 2: Making healthy choices**

This strand is about helping students to consider how they can make healthy choices and the influences at play. They will discuss a range of aspects – food, sleep, alcohol and other addictive substances and behaviours, and of course their online world.

- **Strand 3: Relationships and sexuality**

Here the key focus is on creating and maintaining healthy and respectful relationships. So students will discuss the signs of healthy, unhealthy and abusive relationships, how to set boundaries in relationships and show respect for the boundaries of others. They will learn about the importance of consent as an aspect of all healthy relationships and how to take care of their reproductive health. There is also a focus on responsible decision making and examining some of the pressures on young people to become sexually active.

- **Strand 4: Emotional wellbeing**

The focus in this strand is on developing young people's skills, knowledge and coping strategies to help them manage stress, self-regulate their emotions, know how to self-care and where to seek help if needed. The aim is to enable them to cope with the normal emotional ups and downs of teenage life.

For more details go to:

www.curriculumonline.ie/junior-cycle/short-courses/sphe/

The SPHE program has developed somewhat following the 2018/2019 review of relationship and sexuality education in Primary and Post primary schools. Much of what is included is integral to how we do things here at Malahide Community School. The aim of the new program is to use awareness, dialogue, reflection and action to empower young people

to make positive choices around health, well-being and relationships rather than focusing on harm, stigma and shame. In the new programme there is:

- Consideration of LGBTQ+ identities and experiences throughout.
- Positive teaching on consent, safer sexual behaviour, sexual health and boundary setting in relationships.
- A broad understanding of health, mental health and wellbeing .
- A strong focus on social media, online safety and digital literacy in a way that reflects the reality of young people's lives.
- Clear actions relating to bullying and abusive behaviour in schools, friendships, families and other relationships.

With the update, there is now a Classroom-Based Assessment in SPHE.

Assessment in SPHE is not about setting tasks in order to accumulate a record of marks. It is also not about teachers assessing where the student is situated on the continuum of wellbeing or making a judgment about a student's physical, social or emotional wellbeing. The focus of assessment is on allowing students to demonstrate the knowledge, skills and dispositions they have gained through their engagement in learning in SPHE. Considering the diversity of learners and contexts, and to support maximum flexibility and choice, students will engage in one of the following CBAs.



Title	Format	Student preparation
Portfolio of my learning and reflection on learning in SPHE	Individual selection of items of work, such as digital, written texts, posters, audio-visual or multi-modal	Students will choose three pieces of work, completed over time and linked to different strands of learning within the course, and present these accompanied by a reflection on why each piece was chosen and how it marked important learning for the student in SPHE.

OR

Title	Format	Student preparation
Taking action for SPHE	Individual or small group project that can be presented in a wide range of formats	Students will, over a specified time, with support and guidance from the teacher, research, report and reflect on an action they have taken to raise awareness about or promote an aspect of health/wellbeing studied in the SPHE short course.

Whilst the timing of the Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based Assessment for reporting purposes in the JCPA will not be conducted in first year. This Classroom-Based Assessment can be completed during second or third year. (See 2023 SPHE Toolkit: Creative Approaches to Assessment in SPHE).

<https://www.curriculumonline.ie/junior-cycle/short-courses/sphe/sphe-2023/sphe-toolkit/sphe-teaching-approaches>

Visual 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 exciting projects, 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.

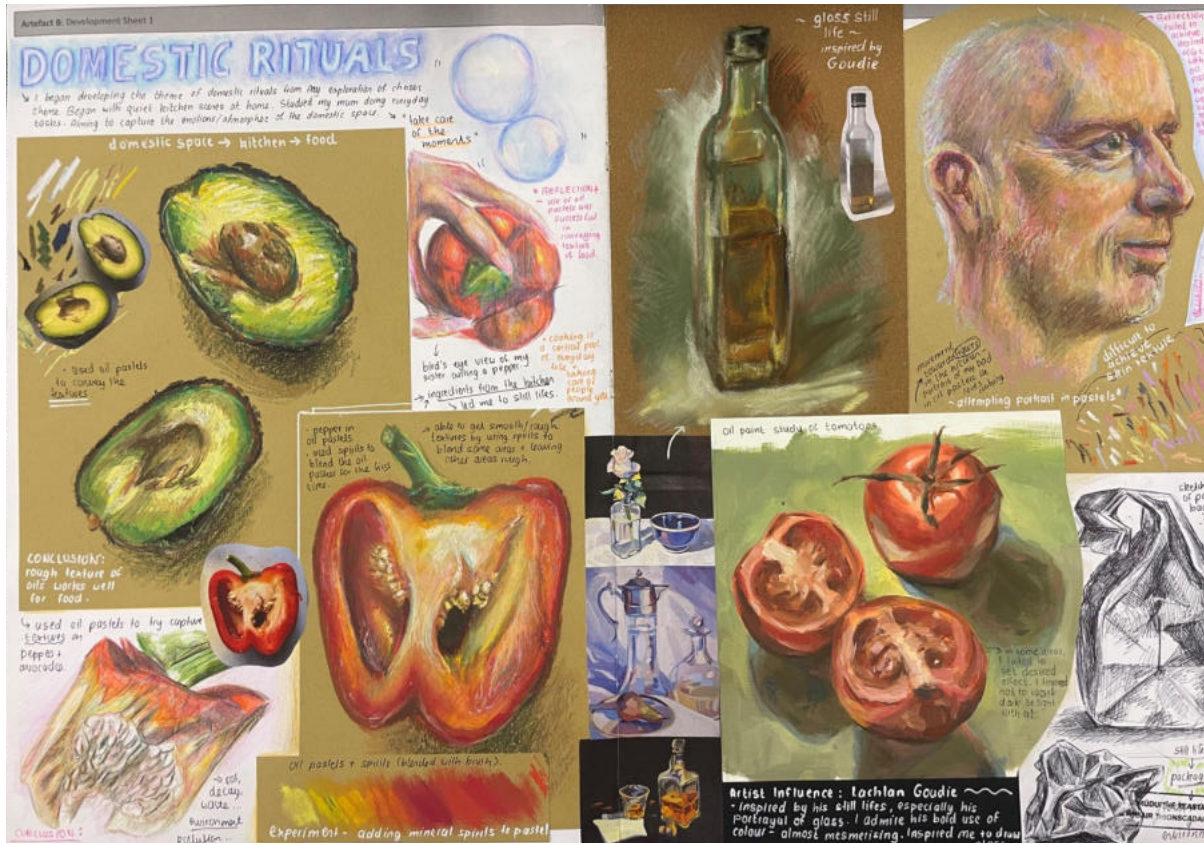


Our students are also highly successful competitively and have won first prize in several local and national competitions. Over the years, our students have been very successful in various competitions like Junk Kouture and The Children's Texaco Art Competition. With numerous top placements and prizes. In 2018, Transition Year students were overall winners of the Dublin Region at the Finals of Junk Kouture in the 3 Arena. Students won a trip to Cannes and one of our students was awarded a college scholarship.

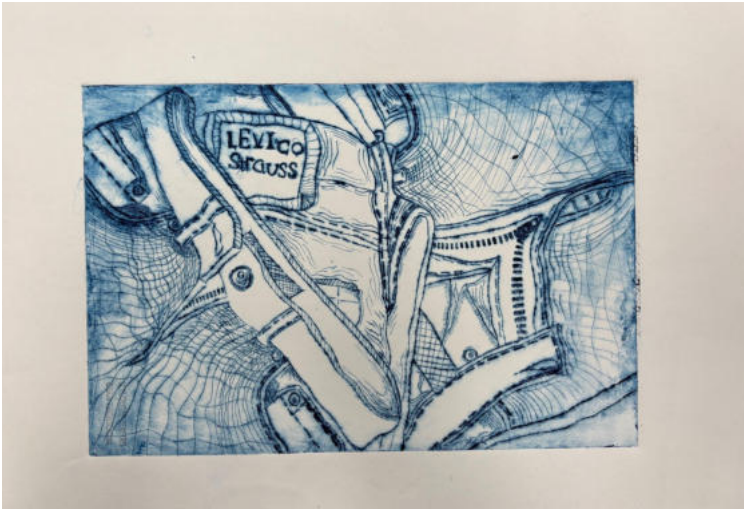
In the Texaco Art Competition our students have achieved many special merit award winners in several categories and winners attend the special prize giving ceremony.

The Art department is involved in providing sets for the Transition Year musical and other events throughout the year. In 2021, we saw 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.





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 because of the use of iPads in the school.





Students enjoying Art class



Student artwork on display in one of our Art Rooms

Wood Technology

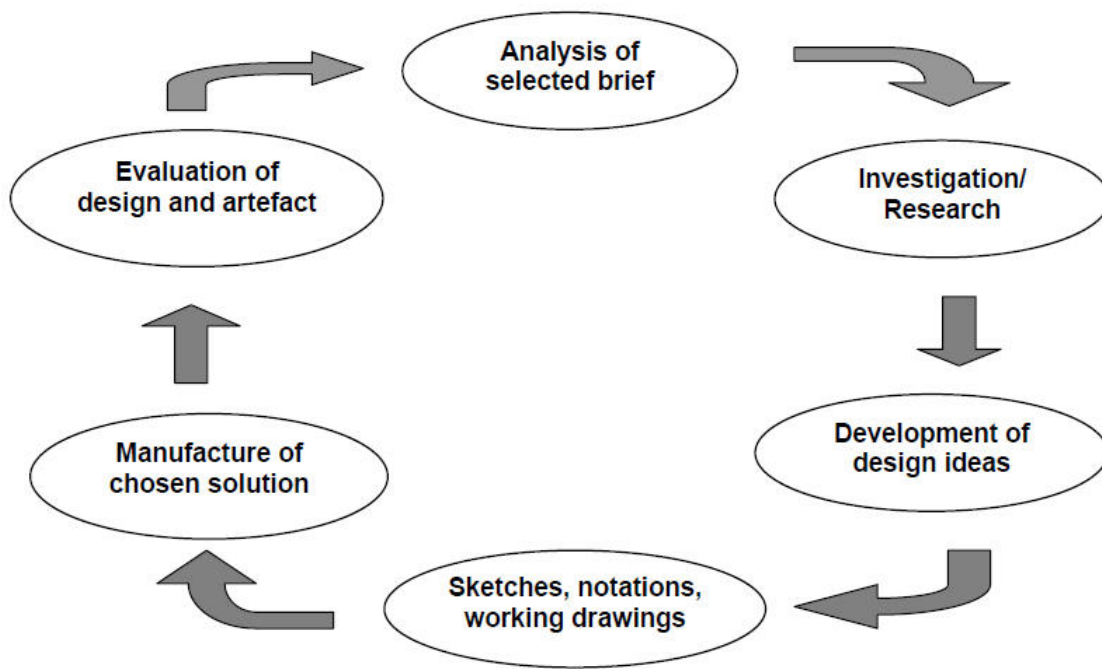
Course Summary: Irish Forestry and Associated Topics

- 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 will also learn about the theory associated with Irish Forestry's and the Workshop Environment.



Project Examples:

In 1st year, student's develop basic hand tool skills that allow smaller scale projects to be made.



Examples of First Year project work

In 2nd Year, we begin to introduce students to basic machinery which along with hand tools allow more detailed and larger project work.



Examples of Second Year project work

By 3rd Year, student's will have reached a competency level that will equip them to design and make their own unique Wood Technology Junior Certificate projects:



Examples of Third Year project work

Make the right choice.....Wood Technology.

Transition Year

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 Certificate examination for those students who participate in the TY programme. TY Students must submit all of their work in their Digital Portfolio.



**Driving maintenance
course**

Transition Year Core Subjects		
English, Irish, Maths	Religion Computers	Languages Life Skills

Transition Year Sample Modules		
Art History History of Pop Philosophy Music Appreciation Fashion Design Geography Fitness Media Studies Technology Woodwork	Radio Journalism Cycling Leisure Studies Crafts Dance/ Theatre Studies Rugby Coaching Practical Science Computers Nutrition and Dietetics	Metal craft Cookery Film appreciation Digital Media Enterprise Sports Management Drama Young Social Innovators

Special Features of Transition Year		
School Link Walking & Cycling Trip Football Coaching Musical Mentor Programme Work experience Charity work Junk Koture	Mini Company Visitors/Talks Carol Service TY International Trip, President's Award (Gaisce) Digital Portfolios I.T. Team	Photography/Media Induction Programme Enterprise day Training in Mediation Skills DCU Early Entrance Programme GAA Future Leaders

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.



Trip to Italy



Road Safety Workshop



Christmas Market



Trip to Croke Park



Walking Trip in Wicklow



Trip to Emerald Park



Sporting life at Malahide Community School

Senior Cycle

The Senior Cycle 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:

- Irish
- English
- Maths
- Religion
- PE
- Careers

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

● Accounting ● Art ● Biology ● Business ● Chemistry ● Climate Action & Sustainable Development ● Computer Science	● Design and Communication ● Drama, Film & Theatre Studies ● Graphics ● Economics ● Engineering ● French ● German ● Geography	● History ● Home Economics ● Music ● PE ● Physics ● Politics and Society ● Religion ● Spanish ● Technology
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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.



Sunrise Walk

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

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