

2024 - 2025

OUR LADY'S SCHOOL
NEW BEGINNINGS BOOKLET



**OUR
LADY'S
SCHOOL**
TERENURE

NAME: _____

FORM TUTOR: _____

CLASS: _____

YEAR HEAD: _____

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Mission Statement

Our Lady's School is a community that embraces Christian values. The education it provides is rooted in a deep sense of faith.

We aim to create a positive inclusive environment which enables everyone to reach their full potential. We promote mutual respect within the school community and strive to provide a happy and secure atmosphere which fosters a love of learning.

We encourage the development of the whole person, by fostering the personal, spiritual and moral development of every student. The realisation of individual talents and academic excellence is paramount.

We aim to create a friendly, healthy, safe and caring environment which affirms our pride in the school.

We promote the development of the necessary skills so that students may become responsible members of society. It is our wish to see every student leave Our Lady's School with moral integrity and a heightened sense of social conscience.





Dear 1st Year Students,

You are very welcome to Our Lady's School. This is a very exciting time as you start your secondary education. All 1st Years feel nervous at the start of the year which is to be expected. Don't worry if Our Lady's looks very different to your old school you will soon get used to it. By now you know your House and have been introduced to your 6th Year Leader who will act as a mentor to your class. You have a Form Tutor, a Year Head, subject teachers, House Mentors and Guidance Counsellors who will assist you with any concerns that you have as you settle in.

You will make lots of new friends and you will become a friend to many other students. You will learn what makes a good and lasting friend.

In Our Lady's we encourage respectful communications between everyone as how we communicate impacts on how we get on with others. The start of 1st Year brings lots of exciting new opportunities for you. It is important that you get involved in the excellent extracurricular programme in the school. There are many activities on offer for you and it is a great way to make new friends. You can join a hockey, basketball, badminton, camogie or Gaelic football team to name but a few. You can also join a book club, drama club, cookery club, do mindfulness and origami in the library or get involved in the many committees in the school.

Your class captain will lead you throughout the year and you will also be able to vote for your own representatives on the student council. To reach your potential in Our Lady's we know that your wellbeing is important. Wellbeing enables you to build life skills and develop a strong sense of connectedness to our school. It encourages positive mental health and helps you to recognise and express your feelings. You will do a wellbeing module throughout the year.

When you are well and connected to the school you will be able to focus on reaching your potential in all areas of life. Academic excellence is important in Our Lady's and in 1st Year organisation and preparation assist you to focus clearly on your studies. This Induction Booklet will help you settle in to school and learn all about Our Lady's and how you can develop your interests.

I look forward to seeing you all throughout the year getting involved in the many activities Our Lady's has to offer. I hope that you will wear your school and House colours with pride throughout your time with us in Our Lady's.

Marguerite Gorby
Principal

Chapter 1

New Beginnings



Welcome to Our Lady's and your New Beginnings Induction week!

New Beginnings is an induction programme designed and produced by Our Lady's students and staff. It is designed to help you learn all you need to know about life in secondary school. Whether you're feeling nervous, excited or just plain confused, this guide will help you make the change! We hope you enjoy your week and your years ahead in Our Lady's.

Name:
Class:
Form Teacher:
Year Head:

I learn best when I...

What I'm good at...
What I'd like to become good at...


What I am worried about
What I am excited about


Names of my classmates test!



Feelings!

What might cause a first year student to have some of the feelings listed below? Think of three examples for each group of feelings.

 We feel happy when...

 We feel sad when...



 We feel angry when...

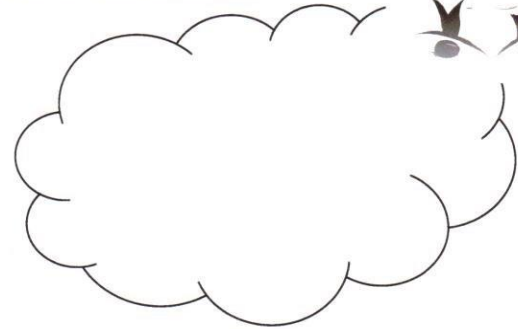
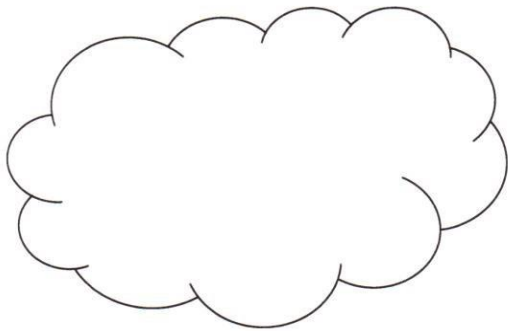
 We feel confused when...



What does RESPECT mean?



When I hear the word respect,
I think of ...



When I am treated with
respect, I feel ...



How do we show disrespect in school - actions, words, behaviour, attitude etc.?

What could a student do in school and class to show respect for learning?

How do we show our classmates that we respect them?



Dictionary of Terms

Year Head	Teacher in charge of a year group e.g. First year.
Class Tutor	Teacher in charge of a class group e.g. Class B1
House Mentor	Teacher in charge of a house group from first to sixth year.
TY	The Transition Year (TY) is a one-year programme taken after Junior Cycle and before the two-year Leaving Certificate programme. It takes place in 4 th Year.
Chaplain	Teacher who looks after the welfare of our students.
Student Council	A group of students from each year group who work together to represent the students' interests in the school.
6th Year Prefect	Elected 6 th Years that upholds and promotes the culture of the school. They are representatives of the Houses and each of the form classes.
Head Girl	A 6 th year student who has been elected by staff and students to carry out various official duties in the school.
G.P.A	General Purpose Area. This is the open space opposite the staff room where student meetings take place. Sports and house notice boards are hung in the G.P.A
SPHE	Social, Personal and Health Education.
CSPE	Civil, Social and Political Education (Junior Cycle subject).
Guidance Counsellor	Teacher who helps students make choices, especially for going to college. This teacher is also available to talk to student when they are having difficulties.

HOUSE STRUCTURE

Our Lady's House Structure

As soon as a student begins her first year, she becomes a member of one of five Houses, namely St Brigid's, St Colmcille's, St Laurence's, St Patrick's and St Muireann's. She will remain in this House with the other House members throughout her school career. The House structure contributes to her school identity, providing an extended family within the school community. The Houses meet four or five times a year, as well as competing in sporting and talent competitions with the other houses.

Each student also belongs to a class group with her own form teacher, sixth year Councilor and Year Head. The Form Tutor meets with their class weekly as do the 6th Year Prefect providing guidance and support. Additionally, throughout the year there are numerous wellbeing activities and competitions under the banner of House.

HOUSE QUIZ

1. Which House are you in?

B C L P M

2. What does the letter of your House stand for?

3. Who is your 6th Year Prefect?

4. Who is your House Captain?



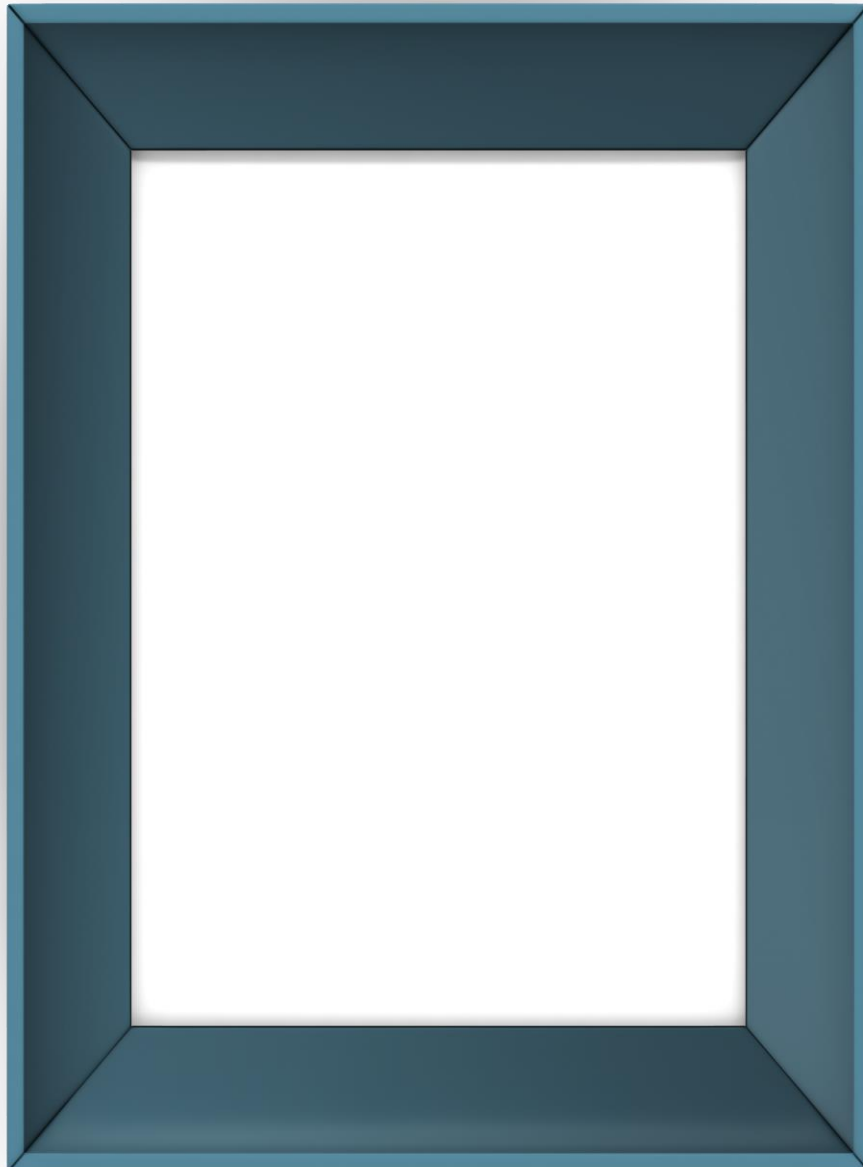
5. Who is your House Mentor?

6. When does your House meet?

7. Who attends House meetings?



8. Draw your House mascot here.



9. What are the 5 C's?

10. Describe what you think each one stands for.

HOUSE @ OLS



FREQUENTLY ASKED QUESTIONS

1. What do I do if I'm sick and can't come to school?

2. What do I do if I have an appointment during school hours?

3. What do I do if I'm feeling sick at school or have an accident?

4. What if I'm late to school?

5. Am I allowed to go home for lunch?

6. What do I do if I've lost something?

7. Can I use my mobile phone in school?

8. Is there a telephone I can use in school?

9. Can I eat or drink during class?

10. When am I allowed to go to my locker?

11. Are we allowed into classrooms during break/lunchtime?

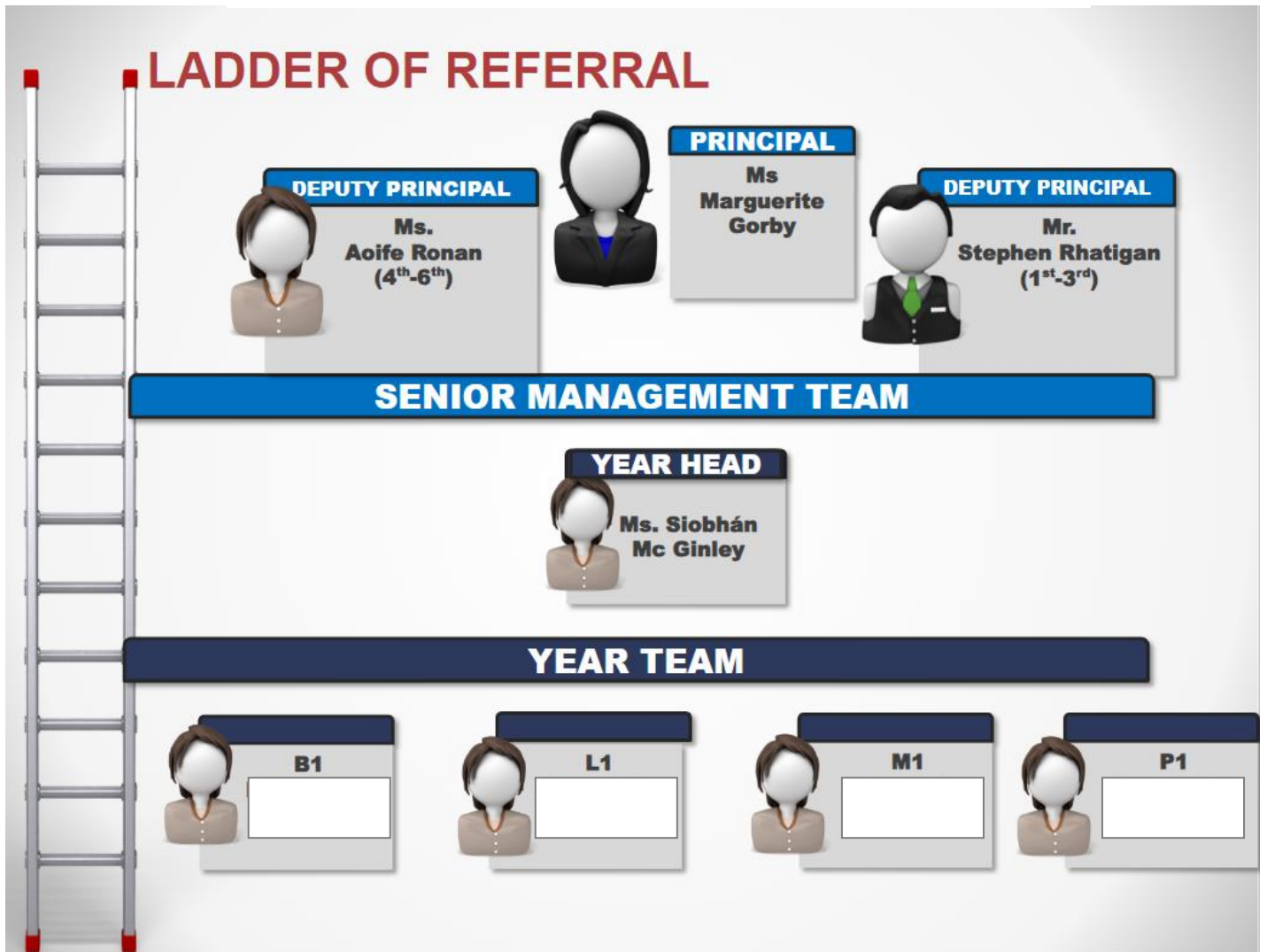
12. What do I do if I have the wrong uniform?

13. What do I do if I forget my locker key?

14. Who do I go to if I have a personal problem?



WHO DO I GO TO IF I NEED HELP?



ACTIVITY

1. Write out the names of the Form Tutors in 1st Year in the boxes provided above.
2. Who is your Year Head?

3. If I have an issue, who should I go to first?

4. If I need to speak with my Year Head, when would be an appropriate time?

5. Who is the Deputy Principal looking after 1st Year?

6. What other supports are there, for me, in the school?

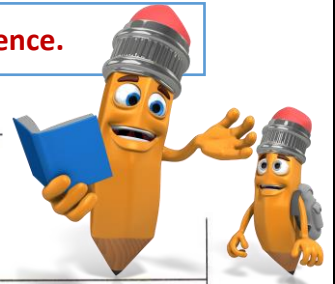
Chapter 2

Managing Myself & Looking at Careers



PREPARING FOR SCHOOL

AFTER SCHOOL: Number the following in order of sequence.












	Put everything I need into my bag.
	Check journal to see what homework I have.
	Check that I have put all my homework in my bag.
	Take off my uniform.
	As I finish each piece of my homework, tick it off in my journal.
	Empty my school bag.
	Remember to check for pencil case and other equipment e.g. PE tracksuit.
	Decide which order I want to do my homework.
	Look at my timetable and decide what books I need for tomorrow.



My Checklist!

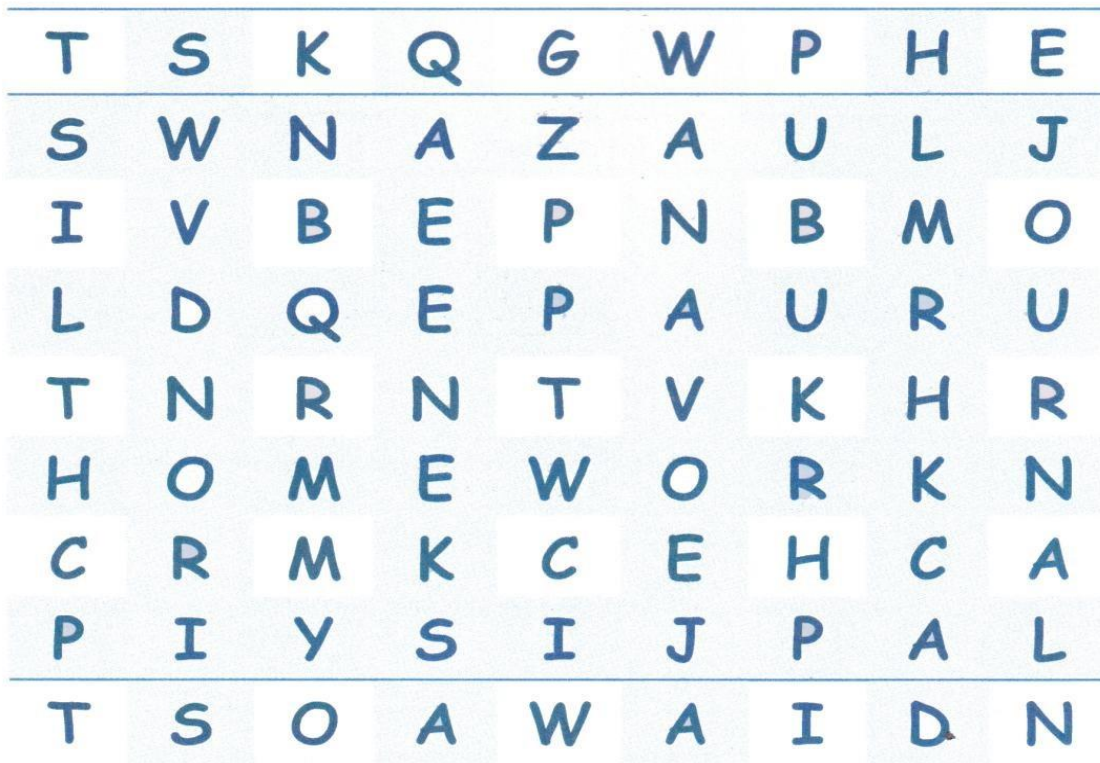
Design your own checklist below to get organised for a day at school. You can cut out and stick somewhere you can see

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



Being Prepared

Word search



BAG

CHECK

HOMEWORK

JOURNAL

LIST

PAPER

PENS

TIMETABLE



GOOD HOMEWORK JOURNAL USE

History	Project due on October 5 th . Need to research Columbus' voyage. Page 42 of textbook is helpful.
English	Comprehension due tomorrow. 20 minutes homework - See notes in copy and page 32 of Exploring English.
French	Verb test on Friday. Should study for 10 minutes tonight and 15 on Thursday.
Reminder	Science tomorrow - Lab Coat needed.
PE	Get Exercising- Perhaps some simple pilates for me.
Wellbeing	Check to see if I have gotten enough exercise today. Have I switched off from my phone for long enough today?
Maths	Fractions Questions 14-22 page 19. Helpful hints in copybook



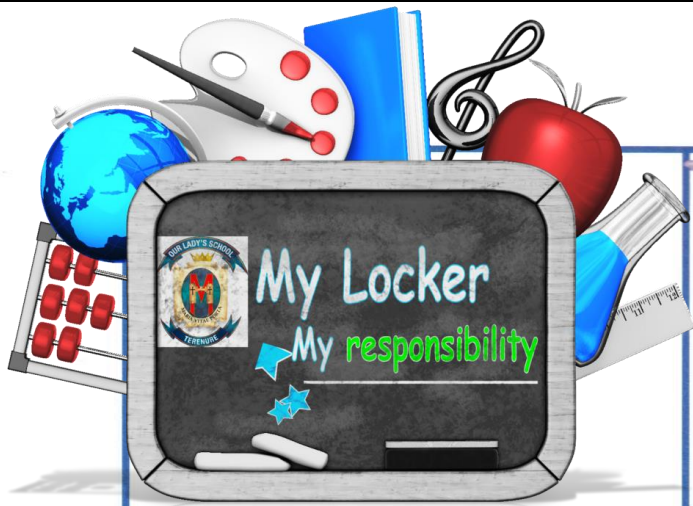
OrganizeIT!

HOMEWORK



What do I start with?	
When?	
What do I need?	
Where?	
How long?	
What if I'm absent?	
What if I can't do it?	
What if there's too much noise at home?	
What if I don't get any written homework?	





What should I have in my locker?

How do I feel about having a locker?

When can I go to my locker?

What if someone else wants to use my locker?

What if I forget something?

If students are messing at the lockers, what should I do?



IMPORTANT:

You should keep your lockers locked at all times.



THE IMPORTANCE OF PUNCTUALITY!

1. Are you usually on time for things like meeting your friends, going to the cinema, going training for sports or watching programmes on television? Y/N
2. What number out of ten would you give yourself for being on time?
3. Can you remember a time when you had to wait for someone who was late or something that was late? How did you feel and what happened? _____

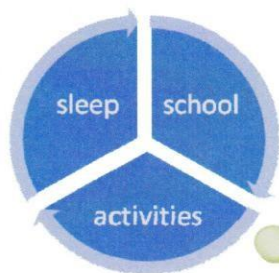
4. Do you find it hard to get up in the morning for school? _____
5. How do you wake up in the mornings? _____
6. What number out of ten would you give yourself for being on time for school? _____
7. What happens when you, or other students, are late for school?

8. What number out of ten would you give yourself for being on time for class? _____
9. What do you do when you go late to one of your classes?

10. What excuses are given when people are late for class?

TIME MANAGEMENT

How much time do we spend every day doing different things? Can you work out how much time you spend on each activity on an average day?



I wonder how much time you spend on activities over a year!
3 hours a day watching TV =
 $3 \times 365 = 1,095$ hours per year
 $1,095 / 24 = 45$ days
45 days watching TV nonstop!!





PARENT/TEACHER MEETING

FEEDBACK TO FEED FORWARD!

Parents/guardians are important stakeholders in your education. During the year your teacher/s, Year Head or Form Tutor might contact your parents to speak with them about your learning or perhaps to speak about hindrances to your learning. Both teachers and parents play an important role in supporting your learning and work in partnership to help you succeed.

Once a year your parents/guardians are invited to a formal meeting known as a parent/teacher meeting. At these meetings, the teacher informs your parent/guardian about where your learning is currently at and what steps to take to make improvements. Both parents/guardians and teachers are there to support you in your education journey and as a student you should pay attention to their guidance.



Following the parent/teacher meeting, you should sit with your parents/guardians and write down the feedback that was received and make a plan to act on it. This will help you advance your learning successfully.



Write down short term goals for each subject and make sure to put in a review date to reflect on how you've done and what the next steps might be.

**BASED ON FEEDBACK FROM THE PARENT/TEACHER MEETING,
MY SHORT TERM GOALS ARE...**

ENGLISH

Review Date: _____

IRISH

Review Date: _____

MATHEMATICS

Review Date: _____

HISTORY

Review Date: _____

GEOGRAPHY

Review Date: _____

SCIENCE

Review Date: _____

CSPE

Review Date: _____

Review Date: _____

Review Date: _____

Review Date: _____

Review Date: _____

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

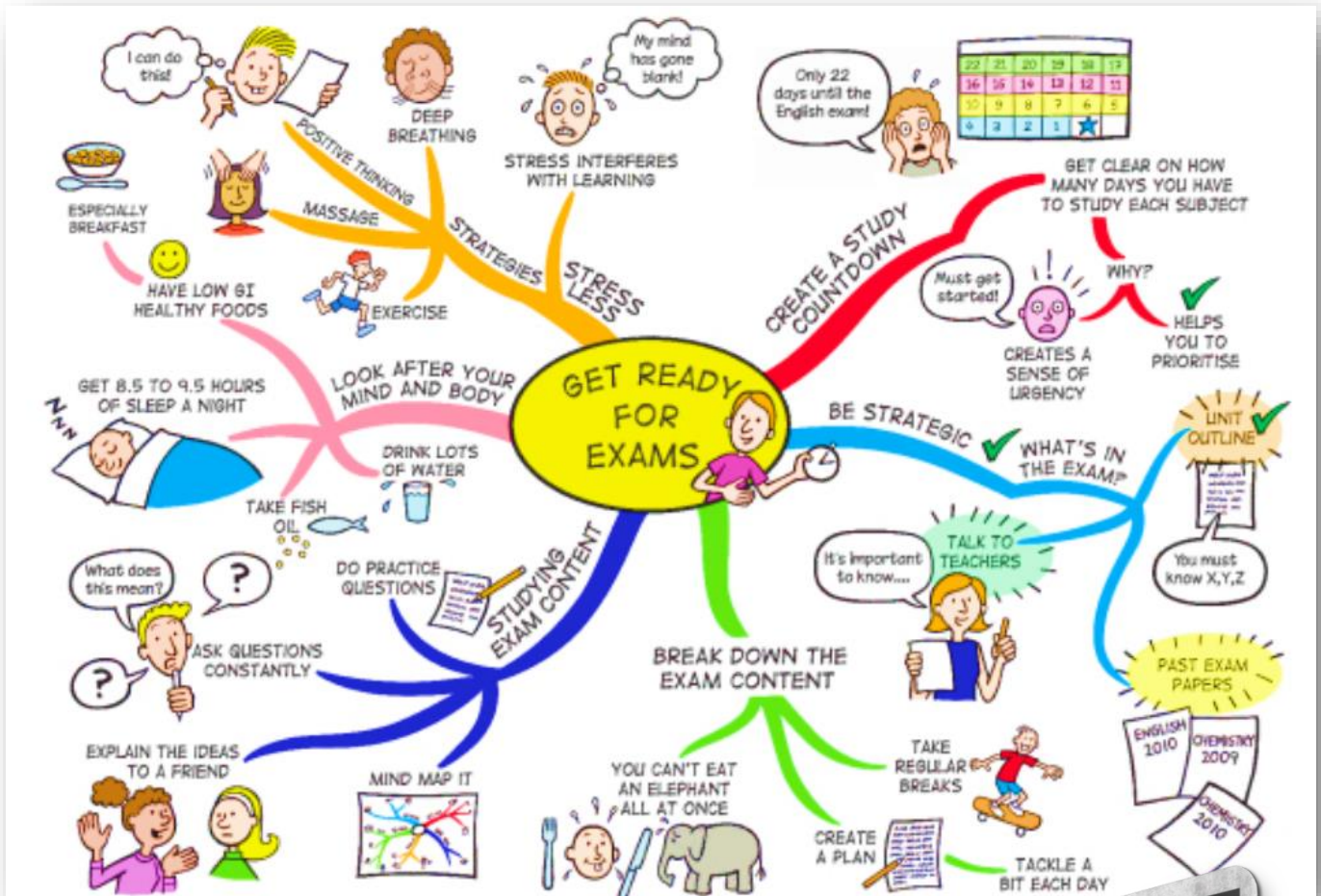


EXAM TIME

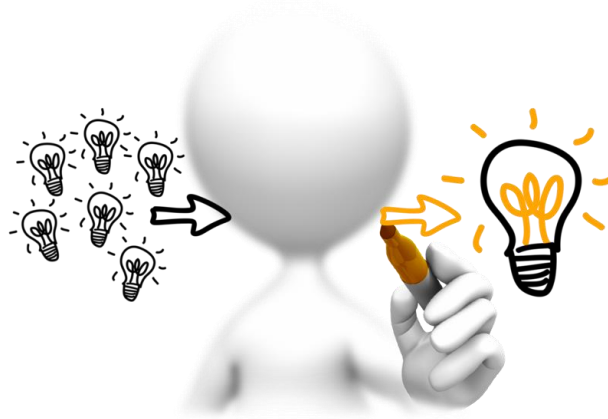


If you have followed a plan and kept loyal to the 5 steps then come exam time you should find yourself in a great position to put the skills and knowledge that you have acquired to the test.

Some preparation tips are below



TIME TO THINK SMART! ACT SMART!



Now is the time to stop and reflect. How has 2nd Year gone for me so far? If I continue the way I am going then what will the future look like for me? Am I ignoring flaws in my approach? Now is a perfect time to make sure you are on the right track or for some of you to make sure you get on track. Now is the time to THINK SMART! ACT SMART!



S

Specific



Reflection is only good if it is thorough and pin points areas that need to be addressed. Be honest with yourself and make the right changes. The more specific you are the better the result.

M

Measurable



You've identified the areas that you need to improve upon. How are you going to measure your progress. If you don't keep track of where you are going you are going to relapse into bad habits. Put Checkpoints in to help guide your way.

A

Attainable



Is the plan I have now put in place attainable? Is it realistic and will I be able to maintain this? Is there balance in my approach? Make sure your goals and your pathway to them are achievable.

R

Relevant



Have you touched base with your subject parents, classmates, teacher or Year Head to make sure that what you are intending to plan is in itself relevant? You don't have time to waste on irrelevant work. A good plan must be relevant to the job that is needed!

T

Time-Based



All the plans in the world are no good if they are not enacted. You need a timeframe with checkpoints along the way to keep you honest in your approach. We all have wishful intentions that are never realised because we did not commit fully and ensure progress through timed intervals and checkpoints.



TIME TO THINK SMART! ACT SMART!

After reflecting on your approach to work to date, decide on some smart targets to help you progress further.

Specific

Is the goal well defined and do you fully understand why it needs attention?

WRITE DOWN A SPECIFIC TARGET/GOAL



Measurable

Can I measure the success or failure?

HOW WILL YOU MAKE IT MEASURABLE?



Attainable

Is my plan realistic and achievable?

WRITE HOW THIS PLAN IS GOING TO FIT WITH YOUR SCHOOL AND HOME LIFE IN A BALANCED WAY.



Relevant

Is my plan important to my broader plan?

WRITE HOW THIS AREA FOR REVIEW IS SPECIFICALLY RELEVANT TO MY PROGRESS

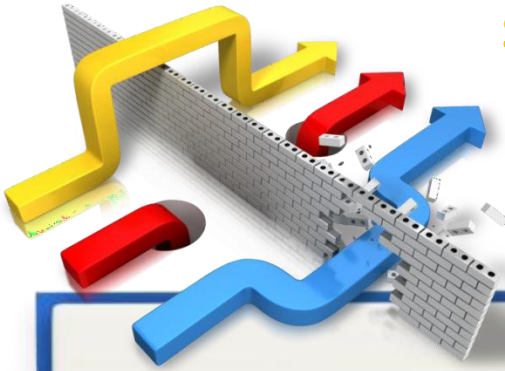


Time Based

How can I set and keep to a realistic time plan with checkpoints?

WRITE HOW THIS AREA FOR REVIEW IS SPECIFICALLY RELEVANT TO MY PROGRESS





STUDY SKILLS

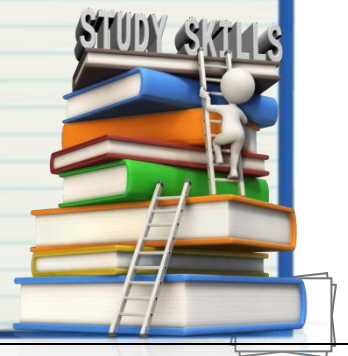
Learning new study skills and ways to use them will help you break down any barriers that hinder your approach to study. Use this page to reflect on ways to implement skills learned during the STUDY SKILLS SESSION.

Skills I've learned from Study Skills Session

How and where I am going to use them

Skills I've learned from Study Skills Session

How and where I am going to use them





GUIDANCE COUNSELLING @ OLS

Guidance Counselling Department at Our Lady's School is led by Ms. Porter & Ms. Bannan

Guidance Counsellor's Office Location

Ms Porter's office is located between Rooms 32 & 33

Ms. Bannan's office is above reception

Email:

lporter@olschool.ie

fbannan@olschool.ie

The Guidance Counsellors interactions with students focus on supporting them in three key areas:

- Developing Myself
- Developing My Learning
- Developing My Career

Guidance Counselling is offered on an individual or group basis by the guidance counsellor as part of student's personal development or at times of personal crisis.

How do I see the Guidance Counsellor?

Students make a request for an appointment by email or by posting a request for an appointment form in the red post box beside the guidance office.

The Guidance Counsellor may also give students notice of an appointment by email.

Confidentiality

Confidentiality means that no specific information discussed in guidance counselling is shared with others without the permission of the student, unless keeping the information concealed would put the student or others in danger. Or where the law requires it.

Parents and Guardians

Parents/Guardians are always welcome to talk or meet with the Guidance Counsellors at information evenings, parent/teacher meetings and on request, by contacting the school.

Guidance Areas of Learning & Competencies

Areas of Learning

Competences

Developing Myself

- Developing & maintaining self-esteem & a positive self-concept
- Interacting effectively with others (face-to-face & online)
- Developing & growing throughout life

Developing My Learning

- Employing effective personal learning/exam strategies
- Making educational choices in line with career aspirations

Developing My Career Path

- Using career related information & sources appropriately
- Understanding the world of work & life roles
- Managing career development & decision making

School Guidance Website

www.olschool.ie → Curriculum → The Guidance Department.

Other Useful Websites

www.careersportal.ie

Information on educational and career development

www.qualifax.ie

Information on college courses

MY OPTIONS
- REFLECTION SHEET

Please write down some of the options you would like to explore when you finish school in the spaces below and state why! Also include where you can get more information on these options!

The form features four large, semi-transparent arrows pointing outwards from a central point. Each arrow is a different color: light blue (top), light green (right), light purple (left), and light orange (bottom). Inside each arrow is a white rounded square box with a thin green border, intended for students to write their options. A small green speech bubble icon is located in the center where the four arrows meet.

INSPIRATIONAL PEOPLE



My name is

Why am I Inspirational?



What do you think my values are?

My name is

Why am I Inspirational?



What do you think my values are?

My name is

Why am I Inspirational?



What do you think my values are?

MY GOAL SETTING

3 STARS AND A WISH

- Come up with 3 “Stars”, things you do well
- Come up with a “Wish”, something to work on (a goal!)

EXAMPLE

I am a star at..

Playing
piano

Writing
Poems

Being a good
friend

My wish

I want to learn |
how to debate!

MY 3 STARS AND A WISH



S.M.A.R.T GOAL SETTING

What is my goal?

Why is my goal important?

THINKING ABOUT MY GOAL



Goal
Completion Date

My Support System

Who can I ask for help?

What materials do I have or
can I ask for?

How often will I remind
myself of my plan?

S.M.A.R.T. GOAL SETTING

ACTION PLAN



What are three steps I need to take to achieve my goal?

STEP 1:



First I will,

When will I do it?



STEP 2:



Next,

When will I do it?



STEP 3:



After that,

When will I do it?

S.M.A.R.T. GOAL SETTING

CHALLENGE

What challenge might I encounter?

How can I overcome this challenge

Where can I get help?

Something I already have that can help me

HOW MOTIVATED AM I?

Please tick the answer that applies to you

How challenging is the goal for me?

- a. Not at all
- b. Somewhat
- c. Very

Can I do it?

- a. Yes, definitely
- b. Maybe
- c. Probably not

How much do I want to achieve it?

- a. Not at all
- b. Somewhat
- c. Very

Why?

Who else wants me to achieve this goal and why?

S.M.A.R.T. GOAL SETTING

What is your goal:

Is it S.M.A.R.T.?

S.M.A.R.T. GOAL CHECKLIST



SPECIFIC

Is the goal clearly written, with no ambivalence?



MEASURABLE

Can you track your progress and know exactly when your goal is met?



ATTAINABLE

Is your goal a reasonable one?
Can you get the support you need to achieve this goal by the target date?
Do you have all the resources needed to achieve the goal?
Are the results expected realistic?



RELEVANT

Is your goal worthwhile? Will the goal make a difference/improvement to your life?



TIMELY

Does your goal state a clear and specific completion date?

Career Interview - Interview someone you know about their career



Name: _____ Class: _____

Job Title: _____

Sample Questions to ask:

What are the main tasks of your work?

What are the main skills required?

What are the main challenges to doing your job?

What school subjects might be useful for this job?

Are there any physical requirements for your job?

Why did you choose this career?

What are your hours of work?

What money might a new employee earn in this career?

How many weeks of holidays do you get each year?

To whom do you report and do others report to you?

Are there good promotion opportunities in this work?

Is there travel involved with your work?

Do you believe there will be an increase or a decrease in demand for this work in the future?

What do you like most about your work?

Please add your own questions.

Career Alphabet Challenge

Name a career starting with each letter of the alphabet. Try to think of as many careers as possible.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



DECEMBER STUDY WORKSHOP – Analysis of Mid Term Examinations

You've completed your first big set of examinations as a 1st Year and hopefully the preparation work has paid off.

However, there is always room for improvement so it's time to analyse what you did, how you did it and how to take steps forward to improve from it.

SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR SUMMER	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
WHAT ASPECTS OF THE EXAMINATION DO I NEED TO IMPROVE ON?				
HOW?				
WHAT STEPS AM I GOING TO TAKE TO CLOSE THE GAP BETWEEN MY SCORE AND MY TARGET SCORE BEFORE THE SUMMER?				
HOW WILL I MEASURE THESE STEPS?				
*DO I NEED TO REALIGN MY TARGET SCORE OR TARGET LEVEL?				
*IF SO, WHO HAVE I SPOKEN TO ABOUT WHERE I AM NOW, WHERE I SHOULD BE AT AND WHAT I CAN DO TO GET THERE				

PREPARATION SCORE: 0-2 Very Poor, I didn't really bother/ 3-4 Poor, I spent more time on other subjects/ 5-6 Fair, I spent some time studying but not to the level needed/ 7-8 Good, I prepared well and organised my study well/ 9-10 Very Good, I was well prepared, organised and diligent in my approach.



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR SUMMER	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
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SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR SUMMER	PREPARATION RATING (See Table Below) 0-10
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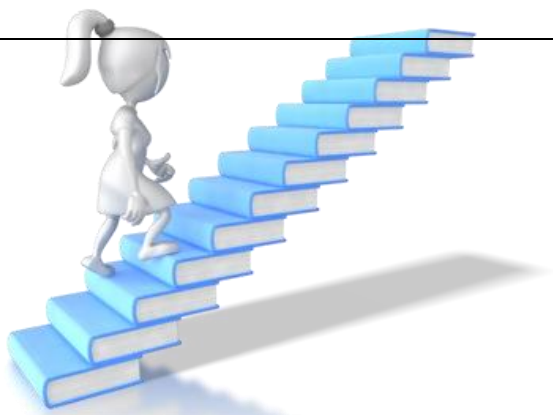
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NOVEMBER EXAMS



MAY EXAMS

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Student Signature: _____ Parent/Guardian Signature: _____

SIMPLE STUDY TIPS –“Well, did you?”

Have you ever tried to study for an exam and found that no matter how long you were studying it just didn't stick?

Did you read a page or two of your text book, get to the end and then realise that you have no idea what you just read?

Did you then reread the same two pages and have the same result?

Then, did you have the brain wave to pick up a highlighter and to highlight all the important things on the pages?

Did you just about cover the two pages in highlighter?

Did that magically make the information go in?

Did you later realise that you had wasted your valuable study time and all you had to show for it was a highlighted textbook?

Well, did you realise that you're not alone...we've all done it. The question is, what are you going to do now to change your approach to study, to make it effective and time efficient?

The answer lies in **UNPACKING** the information and taking out one piece of information at a time. After all, the Geography book is mainly made up of English with just a small amount of every page dedicated specifically to Geographic information...so why highlight all the regular English? Isn't it the Geography we are after when studying Geography?





Using Index Cards to Help Unpack the Information

Most students, at some time or another, will use index cards or cue cards as a study aid. If used correctly, they can be really useful in simplifying information.

Extracting key information and putting it in language that you understand will really make your study worthwhile.

Tip 1 - Get Organised



Make sure the first card is the title card
Clearly label the topic that will be covered
in the following cards.

This will make it easy to check later

VOLCANOES

CHAPTER 2 (Pages 25-32)

Use a bull clip or paper clip to keep the bunch together, otherwise you will lose them and all your work

Perhaps put the Chapter Number or Page Number as a reference

Tip 2 - Use Reference Points

On the back side of the Title Card you might consider referencing questions that have been on previous papers

2017 - Long Question 3 (b)

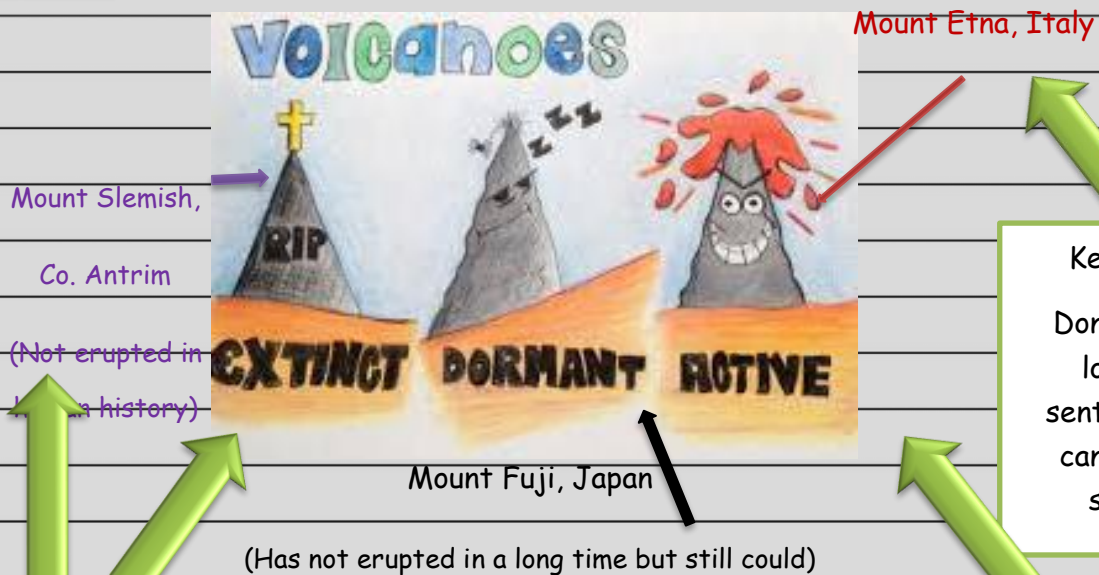
2018 - Long Question 1

2019 - Short Question 4

2020 - Long Question 5

Tip 3 - Keep it Simple

TYPES OF VOLCANO & EXAMPLE



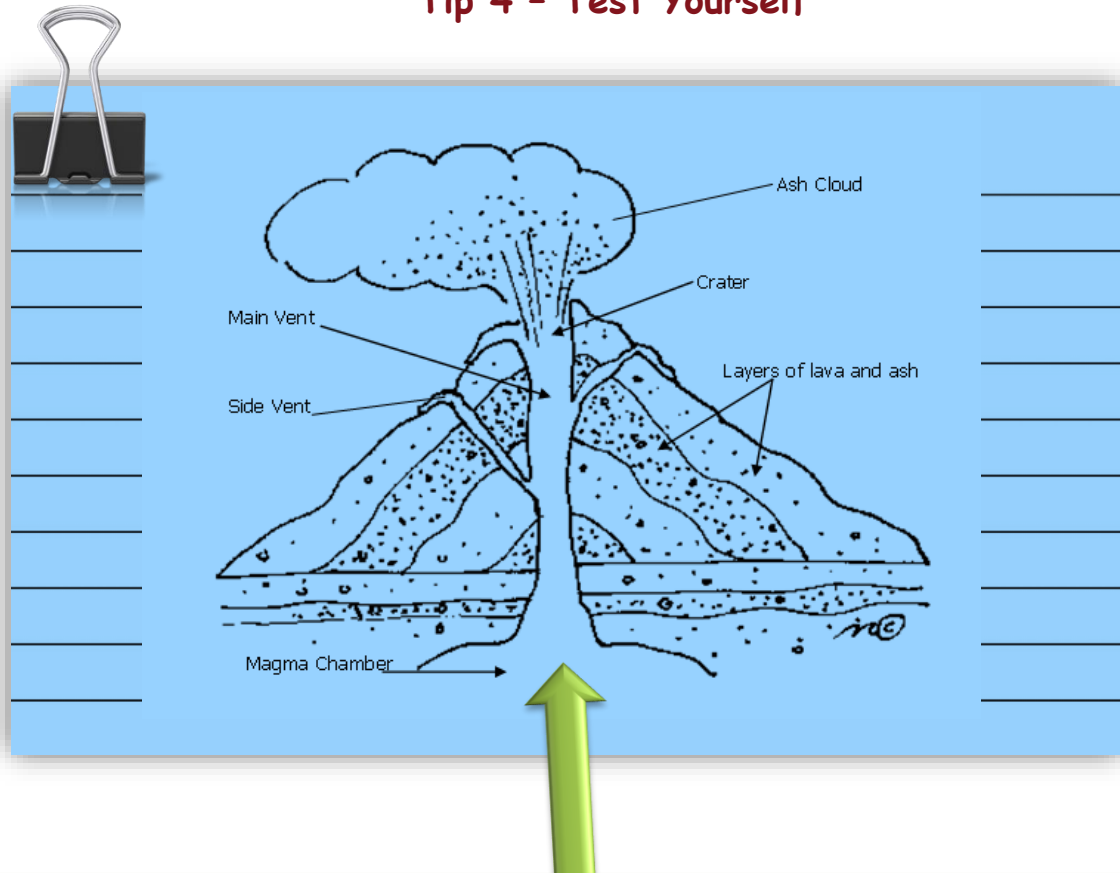
Keep it simple.

Don't write down loads of long sentences when it can be done in a simpler way

Key Words and Examples are always important so make sure they are there

Use simple sketches to help you understand and remember concepts

Tip 4 - Test Yourself



Once you have your cards complete it is important to:

1. Keep them in a safe place and organised.
2. Take them out regularly and read through them.
3. The more often you read over them the less time you have to spend with them.
4. Test Yourself -With the above card test yourself by seeing if you can put each of the key words in a sentence. If you cannot, simply highlight the word and at the end, check your notes or book to revise it.
5. If you have your cards neatly stored then you can easily take them out before an exam and test yourself by reading the prompts!



One small piece at a time!

EXAM ANALYSIS - MAY Examinations

Congratulations on completing the 1st Year May Examinations. They offer you a real chance to reflect on your exam preparation, exam strategy and your general approach to study. NOW, with 2nd Year on the horizon, it is time to make those important few changes to your study techniques.



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PREPARATION SCORE: 0-2 Very Poor, I didn't really bother/ 3-4 Poor, I spent more time on other subjects/ 5-6 Fair, I spent some time studying but not to the level needed/ 7-8 Good, I prepared well and organised my study well/ 9-10 Very Good, I was well prepared, organised and diligent in my approach.



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Chapter 3


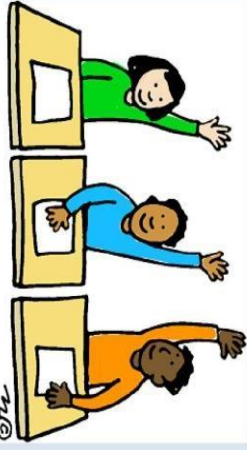



Behaviour for Learning



HIGHLIGHT FIVE KEY SKILLS THAT YOU WANT TO ENHANCE



CLASSROOM ETIQUETTE

BE RESPONSIBLE	BE READY	BE RESPECTFUL
<p>Ask for Help</p> 	<p>Have all Materials</p> 	<p>Follow Directions</p> 
<p>Allow others to work</p> 	<p>Be on Time</p> 	<p>Listen to the Teacher and your Classmates</p> 
<p>Keep it Clean</p> 	<p>Really TRY to do the Work</p> 	<p>One Voice</p> 

Skills for Learning

	What does it mean?	How can it help you to learn?
Organised		
Punctual		
Co-operative		
Attentive		
Hard-working		
Persistent		
Thoughtful		
Optimistic		



The National Behavioural Research Centre
University of Warwick Coventry CV4 7EF

Our Lady's School's Code of Positive Behaviour

A full copy of the Code is available from Reception or can be viewed on www.olschool.ie.

The main points are summarised below.

All students enrolled in OLS agree to adhere to the high standards laid out in the Code of Positive Behaviour. The Code ensures that all members of the school community can work together for a happy, effective and safe school.

The 3 R's are the foundations for our main school rules:

We are courteous, respectful and well-mannered to staff and other students.

We treat others the way we wish to be treated.

We work to the best of our ability.

We behave well in class and support the learning of other students.

We follow the school's uniform and dress code.

We follow instructions given to ensure our health and safety.

We show respect for our school environment and property.

Positive Behaviour

in OLS is based on the

3 R's

(Student Council 2018-19):

Rights

Responsibilities

Respect

Merits are awarded for positive behaviour. They are recorded on V5ware. After 3 merits, a card is sent home recognising a student's positive contribution to the life of OLS.

What might Positive Behaviour look like?

...being inclusive

...showing social responsibility

...demonstrating positive leadership

...having a positive attitude

...making a positive contribution

...showing an improvement in behaviour

...showing an improvement in your application to work

...showing an improvement in participation

...displaying consistent diligence

Our Lady's School is committed to a policy of recognition, encouragement and reward of positive behaviour. All students enrolled in Our Lady's agree to adhere to the high standards laid out in the Code of Behaviour.

Merits and Marks System

MERITS	MARKS
<p>Behaviour</p> <ul style="list-style-type: none"> Being Inclusive Social Responsibility Positive Leadership Positive Attitude Positive Contribution Improvement in Behaviour <p>Study</p> <ul style="list-style-type: none"> Improved Effort Improved Participation Excellent Effort Excellent Participation Consistent Diligence 	<p>Behaviour</p> <ul style="list-style-type: none"> Anti-social behaviour Late No book/equipment No homework Cleaning not done Poor application/effort Poor behaviour Lack of the proper uniform Piercings other than those allowed in the Code of Behaviour Use of Mobile Phone

Acknowledgement of Positive Behaviour

Chapter 4

New Subjects and Teachers





WHAT'S YOUR LEARNING STYLE?



Learning style refers to the way you prefer to approach new information. Fill out the following questionnaire to work out your learning style. Begin by reading the questions in the left-hand column. Of the three responses to the right, circle the one that best describes you.

Statements	Choice A	Choice B	Choice C
1. When you are learning your times tables, how do you remember the answers?	You look, then cover over the tables and try to picture them.	You say the tables out loud.	You use your fingers to help.
2. You have a list of spellings to learn. What do you do?	You say each letter out loud again and again.	You write the words over and over again.	You look hard at each word and remember what it looks like.
3. In a history lesson you are learning new facts. Which way is best for you?	Watching a video.	Listening to a CD or radio programme explaining what happened.	Taking part in a role play and acting out what happened.
4. You want to find out how an alarm clock works. What do you do?	You take the object apart then put it back together again.	You look at a diagram or picture.	You listen to a teacher telling you about it.
5. In your English lesson you are learning a new story. How do you remember it?	You tell the story to a friend.	You draw pictures of or a mind map.	You make up actions as you go over the story in your head.
6. You want to learn a sport that you have never played before. Which way is best?	To watch a demonstration.	To be told the instructions and repeat them back.	Just go and do it.
7. In a PE lesson you are learning a new move on the trampoline. What is best for you?	You let the teacher support you through the movements so you can feel how to do it.	You look at diagrams of moves on flash cards.	Your friend explains how to do it.
8. In a design lesson you need to learn how to use a new tool. How would you do that?	By listening to your teacher explaining how to use it.	By experimenting.	By watching someone else use it.
9. You have made a cake before, with help. This time you want to do it on your own. How do you do it?	You follow a recipe.	You ask someone to tell you what to do.	You just get started and remember what to do as you go along.



10. You are learning to count in another language. What is best for you?	Singing the words.	Looking at cards and posters.	Playing a game with the words.
11. If you have to learn a list of facts/things in order, which is easier?	You act or dance them in a sequence.	You read over the list several times.	You make up a song or rhyme.
12. In a science lesson you are learning about the different parts of a flower. How do you prefer to find out?	By listening to your teacher telling you.	By taking apart a real flower.	By looking at a diagram.
13. You need to remember a telephone number, what do you do?	Imagine the patterns of numbers in your head.	Repeat the numbers out loud.	Learn the pattern the numbers make on the keypad.
14. How do you prefer to relax?	By doing some sort of physical activity such as playing a sport or going for a walk.	By listening to music.	By watching TV or reading.
15. When you give someone directions, how do you do it?	Draw a map.	Tell them and repeat instructions.	Point and use your hands to show the way.
16. When you meet new people how do you remember them?	Mostly by things they did or how they made you feel.	Mostly by what they said or their names.	Mostly by how they looked or what they wore.
17. Having watched a film or television programme what do you remember most?	What happened and how the characters felt?	What was said and the music.	The scenes and what people looked like.
18. If you want to work out what your friend is feeling what do you do?	Listen to them.	Look at the expression on their face.	Notice their movements and posture.
19. If you are trying to concentrate, what puts you off the most?	Noises.	An untidy room.	People moving about.
20. If you are learning something new on the computer, how do you prefer to do it?	By listening to instructions.	By trying it out for yourself.	By watching someone else do it.



RESULTS

Total	V	A	K

Your primary learning style: _____

Your secondary learning style: _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more.

SUGGESTIONS FOR AUDITORY LEARNERS

- try studying with a friend so you can talk aloud about the work
- say aloud the things you want to remember
- before reading a chapter, look at all the pictures, headings and talk out loud and say what you think the chapter is about
- read out loud whenever possible
- make recordings on your phone of notes and listen to them to revise



SUGGESTIONS FOR VISUAL LEARNERS

- write things down because you remember them better
- look at a person while they are talking to help you focus
- it's better to work in a quiet place
- you are better studying on your own
- use colour to highlight main ideas in your work
- choose a seat furthest from the window and door if possible
- when learning vocabulary use colour to learn them. Look at them frequently








SUGGESTIONS FOR KINAESTHETIC LEARNERS

- to remember work, pace or walk around while saying the words aloud to yourself
- try studying with music in the background.
- when studying take breaks frequently
- when trying to memorise, try closing our eyes and writing the information in the air. Picture the words in your head



5 to 1

After reading your textbook, complete the chart below to help you sum up what you have learned.

	<p>Keywords from the text</p> <ol style="list-style-type: none">1.2.3.4.5.
	<p>Facts related to the main topic</p> <ol style="list-style-type: none">1.2.3.4.
	<p>New words</p> <ol style="list-style-type: none">1.2.3.
	<p>Two facts you already knew</p> <ol style="list-style-type: none">1.2.
	<p>Question you still have</p> <ol style="list-style-type: none">1.





Google Classroom

Write down your Google Classroom code for this subject here:

Subject plan for


My teacher is:

	Monday	Tuesday	Wednesday	Thursday	Friday
 Time					
Classroom					
Books/Copy/ Equipment					
Special Materials					

 My thoughts on this subject...

What did I learn about this subject in my primary school?

What new things will I learn about?
•
•
•
•
•

Homework Tips 

Great questions asked by our class?
•
•
•






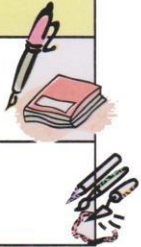
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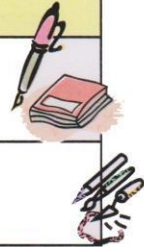
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My thoughts on this subject...

What did I learn about this subject in my primary school?

What new things will I learn about?

-
-
-
-
-

Homework Tips

Great questions asked by our class?

-
-
-







Google Classroom

Write down your Google Classroom code for this subject here:

Subject plan for

My teacher is:

	Monday	Tuesday	Wednesday	Thursday	Friday
 Time					
Classroom					
Books/Copy/Equipment					
Special Materials					

My thoughts on this subject...



What did I learn about this subject in my primary school?

What new things will I learn about?

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Homework Tips



Great questions asked by our class?

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Homework Tips



Great questions asked by our class?

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-
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Chapter 5

Getting Involved in Life Outside of the Classroom at OLS



The Student Council

The aim of the student council is to create a positive school atmosphere and allow students to participate more fully in the school. Students develop important life skills through initiating projects and solving problems. It encourages students to develop communication and leadership skills as well as helping to promote a respectful partnership between staff and students.

First Year Activities

You'll have a busy year ahead in Our Lady's. As well as all your new subjects there are lots of co-curricular activities to join and participate in. Read the list below to see what you'd enjoy.

Extra-Curricular Activities

- Student council- Two 1st Year reps
- Games clubs
- Hockey, Badminton, Gaelic Football, Camogie, Athletics and more.
- Book Club
- Green Committee
- MUN
- A variety of activities that benefit charities
- Choir
- Traditional Irish music group
-And lots more!

Lunchtime is a break in the school day and we strongly advise that students take full advantage of the many activities on offer.





The Junior Cycle Profile of Achievement & Other Areas of Learning



Why is it important to get involved in learning outside of the classroom?

Learning is not just about what you do in the classroom or for homework. Learning also occurs when you are playing sports, participating in clubs or being an active member on one of the many councils in the school. On page 24 of this booklet you can see a display of all the key skills that you can learn as you navigate through 1st-3rd Year. Many of these key skills are learned when you are involved in extra-curricular or co-curricular. From sports to clubs, there is truly something for everyone at OLS and if you see a gap or have an idea bring to your student representative and suggest a new sport or club. The student voice at OLS is important in order to constantly improve what we offer to students - so use it!

What are "Other Areas of Learning"?

The new Junior Cycle Profile of Achievement recognises the importance of learning outside of the classroom and has a specified section on the award just for Other Areas

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2017

John Kelly DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS Examination number: 456985

Classroom-Based Assessments - English	
Oral Communication	Above expectations
Collection of Texts	In line with expectations

Classroom-Based Assessments - Short Courses	
Coding	In line with expectations
Physical Education	Above expectations
Artistic Performance	Exceptional
Philosophy	In line with expectations

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as:

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e. leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCFA i.e. engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal: Ms Mary Ryan
Year Head: MR Jack Quigley
Roll Number: 60090Q
Anytown Secondary School
Anytown, Co. Anytown
V94H90V5

This JCFA recognises and records achievements in Junior Cycle.

Examples of statements that focus on the language of learning:

I took part in a school drama performance and learned to work with others, express myself and build my communication skills.

I engaged with SciFest and developed my investigative, research and problem-solving skills.

I was a member of the hockey team where I committed to team training and competitions, learning how to stay healthy and physically active.

What extra-curricular activities would you like to get involved in?

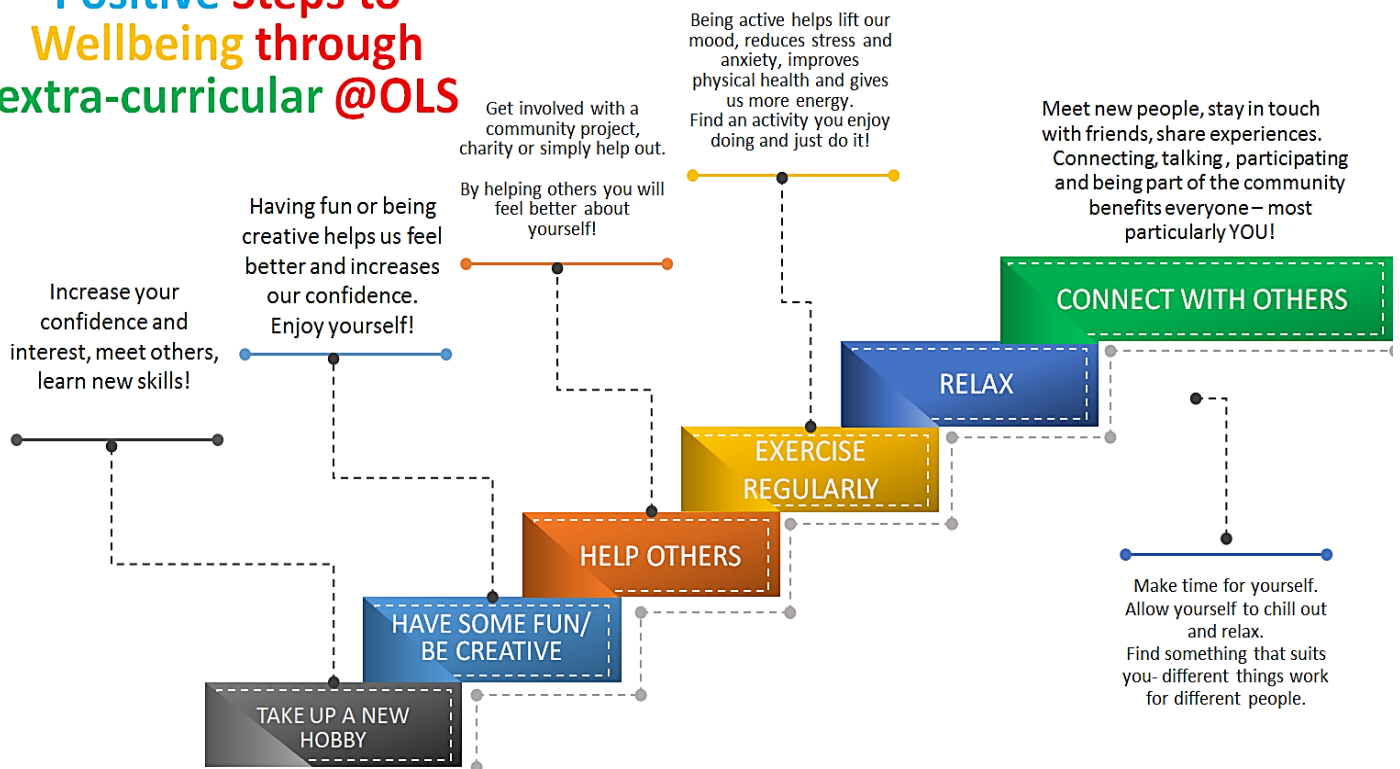
WRITE DOWN 3 ACTIVITIES THAT YOU ARE GOING TO GET INVOLVED IN AT OLS:

- _____
- _____
- _____

FIND OUT ABOUT THE 20/20 CAMPAIGN THAT WAS A FOCUS UP TO LAST YEAR. REFLECT ON HOW YOU CAN MAKE A DIFFERENCE:



Positive Steps to Wellbeing through extra-curricular @OLS



FIND OUT WHAT'S ON AND WHAT'S FOR YOU! GET INVOLVED – PARTICIPATE!

WHAT'S ON?	WHERE?	WHEN?	WHO DO I CONTACT?





SOME TARGETS TO THINK ABOUT!

I am good at _____



I would love to be better at _____



TARGET



I'll be proud at the end of the year if I can _____

People who can help me and how? _____



I will know I've achieved my target when _____



INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

DIRECTION REFLECTION – END OF YEAR REVIEW

As you near the end of the year it is timely to stop, take stock and to reflect on your approach to learning this year. This is a vital step in figuring out how well you did, what you need to do to improve as a learner and in considering how you might take steps to improve. This is an important reflection as it will guide your journey into 2nd Year.

Approach this reflection with a growth mindset. A growth mindset is an “I can” attitude that leads to greater success.

First reflect on what type of mindset you may have:

THE FIXED MINDSET

I am either good at it, or I'm not
If it's too challenging then why
waste time on it – I can't do it
It is up to others to help me to
progress
If you succeed, I feel
threatened
If I make mistakes then I'm no
good at it



THE GROWTH MINDSET

I am resilient
I embrace challenge
I try hard
I am willing to try new things
I know that progress requires
effort
Mistakes help me learn
I am responsible for my
learning

What type of mindset do you currently have?

What improvements can you make to improve your mindset?



DIRECTION REFLECTION – END OF YEAR REVIEW

Consider your learning this year. Choose 5 things you did well that helped you to become a better learner and choose 5 things you need to do to become an even better learner for next year. Try to be as specific as you can as the more deep the reflection is, the more meaningful the improvement will be.

1. My learning this year was good because I...

1. My learning next year will improve as I will...

2. My learning this year was good because I...

2. My learning next year will improve as I will...

3. My learning this year was good because I...

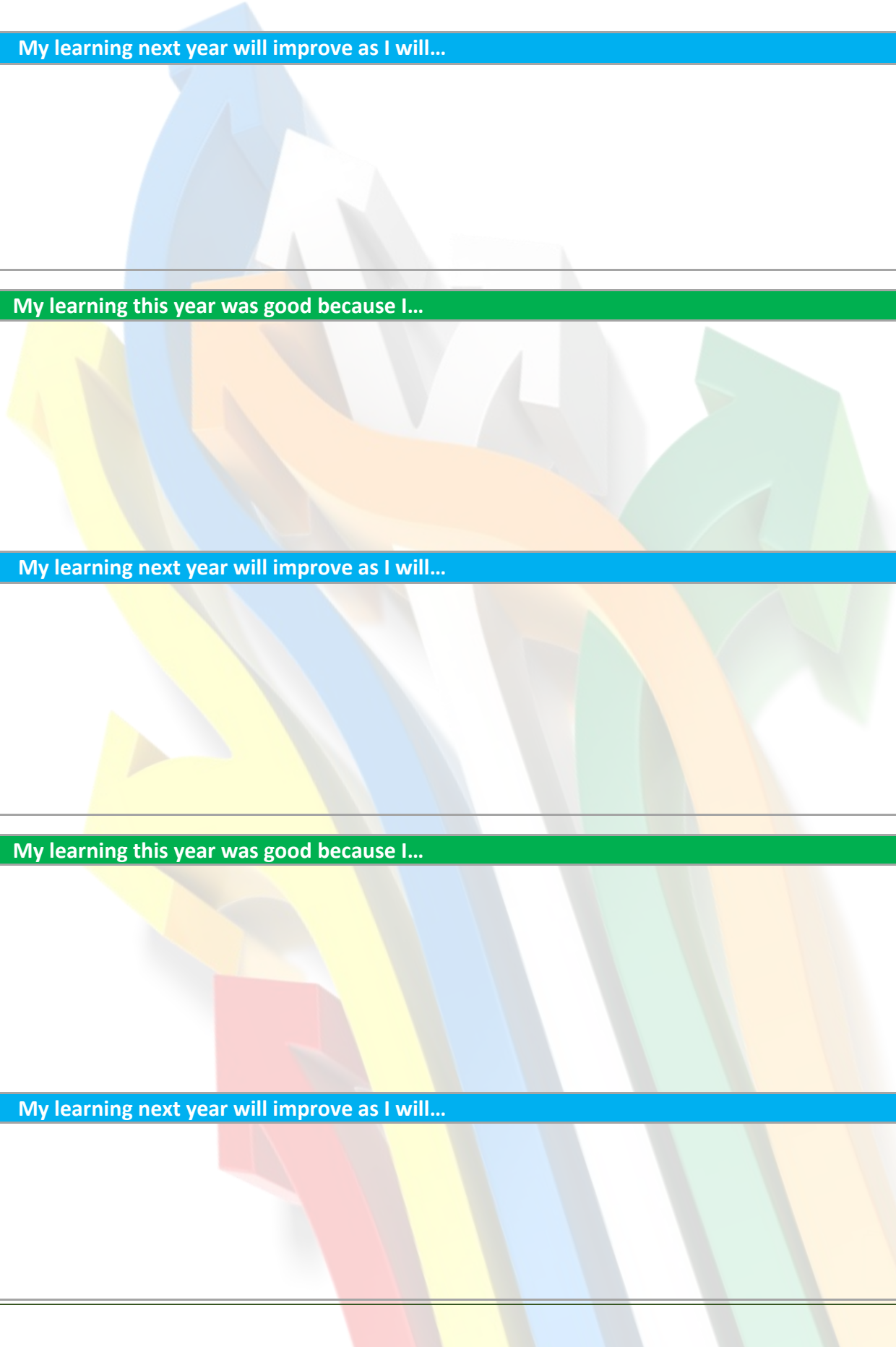
3. My learning next year will improve as I will...

4. My learning this year was good because I...

4. My learning next year will improve as I will...

5. My learning this year was good because I...

5. My learning next year will improve as I will...

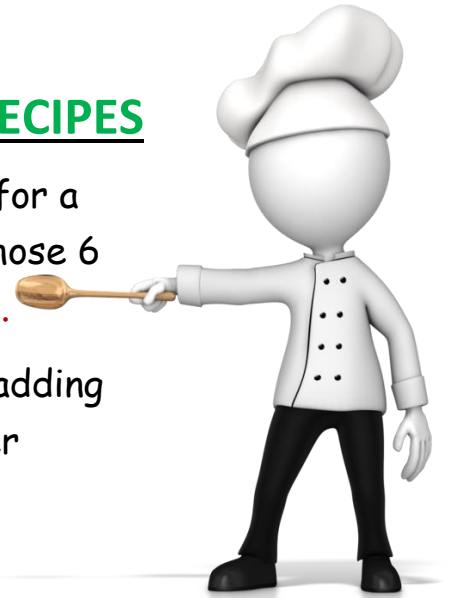


FOOD FOR THOUGHT! – OLS FRIENDSHIP RECIPES

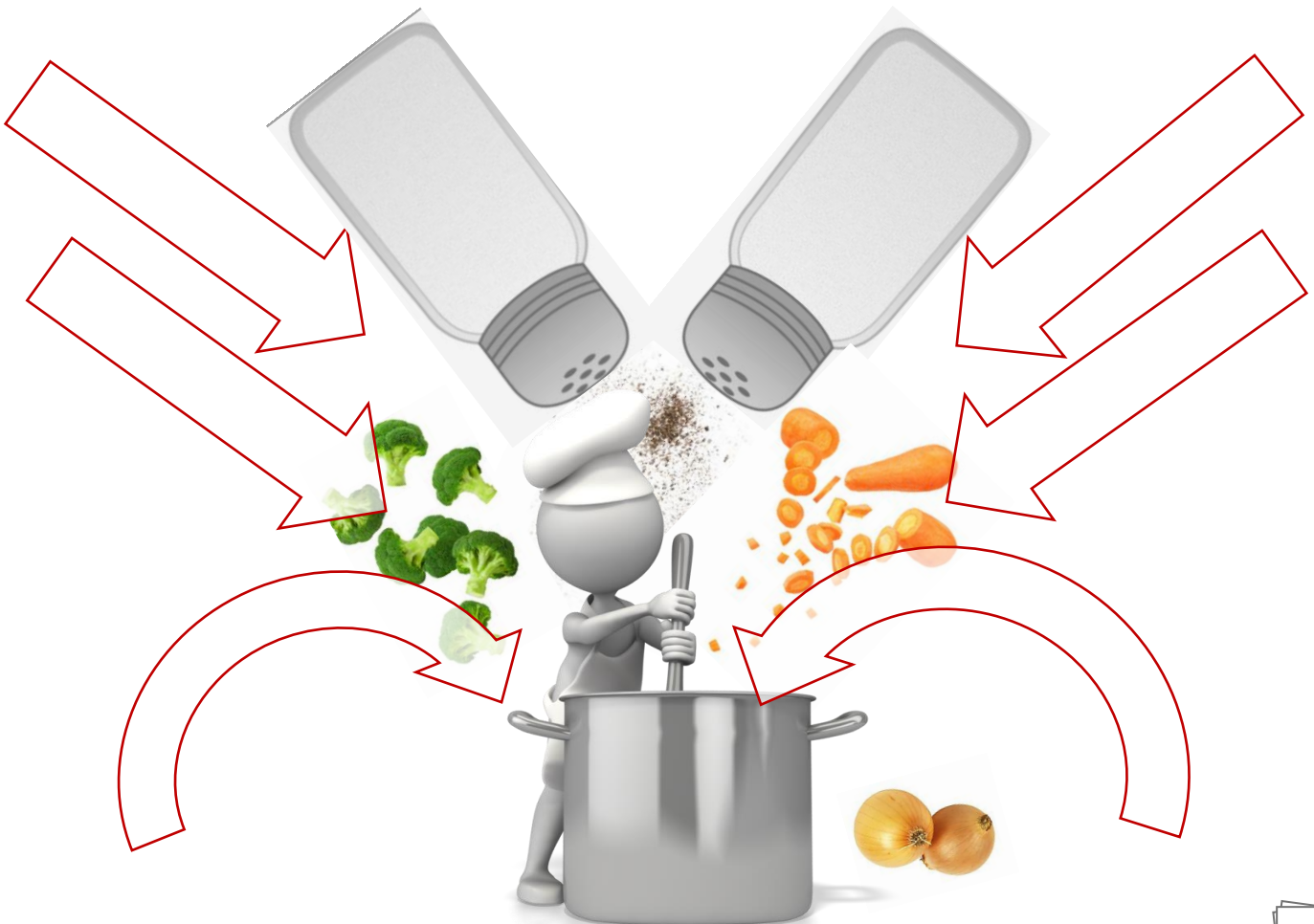
What do you think are the best ingredients needed for a successful friendship? From the ingredients below, chose 6 to add to your recipe. **Write them on the arrows.**

Of course, no recipe for success is complete without adding your own seasoning so why not choose two further ingredients to add your own flavour!

Write these on the salt & pepper shakers!



SOME INGREDIENTS WORTH CONSIDERING		
FUN	KIND	SAME INTERSTS
POPULAR	RELIABLE	EASY GOING
TALENTED	HONEST	LOYAL
SMART	GOOD LISTENER	TRUSTWORTHY





So you have the ingredients...now time for the recipe!

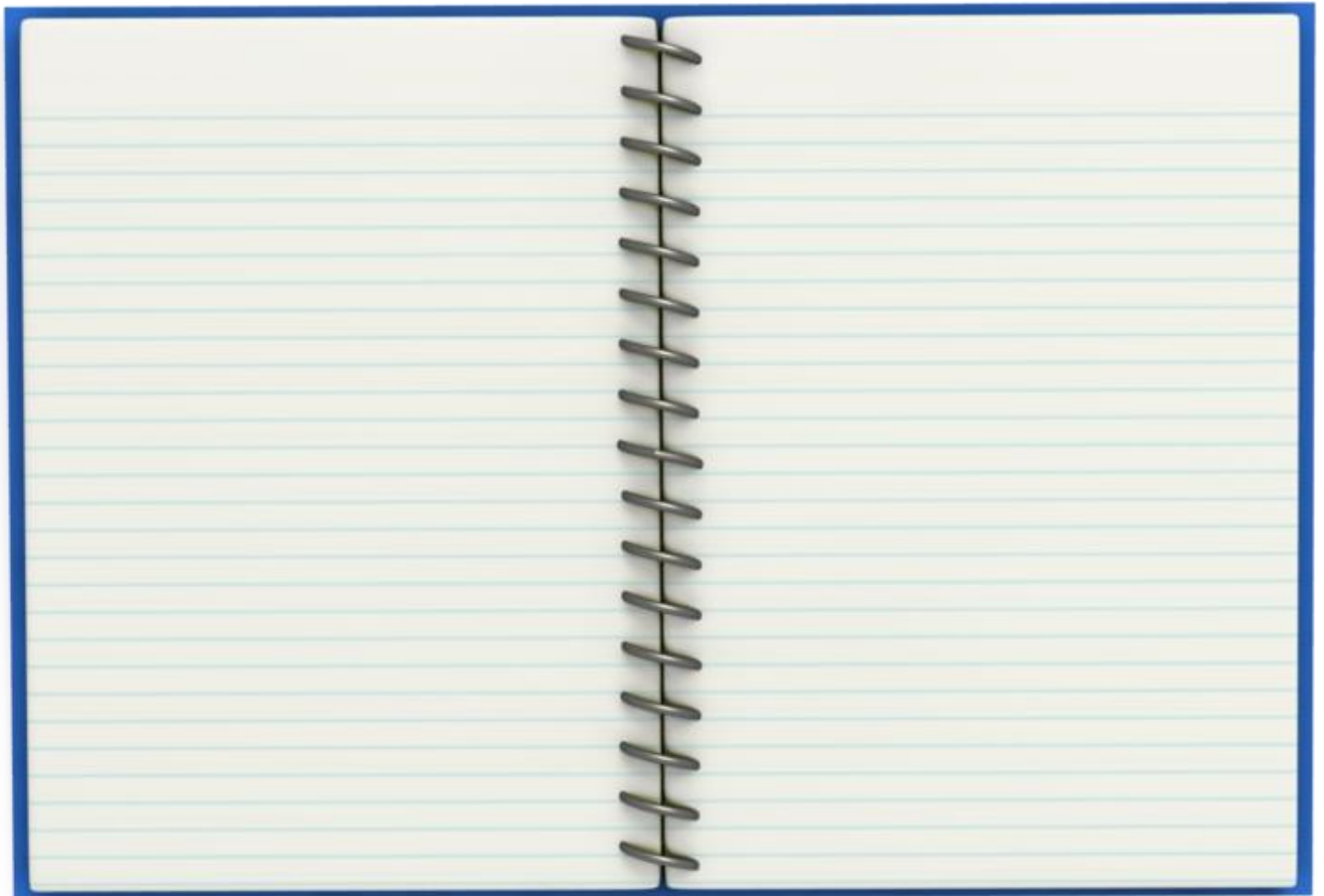
What suggestions do you have for the best way to approach the recipe?

PREPARATION TIME: 5 Minutes

With the students next to you, spend 5-10 minutes introducing yourself, your likes, your hobbies and perhaps what worries you may have starting off in secondary school.

COOKING TIME: 10-15 Minutes

In the same groups cook up some ideas as to how best to get to know new people in your year group. It could be joining extra-curricular clubs or perhaps it might be just writing down some conversation openers that might break the ice. Jot as many as you can into the recipe book below.





Taking Our Internal Temperature

We all get irritated from time to time, whether that be with ourselves or with others. Understanding what triggers our anger, our annoyances or frustrations helps us to control them better and in doing so helps us all manage ourselves better.

EMOJI RATING SCALE



Use the box below to detail 3 things that can annoy, frustrate or anger you. Outline what steps you take to prevent them from raising your temper further!

What Triggers My Temper	What I Have Learned To Do To Prevent This From Escalating

EMOJI RATING SCALE





Cooling Down Our Internal Temperature

Manage oneself is one of the key skills we learn in Secondary School. Being healthy, staying safe, being positive about my learning and being social are all elements that we can learn to be better at in order to manage ourselves. However, when it comes to managing our emotions it can be tricky, especially as different triggers can provoke different emotions and at varying levels. Nevertheless, we all need to continue to learn how to remain calm in situations, to think and to problem solve.



Use the box below to detail 3 things that you do to feel calm, relaxed or help you to deescalate things when you feel negative emotions creep in.

What I Do To Calm Myself	What I Have Learned To Do To Deescalate Situations That Cause Difficult Emotions





Acceptable Use Policy @OLS

To learn about the Acceptable Use Policy at Our Lady's open up the relevant pages in your Journal.



As a class, consider the following questions in the box and discuss.

Is there need for a school set of rules on using technology?

Why?

What are the good things about the use of social media?

What are the negative things about the use of social media?

Why do you think people spread hateful messages on social media?

Do you think they consider the feelings of those on the receiving end?

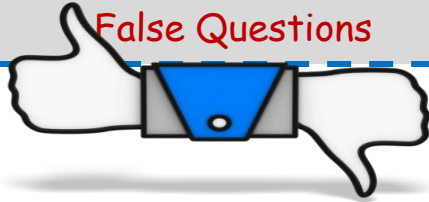
Do you think it easier to say nasty things about someone online rather than face to face?




Why?

Do you have any thoughts on how society can solve the spreading of hate on social media?



Having learned about the Acceptable Use Policy and having discussed some issues, answer the following True or False Questions



	 TRUE	 FALSE
1. I can have my phone on in school		
2. If I am feeling ill it is ok to text one of my parents		
3. It is ok to have my phone out at break or lunch time		
4. If a teacher asks me to take out my phone in class to do some work then it is ok		
5. I will have my own school email address		
6. I can use email to communicate with my teachers and for work purposes		
7. I can email teachers at anytime		
8. Sharing my password with others is useful		
9. Taking photographs with my phone is alright		
10. My school email is good for personal shopping or for logging into Apps		
11. It is appropriate for me to contact staff using social media		
12. Sending inappropriate messages on social media makes me more popular		
13. Sending hurtful messages on social media makes me feel better		
14. Sending inappropriate or hurtful messages by text or social media has consequences		
15. Digital technology is useful for my learning and my studies		
16. The type of profile and activity I have on social media can have negative effects for future employment		
17. Social media can be really good and safe fun		
18. Digital technology helps me stay connected		
19. I spend too much time on my phone		
20. I think that I can become a better digital citizen		



Glossary of Junior Cycle Terms

Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Features of Quality

Features of quality are statements in subject or short course specifications that support the teacher in making judgements about the quality of students' work for the purpose of awarding achievement grades for certification.

Learning Intentions

A Learning Intention for a lesson or a series of lesson is a statement, created by the teacher, which clearly describes what the teacher wants to students to know, understand or be able to do, as a result of learning and teaching activities.

Success Criteria

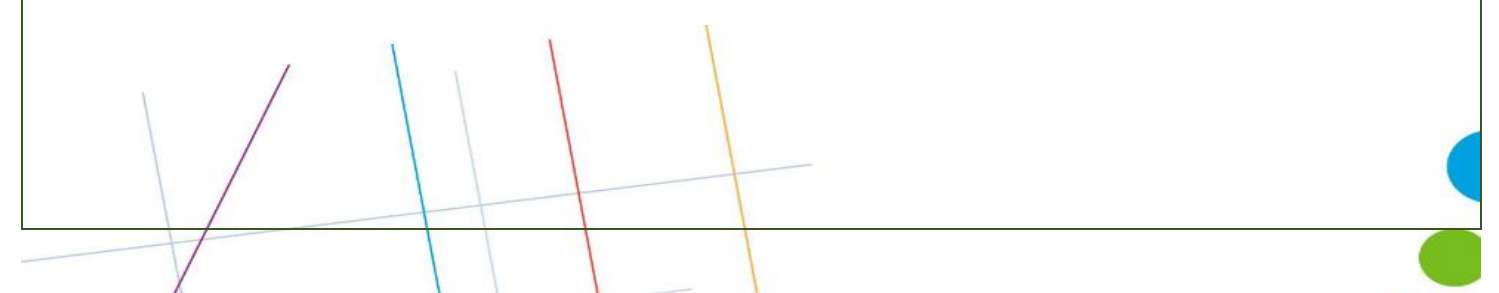
Success criteria are linked to learning intentions. They are devised by the teacher and/or the students and describe what success looks like. They help the teacher, and the student, make judgements about the quality of student learning.

On-going Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.





Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Classroom-Based Assessment (CBA)

In each subject students will undertake two CBAs facilitated by their teacher. One will take place in second year and one in third year. The tasks will be designed by the NCCA and will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

Subject Learning and Assessment Review (SLAR)

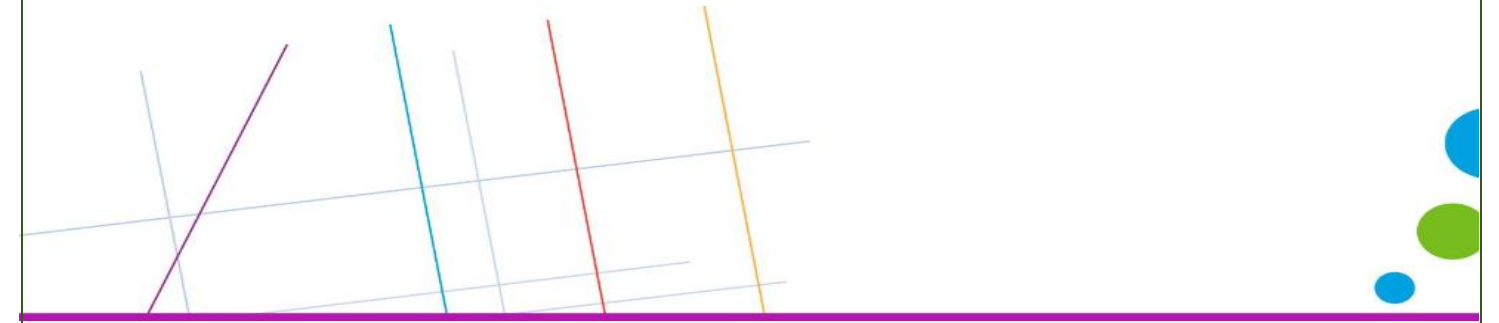
All teachers involved in teaching and assessing the CBAs will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.

Assessment Task

A written Assessment Task, marked by the SEC, will be specified by the NCCA and will relate to the learning outcomes of the second CBA.

Junior Cycle Profile of Achievement (JCPA)

The JCPA will report on a student's achievements in all relevant areas of learning including subjects, Short Courses, Wellbeing and Other areas of learning. It will have a nationally determined format, will be compiled by the school and received by the students in the autumn following third year.



NOTES

New Beginnings



Nurturing a Growth Mindset at OLS

