

2024

2025

# Our Lady's School

2nd Year Academic Progress Booklet



NAME:

---

CLASS:

---

FORM TUTOR:

---

YEAR HEAD:

---



## CONTENTS

CONTENTS .....	1
ACADEMIC PROGRESS REPORT OVERVIEW .....	2
JUNIOR CYCLE GRADING SCHEME .....	3
CBA ORGANISER .....	4
BRIDGING ANY GAPS IN MY LEARNING.....	5
FEEDBACK TO FEED FORWARD! .....	6
WHAT TO EXPECT ON MY JOURNEY .....	7
STUDY SKILLS .....	8
5 STEPS TO SUCCESS.....	9
BEING AN ACTIVE LEARNER IN THE CLASSROOM.....	15
PUTTING A PLAN INTO ACTION .....	19
END OF TERM DIRECTION REFLECTION.....	21
PARENT/TEACHER FEEDBACK .....	24
EXAM TIME.....	26
THINK SMART! ACT SMART!.....	27
DECEMBER STUDY WORKSHOP.....	30
STUDY PLANS .....	40
SIMPLE STUDY TIPS .....	44
MAY EXAMINATIONS ANALYSIS .....	49
MONTHLY PLANNER .....	59
CAREERS .....	68

## ACADEMIC PROGRESS REPORT OVERVIEW

*A little progress each day adds up to big results!*

This Academic Progress Booklet gives you, the student, the opportunity to reflect on your learning to date and to steer your future learning. It also affords teachers the opportunity to provide feedback and help guide your progress. The goal of this process is to help students improve their academic journey by regularly checking where their learning is at.

Part of students' self-reflection will include an interpretation of various assessments/assignments. Assessment allows both the student and the teacher to monitor progress towards learning objectives and can be approached in a variety of ways:

1. Formative assessment recognises the current learning, identifies the gaps and assesses how to close those gaps. It allows for students to take ownership of their own learning, understanding that the goal is always to improve. This encourages a growth mindset. Students should use this booklet to reflect on their learning and also to note down any formative feedback they receive from their teachers.
2. In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and can be used to great effect in conjunction with formative assessment.

For meaningful progress to take place, students need to be able to recognise where their learning is currently. This can, in part, be achieved through reflection on up to date assessments/assignments but also through a clear understanding of how best you learn. It is hoped that this booklet will be used as an aid for the students to regularly check and connect with their learning, prompting an appropriate response on how to improve and make real progress.



## JUNIOR CYCLE GRADING SCHEME

The following table provides an explanation of the current grading system for Junior Cycle subjects.

	Old Junior Certificate (No longer used)		Junior Cycle	
Level	Percentage	Grade Descriptor	Percentage	Grade Descriptor
Higher, Ordinary, Foundation/ Ard, Gnath, Bonn	≥ 85 to 100	A	≥ 90 to 100	Distinction
	≥ 70 and < 85	B	≥ 75 and < 90	Higher Merit
	≥ 55 and < 70	C	≥ 55 and < 75	Merit
	≥ 40 and < 55	D	≥ 40 and < 55	Achieved
	≥ 25 and < 40	E	≥ 20 and < 40	Partially Achieved
	≥ 10 and < 25	F	≥ 0 and < 20	Not Graded (NG)
	≥ 0 and < 10	NG		

### Classroom Based Assessments

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

There are four level descriptors of achievement for each CBA; teachers use the Features of Quality, set out in The Assessment Guidelines for each subject to decide the level of achievement in each CBA. The Features of Quality are the criteria used to assess the student work as best fitting one of the following descriptors:

**EXCEPTIONAL** - describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

**ABOVE EXPECTATIONS** - describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of activity of the investigation, and the work is praised for its rigour. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

**IN LINE WITH EXPECTATIONS** - describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

**YET TO MEET EXPECTATIONS** - describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

**NOT REPORTED** - describes when a student has not submitted any piece of work for assessment





## MANAGING INFORMATION & THINKING

### Reflecting on and evaluating my learning

## BRIDGING ANY GAPS IN MY LEARNING

### WHAT IS MEANT BY A GAP IN MY LEARNING?

This means that there are some areas in subjects that you may have missed, forgotten, struggled with or not fully understood. This will have left to a "GAP" in your learning. Most likely you just need to revisit the topic and refresh your mind - that's why we do revision work. It is vital to your progress that you do not turn a blind eye to these gaps but that you take the time to figure out what these areas are and how to begin to improve on them. If you don't pay attention to the gaps, pretend they're not there or expect someone else to fill them in, well then there is always the danger of stumbling and tripping yourself up!



WHAT I MISSED	WHERE CAN I FIND THE INFO	ARE THERE ANY PROBLEM AREAS	HOW DO I FIX THE PROBLEM
<i>Topic on Rivers</i>	<i>My Google Classroom Chapter 7 of the book Page 12 of my Revision book</i>	<i>After studying I still do not know what erosion means</i>	<i>I'll check out a You Tube video first before asking my friends/teacher</i>

### SO...WHERE DO I START SO...WHERE DO I START?

Good question! The first thing to do is to remain calm and realise that after 2 years of study there are naturally going to be topics and subject areas that you are going to need to revise or learn again. One of the best places to start is by reading back over your school reports. It can be a bit daunting receiving a school report and it can prompt a mixture of emotions, from pride and exhilaration to disappointment and resignation. Most students look straight at the grade and this can be the trigger for such emotion. However, reports are more than just a grade. Your teacher will have given guidance, often very specific guidance as to how you can advance your learning. So, a good place to start is to revisit old reports (on VShare) and record the areas you were advised to focus on. Remember, reports are NOT judgements of you, they are analysis of where your learning is at and how best to move forward. Your teacher comment offers a guiding hand to help bridge the gap in your learning.



The next section of this book can be used to reflect on your learning to date and focus in on what you feel you need to concentrate on this year. It will give you guidance as to how to plan for revision, keep on track and how to balance your approach so that you maintain your wellbeing.



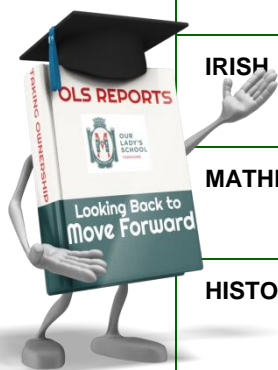
## FEEDBACK TO FEED FORWARD! PUTTING THE PIECES TOGETHER

### TASK:

Use your reports from 1st Year to reflect on what areas you were encouraged to focus your studies on. The information might also come from the formative feedback you received in your copybook, online work, class tests or perhaps from when you jotted in your journal some of the formative comments the teacher may have said in the classroom.

### Remember:

*Formative comments are not judgements about you as a learner; they are comments about how to move your learning forward*



SUBJECT	AREAS THAT YOU WERE ENCOURAGED TO FOCUS ON FROM PREVIOUS FORMATIVE FEEDBACK RECEIVED
ENGLISH	
IRISH	
MATHEMATICS	
HISTORY	
GEOGRAPHY	
SCIENCE	
CSPE	

STUDENT SIGNATURE: \_\_\_\_\_ PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_

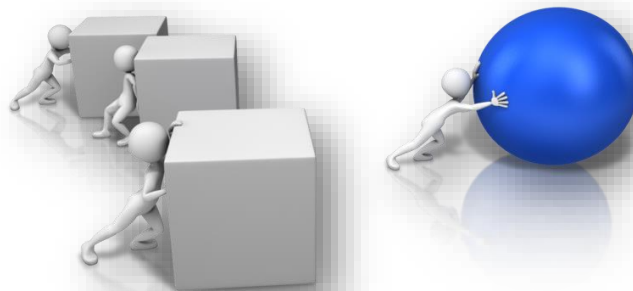
## WHAT TO EXPECT ON MY JOURNEY TO SUCCESS

The Leaving Certificate presents you with every opportunity to fulfil your potential. Hopefully, this booklet will assist you on the way to completing a very successful school year. It won't be all plain sailing of course, there will be ups and downs, but it is what you do during the down spells that may shape the success of the path you are on.



Every one of you will have different paths to success this year with different goals, targets and ambitions. What's important is that you challenge yourself to be the best version of yourself in all your schooling endeavours.

Having a plan is one thing; acting on it is another and one that requires perseverance and ambition. You must strive to be diligent and consistent in your efforts all year round.



Which of the above are you going to be? Think smart! Act smart!

Write down your favourite affirmation that will give you a theme to set your standards

THEME FOR MY YEAR!





## STUDY SKILLS

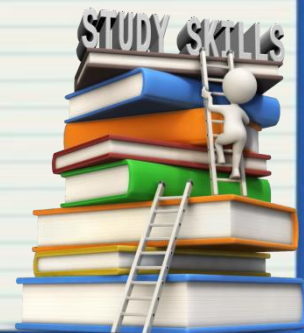
Learning new study skills and ways to use them will help you break down any barriers that hinder your approach to study. Use this page to reflect on ways to implement skills learned during the STUDY SKILLS SESSION.

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

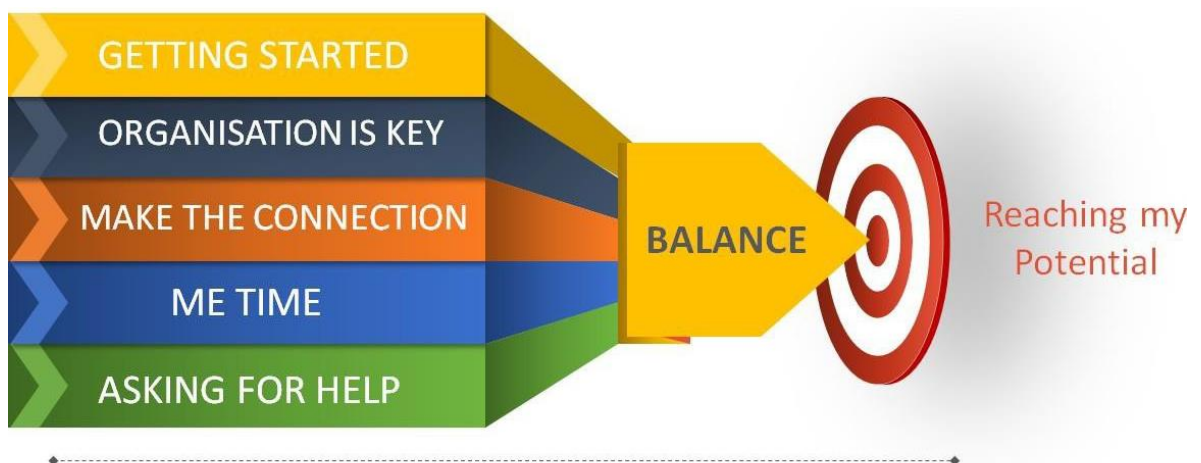
How and where I am going to use them





## To Success

This section focuses on taking positive steps to build good habits and ensure that the plan you put in place for this important year succeeds.



# 1. GETTING STARTED

- Just start
- Build habits
- Start small; the big things will look after themselves
- Submissions – get started now, don't leave them until later
- Don't put off until tomorrow what you can do today.

Jot down your thoughts on this



## 2. ORGANISATION IS KEY

- Plan
- Time management – more is not always better. Set limits. Aim for quality time.
- Timetables – draft one that meets your needs
- Is your workspace suitable for study?
- Equipment – do I have everything I need?
- Do I know what to study?
- Am I aware of important dates i.e. tests/submissions etc.?

Jot down your thoughts on this



### 3. MAKING THE CONNECTION

- Make personal connections with your subject. What does it mean to me?
- How do I learn?
- How do I adapt the content to my learning style?
- Are there any resources available to help my learning?
- Don't forget to connect with your peers. You're all in it together!
- More is not always better – Make your notes relevant and concise
- Do I understand the language of the questions, marking schemes, success criteria, structure, syllabus?
- How do I link my learning to the examination

Jot down your thoughts on this



## 4. ME TIME

- Balance, balance, balance (This requires planning too!)
- Relaxation
- Sleep
- Exercise
- Fresh air
- Time to detox from technology
- Healthy food
- Time with family
- Time with friends

Jot down your thoughts on this



## 5. ASKING FOR HELP

- First start by asking – Talk, a problem shared is a problem halved.
- Subject teachers
- Form Tutors
- Year Heads
- Guidance Team
- Chaplain
- Friends
- Family
- Outside Agencies

Jot down your thoughts on this



# BEING AN ACTIVE LEARNER IN THE CLASSROOM



## Active Learner vs. Passive Learner

ACTIVE	VS.	PASSIVE
<ul style="list-style-type: none"><li>• Connects learning to world</li><li>• Accepts responsibility for learning</li><li>• Explores, questions, reflects on information</li><li>• Strong intrinsic motivators</li><li>• Engages their intellect</li><li>• Prepares for class</li><li>• Open-minded, interested in ideas</li></ul>		<ul style="list-style-type: none"><li>• Isolates learning from their life outside school.</li><li>• Avoids responsibility for learning</li><li>• Passive, zombie-like acceptance of information</li><li>• Externally motivated</li><li>• Hides/denies intellect</li><li>• Comes to class unprepared</li><li>• Close-minded; intolerant of ideas</li></ul>

### SELF- REFLECTION TIME

From the chart above, what type of learner do you think you are? Why?

Are you like this in every class? Explain.

Whatever type of learner you think you are, what approaches might you take this year to make yourself a MORE active learner?



## TIPS TO HELP YOU BECOME A MORE ACTIVE LEARNER IN THE CLASSROOM



Rich learning environments, like we have at Our Lady's School, can be stimulating, interesting and enjoyable places to learn, however, keeping engaged all day can be demanding. Much like keeping your physical health alert and in condition, your mind also needs regular activity and exertion to make it function well.



So how do you keep your mind exercised during class time, especially during periods when the teacher or other students are presenting, discussing or talking about topics?  
How do you become an active listener rather than a passive learner?  
How do you take greater ownership and responsibility for your learning?

**WHAT CAN I DO TO MAXIMISE MY LEARNING IN AND FROM THE CLASSROOM?**



# Stay Active in Class by Participating

Have you ever sat in class, a little stuck on a question or problem?  
Of course you have! Everyone has.



Which of the following are you likely to do in such a scenario?

1. Persevere with the solution until I get it right by myself

- Always
- Sometimes
- Never



2. Persevere as best I can but then ask for assistance

- Always
- Sometimes
- Never



3. Ask for assistance straight away

- Always
- Sometimes
- Never



4. After giving it a go, realise it is too hard but remain quiet not seeking any assistance

- Always
- Sometimes
- Never



5. Judge that the question is too hard before even trying it, remain quiet and not seek any assistance

- Always
- Sometimes
- Never



## Stay Active in Class by Participating.....



Asking questions in class is a real sign that you are taking ownership of your learning and seeking to find out more. It indicates engagement in the lesson. However, knowing when, why and how to ask is equally important.



Below is a method called TASK. It is a simple, easy to use checklist of how to go about asking for assistance in the class. This will help you stay alert in class meaning that you do not drift into the bad habit of becoming a passive learner. You are taking control of your learning which is always beneficial.

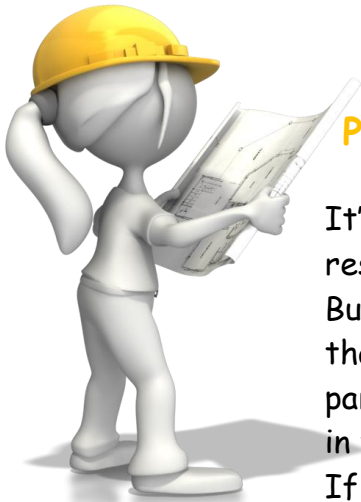


**T**hink about what you have been asked to do.

**A**ttempt the work by yourself.

**S**eek assistance at the right time. Perhaps, when you know your teacher is free or not helping another student. Raise your hand to ask but most importantly, work on or continue to try while waiting for help.

**K**now what you are asking and understand why you are asking it.



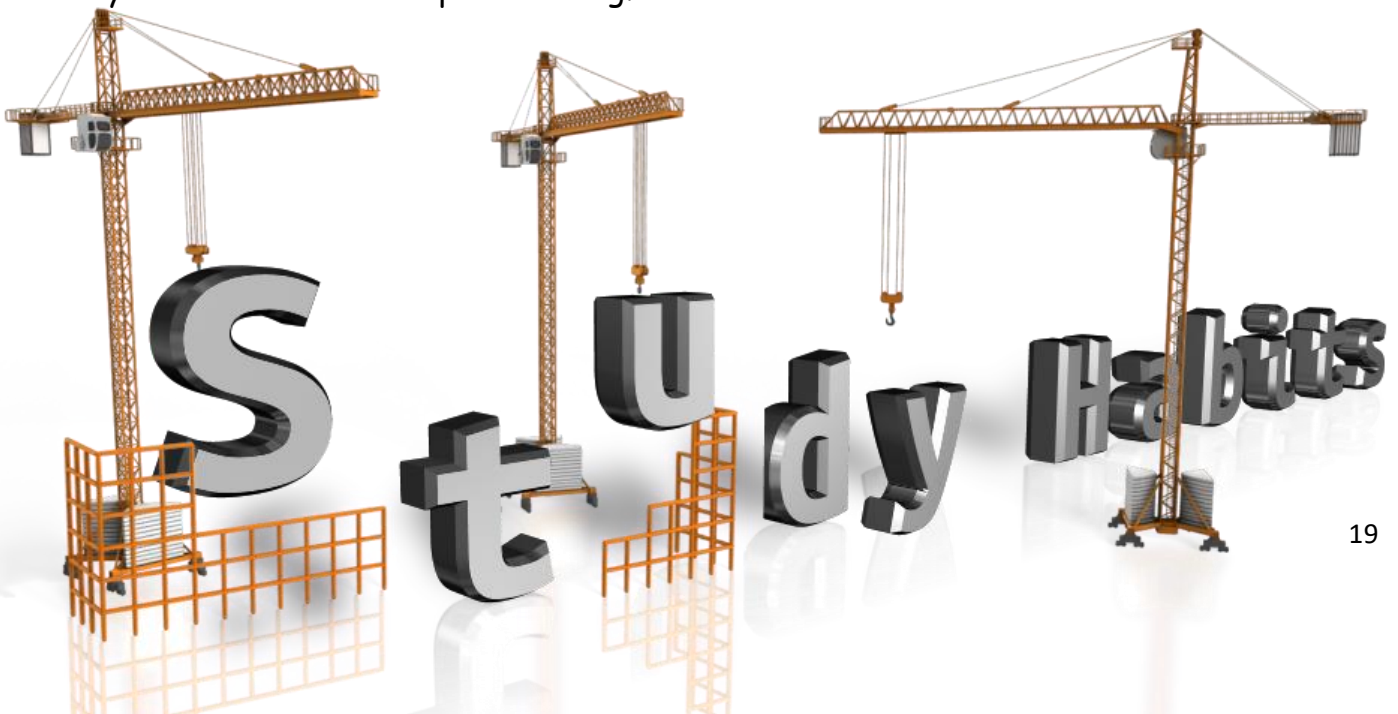
## PUTTING A PLAN INTO ACTION

It's the start of a new school year and much like New Year's resolutions in January we are all energised about our intentions. But we've all tried New Year's resolutions before and we all know that the easy part is coming up with the intention. The hardest part is to put the plan in place, build the habit and put checkpoints in to review the progress being made. That's the discipline! If changes need to be made to the plan then make changes but the most important thing is to stick to a plan. If it doesn't work - fix it don't ditch it!

This next section aims to assist you by keeping you on track. It is a series of monthly targets with reviews built in. If you keep on track with this you will be able to assess your progress.



Reflection is also incredibly important. If you are honest with yourself and in your reflection of your progress you will be able to navigate this exam year much more easily. The really important thing is to make sure you do not drift along and realise far too late that you should have had a plan all along.



## PUTTING THE PLAN INTO ACTION

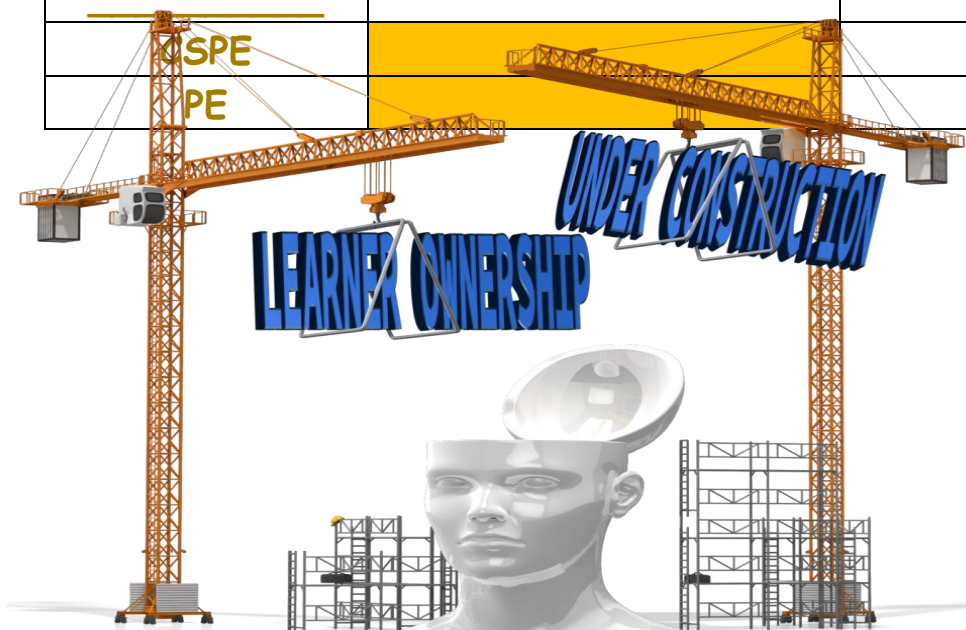
The starting point for every journey is to know where it is you want to get to.

Before you start your study journey in 2nd Year think about your destination.

Fill in the chart below and check on it at the end of every month to help keep you on the road to success.



SUBJECT	TARGET GRADE IN JUNE	TARGET CBA GRADE
ENGLISH		
IRISH		
RE		
MATHEMATICS		
SCIENCE		
HISTORY		
GEOGRAPHY		
LANGUAGE		
OPTION 1		
OPTION 2		
OSPE		
PE		



# DIRECTION REFLECTION – END OF TERM REVIEW

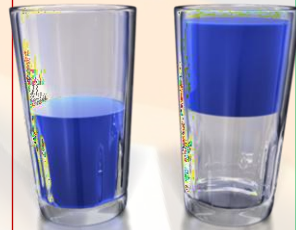
As you near the end of the term it is timely to stop, take stock and to reflect on your approach to learning this year. This is a vital step in figuring out how well you did, what you need to do to improve as a learner and in considering how you might take steps to improve. This is an important reflection as it will guide your next steps. We are all constantly learning and learning to learn better!

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 progress.  
If you succeed; I feel threatened.  
If I make mistakes then it means that I’m no good at it.  
Feedback is personal and I resent 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  
I am inspired by others success

What type of mindset do you currently have?

---

What improvements can you make to improve your mindset?

---

---

---



## DIRECTION REFLECTION – END OF TERM REVIEW

Consider your learning this term. 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 term. Try to be as specific as you can as the more deep the reflection is, the more meaningful it will be.

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

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

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

2. My learning next term will improve because I...



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

3. My learning next term will improve because I...

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

4. My learning next term will improve because I...

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

5. My learning next term will improve because I...





## **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.



Use the space below to 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.

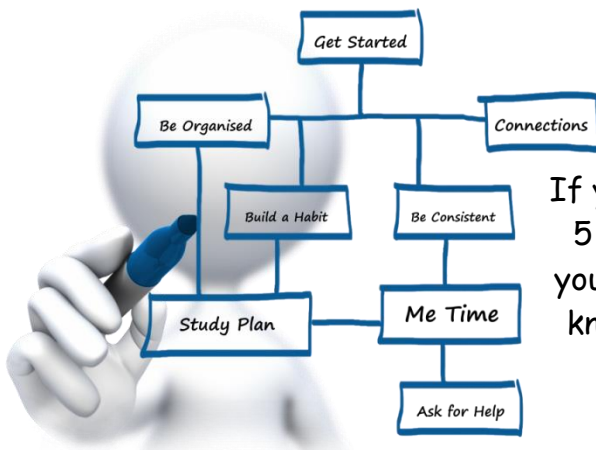
SUBJECT	BASED ON FEEDBACK FROM THE PARENT/TEACHER MEETING, MY SHORT TERM GOALS ARE...	Review Date: _____
ENGLISH		Review Date: _____
IRISH		Review Date: _____
MATHEMATICS		Review Date: _____
HISTORY		Review Date: _____
GEOGRAPHY		Review Date: _____
SCIENCE		Review Date: _____
CSPE		Review Date: _____
		Review Date: _____
		Review Date: _____
		Review Date: _____
		Review Date: _____

STUDENT SIGNATURE: \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_

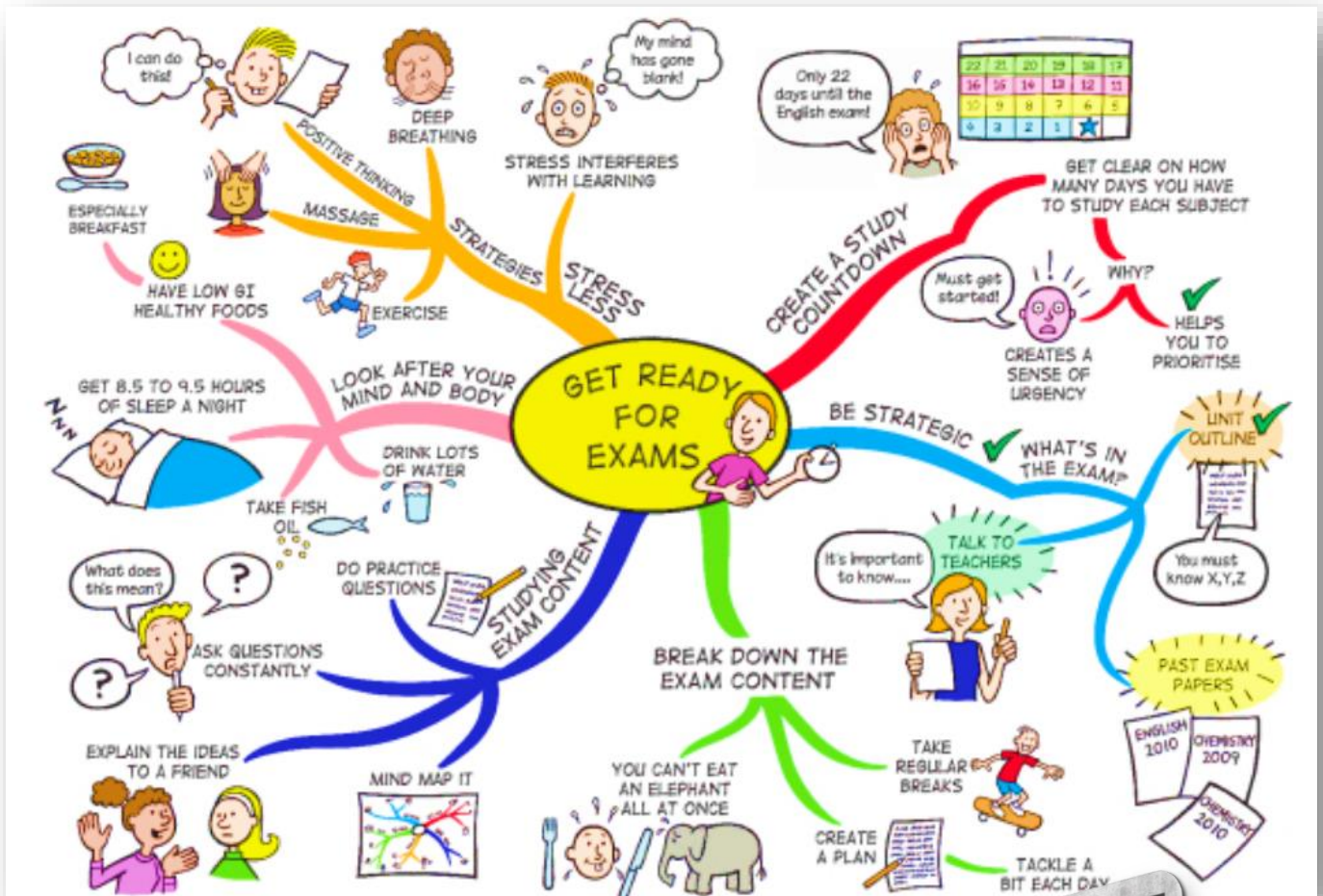


## EXAM TIME

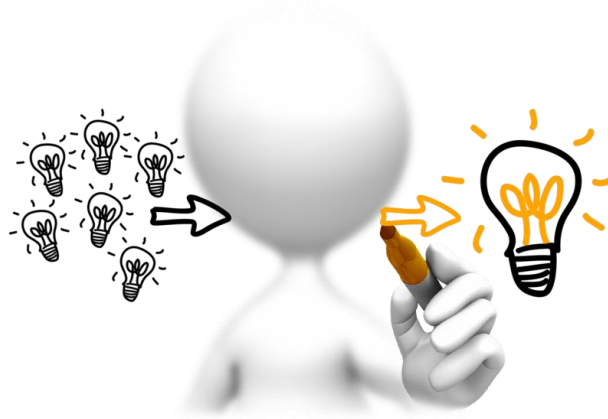


If you have followed a plan and kept loyal to the 5 steps then come exam time you should find yourself in a great position to put the skills and knowledge that you have acquired to the test.

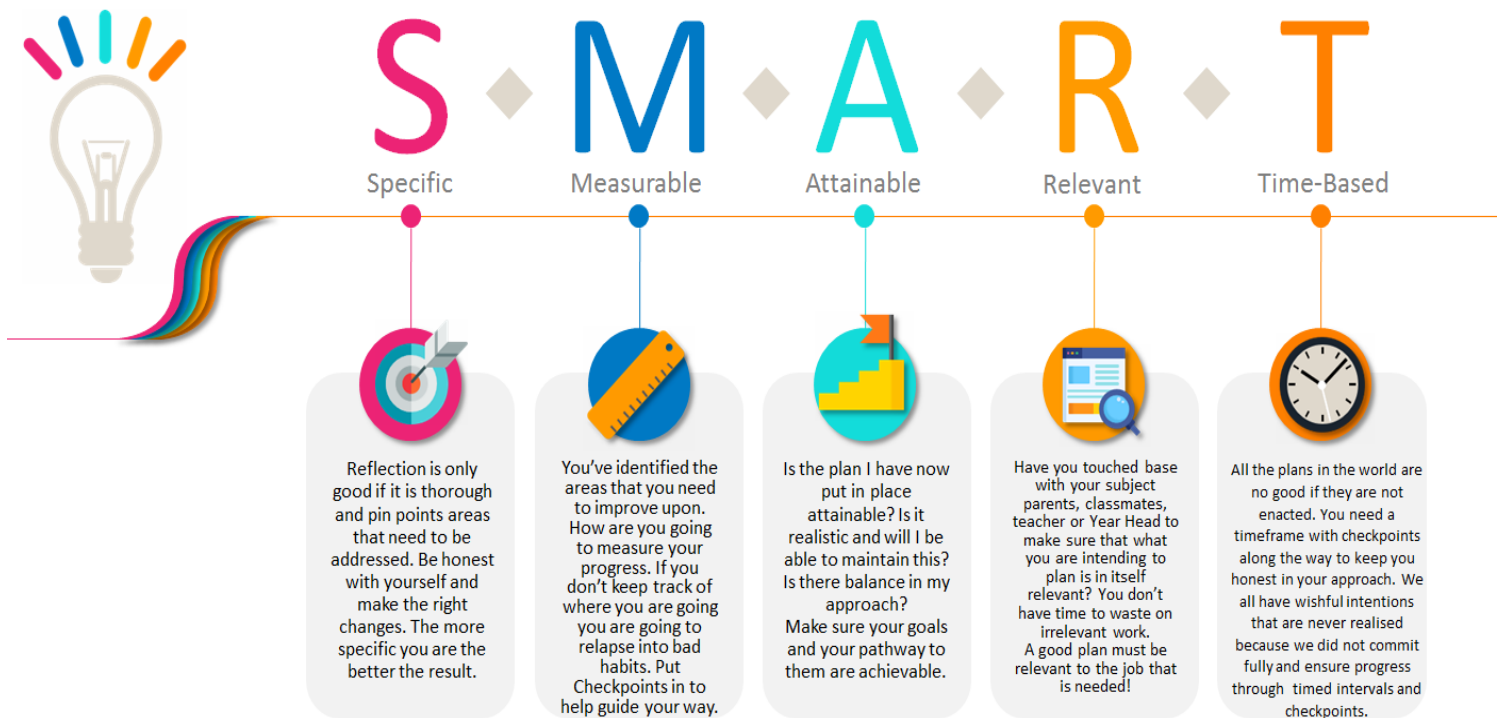
Some preparation tips are below



# 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!





## 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



## DECEMBER STUDY WORKSHOP – Analysis of Mid Term Examinations

You've completed your first big set of examinations as a 2nd 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 MOCKS	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 MOCKS?				
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 MOCKS	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 MOCKS?				
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				





SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



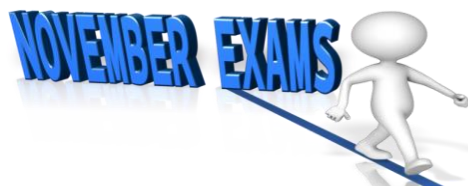
SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
WHAT ASPECTS OF THE EXAMINATION DO I NEED TO IMPROVE ON?				
HOW?				
WHAT STEPS AM I GOING TO TAKE TO CLOSE THE GAP BETWEEN MY SCORE AND MY TARGET SCORE BEFORE THE MOCKS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				



# MAY EXAMS

SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	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 MOCKS?				
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				

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_



# STUDY PLANS AND TIPS

## BENEFITS OF AN EFFECTIVE STUDY PLAN

### *Proper planning yields better results*

Studying and concentrating can be overwhelming. Without planning it becomes increasingly difficult to succeed. Having a study timetable helps you, the learner, discover ways that you can engage with your studies effectively.

Drawing a study plan helps you find a balance that you are comfortable with and also helps in developing good study habits and establish good study routines which ensures that all subjects are studied. It is important to have an effective timetable to help you manage the time spent on each subject.

### *Time wasted is never regained*

Time is the most valuable thing a person can ever waste, therefore, it is important that time be used effectively.

### *Procrastination is the thief of time*

Students often wonder where all of the time went. Good time management yields better results, ensuring that the time you spend studying gains you the maximum amount of learning possible.

#### **BENEFIT 1. Increased productivity**

Outlining what you need to do every day will help you know exactly what you need to do and when. A study plan will help you separate your studying into bite-sized chunks. In addition, a study plan with to-do's for each day will help you avoid procrastinating.

#### **BENEFIT 2. More successful studying**

A study plan will help you study much more effectively. With a study plan you can start studying much sooner and avoid cramming. Find out what your need to do. If you are unsure, speak with your subject teacher.

#### **BENEFIT 3. Less stress**

A study plan will help you reduce your stress. Most students are guilty of waiting for the last minute to start cramming for an exam. However, cramming brings on added stress that you can avoid if you start preparing for your exams early. With a study plan, you get to cover every bit of your material since you have plenty of time.

#### **BENEFIT 4. Better results**

This should be obvious. If you start studying early then your approach to learning will be more consistent and this will help you to achieve your targets.

## AN EFFECTIVE STUDY PLAN

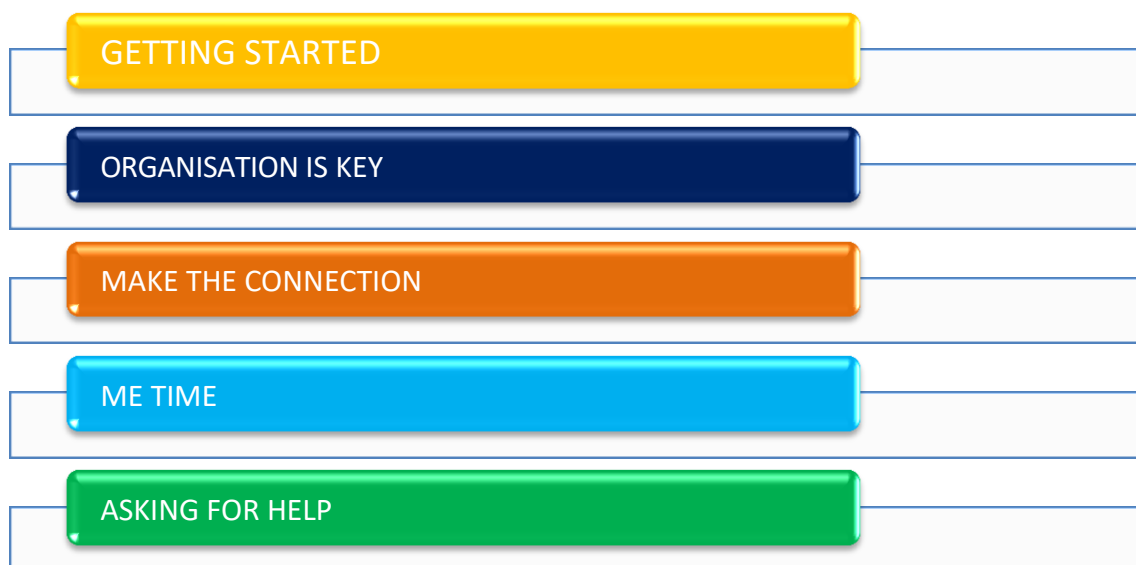
### *Study smarter not harder*

The first thing to realise is that no two study plans are the same and what works for another person may not work for you. You must figure out a study timetable that fits your life so that it is a truly workable plan. An effective plan maximises study together with ensuring that there is “off time” for sports, exercise, being social or partaking in other activities beneficial to your wellbeing.

A plan should be flexible so that it can be adapted to the particular needs of a week. For example, if you have a Science test on Tuesday then your study in advance of this will recognise this particular need and prepare for it. This may shift the schedule around slightly but the important thing is that you still have a plan! A good plan can adapt to suit situations that arise.

You know your strengths and weaknesses when it comes to your subjects. Do not always target the easy topic; the one you like. You need to tackle the difficult topics too! You need to be brave enough to tackle them, you simply cannot ignore them – they are not going to go away! **Because they are difficult you may need to ask for help.** Because they are difficult you may need to adapt your study technique to meet the challenge. Because they are difficult you need to learn how to unpack the information, simplify it and become more in tune with it.

Remember the 5 steps to success



## SAMPLE STUDY PLAN

Below are some study plans that may suit the starter, the intermediate or the advanced studier. Remember these are just samples to help guide you. They are plans that previous students adopted for after school study. You should mould these plans to suit your learning style, your lifestyle and your particular study needs at the time of drafting.

*Goals + Plan = Success*

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SUN/SAT
20 Mins. Study	HISTORY	GEOGRAPHY	SCIENCE	LANGUAGE	2 Hours Total to complete the Homework	<b>MODERATE PLAN</b> <b>2¼ Hours on <u>one</u> of these days before 3pm</b>  <ol style="list-style-type: none"> <li>30 Mins for Subject 1</li> <li>30 Mins for Subject 2</li> <li>30 Mins. for Subject 3</li> <li>30 Mins. for Subject 4</li> </ol> <b>INTERMEDIATE PLAN</b> <b>3 Hours on <u>one</u> of these days before 3pm</b> <ol style="list-style-type: none"> <li>45 Mins for Subject 1</li> <li>45 Mins for Subject 2</li> <li>45 Mins. for Subject 3</li> <li>45 Mins. for Subject 4</li> </ol>
20 Mins. Study	ENGLISH	IRISH	MATHS	OPTION 1 <small>(ART/HOMEEC./MUSIC/BUSINESS)</small>		
20 Mins. Maths	OPTION 2 <small>(ART/HOMEEC./MUSIC/BUSINESS)</small>	ENGLISH	IRISH	MATHS		
1 Hours Homework	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK		
Extra	If you do not manage to get all your homework finished in the time allotted in after school study, then you should complete it at home. However, if you are working efficiently and with focus the allocated time should suffice and you will not need to bring work home					
NOTES	If this plan is to work for you a diligent approach is essential i.e. you must keep to it. You must work effectively during the study time and you must use the free time to relax, exercise, socialise and generally switch off. It is vital that the homework is tackled in the second half of the study session. If you begin with homework it will drag out for two hours. If you have grinds in a particular subject during the week, then you must view this as a study slot. The plan can change from week to week in order to address certain needs that may arise (a particular test).					

USE THE STUDY PLAN TEMPLATE ON THE NEXT PAGE AS A GUIDE BUT MAKE IT YOUR OWN TO FIT IN WITH YOUR WEEK – **MAKE IT WORKABLE!**

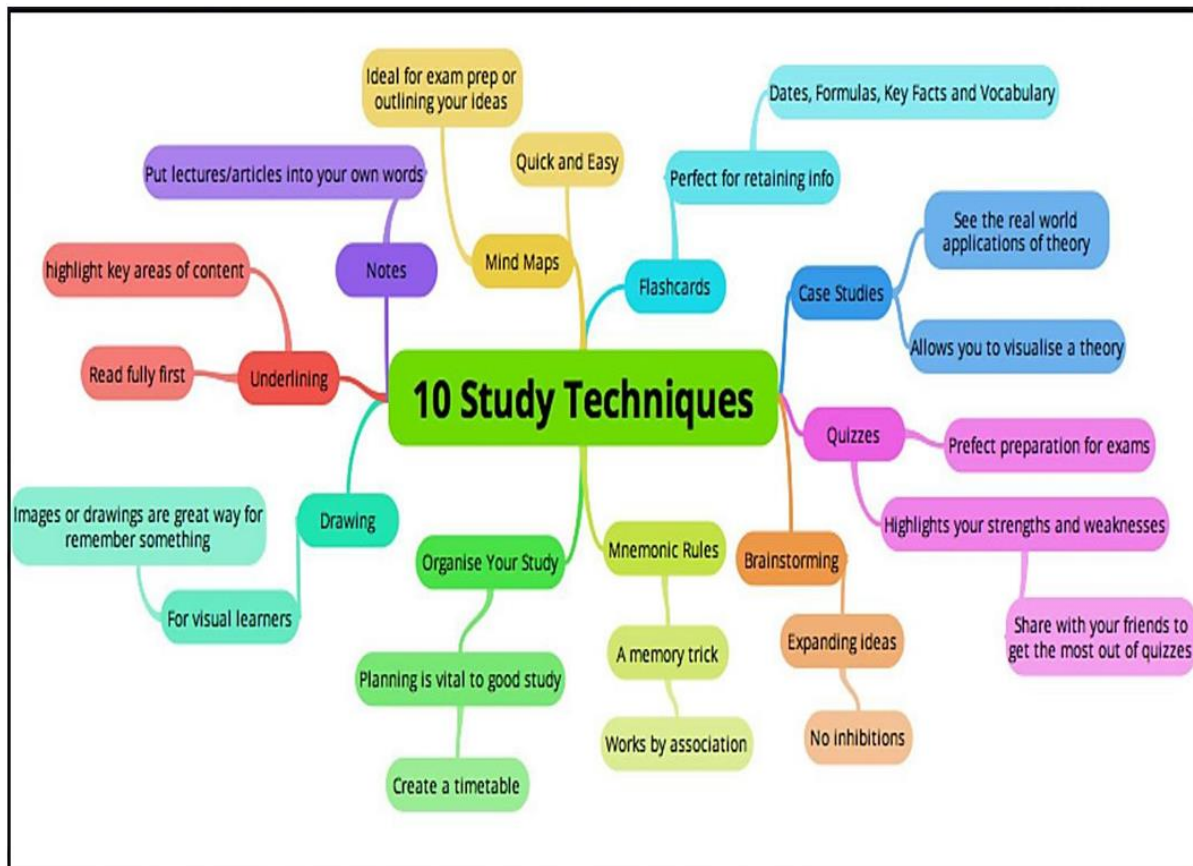
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SUN/SAT
— Mins. Study					2 Hours Total to complete the Homework	<b>MODERATE PLAN</b> <b>2¼ Hours on one of these days before 3pm</b>  <b>1. 30 Mins for Subject 1</b> <b>2. 30 Mins for Subject 2</b> <b>3. 30 Mins. for Subject 3</b> <b>4. 30 Mins. for Subject 4</b>  <b>INTERMEDIATE PLAN</b> <b>3 Hours on one of these days before 3pm</b> <b>1. 45 Mins for Subject 1</b> <b>2. 45 Mins for Subject 2</b> <b>3. 45 Mins. for Subject 3</b> <b>4. 45 Mins. for Subject 4</b>
— Mins. Study						
— Mins. Maths						
— Hours Homework						
<b>Extra</b>	If you do not manage to get all your homework finished in the time allotted in after school study, then you should complete it at home. However, if you are working efficiently and with focus the allocated time should suffice and you will not need to bring work home					
<b>NOTES</b>	If this plan is to work for you a diligent approach is essential i.e. you must keep to it. You must work effectively during the study time and you must use the free time to relax, exercise, socialise and generally switch off. It is vital that the homework is tackled in the second half of the study session. If you begin with homework it will drag out for two hours. If you have grinds in a particular subject during the week, then you must view this as a study slot. The plan can change from week to week in order to address certain needs that may arise (a particular test).					



## SIMPLE STUDY TIPS

Every learner is different and therefore each of us has to find out works best for ourselves. Over the course of the past two years you will have been exposed to a number of different study techniques, some of which are listed below. So, don't be afraid to try a few different options. Perhaps one technique works better for a particular subject or perhaps you feel confident using one specific technique. Whatever you do make sure you do something!

**A REMINDER OF SOME OF THE STUDY SKILLS YOU HAVE LEARNED ALREADY AT OLS**



## **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?





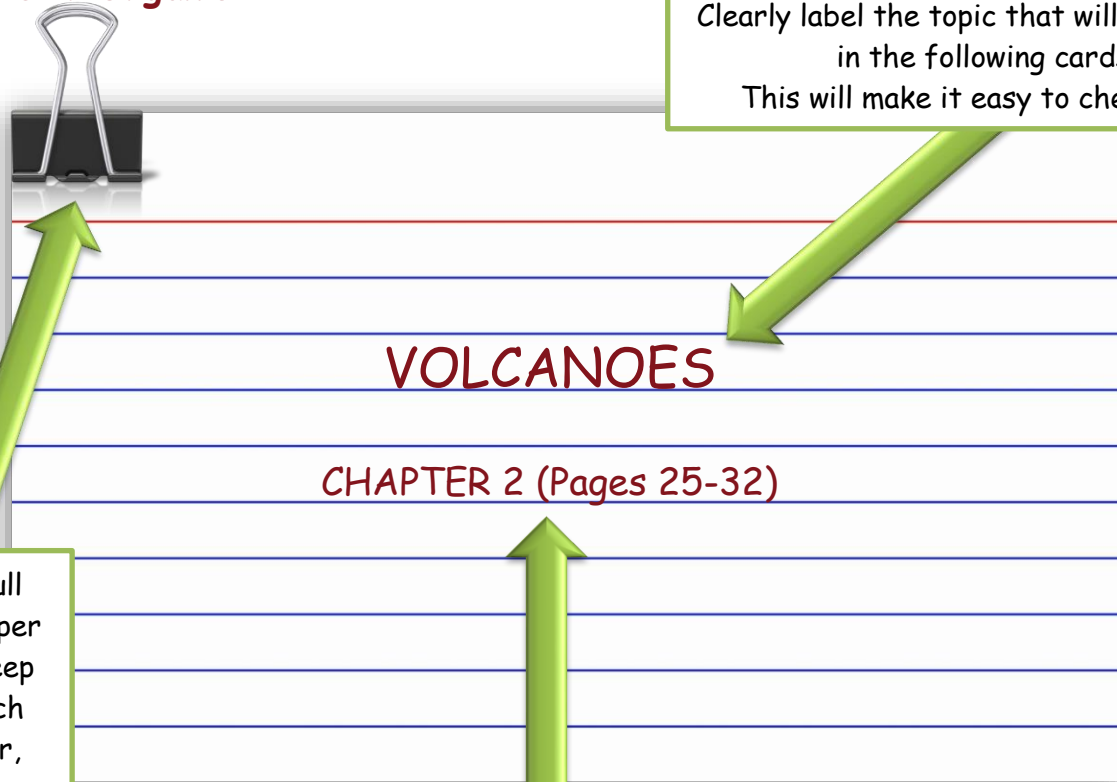
## Using Index Cards to Help Unpack the Information

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



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

Mount Fuji, Japan  
(Has not erupted in a long time but still could)

Mount Etna, Italy  
(Erupts regularly)

Mount Slemish,  
Co. Antrim  
(Not erupted in  
human history)

**EXTINCT** **DORMANT** **ACTIVE**

**TYPES OF VOLCANO & EXAMPLE**

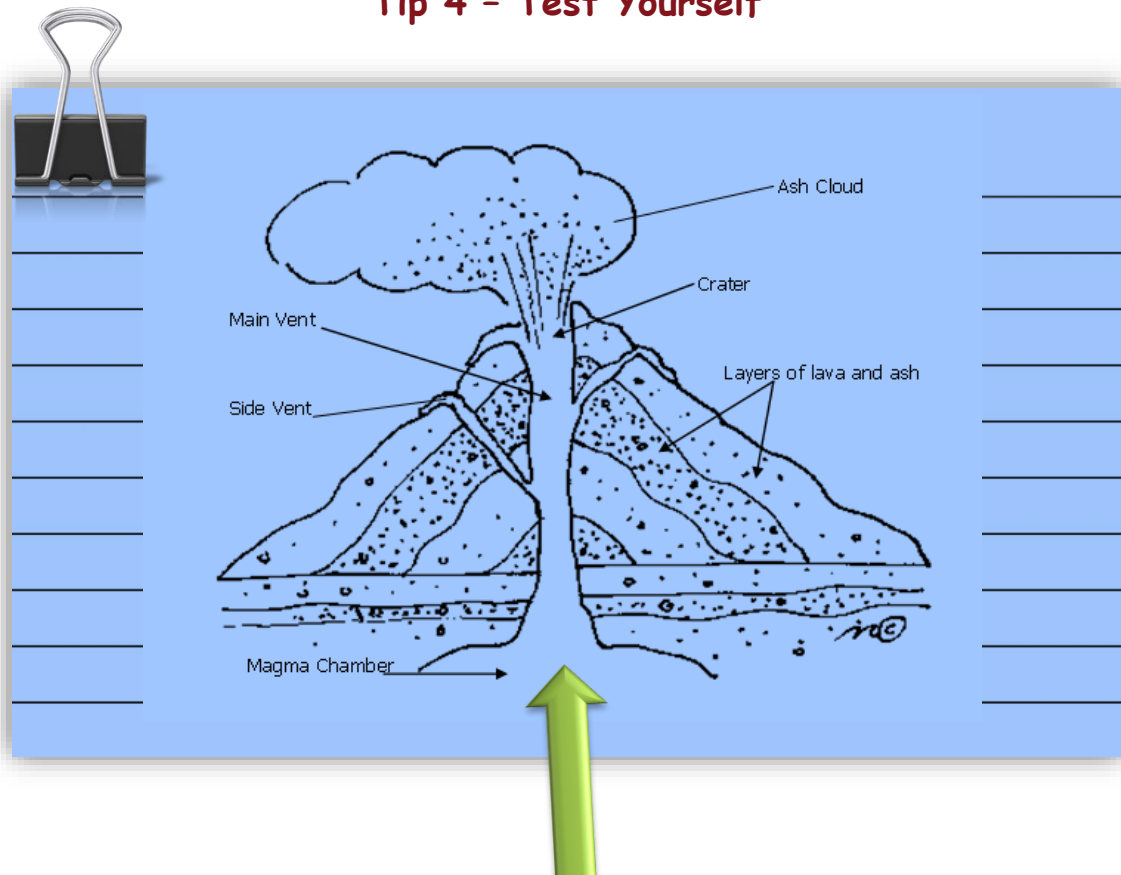
Keep it simple. Don't write down loads of long sentences when it can be done in a simpler way

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 2nd 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 3rd Year on the horizon, it is time to make those important few changes to your study techniques.



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 0-10 (See Table Below)
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 JUNIOR CYCLE EXAMS?				
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	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				





SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				



# HOW I START 3RD YEAR

SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 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 JUNIOR CYCLE EXAMS?				
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				

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

## PUTTING THE PLAN INTO ACTION - MONTHLY TARGETS

<b>SEPTEMBER</b>			
<b>Subject</b>	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name:  _____	Working Well:		
<u>Target Grade:</u>  _____	Steps to Improvement:		
2. Subject Name:  _____	Working Well:		
<u>Target Grade:</u>  _____	Steps to Improvement:		
3. Subject Name:  _____	Working Well:		
<u>Target Grade:</u>  _____	Steps to Improvement:		
4. Subject Name:  _____	Working Well:		
<u>Target Grade:</u>  _____	Steps to Improvement:		
<b>Extra Information:</b>			
	Yes	Somewhat	Not at all
<b>Is your study plan working?</b>			
<b><u>Comment on steps to Improve</u></b>			
<b>Review Date</b>			

# OCTOBER

Subject		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____	Working Well:			
Target Grade: _____	Steps to Improvement:			
2. Subject Name: _____	Working Well:			
Target Grade: _____	Steps to Improvement:			
3. Subject Name: _____	Working Well:			
Target Grade: _____	Steps to Improvement:			
4. Subject Name: _____	Working Well:			
Target Grade: _____	Steps to Improvement:			
<b>Extra Information:</b>				
	Yes	Somewhat	Not at all	
<b>Is your study plan working?</b>				
<u><b>Comment on steps to Improve</b></u>				
<b>Review Date</b>				

# NOVEMBER

Subject	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.
1. Subject Name: _____  Target Grade: _____	Working Well:  Steps to Improvement:
2. Subject Name: _____  Target Grade: _____	Working Well:  Steps to Improvement:
3. Subject Name: _____  Target Grade: _____	Working Well:  Steps to Improvement:
4. Subject Name: _____  Target Grade: _____	Working Well:  Steps to Improvement:

Extra Information:			
	Yes	Somewhat	Not at all
Is your study plan working?			
<u>Comment on steps to Improve</u>			
Review Date			

# DECEMBER

<b>Subject</b>		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
2. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
3. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
4. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
<b>Extra Information:</b>				
		Yes	Somewhat	Not at all
<b>Is your study plan working?</b>				
<b><u>Comment on steps to Improve</u></b>				
<b>Review Date</b>				

# JANUARY

<b>Subject</b>		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
2. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
3. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
4. Subject Name:  _____	Working Well:			
	Target Grade:	Steps to Improvement:		
<b>Extra Information:</b>				
		Yes	Somewhat	Not at all
<b>Is your study plan working?</b>				
<b><u>Comment on steps to Improve</u></b>				
<b>Review Date</b>				



# FEBRUARY

Subject		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____	Working Well:			
Target Grade:	Steps to Improvement:			
2. Subject Name: _____	Working Well:			
Target Grade:	Steps to Improvement:			
3. Subject Name: _____	Working Well:			
Target Grade:	Steps to Improvement:			
4. Subject Name: _____	Working Well:			
Target Grade:	Steps to Improvement:			
<b>Extra Information:</b>				
	Yes	Somewhat	Not at all	
Is your study plan working?				
<u>Comment on steps to Improve</u>				
Review Date				

# MARCH

<b>Subject</b>		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
<b>1. Subject Name:</b> _____  <b>Target Grade:</b> _____	Working Well:			
	Steps to Improvement:			
<b>2. Subject Name:</b> _____  <b>Target Grade:</b> _____	Working Well:			
	Steps to Improvement:			
<b>3. Subject Name:</b> _____  <b>Target Grade:</b> _____	Working Well:			
	Steps to Improvement:			
<b>4. Subject Name:</b> _____  <b>Target Grade:</b> _____	Working Well:			
	Steps to Improvement:			
<b>Extra Information:</b>				
	Yes	Somewhat	Not at all	
<b>Is your study plan working?</b>				
<b><u>Comment on steps to Improve</u></b>				
<b>Review Date</b>				

# APRIL

<b>Subject</b>	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____	Working Well:		
Target Grade:	Steps to Improvement:		
2. Subject Name: _____	Working Well:		
Target Grade:	Steps to Improvement:		
3. Subject Name: _____	Working Well:		
Target Grade:	Steps to Improvement:		
4. Subject Name: _____	Working Well:		
Target Grade:	Steps to Improvement:		

## Extra Information:

	Yes	Somewhat	Not at all
<b>Is your study plan working?</b>			

### Comment on steps to Improve

<b>Review Date</b>	
--------------------	--

# MAY

## Subject

In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name:

Working Well:

\_\_\_\_\_

Target Grade:

Steps to Improvement:

2. Subject Name:

Working Well:

\_\_\_\_\_

Target Grade:

Steps to Improvement:

3. Subject Name:

Working Well:

\_\_\_\_\_

Target Grade:

Steps to Improvement:

4. Subject Name:

Working Well:

\_\_\_\_\_

Target Grade:

Steps to Improvement:

## Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

### Comment on steps to Improve

Review Date



## **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](mailto:lporter@olschool.ie)

[fbannan@olschool.ie](mailto: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](http://www.olschool.ie) → Curriculum → The Guidance Department.

#### Other Useful Websites

[www.careersportal.ie](http://www.careersportal.ie)

Information on educational and career development

[www.qualifax.ie](http://www.qualifax.ie)

Information on college courses



## MY TOP TIPS FOR GIVING A PRESENTATION

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.




## LETTER: SCHOOL AND FUTURE CAREERS

Dear David,

My name is John and I work at a college where we teach people how to bake. Your teacher sent me an email saying that you thought you might not need post-primary school. I really believe you need to consider a few things before you make a final decision.

Baking today is much different than it used to be.

Ovens nowadays are very hi-tech. They have computers in them and you need to know how to work them properly in order for your business to run smoothly.

Also, bakers must have good maths skills. They have to be able to measure and combine ingredients using mixers, blenders and other equipment to make the baked goods. They must ensure that each item meets safety and quality controls. They have to keep very detailed log books, which keeps track of all of the deliveries, inventory and production levels. They have to know how to use fractions and decimals to calculate the quantities of the ingredients. They have to ensure there is an adequate supply of all prepared products on hand and ensure the proper storage and refrigeration. They must keep spoilage/waste to a minimum by ordering and utilizing proper quantities and rotating products.

Bakers also must calculate the weight of their ingredients, figure out how the ingredients should be distributed and adjust the temperatures to ensure proper baking. Bakers need to be good at reading and following instructions to ensure that their produce is done correctly and safe to eat.

You know, when I was in post-primary school, I thought a lot like you seem to be thinking now. I often thought about quitting and just getting a job. But I stuck it out anyway and got my leaving cert. Then I worked in a bakery for a long time (about 17 years), and made thousands of cakes. I found the job very tiring because I had to stay up very late to ensure that cakes were baked for the next morning. I wished I had a 9 - 5 job. Then I decided that the leaving cert wasn't enough anymore, so I went back to school — this time to college. I started college when when I was 36 years old, and spent 4 years there. I wish I had done this when I was younger!

Then I got a job teaching people how to bake and now I'm in charge of many different departments at the college, including cake decorating, catering, and special events i.e. weddings, and I have lots of teachers working for me.

So, there are just a few things to think about, David. I really hope that whatever you decide to do, you start working hard in school. You will really and truly be glad you did, I absolutely guarantee it.

Sincerely,

John Lynch



## Write a letter to yourself

You will open this letter in sixth year

In the letter:

1. Write about you at the moment – who is in your family – what your hobbies are - what is important to you – what are your favourite things – who do you look up to?
2. Write about school i.e. the subjects you like and the friends you have met.
3. Write about your dreams and hopes for the remainder of your time in post-primary school (a subject you look forward to studying, sport you would like to join/ a musical instrument you would like to play or a club you would like to join)
4. Write about your dreams and hopes for the future (after school)
5. Finish with some advice to yourself!





---

## A LETTER TO MY FUTURE SELF



A large rectangular area with rounded corners, filled with horizontal blue lines for writing. The lines are evenly spaced and cover the entire area, providing a template for a letter.

## RADIANT ROLE MODELS

1.

In the centre of the sun write the name of your role model.

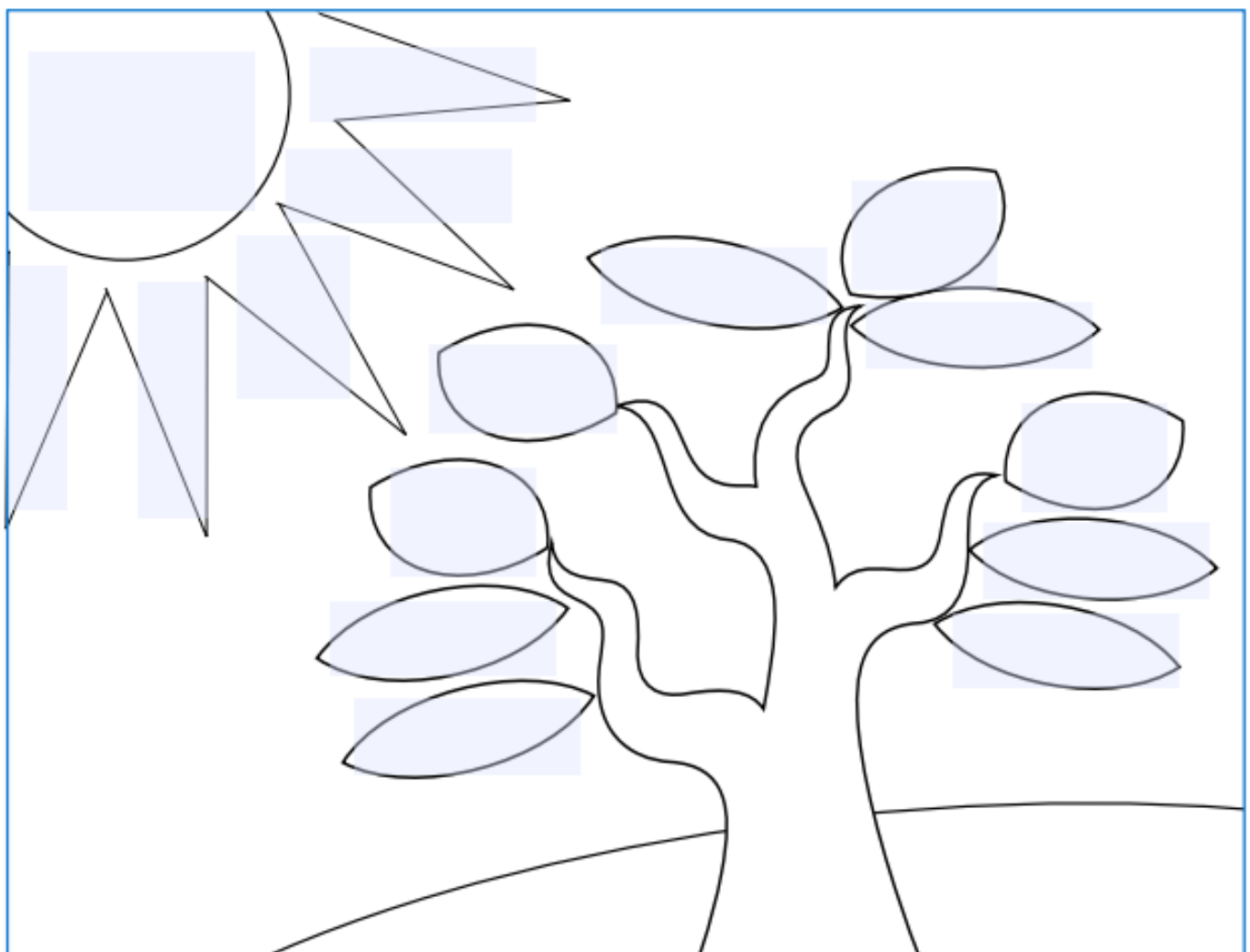
2.

In each of the sun's rays write one quality that you admire about that person.

3.

In the leaves of the tree write how this person makes you feel.

For example: My role model is patient and this helps me to be less frustrated when things don't go my way.



## I AM A ROLE MODEL

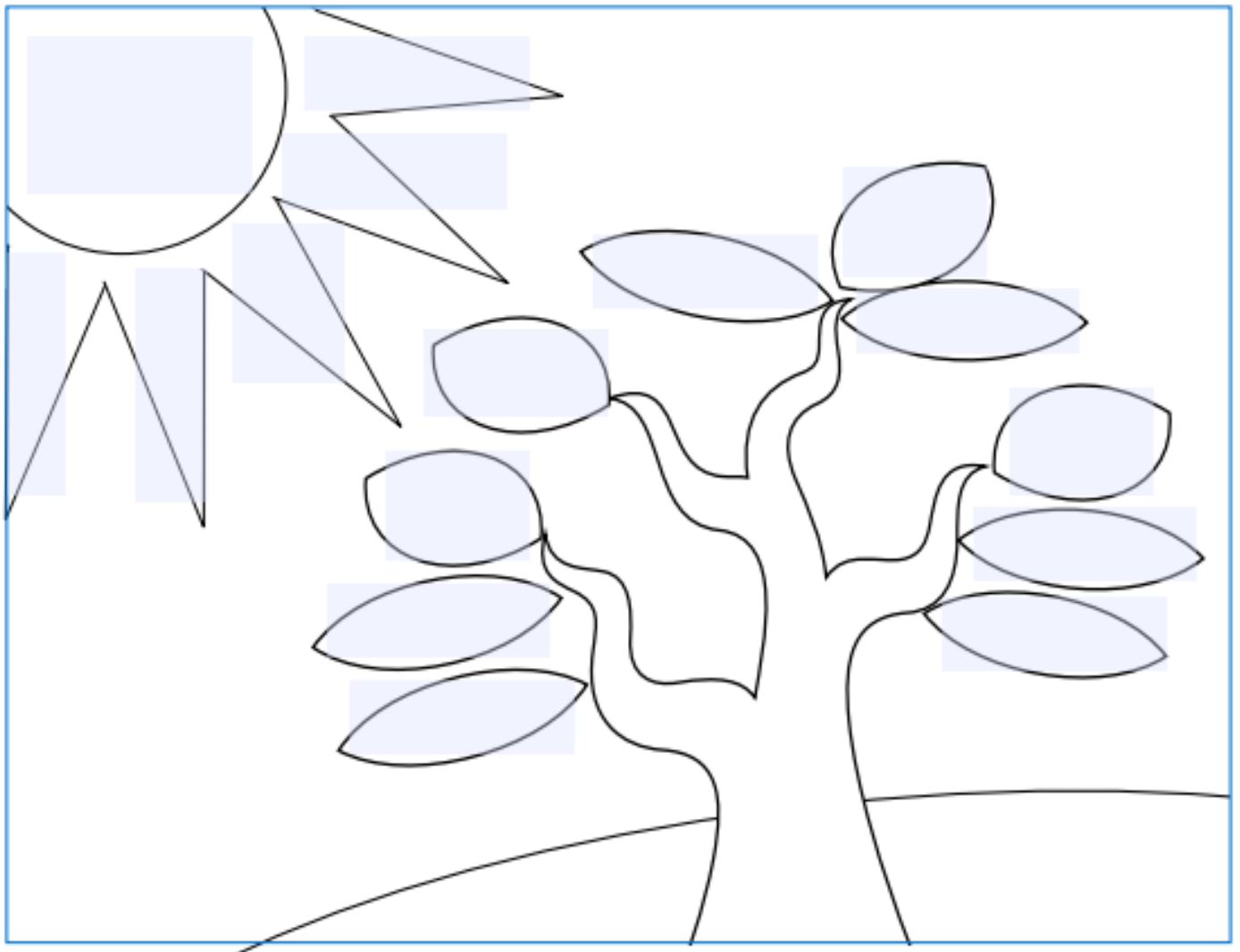
**I am also an inspirational person and I can be a good role model for others.**

**What are my positive qualities?**

Write your name in the centre of the sun and a positive characteristic on each of the sun's rays.

Write the names of the people who you impact in the leaves of the tree.

Colour this when you are finished.



---

## A LETTER TO MY ROLE MODEL

Date:

Dear

You are an inspiration to me because:

You make me feel:

Something important I have learned from you:

You are important in my life because:

From

## MY MINDSET - WORKSHEET

Please complete your Growth Mindset Statements worksheet.

# MY GROWTH MINDSET STATEMENTS

## I CAN CHANGE MY MINDSET WITH MY WORDS!

Instead of saying:

**I am not good at this**

I can say:

Instead of saying:

**This is too hard**

I can say:

Instead of saying:

**I give up**

I can say:

Instead of saying:

**I am not as smart as my friend**

I can say:

Instead of saying:

**I am really good at maths**

I can say:



Instead of saying:

**I am afraid I will make a mistake**

I can say:

Instead of saying:

**I can't do this**

I can say:

Instead of saying:

**I won't try because I might fail**

I can say:

Instead of saying:

**I made a mistake**

I can say:

Instead of saying:

**It's good enough**

I can say:

---

## MY MINDSET - WORKSHEET

### EXERCISE TWO:

A subject/an event in my life where I could use my growth mindset:

What change will I make to the way I think about this subject/this life event?

What will I say to myself?

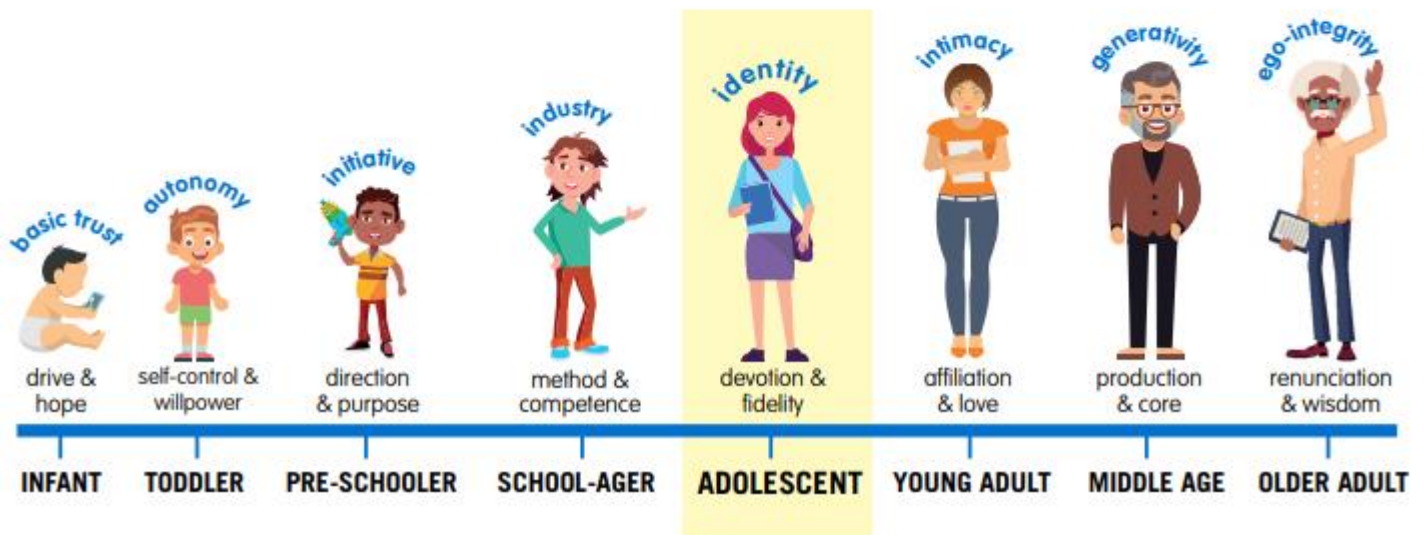
How do I think I will feel when I use a growth mindset?

---



## MY IDENTITY (WHO I AM) - WORKSHEET

# ERIKSON'S THEORY OF HUMAN DEVELOPMENT HAS 8 STAGES



## IDENTITY WORD CLOUD

Look at this list of personality adjectives.

Pick out the words that describe you. Create an 'identity word cloud' of how you see yourself.



academic	brave	conservative	delightful	encouraging	forceful
accurate	bright	considerate	demented	endurable	formal
adaptable	broad-minded	contrary	deranged	emotional	frank
adorable	bungling	cool	detailed	empathetic	friendly
adventurous	calm	cooperative	determined	energetic	fun
affectionate	capable	courageous	devoted	entertaining	funny
aggressive	carefree	courteous	dignified	enthusiastic	generous
agreeable	careful	crazy	diligent	ethical	gentle
alert	caring	creative	disagreeable	excellent	good-natured
alluring	casual	credible	dynamic	exciting	great
ambitious	cautious	cultured	discreet	excited	gregarious
amused	charming	curious	dominant	exclusive	gorgeous
appreciative	cheerful	daring	dynamic	exuberant	haggard
artistic	clean	dashing	eager	fair-minded	handsome
assertive	comfortable	dazzling	earnest	fanatic	happy
athletic	confident	debonair	easygoing	faithful	healthy
attractive	clever	decent	eccentric	fashionable	helpful
beautiful	competent	decisive	efficient	feminine	hermetic
boastful	composed	decorous	elated	firm	high-flier
bold	confident	dedicated	eminent	flexible	hyperactive
boundless	conscientious	deliberate	enchanting	fool	

**IDENTITY WORD CLOUD**

