



A guide To pch

Principal's Welcome



I am delighted to welcome you to Presentation College Headford.

We are a voluntary co-educational secondary school founded on the values, ethos, and traditions of the Presentation Sisters and their foundress Nano Nagle, under the trusteeship of CEIST.

Presentation College offers a comprehensive academic curriculum in addition to a wide-ranging programme of extra-curricular activities. We provide a high quality education to all of our students and encourage each child to do their best and achieve both individually and as a team. Our teaching staff are dedicated and committed, going beyond the call of duty and encouraging students towards achieving their very best. Equally, we are proud of our students, both in their academic success and their contributions to other walks of life.

“ . . . so much is unfolding, that must complete its gesture. . . so much is in bud” (Denise Levertov)

Sowing is about believing that there is a time for everything. It is our task to carry out our work without ceasing, never knowing where the seed will take root, never giving up. It is a slow and arduous task involving a process of waiting and waiting in hope, with conviction, and with expectation, in an age of immediacy and instant results.

I hope that our school can be a happy place to be and a good place to work and a good place for students and welcoming to all. Presentation Secondary School, Headford will be:

- - - A community of excellence
 - A community of care
 - A community of standards
 - A community of expectation
 - A happy community

Obviously, the new building will be a priority for all of us in the next while and I hope, while it will have its demands, it is a wonderful opportunity for us to shape the future learning and teaching environment for the better.

I would hope to meet the challenges and possibilities, both personal and professional, in a compassionate spirit, encouraging all to help forge a new identity. Traditional loyalties are to be treasured, but they are honoured not by remaining static but by creating a new vibrant school community. Change is constant and the charisma and spirit of Nano Nagle have always meant reimagining Catholic education and its mission in the present age.

In the words of *John O'Donohue*–

*May you have a mind that loves frontiers
So that you can evoke the bright fields
That lie beyond the view of the regular eye.*

(Benedictus, A Book of Blessings).

Yours in education,
Fiona Gallagher
Príomhoide

Our School Prayer

Lord, this is our school,
Give your spirit to all our students and teachers, past and present,
May all of us live happily together.

May our school be full of joy,
May love dwell here among us every day:
Love of one another,
Love of all people everywhere,
Love of life itself and of the earth,
And love of God.

Let us remember our power to bring light and healing to others,
Let us remember that, as many hands build a house,
So every student can make this school
A happy place.

Inspire us all with courage to face up
To the challenges of daily living.
We ask this through Christ our Lord.
Amen.

Sr. Brid Brennan (Former Principal of PCH)



The Story of Presentation College, Headford

The story of Presentation College, Headford begins on Friday, August 26th, 1942, in a disused army hut located behind the Presbytery. The founders of the new school were the Presentation Sisters who had been involved in Primary Education in Headford since 1906. At first, the new secondary school catered for girls only.

In its opening year, there were seventeen students in first year and twenty in second year. By 1946, the demand for more space necessitated the use of the Parochial Hall and the Convent dining room as classrooms.

The building of the new Post-Primary school at a cost of £12,000 in 1953 was a landmark. It consisted of six classrooms, a Home Economics room and a staff room – all still part of the present structure.

The vision and courage of the decision in 1955 to become co-educational marked a new departure. The arrival of eighteen intrepid boys in 1955 was the very stuff of a truly 'mixed' school! Sr. Vianney guided this transition to co-education and the rapid increase in student numbers of the 'free education' era in the sixties and seventies. This expansion made it necessary to plan an extension, which was completed in 1978, to provide facilities for a wider curriculum.

These facilities enabled the school to offer Woodwork, Metalwork, Technical Drawing, Art, Computers, Music, Typing and Home Economics, as well as the traditional academic subjects. Thus the school broke from the narrow academic tradition and became truly comprehensive, striving to cater for the needs of all.

In 1982, inspired by the then principal, Sr. Nuala Courtney, backed by the local community and with a loan from the Presentation Sisters, a modern Sports Centre was built consisting of gymnasium / stage, ball alleys, dressing rooms and shower facilities. This new facility enabled Headford pupils and local people to pursue a wide and exciting range of sports and to enter competitions at all levels.

Sr. Bríd Brennan became principal in 1986 and with Mr. John Boner, then Vice-Principal, guided the school through the next major phase of development in curriculum and facilities. In 1991 the second major extension to the school building was opened. This new wing included a Music room, a canteen, two extra Science Laboratories, a Language Laboratory, Technical Drawing / Technology rooms, an extra Woodwork workshop, new classrooms, extended computer facilities and a Careers Library.

In the mid-1990s, a specialist area, consisting of rooms for Engineering, Technology, Mechanics, Electronics, Carpentry and Pottery, was added to the Gym building.

In 2004, Mr. Boner, who succeeded Sr. Bríd as principal in 1999, oversaw the construction of a Resource Centre, designed specifically to meet children's special learning needs. The centre includes a kitchen, two rooms for small group or one-to-one tuition, an office, computer room and classroom. In 2008, the construction of a major new extension commenced. The two-storey structure, named in honour of Mr John Boner, includes two Woodwork rooms, a study hall and eight general classrooms.

Since the 1960s, as well as providing an academic education of the highest standard, our school has been a pioneer in the introduction of various programmes and initiatives designed to meet the varied needs of less academically-oriented pupils and to retain in the education system those students who would be unlikely to persist with a more exclusively academic curriculum. These programmes, which today include the Leaving Certificate Vocational, the Leaving Certificate Applied Programme, and the Junior Certificate Schools Programme, have greatly contributed to strengthening retention rates, at both Junior and Senior Cycle.

Presentation College, Headford has always taken the initiative in supporting disadvantaged and vulnerable students. Prior to our formal inclusion in the Home-School-Community Liaison Scheme (which, in the autumn of 2009, fell victim of Government budget cuts), our school, through the good offices of the Presentation Sisters, provided a Home-School Liaison service to the parents of our children during the 1980s and early 1990s. P.C.H. has always been committed to meeting the Special Educational Needs of students in its catchment area, and it is to this end that a dedicated Resource Centre was constructed in March 2004.

From the beginning, as a stand-alone school, Presentation College, Headford has striven to meet the varied needs of all the pupils in its catchment area through the development of a comprehensive curriculum and of the necessary facilities and services to provide such a curriculum. This has been achieved through the great enterprise, imagination, hard-work and perseverance of many in the school, and through the generosity and good will of the local community and the Presentation Sisters. The work continues today.

Mission Statement

Presentation College Headford is a learning community in the Catholic Presentation tradition dedicated to developing the greatest possible personal, academic, and spiritual potential of each student. We endeavour to do this in a caring and disciplined environment so that our students may achieve and flourish in all aspects of their lives.

Bearing witness to the life of the Venerable Nano Nagle, it is our hope that in creating a nurturing environment and by cherishing all equally in our care, a PCH student will foster a sense of self-esteem, honesty and respect, cultivating a care and kindness towards themselves, others and the world in which we live.

We welcome the involvement of parents as partners in the education of their children and the co-operation and support of the wider community in delivering a quality teaching and learning experience for all.

Presentation Philosophy

The Presentation Sisters are women who have responded to the call to follow Christ in the spirit of our founder Venerable Nano Nagle.

Inspired by her example, they are dedicated to reaching out to those on the margins by engaging in compassionate service.

They are a Roman Catholic, international religious Congregation.

They participate in the mission of Jesus by working for the transformation of unjust systems, the integrity of creation and the flourishing of humanity and the earth.

Here in PCH we endeavour to carry on the Charism of our founding Presentation Sisters by striving for excellence in a caring, committed, just, Christian education community.

Our Trustees and How We Operate



CEIST (Catholic Education; An Irish Schools Trust)

CEIST is the trustee body for 107 Voluntary Catholic Secondary Schools in Ireland. It is a collaborative educational trust made up of five congregations; The Daughters of Charity, the Missionaries of the Sacred Heart, the Presentation Sisters, the Mercy Order and the Sisters of the Christian Retreat.



The Board of Management

The Board of Management manages the school on behalf of the trustees and is accountable to the trustees and the Minister. The Board must uphold the characteristic spirit (ethos) of the school and is accountable to the trustees for so doing.

The principal is responsible for the day-to-day management of the school, including providing guidance and direction to the teachers and other staff of the school and is accountable to the Board for that management.

Board of Management of PCH 2020-2023

Chairperson Councillor Mary Hoade

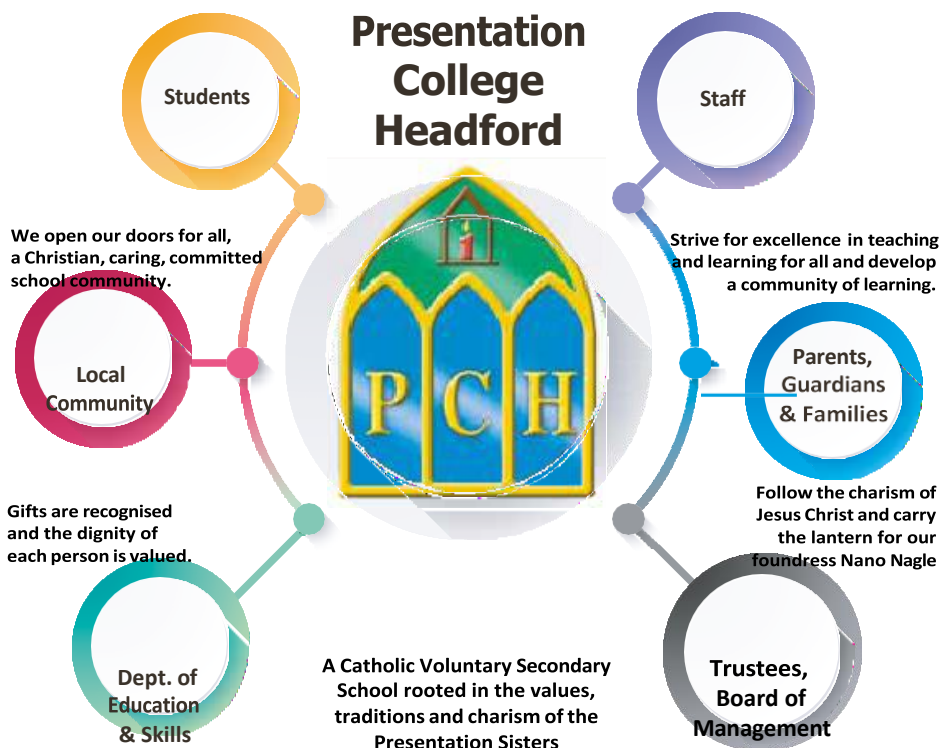
Secretary Aisling Mc Alpine

Trustee's Nominees Anne Walsh
Adrian McLynn
Gerry Naughton

Parents' Nominees Elimar Flynn
Austin O'Connell

Staff Nominees John Toner
Sinéad Conlon

How We Work



School Resources

The financial and teaching resources of the school are provided by a combination of Department of Education and Skills (DES) grants and teacher allocations, voluntary contribution and fundraising.

The school plan and school policies are implemented each year with due regard to the resources and funding available.

The school operates within the regulations laid down, from time to time by the DES.

The school follows the curricular programmes prescribed by DES, which may be amended from time to time, in accordance with Section 9 and 30 of the Education Act 1998

School Details

Presentation College Headford is a Voluntary, Catholic Secondary School under the Trusteeship of CEIST. It is a grant-aided, Co-educational, stand-alone school.

Board of Management

The Board of Management consists of two parent nominees, two teacher nominees and four nominees from the trustee body, CEIST. The Chairperson is a nominee of the trustee body. The Board is responsible for upholding and maintaining the ethos and policies of the School. Parent nominees are elected from the parent body. The Board serves a three-year term. The Principal serves as secretary to the Board.

Partnership In PCH

Parents Association

The Parent's Association holds an AGM each September at which officers are elected. Meetings are held on a regular basis and are open to all parents to attend. Matters of relevance to the school are discussed and events including guest speakers for parents and fundraising activities are planned and organised.

All parents of students enrolled in PCH are automatically members of the Parents' Association and are encouraged to attend.

Please follow the PCH Parents Association on facebook (PCH Parents' Association) and twitter (@PCHParents)

Student Council

The aim of the Student Council is to provide students with an opportunity to be consulted on matters pertaining to their education in PCH.

The Student Council is comprised of elected representatives from each of the six years and they meet on a regular basis throughout the year.

Programmes Available in PCH *

Junior Cycle

Junior Cycle Schools Completion Programme (JCSP)

Transition Year Established Leaving Certificate

Leaving Certificate Applied (LCA)

Leaving Certificate Vocational Programme (LCVP)

Special Educational Needs Programme

Autism Spectrum Class

Behaviour Support

Subjects on Offer at Junior Cycle*

Irish	Spanish	Music	Applied Technology
English	Science	Art	Wellbeing-CSPE
Project Maths	History	Information Technology	Wellbeing-SPHE
Religion	Geography	Wood Technology	Wellbeing- PE
French	Home Economics	Graphics	Wellbeing-Units Of Learning
German	Business Studies	Engineering	Short Courses

Subjects on Offer at Senior Cycle*

Irish	History	Biology	Art
English	Geography	Physics	Construction Studies
Project Maths	Home Economics	Applied Maths	Design & Comm Graphics
French	Business	Chemistry	Engineering
German	Accounting	Agricultural Science	Technology
Spanish	Economics	Music	

*Subjects and Courses are subject to availability & resource dependent

The Junior Cycle Profile of Achievement (JCPA)

The Junior Cycle **Profile of Achievement (JCPA)** affords a significant continuity of experience for your child as they make the transition from primary to post-primary school. Students that are at the heart of all our endeavours. The broad range of student learning experiences, from oral presentations to project work will be reflected in classwork, prescribed homework and assessment reporting.

The vision for the JCPA is to place “students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives”, (*Framework for Junior Cycle, 2015, p.6*). It provides greater choice of learning experiences in the curriculum and facilitates the development of **8 Key Skills** and **24 Statements of Learning**.

The implementation of the JCPA started in September 2014 with the teaching of the new subject specification in English and other subjects will be phased in until 2022. For the 2019/2020 cohort of 1st Year students, your child will study the new specifications in all subjects.

You, as parents, will also receive a richer quality of reporting over the three years, where **Classroom-Based Assessments (CBA)** and **Other Areas of Learning (OAL)** will be reported to you using a template developed by the **National Council for Curriculum and Assessment**.

The new curriculum specifications for subjects will be learning outcomes-based and in most cases, they will be common level specifications. The exception to this will be the subjects **English, Gaeilge and Mathematics** where the specification will be at two levels, **Higher level and Ordinary level**.

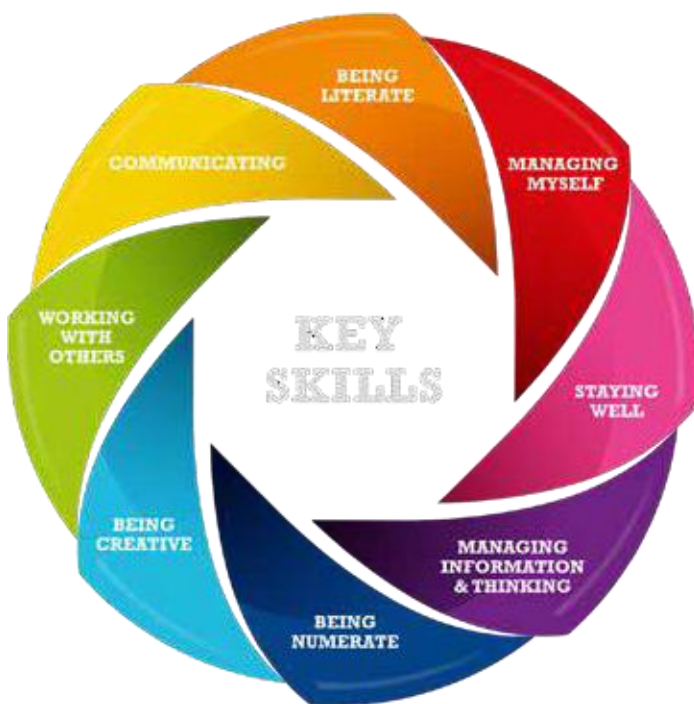
In each subject, students will undertake two **Classroom-Based Assessments** facilitated by their teacher. One Classroom-Based Assessment will take place in second year and a second Classroom-Based Assessment in third year.

Classroom-Based Assessments provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. **Classroom-Based Assessments** cover a broad range of activities including oral presentations, written work of different types, practical or designing activities, projects, scientific experiments or other suitable tasks applicable to the subject area.

After the second of the **Classroom-Based Assessments**, students will complete a written **Assessment Task** on what they have learned and the skills and competences that they have developed in that assessment.

Key skills will be embedded in the learning outcomes of every junior cycle subject and short course. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and take responsibility for their own learning.





Key Skills of Junior Cycle Infographic (NCCA)

The learning at the core of Junior Cycle is described in twenty-four statements of learning. They are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme. The NCCA stipulates in each subject specification which statements of learning are most relevant to that particular subject. The purpose of the 24 statements of learning are as follows: `

To ensure a rich educational experience for students ·

Learning that has both breadth and depth and is varied ·

To enable development of the key skills ·

To give access to a varied curriculum of knowledge, skills and attitudes.

24 Statements of Learning

The student...

- 1- communicates effectively using a variety of means in a range of contexts
- 2- listens, speaks, reads and writes at a level of proficiency that is appropriate to their ability
- 3- creates, appreciates and critically interprets a wide range of texts
- 4- creates and presents artistic works and appreciates the process and skills involved
- 5- has an awareness of personal values and an understanding of the process of moral decision making
- 6- appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which they live
- 7- values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8- values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9- understands the origins and impacts of social, economic, and environmental aspects of the world around them
- 10- has the awareness, knowledge, skills, values and motivation to live sustainably
- 11- takes action to safeguard and promote their wellbeing and that of others
- 12- is a confident and competent participant in physical activity and is motivated to be physically active

- 13- understands the importance of food and diet in making healthy life-style choices
- 14- makes informed financial decisions and develops good consumer skills
- 15- recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16- describes, illustrates, interprets, predicts and explains patterns and relationships
- 17- devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18- observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19- values the role and contribution of science and technology to society, and their personal, social and global importance
- 20- uses appropriate technologies in meeting a design challenge
- 21- applies practical skills as they develop models and products using a variety of materials and technologies
- 22- takes initiative, is innovative and develops entrepreneurial skills
- 23- brings an idea from conception to realisation
- 24- uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Wellbeing

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to PCH.

DES Circular 0015/2017 mandates 300 hours of Wellbeing to be included on the timetable over the 3-year Junior Cycle from September 2017.

Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

Our Wellbeing Programme, from 2017 onwards, comprises of a double Physical Education class, one SPHE class, one CSPE class and one class of Wellbeing with the class tutor.

Wellbeing in 1st year will incorporate some of the following units: guidance related units to support the transition from primary to secondary school, healthy eating, self-management and digital media citizenship units. Wellbeing is one of the eight principles underpinning the JCPA.

Assessment at Junior Cycle

Subjects will continue to be examined by the State Examinations Commission (SEC) in June of third year, however each subject exam paper will be no longer than 2 hours in the case of new specifications.

The results will form part of your child's Junior Cycle Profile of Achievement (JCPA), which will offer a more complete report on your child's progress during their junior cycle education.

The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses and other learning experiences.

The Assessment Task mark (10%) will be included in the final examination grade (weighted at 90%) and both are graded by the SEC. The grading of new subject specifications will be as follows:

Grading of the Final Examination:

<i>Distinction</i>	<i>≥90% to 100%</i>
<i>Higher Merit</i>	<i>≥75% and <90%</i>
<i>Merit</i>	<i>≥55% and <75%</i>
<i>Achieved</i>	<i>≥40% and <55%</i>
<i>Partially Achieved</i>	<i>≥20% and <40%</i>
<i>(Not Graded)</i>	<i>≥0% and <20%</i>

Grading of Classroom Based Assessment

DESCRIPTORS:

<i>Exceptional</i>
<i>Above Expectations</i>
<i>In Line with Expectations</i>
<i>Yet to Meet Expectations</i>
<i>Not Reported</i>

Further details regarding the Junior Cycle may be found on www.jct.ie

Formal Assessment Calendar at PCH

The academic year in PCH is divided into 3 Teaching & Learning Cycles. Formative reports will be generated for each year group at the end of each of the Teaching & Learning Cycles [please refer to PCH Assessment & Reporting Policy for further details].

Teaching & Learning Cycles in PCH

	T&L Cycle 1	T&L Cycle 2	T&L Cycle 3
1st Year	1 terminal assessment	1 terminal assessment	1 terminal assessment
2nd Year	1 terminal assessment [may be CBA]	1 terminal assessment [may be CBA]	1 terminal assessment [may be CBA]
3rd Year*	1 terminal assessment [may be CBA]	1 terminal assessment (Mocks)	1 terminal assessment
TY	Classroom assessment	Classroom assessments	Classroom assessments
5th Year	1 terminal assessment	1 terminal assessment	1 terminal assessment
6th Year**	1 terminal assessment	1 terminal assessment (Mocks)	1 terminal assessment

***Junior Cycle State Exam - June ** Leaving Cert State Exam – June**

[Scheduling of Mock Exams will be subject to Public Health Advice at the time]

School Office

The School office is open every day from 8.30am to 4.30pm on Monday to Thursday and 8.30am to 2.00pm on Friday. Please note the school office **remains open during lunch time**. The office number is 093 35408 and the office staff are; Joan Connolly Crowe, Bernie Creaven & Margaret Fitzgerald.

Pastoral Care Structure

In keeping with our Mission Statement of a school community with the values of a Christian caring society, we are particularly proud of our Pastoral Care Structure.

It aims to meet the needs of our school community by providing each person, staff, student and parent/legal guardian an accepting and affirming environment in accordance with the Mission Statement and the values of the CEIST Charter.

The Pastoral Care team includes (Please fill in as necessary)_

Fiona Gallagher.....	Principal
TBA.....	Deputy Principal
Orla Jackson.....	Deputy Principal
TBA.....	1 st year head
Veronica Gallagher.....	2nd year head
Sean Conlon	3rd year head
Sandra Schalks	5th year head
An.....	6th year head
Joanne Whitney	Guidance Counsellor
John Slattery	Guidance Counsellor
Cathy Costello.....	Guidance Counsellor
Shona Garvey SEN Coordinator
TBA.....	Seomra Seoda Coordinator
Siobhán Shaughnessy	Part-Time Chaplain

Pastoral Care in PCH is supported by every member of the school community.

Daily Timetable in PCH

CLASS	TIME	DURATION	NOTES
	8.30-8.50am	All classes are 40 minutes long	STUDENT ARRIVAL TIME
CLASS 1	9.00-9.40am		
CLASS 2	9.40-10.20am		
CLASS 3	10.20-11.00am		
BREAK	11.00-11.20am	20mins	
CLASS 4	11.20-12.00pm		
CLASS 5	12.00-12.40pm		
CLASS 6	12.40-1.20pm		
LUNCH	1.20 -2.00pm	40 mins	
CLASS 7	2.00-2.40pm		
CLASS 8	2.40-3.20pm		
CLASS 9	3.20-4.00pm		Monday – Thursday*
*School finishes at 1.20pm on Friday			

Supervised Study

Students may opt for supervised study

Supervised Study will take place each afternoon, Monday to Thursday. Full school rules apply. A text message will be sent home if a student, registered for study, does not attend. As space is limited, preference will be given to exam students. Further information will be available from the school office, once it is safe to resume evening study. All students and their families will be informed of this date.

Evening Study Times

Monday -Thursday	4.10pm-6.10pm
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Morning Study is available, free of charge, to first year students who travel on early buses – please give your child’s name to the office if you wish to avail of this service from 8.00 – 8.40am

Uniform

The PCH school uniform* is available to purchase from Mary Joyce's Drapery in Headford and the National Schoolwear Centre in Tuam & Galway.

- School Jumper with crest
(Navy for Junior students, Grey for Senior students)
- Blue collared shirt or Blue Polo shirt
- Navy School Trousers
- Navy knee-length skirt *(optional for girls)*
- Black plain shoes *(no boots or trainers with white or coloured markings or soles)*
- Official School Crested Jacket **OR Unbranded Plain Navy Jacket**
- Plain Navy unbranded tracksuit bottom & runners are required for PE
- Please ensure that all personal belongings i.e. uniform, jacket, bags & books are clearly named/labelled.

**Full details of the Uniform procedure may be read in the Code of Behaviour available on the school website. Non-crested items may be purchased in department stores.*

Students of PCH are ambassadors for their school and shall, at all times, wear the school uniform with pride and be clean, tidy and respectable in dress and appearance.

Student Diary

Student Diaries are included in the Student Services fee. They will be distributed on return to school in August. Student Diaries are intrinsic to life in PCH. The diary is the main communication between home and school and is a useful source of information for parents/guardians.

Teachers will communicate any issues regarding homework, classwork or behaviour via the school journal. Students are asked to maintain their diaries to the highest standard. **Parents are asked to sign the diary on a nightly basis in first year, and on a weekly basis thereafter.** Students must have their diary with them at all times and diaries may not be defaced or tampered with, in any way.

Lost Property

Students are responsible for their own property and the School Management does not take responsibility for its loss. Students must keep their lockers locked at all times. It is also important to name and label all belongings. Students should consult a Deputy Principal regarding lost property

Information & Communications Technology

The use of MP3 players, iPod, mobile phones and other electronic devices are strictly forbidden except under the guidance of the class teacher. If misused, they will be confiscated and can only be collected at the end of the school day. Possession of mobile telephones is prohibited during school hours. Students, on occasion, may need to contact home during the day. This can be done through the School Office. Please see our Code of Behaviour and Acceptable Use Policy on our website.

Canteen

Due to Covid 19 restrictions, the canteen service has been suspended. Students and families will be notified when this service resumes.

Students should bring their own healthy packed lunch.

*Attendance And Punctuality **

*This is part of our Code of Behaviour which is available on the school website. A summary of the main points on attendance and punctuality may be found below:

Summary Of School Attendance Guidelines

Regular, punctual attendance maximises academic performance and progress as well as skills in sports, social interaction and personal development. Regular attendance supports and progresses students' intellectual, emotional and psychological wellbeing.

Good attendance and punctuality lay the foundation stone for successful working lives, where they are perceived as mature, reliable and responsible persons.

All students must be in attendance at 8.50am each morning. This is to allow students time to prepare themselves, to organise their lockers, books and equipment and to socialise with their friends before the school day begins.

Seniors who have permission to leave at lunch must return to school by 2.00 pm each afternoon.

Punctuality

- Students arriving late for school must present a note detailing reasons for late arrival signed by parent/guardian and sign in at the office in the mornings. Failure to do so will result in the student being marked absent for the day.
- A formal roll call is taken both morning and afternoon in keeping with the National Education Welfare Board (NEWB) guidelines. The school is required to refer students with more than 20 days' absence to the NEWB.

Absence

- Parents are requested to ring the school before 10.00am to report and explain absence.
- A written note in the student's diary explaining the absences is presented to the office by the student on the morning of their return to school between 8.30am and 8.45am. This note is kept on file.
- Where there has been a significant absence through illness the school may request a doctor's certificate.

Leaving The School Grounds

In the interests of safety students may not leave the school premises without permission.

- Leaving Cert students (also, students who live locally and have written permission) may leave the school premises at lunchtime but must return by 2.00pm. All other students must remain on school premises at all times.
- In the event of an accident or illness, the parent/guardian will be informed by the school so that arrangements can be made to collect the student.
- We strongly recommend that medical/dental appointments are made outside of school hours. If the student has to leave the school for an appointment, the parent/guardian must sign a note in the school diary giving permission to their child to leave. This note must be presented to the office in the morning between 8.45am and 9.00 am.
- Before the student leaves the school the parent/guardian collecting the student must report to the school office to sign out their child. Students are encouraged to return to school immediately after the appointment.
- Students must sign back in at the school office.
- Parents are reminded that students can only be collected from school at the break of class having first reported to the school office.
- A student may never leave the school grounds without the express permission of the school authorities. Students who do not follow these procedures may be suspended.

Medical Care

In the event of accident/illness, the parent/guardian will be informed by the school office, so that arrangements can be made to collect the student. If a student gets sick in school, the following procedure is to be followed:

- Inform the class teacher
- Get permission to go to the office
- Ask the office to ring home
- Parent/guardian must call into the office to collect the student.
- Sign out in the office.

When your child is starting in PCH, Parents are asked to inform the school in writing of any underlying medical issues and/or any medication which needs to

be taken by a student during school hours.

The school doctor (Dr Val Costello, Headford) will be consulted in an emergency situation only. Parents will be asked to bring their child to their own doctor in most cases.

Please note: If your child's health situation changes at any time, updated written information should be sent to the Principal.

Extra-Curricular Activities

In addition to academic pursuits, PCH is renowned for its choice of extra-curricular activities which are seen as a very important part of the development of the whole person. We encourage all students to get involved in the extracurricular life of PCH.

Sport

Basketball, Gaelic Football, Hurling, Camogie, Soccer, Athletics, Rugby, Golf, Equestrian Sports, Hockey, Badminton.

Clubs

Choir, Orchestra, Traditional Group, Green Schools, Steam Club, Apollo Club, Debating, Camera Club, World Languages, Games, St. Vincent de Paul, Club Gaelach, Gaisce Awards, Book Club, Film Club and many others.

Please encourage your child to get involved! It would be envisaged that all first years would get involved in at least one extra-curricular activity.

Library

The School library usually opens every day. Students can avail of study facilities and have access to a wide range of books. They may often be brought to the library to enjoy reading time

Parents And The School

PCH is committed to the belief that education is a collaborative, holistic process involving; students, teachers, parents, extended family and the community.

We welcome parents as partners in education and invite you to share your knowledge, experience, ideas, observations and concerns with us. We encourage you to be actively involved in your child's education. We communicate with parents by the following means;

- The Handbook
- The school website (www.presheadford.ie)
- PCH Facebook page
- Twitter (@PresHeadford)
- Parents' Association Facebook page
- Email
- VSWare text system
- Open days & Evenings
- Notes in your child's diary
- Newsletters

We encourage you to keep abreast of school news by keeping up to date with school website, in particular. Please ensure your contact details are kept up to date with the school office

First Year Parents & Students – please find some useful guides to help you navigate VSware, Google Classroom etc by using the following link:

https://padlet.com/veronica_gallagher/dng1qk81jfvqpci4

Visits To School By Parents/Guardians

We welcome visits from parents and guardians however, it is very important that if you are visiting the School for any reason you first report to the Office. It is imperative that we know you are on the premises. This is not only essential for Health & Safety purposes but also necessary in order to comply with Child Protection Guidelines* which are in place for the protection of all our students.

*Please see website for our PCH Child Safeguarding and Risk Assessment Policy.

Appointments

The Principal, Deputy Principals, Year Heads, Guidance Counsellors and Staff of PCH are happy to discuss any issues of concern which you may have. The busy nature of a school day means that it is essential you make an appointment to speak with them. Please ring the school office to do so and every effort will be made to accommodate you as quickly as possible.

School Rules

Good discipline* in school helps create an atmosphere where each student feels secure and is taught responsibility for their actions. To help the school run safely, justly and comfortably for all of us, rules are necessary. They are seen as an essential means of promoting self-respect, respect for others and respect for the environment. The school diary has a clear section on school rules and also a ladder of referral. See website also for our Code of Behaviour*

Parents and Homework

It is the school's policy that homework may be set every night. Homework will vary depending on the work done in class and the student's ability. The purpose of homework is to enhance learning, facilitate progress and to help form good study habits among others. All homework shall be meaningful and be related to work done by students in the classroom.

Parents/guardians can be a great help in establishing a regular routine for homework and we strongly recommend you provide your child with a distraction free place to work. Checking the homework is done and done neatly can also help, as can testing any learning work. However, don't be persuaded into doing the homework for them or interfering too much: the main aim is for your child to develop self-discipline and good work habits. Parents are asked to sign the diary on a nightly basis in first year and weekly thereafter.

What to Do if Your Child is Having Problems

Problems can be academic or social. Encourage your child to get to know and consult the 6th year prefects. Their role is to help pupils with settling in to PCH. If the problem is subject specific students should speak with their subject teacher.

The main point of contact for parents should be the Year Head who has responsibility for students in their group. Please contact the School Office to arrange an appointment and please be patient: they may not be able to see you the same day, but they will make every effort to do so as soon as possible.

The diary can always be used to communicate with a particular teacher who can then reply in the same way: this could avoid the mislaying of notes.

The Principal and Deputy Principals are always pleased to meet parents/guardians, but not every problem demands their attention. Please request such appointments through the school office.

Parent Teacher Meetings

A parent teacher meeting is held for each year group once each school year. This allows you to meet with each of your child's subject teachers on an individual basis to discuss their progress.

These meetings take place after school on a date published in the school calendar. Parents who cannot attend the meeting on the scheduled date are asked to inform the school office in advance.

Student Services Fee

The Students Services fee for first year & second year students 2022/2023 is €210. This includes the **Book Rental Scheme** (€120) which is compulsory for all 1st & 2nd year students from September 2021/22. For all other students the Student Services fee for 2022/2023 is **€90**. This contribution is due on the first day of the new school year and may be paid via the **Easypayments** system on our website. Receipts are issued for payment.

As we are a Voluntary Secondary School, the state does not fund all activities in the school. The Student Services Fee helps to subsidise some costs, for example:

- Materials for Science, Home Economics, Art and all other subjects
- Maintenance of computers, ink, soft-ware licenses, upgrades, student data base.
- Photocopies / paper /booklets/notes etc.
- Psychometric tests/Special Educational Needs resources.
- Student Personal Insurance. (Allianz)
- Postage to parents / texts / phone calls
- Guest speakers, activities, School Awards, Young Scientist, Retreats, Leaders training etc.
- Extracurricular activities

Parking

The Board of Management requests that all parents exercise due care and attention to traffic systems in PCH. Please drop and collect students in town or in the area at the bottom of the green only.

Please observe all local road markings and please do not park in restricted areas identified by traffic cones and yellow lines. Vehicles driven by students may not be parked on the school grounds. This is due to limited parking capacity on the school grounds.



What to do if... (for students)

I am absent	My parent or guardian should try to ring the office before 10 am and write a note in the back of my diary
I am late	I should report in to the office with a note from home explaining why I am late
I need to leave school early	My parents/guardians should contact the school to tell them and they should collect me from the office at the designated time
I cannot find my classroom	I should ask any teacher/member of staff or older student to help me
I haven't got my correct uniform	I should have a note from home and I should speak to one of the deputy principals before school starts
I need to go to the toilet urgently	I should ask my teacher and they may ask me to sign a toilet register
I am having difficulty with a subject	I should speak to my subject teacher, class tutor or my year head
Someone is bullying me / I see another student being bullied	I should speak to any member of staff / my year head immediately
The fire alarm rings	I should calmly follow the instructions of my teacher at the time
I feel sick/ I have an accident at break or during PE	I should report it to my teacher immediately
I lose something / I find something	I should report it to the caretaker /class tutor/ office immediately
I lose my locker key	I should speak to my year head and the caretaker
I have forgotten my lunch	I should speak to my year head or class tutor
Money is missing from my bag/ pocket	I should report it to my year head
I can't do PE/Training/Extracurricular activity due to illness	I should have a note from my parents / guardians and give it to my teacher / coach
Something bad happened in school	I should speak to my year head/ deputy principal/ class tutor/ guidance counsellor
Something bad happened at home or outside school	I should speak to a deputy principal/year head/ guidance counsellor

Appendices

The following may be downloaded from the website,

www.presheadford.ie:

Code Of Behaviour

PCH Child Safeguarding And Risk Assessment Policy

Anti-Bullying Policy

PCH Calendar



