

Draft JCSP Policy

1.1 Rationale of JCSP Programme

The Junior Certificate School Programme is based on the concept that all young people are capable of real success in school and that they can have a positive experience of school if the conditions are favourable. The Junior Certificate School Programme aims to provide a curriculum framework that assists schools and teachers in making the Junior Certificate more accessible to those young people who may leave school without formal qualifications. It attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. On completion of the programme students receive a profile which is an official record of their achievements, validated by the Department of Education and Science.

Please visit www.jcsp.slss.ie for more information about the JCSP.

1.2 Introduction to St. Dominic's Secondary School

St. Dominic's Secondary School is an all girls school and has designated disadvantaged status (DEIS). All junior students complete the JCSP Programme.

1.3 St. Dominic's Programme Framework

All young people are capable of achieving real success in school and if students, who are struggling to cope with secondary schooling can be given experiences of success in learning while at school, then they are more likely to remain in school and to complete their Junior Certificate examination.

Through this framework;

- A team approach is adopted
- A creative curriculum is developed for the students
- A student Profiling System is adopted
- Students track their own progress
- Achievement is acknowledged and rewarded at each stage
- A cross-curricular approach with active teaching methodologies is adopted

1.4 The Aim for the J.C.S.P.:

The aim for the student is to:

- Stay in school
- Enjoy school
- Get involved
- Experience success
- Have positive reports to bring home
- Develop a positive self-image
- Improve literacy and numeracy
- Improve attendance
- Enjoy a broad curriculum
- Achieve a final positive record of achievement

2 Organisation

2.1 Organisation of JCSP in the school

JCSP classes are of mixed ability. Some JCSP students are withdrawn in small groups for English but not all JCSP students. Maths classes are banded in first year in November. English classes are banded in second year.

Some JCSP students in third year, who may have exemptions from Irish and/or a second language are withdrawn during Irish and Modern Language classes and complete a Junior Cert. Support Programme the objective being to support the students in other subjects in preparation for Junior Cert Examinations.

3. Curriculum provisions

3.1 Subject provision

<ul style="list-style-type: none">Subjects taught to JCSP students in First Year
Maths, Irish, English, Geography, History, RE, SPHE, Art, Business Studies, Physical Education, Science, Home Economics, Spanish, French, Music, Computers, CSPE
<ul style="list-style-type: none">Subjects taught to JCSP students in Second Year
Maths, Irish, English, Geography, History, RE, Art, Business Studies, Physical Education, Science, Home Economics, CSPE, Spanish, French, Music, Computers
<ul style="list-style-type: none">Subjects taught to JCSP students in Third Year and taken in Junior Certificate Examination
Maths, Irish, English, Geography, History, French, RE, Art, Business Studies, Physical Education, Science, Home Economics, CSPE, Spanish, French, Music

3.2 Literacy Needs:

- First year students listen to "Books on CD" for a period of three weeks per class. Each student has a book report which lists books read and marks out of ten. The class teacher signs this when books are read. When students have read 3 books they receive a homework pass.
- "One Book/One Ballyfermot" project has been organised by HSCL. A local Ballyfermot initiative has organised for 1st and 2nd year students to read a novel "The Butterfly Lion". There are competitions and prizes as follow up.
- 2nd year students are involved in "Catch up Literacy". Two resource teachers have been trained to deliver this individualised and highly structured reading programme suitable for reluctant readers. Five students this school year are involved in the pilot for this scheme.

- A group of 2nd year students (17) are commencing the Accelerated Reading Programme in the school.
- Various literacy initiatives are run throughout the year. Different initiatives are run each year including, DEAR (Drop Everything and Read), Dictionary and Reading Corner. The initiatives may vary from year to year.
- JCSP students are encouraged to enter literacy competitions and Make a Book.

3.3 Numeracy Needs

- Various numeracy initiatives are run every year. These also vary from year to year. These include “who wants to be a number millionaire”, flashmaster, maths games, handheld gaming devices and paired maths. The paired maths initiative is facilitated by transition year students. Every year we have a Maths week.

3.4 Cross Curricular approaches

A wide range of cross curricular work is carried out with the students. This varies from year to year and depends on which initiatives we have applied for. A variety of departments work together depending on which initiatives have been applied for. The computer department links in with a wide variety of subjects and is an integral part of the school.

Whole Year group cross curricular projects is carried out in 1st, 2nd and 3rd year involving many subjects. A theme is chosen for a week for all classes to work on in a week and the project is then presented and celebrated to both/or parents or other year groups involved in JCSP. E.g. 2nd year complete a cc project on Christmas, 1st years on Egypt and 3rd years Kilmainham Gaol. These CC projects may vary from year to year.

4. Profiling

4.1 Subject statements used

Subject statements are used by teachers throughout the year to monitor students’ performance. They are used in conjunction with topics that teachers are teaching in the classroom. Subject statements per student are photocopied by the JCSP co-ordinators for each student.

4.2 Cross Curricular statements

Cross-curricular statements are used as the need arises. They are also used if students complete projects, go on trips, part take in initiatives or do any other activities not covered in the area of the subject statements. The following cross-curricular statements are worked on in St. Dominic’s Programme but may vary from year to year.

Literacy	Numeracy	General
Make a Book	Paired Maths	Study Skills
Reading Programme		Cross-curricular Project
		Project Skills Historical
		Field Trip
		Health and Nutrition
		Action Project
		Action Project Report

--	--	--

4.3 Feedback to students

Students fill out the statements themselves under teacher supervision. If teachers choose to fill out the statements themselves they inform students on how they are doing. Students also receive rewards and incentives such as stickers and postcards home to provide feedback. Christmas, Summer, cross-curricular project celebrations and assemblies re-enforce feedback and students can identify and see their progress.

Students are given individual feedback following profile meetings by the co-ordinators and tutors.

5. Programme co-ordination and development

5.1 Time allocation

The school receives 16.5 hours extra for JCSP. The co-ordinators receive 6 hours implementation time.

5.2 Planning meetings

The planning team includes the Principal, Deputy Principal and the programme co-ordinators.

The team oversees the planning of the programme. This involves deciding what will be included on the curriculum and discussing the resources required for implementation of the programme. They meet in advance of the new school year.

JCSP is on the agenda for whole staff meetings twice/three times a year where staff are updated on the programme and discuss/plan for JCSP initiatives and cross-curricular projects. JCSP Planning of subject and cross-curricular statements is on the agenda of all subject department meetings.

5.3 Core Team

A core team of JCSP teachers exists in the school. Some subject teachers of JCSP students make up this team. If required the Principal, Deputy Principal, HSCL, SCP, NBSS, Learning Support and Guidance teacher/s attend meetings.

The JCSP co-ordinators have weekly meetings to discuss JCSP in the school. There is a written agenda for each meeting and the co-ordinators takes the minutes for each meeting. Teachers involved in the core JCSP team change annually according to timetable demands.

5.4 Profiling meetings

Profiling meetings take place 2 times a year. The first takes place in December, the second in May. (Should be three times a year). Teachers of S.P.H.E., C.S.P.E., PE, Religion, Geography, History, the tutors and co-ordinators are involved in the profiling meetings. The profiling forms for all other subject areas must be completed and submitted to the co-ordinators in advance of the profile meetings. Profiling data is stored in the co-ordinators folder.

5.5 Attendance Committee

5.6 Care Team

5.7 NBSS: The Phoenix Programme

The Phoenix programme is a proactive programme designed to support and encourages students to achieve success in class and to participate more fully as part of a structured community.

It is a short term intensive programme and tailored to the individual and group needs. The programme is a safe structured and non judgemental environment for young people to explore and learn new skills in various domains, which empowers and enables them to succeed academically and socially at school.

As part of the staff in St. Dominic's the phoenix room staff takes part in weekly meetings to plan for all levels of intervention within the school. There are weekly meetings with a variety of different supports in the school such as SCP, School management, HSCL and care team meetings. The objective of these meetings is to ensure good communications between every department and also to make sure students' needs are being met on a daily basis.

The NBSS support team also have monthly meetings with the management and the Phoenix Programme staff.

5.8 Learning Support

The Learning support team meet once a week. The principal attends this meeting. The aim of these meetings is to ensure that the needs of Learning support students are discussed, I.E.P.s are written and more.

5.9 School Completion

6. Teachers

6.1 Number of teachers:

Most of the teachers are involved in teaching the JCSP Programme.

6.2 Induction of new teachers

When a new teacher starts to teach JCSP students the co-ordinator speaks to them and explains what is involved in JCSP. Relevant literature on JCSP is given to the new teachers and the JCSP website is recommended. Dates for in-services for new teachers to the JCSP are provided. Any in-service in the new teachers specialised subject area is also highlighted and attendance is recommended.

7. Student Folders

Teachers are provided with JCSP folders in which they store all the subject statements per student. Each student would also have a Portfolio Folder of Good Practice containing samples of work in individual subjects and cross-curricular work. Students may also keep their certificates of achievements in this folder. The students' folders are stored in the room off the canteen. Teachers may bring their class to the canteen to enable students to put their work into their folder. Teachers are reminded to set aside work belonging to students for the students' folders at various stages of the year. Some teachers keep folders of work in subject areas in their own class rooms.

8. JCSP Initiatives

8.1 Selection of initiatives

Every year it is our policy that a minimum of 2 literacy and 1 numeracy initiatives are selected. After that it is down to each subject teacher to select an initiative they might like to run with the students. We have previously availed of Irish, Art, History, Geography, Modern Languages, Science, Maths, PE and Home Economics initiatives. Every effort is made each year to give different departments the opportunity to apply for an initiative. Applications are limited to 6 initiatives per year so it is not possible to accommodate every subject every year. Teachers are reminded not to apply if they don't think they can realistically run the initiative.

8.2 Rationale & focus for selection of initiatives

Our priority focus is developing basic literacy and numeracy skills in our students. Working on this rationale we pick our literacy and numeracy initiatives first and then look at subject specific and generic. Our selection of initiatives is based on the students we have and our knowledge of what would work best with them. Therefore our choice of initiatives changes from year to year depending on the student requirements.

8.3 Which teachers are involved

Teachers involved change on a yearly basis. It depends on the initiatives chosen. Because our priority is basic literacy and numeracy a teacher/teachers from the English and Maths departments are involved in some initiatives every year. The co-ordinators always runs at least one of the yearly initiatives and often helps other teachers in the running of their initiatives.

9. JCSP Resources

9.1 Acquisition of stock

- Stock ordered from CDU on Captains Road
- Yearly visit to International Books in Lexlip .
- Internet sites e.g. Amazon, ebay
- Specialist suppliers (depending on initiatives being run. E.g. Carrolls Education, Surgisales,)

9.2 Teacher made aware of new JCSP resources

Teachers are introduced to new stock available by the co-ordinators. They give their orders to the co-ordinators and they submit the form to the CDU. Teachers and the co-ordinators also regularly check the JCSP website for any new developments in resources.

9.3 How JCSP resources are made available to teachers

JCSP resources are stored in the JCSP presses . Teachers are free at any time to check what is available. Alternatively teachers can ask the co-ordinators for the desired resources. If a resource is not in the school they ask the co-ordinators and they order the requested resource from the CDU.

10 Parents

10.1 Informing parents of JCSP

An information evening for incoming students is held in January and parents are informed of the JCSP Programme. Students are registered for the JCSP Programme in second year and again parents are informed of the JCSP Programme at the second year information evening. Second year students are inducted to the JCSP Programme by the Co-ordinator. This work is reinforced by Year head, Tutors and all staff. Parents are encouraged to contact the coordinators or HSCL teacher if they have any questions. Parents may receive postcards home giving updates on how their daughter is doing in the programme.

10.2 Parental involvement

- Parents/guardians are invited to the second year Christmas Celebration to celebrate their daughters' participation and achievements in the cc project.
- Parents/guardians are invited to the first year presentation of the Egyptian Cross Curricular Project.
- Parents/guardians are invited to the third year JCSP Graduation Ceremony.
- Refreshment are provided at all these events and parents are given the opportunity to view their daughters' work and listen to their daughters' present their work.
- It is hoped for the future that parents will be invited to get involved in initiatives where possible.

11. JCSP Postcards

Postcards are sent home to students on a regular basis. All teachers of students are involved. If a teacher feels a student is doing well in class she/he can also approach the coordinator and ask for a postcard and send it home at anytime during the year. Alternatively teachers also use stickers and certificates to reward achievements, homework, punctuality, attendance and positive behaviour. The SCP run competitions to reward attendance.

12. JCSP Celebration Events

There are 2 annual JCSP celebrations in the school. The first is at Christmas. Parents are invited into the lunch room where they are served tea and sandwiches. The students and teachers are present and any work that the students have produced since September is displayed.

The 2nd celebration takes place in May and coincides with Prize giving day. All JCSP students receive prizes and certificates for their involvement in the various initiatives and MAB throughout the year.

√13. Make a Book Exhibition:

The MAB exhibition is an annual event and we take part every year. The year groups involved changes on a yearly basis. Sometimes all JCSP students are involved and other times only JCSP students from certain year groups are involved. Who participates and the topic of the books depends on what teachers are involved. If it is possible we try and integrate it with one of our initiatives and run it as a cross- curricular project.

14. Professional Development for teachers

√14.1 JCSP in-services attended:

All in-services are brought to teachers' attention and teachers are encouraged to attend any relevant in-services. A record is kept of all in-services attended by teachers by the co-ordinator.

14.2 JCSP support service in-service in school

The JCSP support team have provided many in-services to the entire staff e.g. on DEIS Planning, Numeracy and others. The JCSP support team are always in the background and are contacted several times a year when teachers have any queries.

14.3 Additional professional development in school

The whole staff of St. Dominic's have been provided with many inservices over the years e.g. Co-operative Learning, Keeping them with you, Multiple Intelligence, NBSS,

15. Other projects/developments involving JCSP students

Localise

- Community Service Learning is a teaching and learning strategy that combines meaningful community service with instruction and reflection, enriching the participants' learning experience while teaching civic responsibility and strengthening local communities.

Formatted: Font color: Auto

Formatted: Bullets and Numbering

Formatted

Formatted: Justified

Guidance

Study Skills

Junior Achievement

Mol an Óige

The Mol an Óige programme means encourage the youth. The aim of the programme is to encourage each student to be positive around every aspect of school life. The programme is a year long programme which focuses on the needs of the students both academically and also their social and emotional needs. Students work in areas such as motivation skills, study skills, Friendship- peer relationship building, leadership, co-operation, organisational skills and goal setting.

The aim is to help empower the students, to help them to be more aware of their school environment and develop the transition from primary to secondary school. This programme is part of our whole school approach in St. Dominic's, which has been designed to create a greater sense of belonging. Helping students support each other in a positive manner.

SCP

JCSP Programme Year 1

Subject Statements	Cross-curricular Statements
<p>For this school year, students are profiled in the following subject statements (not all students are doing the same statements, they are selected based in the individual needs of each student.</p> <p>English Statements</p> <p>Maths Statements</p> <p>Geography statements</p> <p>History Statements</p> <p>Religion Statements</p> <p>S.P.H.E.</p> <p>C.S.P.E. Statements</p> <p>Physical Education Statements</p> <p>Gaeilge</p> <p>Modern Language Statements</p> <p>Art Statements</p> <p>Science Statements</p> <p>Home Economics</p> <p>Business Studies Statements</p>	<p>Health and Nutrition</p> <p>Relationships Self and Others</p> <p>Mol an Oige Programme</p> <p>Project Skills Historical</p> <p>This statement is based on a whole year group cross-curricular project based on the Egyptians.</p> <p>English: Current Affairs History: Presentation of Projects on "Ancient Egypt". Geography: The Landscape of Egypt The Nile Population of Egypt Climate Tourism</p> <p>Religion :Moses History: Presentation of Projects on "Ancient Civilization". Maths: Construction and area of a Pyramid Home Economics: The Food Pyramid English: "Mummy Play" (one act) Egyptian Poetry Diary of an Egyptian Acrostics on Egypt</p> <p>History:Presentation of Projects on "Ancient Egypt". Science: "Mummies" Drama and presentation Business Studies: Trade between Ireland and Egypt Household Budget for the "Pharaoh" Household. Spanish: Display of Egyptian Pictures in Spanish Music: Egyptian Music and instruments. Art: Display of Ancient Egypt Art and Pottery</p>

	<p>Irish: Cárta Poist as an Eígipt.</p> <p>English: Crosswords on Egypt</p> <p>Students will present their work to their parents to celebrate their work and achievements.</p> <p>Students will also be going on a Field Trip to the "Tutaukhamun Exhibition" on April 7th 2011.</p> <p>Students will be awarded/completed this statement at end of project.</p> <p>Make a Book Statement.</p> <p>This statement is based on the Make a Book Project. All first year students will submit their cross-curricular projects on Egypt.</p> <p>The home economics, Irish and Modern language students will submit a their book on recipies.</p> <p>Each recipie is described using basic text, photographs and illustrations. Using the photographs students are explaining how each recipie is completed, the instructions are set out in a step-by-step manner. During home Economics, the the students are cooking the dishes, and in art, students are designing a cover for the book.</p> <p>Field Trip</p>