



Parents' Information Booklet

2017/2018



For private circulation only to parents of students of Hartstown/Huntstown Community School

HARTSTOWN/HUNTSTOWN COMMUNITY SCHOOL

Mission Statement

Hartstown Community Schools seeks to provide for its pupils an atmosphere of security and belonging, focusing on the full social, moral, spiritual, cultural and cognitive development of the young person. We aspire to encourage our pupils' sense of initiative and self-reliance, their capacity to communicate and co-operate, their perseverance and self-confidence, the development of their unique personality and the achievement of their academic goals.

Our high expectations can only be achieved if each of the partners – students, parents and teachers realise and fulfil their roles and responsibilities.

A Meditation for Young People

I am a member of the world family

I am related to those who stand next to me...

By the air we breathe...

By the light we share...

The hope we have for a better world.

I have a responsibility

To give...to receive,

To be open, tolerant, free,

I have inherited this world

From those who have lived before...

I occupy space and time

For a few short years,

I hold this world in trust

For those who will follow.

My life - with others - can follow this

World toward Peace rather than strife...

Hope, rather than despair...

Freedom rather than slavery.

I, with those about me,

Can make the Unity of Humanity

A living thing.

I pledge my willing spirit

To this thought.

Let us do this together.

from Unicef

HARTSTOWN/HUNTSTOWN COMMUNITY SCHOOL

The Board of Management of Hartstown/Huntstown Community School manages the school under the terms and conditions as set out in the following documents:

- Deed of Trust for Community and Comprehensive Schools
- Education Act 1998
- Equal Status Act 2000
- Safety, Health and Welfare at Work Act 1989
- Employment Legislation Acts
- The Protection & Welfare of Children - National Guidelines 1999
- Education Welfare Act 2000
- The Child Protection Guidelines for Post Primary Schools - DES 2004
- Department of Education and Skills Circular Letters issued from time to time.

The Board is required under the terms of the above acts to inform prospective parents and students of the school's policies on a range of issues.

This information booklet attempts to meet those requirements. It will be updated as required following clarification, and suggestions made over time.

Parents and students have an obligation to inform themselves of the school's policies, structures and requirements.

Copies of the above Acts can be purchased from www.opw.ie/governmentpublications or Tel: 01 647 6834. Copies of Department of Education and Science Circulars can be had from school or the Department of Education.

Hartstown/Huntstown Community School is a co-educational, multi-denominational Community School founded in 1992 to cater for the educational needs of Hartstown & Huntstown 2nd level pupils. There is also a thriving Adult Education Programme which caters for the wider community.

The school is managed by a Board of Management and is publicly funded by the Department of Education and Skills.

The school has a population of over 1000 pupils, a staff of approx. 100 teachers and special needs assistants, 3 secretaries and caretaking staff. It is located on a pleasant site within a beautiful modern building, surrounded by playing pitches, tennis courts and basketball courts and landscaped grounds.

The school aims to provide the best possible education for to all the young people entrusted to our care. Working together, the Board, parents, staff and students, aim to uphold high standards we will strive to continuously improve the quality of education in Hartstown Community School so that students may achieve their full potential.

CALENDAR 2017/2018

School Re-Opens	Monday 28th August 2017 for Staff Tuesday 29th August for 1st, TY & 5th year students Wednesday 30th August for 2nd, 3rd and 6th year students
Mid-term	Monday 30th October – Friday 3rd November incl.
Christmas Holidays	Monday 25th December 2017 – Friday 5th January 2018 incl. School Re-opens Monday 8th January 2018
Mid-term	Monday 12th February – Friday 16th February, 2018 incl.
St. Patrick's Day	17th March 2018 (Day off Monday 19th in lieu)
Easter Holidays	Monday 26th March – Friday 6th April 2018 incl.
Summer Holidays	Friday 1st June 2018
Leaving Cert. & Junior Cert. Exams	Wednesday 6th June – Friday 22nd June 2018

SCHOOL POLICY DOCUMENTS

The following is a list of policy documents which are available from the school office:

School Admission Policy	Critical Incident Policy
Health & Safety Policy	Suspension & Expulsion Policy
Prevention of Bullying Policy	Extra-Curricular and School Tours Policy
Management Information System and Internet Use Policy	International Student Policy
Substance Abuse Policy	Homework Policy
School Attendance Policy	Data Protection Policy
Special Needs Policy	RSE Policy
	Guidance Policy

N.B. We welcome feedback, suggestions, ideas or constructive criticism of any of the documents included in this booklet from HCS parents and students. All policy documents are submitted to the staff and the Parents Association for comments/suggestions and then to the Board of Management for discussion and approval.

PROGRAMME FOR OPENING WEEK 2017

Monday 28th August: School Re-opens for all staff

09.00 a.m.	Principal & Deputy Principals to meet with all assistant principals
10.00 a.m.	All staff (Library) General Issues
11.45 a.m.	Meeting of year-heads with their tutors
12.30 p.m.	Lunch
1.30 - 2.30 p.m.	SPHE (Library) with Ms. Clince and Ms. Reilly
2.30 - 3.30 p.m.	Subject meetings: (group A) History, Irish, Wood, Metal, Technology, Home Economics, Maths, German, Special Needs Assistants, Biology.

Tuesday 29th August:

09.00 - 11.00 a.m.	All students of 1st and 5th Year (including LCA and Transition Year) to meet year-heads and tutors, for induction and timetables
10.30 a.m.	Mentoring Programme: Mentors to meet with Mr. Horseman
11.00 a.m.	New teachers and Mentors meet with Mr. Horseman
11.15 a.m.	All teachers of Leaving Certificate Applied programmes I & II, N. Wade (C5)
1.00 - 1.30 p.m.	All teachers of TY with Mr. N. Wade (C1)
1.30 - 2.30 p.m.	Subject meeting: CSPE (Library)
2.30 - 3.30 p.m.	Subject meetings: (group B) Technical Graphics, Junior Science, French, P.E., Religion, I.T., Learning Support.

Wednesday 30th August:

09.00 - 10.30 a.m.	All students of 2nd, 3rd and 6th Year to meet year-heads and tutors, for induction and timetables
10.30 - 11.30 a.m.	Subject meetings: (group C) Music, English, Spanish, Business, Guidance, Physics, Chemistry, Geography.
11.30 - 12.30 p.m.	Learning Support and EAL (all staff members)
12.30 p.m.	Lunch
1.30 - 3.15 p.m.	Staff Meeting (all staff members)
3.15 p.m.	All staff involved in sporting activities to meet with Mr. Flemming and Mr. Brady.

CALENDAR FOR ACADEMIC YEAR 2017/2018

Aug	M	T	W	T	F	S	S		
		1	2	3	4	5	6		
	7	8	9	10	11	12	13		
	14	15	16	17	18	19	20	28th	Staff Development Day / Croke Park Day
	21	22	23	24	25	26	27	29th	1st, TY, & 5th year student induction
	28	29	30	31				30th	2nd, 3rd & 6th year student induction

Sep	M	T	W	T	F	S	S		
					1	2	3		
	4	5	6	7	8	9	10		
	11	12	13	14	15	16	17	11th	Staff Meeting 3.30-5.00
	18	19	20	21	22	23	24	18-28th	Subject Planning. 2x40 mins per subject
	25	26	27	28	29	30			

Oct	M	T	W	T	F	S	S		
							1		
	2	3	4	5	6	7	8	3rd	Staff Meeting 3.30-5.00 / Parent Evening for 6th Years
	9	10	11	12	13	14	15	18th	6th year reports / 10th-13th Oct School Musical
	16	17	18	19	20	21	22	9-20th	LCA2 work experience
	23	24	25	26	27	28	29	26th	3rd Year Parent-Teacher Meeting 3.45-6.15
30	31						30-3rd	Mid Term Break	

Nov	M	T	W	T	F	S	S		
			1	2	3	4	5	30-3rd	Mid Term Break
	6	7	8	9	10	11	12	7-18th	Subject Planning. 2x40 mins per subject
	13	14	15	16	17	18	19	13-24th	LCA1 Work Experience
	20	21	22	23	24	25	26	23rd	6th Year Parent-Teacher Meeting 3.45-6.15
	27	28	29	30				30th	3rd Year Reports

Dec	M	T	W	T	F	S	S		
					1	2	3		
	4	5	6	7	8	9	10	4-8th	Christmas Exams
	11	12	13	14	15	16	17	20th	1st, 2nd and 5th Year Reports
	18	19	20	21	22	23	24	21-22nd	Carol Services
	25	26	27	28	29	30	31	25-5th	Christmas Holidays

Jan	M	T	W	T	F	S	S		
	1	2	3	4	5	6	7	25-5th	Christmas Holidays
	8	9	10	11	12	13	14	8th	School Re-opens
	15	16	17	18	19	20	21	15th	Staff Meeting 3.30-5.00
	22	23	24	25	26	27	28	29th	Mocks Begin
	29	30	31					31st	5th Year Parent-Teacher Meeting 3.45-6.15
							29-9th	TY Career Path	

Feb	M	T	W	T	F	S	S		
			1	2	3	4	2nd		TY Reports
	5	6	7	8	9	10	11	9th	Mocks Finish
	12	13	14	15	16	17	18	12-16th	Mid Term Break
	19	20	21	22	23	24	25	26th	2nd Year Parent-Teacher Meeting 3.45-6.15
	26	27	28					26-9th	LCA1 Work Experience

Mar	M	T	W	T	F	S	S	26-9th	LCA1 Work Experience
				1	2	3	4	5th	JC Mock Results
	5	6	7	8	9	10	11	12th	LC Mock Results
	12	13	14	15	16	17	18	13th	Open Day
	19	20	21	22	23	24	25	19th	Bank Holiday - School Closed
	26	27	28	29	30	31		26-6th	Easter Holidays

Apr	M	T	W	T	F	S	S		
							1		
	2	3	4	5	6	7	9	26-6th	Easter Holidays
	9	10	11	12	13	14	15	12th	1st year Parent-Teacher Meeting 3.45-6.15pm
	16	17	18	19	20	21	22	11-27th	Subject Planning. 2x40 mins per subject
	23	24	25	26	27	28	29		Sports Day - Week of 23rd April
	30								

May	M	T	W	T	F	S	S	7th	School Closed
		1	2	3	4	5	6	8th	Staff Meeting
	7	8	9	10	11	12	13	8th	Induction night for parents of incoming 1st years
	14	15	16	17	18	19	20	14-17th	Summer Exams
	21	22	23	24	25	26	27	21st	6th Year Graduation Mass
	28	29	30	31				28th	TY End of Year Night

Jun	M	T	W	T	F	S	S		
					1	2	3	1st	Summer Holidays
	4	5	6	7	8	9	10	6th	State Exams start
	11	12	13	14	15	16	17		
	18	19	20	21	22	23	24		
	25	26	27	28	29	30			

There may be some slight deviation from the above due to unforeseen circumstances.

SCHOOL ADMISSIONS POLICY

Our admissions policy is based on Article 2 of the second schedule of Articles of Management of the Deed of Trust which states that the school shall be established with the object of providing a comprehensive system of post-primary education open to all children of the community, combining instruction in academic and practical subjects, in sport, and in moral and personal development, for persons living in the defined parishes of Hartstown and Huntstown in the county of Dublin 15.

The school is committed to meeting to the best of its ability, the educational needs of the students it accepts, based on the resources provided by the Department of Education and Skills in terms of accommodation, finance and personnel.

The full Admissions Policy, Criteria & Procedures is given to all new students and their parents and is available to any parent from the school office.

THE BOARD OF MANAGEMENT

The Board of Management is responsible for the overall direction and management of the school.

The current members are:

Mr. Sean Sheehan: (Chairman)	Archdiocese Trustee
Ms. Mary O'Boyle	Archdiocese Trustee
Fr. Dan Joe O'Mahony	Archdiocese Trustee
Mr. Michael O'Donovan	DDLETB
Ms. Marian Sheehan	DDLETB
Ms. Mary Mc Camley	DDLETB
Mrs. Enda Troy	Parents' Nominee
Mrs. Jacinta Burns	Parents' Nominee
Mr. T. McGill	Teachers' Nominee
Ms. H. Kelly	Teachers' Nominee

The Principal, is secretary to the Board in a non-voting capacity.

The Selection Board for all staff appointments and internal posts of responsibility promotions is formed as follows:

2 Religious Trustees; 1 VEC Trustee; The Chief Executive Officer of DDLETB or his Nominee and an appointed Inspector from the Department of Education and Skills.

The current board took office on the 1st August, 2013. The term of office of this board expires on 31st July, 2016. The Parents are elected to the Board by the parent body. The two teachers are nominated by the permanent teaching staff.

The board members who have served since 1992 have provided direction and sound management to the school under the chairmanship of Mr. S. Sheehan. A typical meeting would deal with correspondence, school finance (all school accounts come within the Board's remit), staffing, school business by way of the Principal's report, Parents' Association reports, and issues that are central to the quality of teaching and learning in the school.

Minutes of all meetings are recorded and copies are forwarded to the Department of Education & Skills.

Parents have a right of appeal to the Board on any issue of importance.

DAY TO DAY MANAGEMENT

The day-to-day management of the school is delegated to the principal, assisted by the deputy principals, assistant principals and special duties post holders and staff.

PRINCIPAL: MR. J. BEAN

DEPUTY PRINCIPAL: MS. A. KELLY

DEPUTY PRINCIPAL: MR. J. HORSEMAN

DEPUTY PRINCIPAL: MR. G. FLEMMING

Posts of Responsibility holders for 2017/2018 school year

ASSISTANT PRINCIPALS

1. First Year	Mr. B. Tuck
2. Second Year	Mr. D. Crawley
3. Third Year	Mr. N. Grennan
4. Fifth Year & Transition Year	Ms. S. Fitzgerald
5. Sixth Year	Ms. C. Murray
6. Awards, Visiting Speakers, Lates and Induction of Incoming First Years	Mr. E. Brady
7. Examinations Secretary	Ms. M. Berreen
8. Adult Education Director	Mr. A. Farrell
9. Adult Education Co-ordinator	Unfilled due to Government Moratorium
10. I.T.	Ms. H. Kelly
11. LCA Co-ordinator and Transition Year Co-ordinator	Mr. N. Wade
12.-15.	Unfilled due to Government Moratorium

Assistant Principals, along with the Principal and two Deputy Principals form the Senior Management team in the school. The group meets regularly to discuss day to day issues, review school development and plan for the future.

Unfortunately, due to the moratorium on promotion, five of these posts remain unfilled. Year-heads look after the welfare of the students in their year group. They hold assemblies every morning, liaise with class tutors and are responsible for general discipline within their year group. They also play an important pastoral role. Parents should let year-heads know if there are any family or health reasons that may affect a child's progress in the school.

SPECIAL DUTIES POSTS 2017/2018

The group of staff members here and on the next page, hold positions of responsibility called Special Duties posts. They assume responsibility for a whole range of areas which are part of a large school and thus help to improve the quality of service provided.

STAFF MEMBER	SPECIAL DUTIES POSTS
Ms. M. Roe	Assistant Year Head, 1st Year
Mr. A. Keane	Student Council, Student Wellbeing
Ms. E. O'Regan	Assistant Year Head, 3rd Year
Ms. T. Carroll	School Planning and Development
Ms. M Herlihy	Assistant Year Head, 2nd Year
Ms. Cline	Guidance & SPHE
Mr. A. Maloney	Book Lists, School Magazine, School Website & Promotion
Ms. C. Reynolds	Parent Newsletter and other duties
Ms. S. Killoran	Assistant Year Head, 6th Year
Ms. B. Walshe	Subject Planning & Development, T.Y. Attendance
Ms. A. Moylan	Assistant Year Head, 5th Year
Ms. L. Blanche	Special Needs & Learning Support
Ms. F. Barry	Special Needs & Learning Support

SCHOOL JOURNAL

The school journal is a very valuable means of communication between home and school. Students should have their journals with them at all times and should keep them in a presentable condition.

Any member of staff may ask to see a student's journal at any time and students must show it to them.

Students are asked to keep their journal completely free from graffiti.

Damaged or defaced journals must be replaced at the students' or parents own cost.

Students should use their journal on a daily basis as a record of attendance, work done, homework given, notes from parents to teachers and from teachers to parents.

N.B. Parents are asked to write all notes for absences etc. in the journals, to check journals for notes from teachers and to sign their son/daughter's journal each week. This is then countersigned by the tutor.

If you notice a trend developing in notes (e.g. frequently relating to a particular subject or issue) talk to your child and contact the year-head. It is usually indicative of a problem and is best tackled sooner rather than later.

SCHOOL TIME-TABLED WEEK

Over the past number of years there have been increasing demands on schools to introduce a range of courses/programmes to educate young people on such issues as substance abuse, information technology, education in sexuality and citizenship. New programmes such as CSPE, SPHE, Pastoral Care and Computer Studies have been introduced.

Our timetable week of 40 class periods allows us to meet these needs.

Students should be in school at 8.40 a.m.

Morning		Afternoon	
8.44 a.m.	Assembly		
8.52 a.m.	Tutorial		
9.00 a.m.	P1	12.40 p.m.	P5
9.40 a.m.	P2	1.20 p.m.	P6
10.20 a.m.	P3	2.00 p.m.	P7
11.00 a.m.	P4	2.40 p.m.	P8
11.40 a.m.	Lunch	3.20 p.m.	Finish every day

Note:

- (i) Please note the earlier lunch time.
- (ii) Some option classes at senior cycle are held at 8.10 a.m. or at lunch time. Students are informed well in advance and it is part of their timetable.
- (iii) Classes in Russian, Polish, Romanian and Lithuanian take place on Wed. at 3.40 p.m.
- (iv) Classes in Applied Maths for 5th & 6th yr. students take place at 8.00 a.m. on appointed mornings.

N.B. Students must be in school at 8.40 a.m in order to be ready for Assembly at 8.44 a.m. and at 12.35 p.m. for first class after lunch. There are sanctions for late coming. On any given morning about 1,000 students come to school on time and 20 students come late. Is your child one of the 98% who come on time or one of the 2% who are late?

PARENTS' ASSOCIATION

Hartstown Community School has an active Parents' Association. The Annual General Meeting takes place in October and the committee meets regularly throughout the year.

Through the Parents' Association, parents can

- have a voice on the School Board of Management
- have a say in the development of school policies
- raise issues of concern
- support the school in practical ways through fundraising and organising school events.

Enda Troy is the Chairperson of the Parents' Association and along with Mrs. Jacinta Burns are the current representatives on the Board of Management.

If you are interested in being involved with or supporting the Association in any way, please contact Mr. John Bean, Principal.

The Association is affiliated to the recognised parent body, PACCS. For more information on PACCS and on the work of Parents' Associations you might like to visit their website at www.paccs.ie.

SCHOOL UNIFORM

The school uniform consists of:

- (a) V-neck school crested jumper for all students
- (b) Grey skirt or trousers for girls and grey trousers for boys
- (c) School tie with grey shirt or school polo shirt
- (d) Grey socks and **plain soled flat black leather shoes without visible logos** (no runners or canvas, they don't keep feet dry on wet days).

For official school functions, all students must wear the shirt and tie.

Note:

- (i) The official school uniform is now available from two suppliers: **1. Kaideen & Co. Ltd.** it can be ordered online at www.schooluniformsdirect.ie or on dates when that supplier will be in the school. (You will be notified by text of these dates) **2. Savvy Schools**, Centrepoint Shopping Centre, Woodview Grove, Clonsilla.

No other style of trousers/skirt will be accepted.

- (ii) Boots, runners, thick-soled platform shoes, high block heel, sling backs, slipper-type etc. are not suitable.
- (iii) **All students must have a change of uniform.** The cost of the uniform is very reasonable.
- (iv) Students are always informed if the uniform is not required for a particular outing or event, otherwise the assumption is that the correct and complete uniform must be worn at all times. Rain gear (for our Irish climate!) is essential to protect clothes on the way to and from school. The school jacket is a black fleece-lined crested jacket of very good quality. **The jacket is compulsory for all students** and is on sale through the school at a cost of €55. **It is the only jacket students may wear to school. Hoodies are not allowed.**

The mobile shop unit will be in the school on the following dates:

Monday 31st July from 10.00 a.m. - 12.00 p.m., Monday 14th August from 10.00 a.m. - 12.00 p.m. and Monday 21st August from 10.00 a.m. - 12.00 p.m..

Uniforms can also be ordered on those days.

- (v) Students are requested **not** to wear expensive jewellery to school. Students are allowed one ring on each hand, small earrings or stud in the ear. No other studs, jewellery or appendages are allowed.

We would like to thank parents and students for the excellent manner in which our students maintain and wear the uniform to school.

PHYSICAL EDUCATION UNIFORM

Students for P.E. classes **must** wear the official school T-shirt and navy tracksuit bottoms.

- (a) Any combination of school petrol blue sports T-shirt/track suit top and specified school navy shorts or navy track suit bottoms
- (b) Non marking white runners

Jewellery is not allowed at all for reasons of Health and Safety.

Students are expected to shower after exercising during a double class in P.E. They must bring a towel with them as part of their gear.

N.B. P.E. is an integral part of the school timetable and all students must take part.

Where there is a medical reason - injury or illness, the P.E. teacher and year-head must be informed in writing and a medical certificate supplied.



ADULT & COMMUNITY EDUCATION

The school offers a very extensive range of courses and programmes to serve the needs of the local community and the greater Dublin 15 and surrounding areas. Enrolment for these programmes takes place early in September and January. Check out our website www.hartstown-cep.com and our new Facebook page **Hartstown CS Adult Education**.

Enrolment

Term 1: Online through our website www.hartstown-cep.com from 23rd August '17.

By phone 01-8209863 from 28th August (10 a.m. - 3 p.m.)

Open enrolment evening in the school Monday 11th September (7 p.m. - 9 p.m.)

Early booking is advisable

Classes start in the week beginning Monday 25th September.

Term 2: Online through our website www.hartstown-cep.com from 20th December '17.

By phone 01-8209863 from 8th January '18 (10 a.m. - 3 p.m.)

Open enrolment evening in the school Monday 22nd January '18 (7 p.m. - 9 p.m.)

Early booking is advisable

Classes start in the week beginning Monday 5th February, '18.

We provide a wide range of courses in general education, languages, craft, hobbies, art, music, health issues, yoga, keep fit, zumba, hair & beauty, computers, with diploma courses linked to universities etc. Our brochure is available from mid August.

Mr. A. Farrell plans and co-ordinates the Adult Education Programme.

Ms. S. Sheehan assists with planning and co-ordinating of the Programme.

In recent years over **1400** adults have enrolled each year. All enquiries re the above programmes should be made on 01-8209863 or email: adult_ed@eircom.net

Ms. Marie Convey and **Ms. Wanissa Saleh** are secretaries in the Dept. of Adult & Community Education.

The Adult Education brochure will be available in all local shops, the local library and at school from mid August. Brochures will also be given to all school students, so check with your son/daughter if a copy is not delivered to your home.

It should be noted that all Adult Education courses can be booked and paid for by credit card or by debit card, cheque, cash and can be booked online, over the phone or by dropping in to the school.

STUDENT MENTORING PROGRAMME

Many senior cycle students volunteer their time and get involved in student mentoring. This programme is of great value to the school, and offers great personal development for the students involved.

The following are some of the activities operating under the programme.

Fifth Year students act as mentors to the following projects:

- Homework/Study Support group for students
- Paired reading with students who need help with reading
- First Year Mentoring: under Pastoral Care and tutor system
- Parent Teacher Meetings
- Extra Curricular Activities
- Public Relations group - work with local newspapers and radio.



STUDENT COUNCIL

There is an active Student Council. Classes at Junior Cycle elect their class representatives and work closely with the mentoring group of students from fifth year, seven of whom form the Student Council for the year. Issues of interest and concern are raised by students in discussions held in their C.S.P.E. classes and following several meetings these are prioritised by students and are brought directly to the attention of the management of the school. Meetings are held with the Principal and the Parents' Association.

The support of Management, Staff and the Parents' Association is much appreciated and we are looking forward to continued good work by the students.

SCHOOL PLANNING ISSUES AND POLICIES

Since the school was founded in 1992 the staff and the board of management have engaged in policy development and critical review in order to enhance the Teaching and Learning experience. Policy documents have been developed, approved and reviewed by the Board of Management, the Parents' Association, the Student Council and the staff.

There are policy documents on Admissions, Pupil Attendance, Staff Guidelines, Pupil Guidelines, School Uniform, Sports and Extracurricular Activities, Prevention of Bullying, Health and Safety, Substance Use, Internet Use, Critical Incident Management and Suspension/Expulsion and Special Educational Needs.

A copy of any of our completed policies is available on request from the school office.

Over the past number of years, the school has had input from staff, students and parents providing feedback on all areas of school life. This feedback has been very positive and has also highlighted areas that need to be improved. Early staff feedback showed a need for greater involvement of parents in school life. Since then Mr. Bean has worked with a number of parents in establishing a Parents' Association. Parents have reviewed most school policies and have become involved in the life of the school in a number of practical ways.

The pupil survey feedback was again very positive and suggested that more pupil input into school decision-making would be welcome. The Student Council is running very successfully, and has had meetings with the Parents' Association. A parent survey in 2011 revealed very high levels of satisfaction with the school.

SCHOOL CURRICULUM

At the heart of every school is the Curriculum offered to the students. The core curriculum is set by the Department of Education and Skills and teachers are charged with its interpretation. How the curriculum is interpreted is critical to the success of a school. Recent subject inspections have praised the quality of teaching and learning in H.C.S.

Our school offers the following courses:

- Junior Cycle Programmes leading to the Junior Certificate Examination (1st to 3rd Year)
- Senior Cycle Programmes leading to the Leaving Certificate Examination (5th & 6th Year)
- Leaving Certificate Applied Programme leading to the Leaving Certificate Applied Examination (5th & 6th Year)
- The Transition Year Programme while optional, is strongly recommended for students after their Junior Certificate and prior to Senior Cycle. (4th Year)

JUNIOR CYCLE CURRICULUM

All students take the following Department of Education and Skills programmes for the 3 years of Junior Cycle: Irish, English, Maths, History, Geography, Science and C.S.P.E. (Civic Social & Political Education).

Students have a choice of 3 subjects from the following examination subjects French, German, Spanish, Business Studies, Music, Materials Technology Wood or Metal, Technical Graphics, Art, Home Economics.

Students also study:

Religion, Physical Education, Information Technology, and SPHE (includes Pastoral Care, relationship & sexuality education, substance abuse and bullying).

All examination subjects at Junior Certificate and Leaving Certificate level are offered at higher level.

Note I: Irish - There are very special circumstances whereby some students can be exempt from the study of Irish. Please consult the principal.

Note II: Religion - The Department of Education and Skills religion programme is taught by our teachers in the Religion Department. This programme studies the main World Religions and all students follow this programme unless parents specifically consult with the principal.

Note III: Should a student, for medical reasons, not be in a position to follow the normal P.E. programme, it is essential that the year-head and the P.E. teachers are provided with a medical certificate.

CSPE

Civic, Social and Political Education is a core subject at Junior Cycle level. The subject aims to prepare students for active participation in everyday life. It is based on human rights and social responsibility.

It enables students to understand the rights and responsibilities of the individual in society and the workings and nature of democracy. It is concerned with issues at personal, local, national and global levels.

As well as sitting an exam in the subject in the Junior Certificate, students must complete an action project on an issue relevant to the course. This is normally prepared in second year and completed in third year.

THE TRANSITION YEAR PROGRAMME

This programme was introduced to schools to allow our Irish school going population, spend more time at second level as it was felt that, in comparison with other European countries, our students leave school and arrive at third-level too young and in some ways, too immature.

We offer an optional and very popular Transition Year programme in 4th year. This year allows students to spend an extra year in school without the constraints imposed by the Junior and Leaving Certificate examinations.

The programme aims to promote personal responsibility, maturity and social awareness and to prepare students for adult and working life.

Core Leaving Certificate subjects such as Irish, English, Maths and a modern language are maintained along with History, Geography, Science, Religion and P.E. A range of options such as Construction Studies, Art, Music, Spanish, German, Russian, Japanese, Engineering and Catering are offered. Short modules in drama, judo, fencing, modern & salsa dancing and music composition are also offered. Students complete one two week work placement module. Students go on one overnight trip during their Transition Year.

The cost of the Transition Year Programme is €320 per student, which covers photocopying, transport, all trips including the overnight stays, speakers etc. A deposit of €120 is required to secure a place, a second instalment of €100 due by 20th April, with the balance of €100 payable by 29th June.

Research has shown that students who complete a Transition Year Programme score on average 50 more points in the Leaving Certificate than those who go on directly to Leaving Certificate. We recommend that students, particularly those hoping to sit a number of honours subjects, give serious consideration to spending this extra year at school.

SENIOR CYCLE CURRICULUM

Students proceeding to the Leaving Certificate Examination study 7 examination subjects over a 2 year period:

All students take the following subjects: Irish (unless exempt), English, Maths.

Students then have choice of 4 subjects from the following; Physics, Chemistry, Biology, French, German, Spanish, Japanese, Business, Economics, Accountancy, Music, Art, Home Economics (Social & Scientific), Construction Studies, Engineering, Technical Drawing, Religious Studies.

Some students study Applied Maths in school as an eighth subject.

Students also study: Physical Education, Religion, Information Technology, Guidance & Pastoral Care. We also offer classes in Lithuanian, Romanian, Polish and Russian.

We have a very high transfer of students from Junior Cycle to Senior Cycle - (almost 100%).

Our school completion rate is above the national average. When a child comes to us in first year, it is expected that they will remain with us until they have successfully completed their Leaving Certificate.

Students are assisted in their choice of subjects in 3rd year by the Guidance Department. We hold an information evening for parents of 3rd year students during term 2.

LEAVING CERTIFICATE APPLIED

The school offers an alternative to the traditional Leaving Certificate called the Leaving Certificate Applied Programme. This course is intended for students who might find the traditional Leaving Certificate too difficult or who have little interest in following an academic programme past Junior Certificate. It has proved very successful in retaining a number of students in second level education to Leaving Certificate standard who otherwise would have left school.

It is different from the traditional Leaving Certificate in a number of ways. It does not rely on one final examination at the end of sixth year. Students' classwork is monitored during the year and marks are awarded. A number of projects must be completed over the two year programme and these are graded at regular intervals. These two elements account for two thirds of the final grade. An exam at the end of 6th year makes up the final third.

Attendance is hugely important.

An average attendance of 90% is necessary before exam grades can be awarded.

The subjects studied are English and Communication, Irish, French, Mathematical Applications, Social Education, Construction and Manufacturing, Hotel Catering and Tourism, Enterprise, Information Technology, Art, Physical Education and Religion. The course also involves three two week sessions of work experience, two in 5th year and one in 6th year.

While the LCA will not allow students direct access to university, it does open the way to a number of Post Leaving Certificate courses in a range of areas that the student may otherwise not have access to.

Students and parents receive guidance and advice in relation to LCA during 3rd year.

Fee for LCA 1 is €80 and for LCA 2 is €100. A deposit of €40 is required by 17th June to secure a place.

ADDITIONAL PROGRAMMES

The school's philosophy is to educate the whole person, as far as is possible. We therefore offer programmes in Pastoral Care, Social, Personal and Health Education (SPHE), Substance Abuse and RSE (Relationship and Sexuality Education). These programmes are taught in the school and supplemented by outside speakers with expertise in these areas. We also hold meetings for parents to link in with what is happening in school. The following information on these various programmes may be of interest to you.

SOCIAL PERSONAL AND HEALTH EDUCATION - SPHE

Hartstown Community School seeks to foster in its pupils positive attitudes towards health and fitness. All students benefit from a Physical Education programme and are encouraged to avail of the broad range of sporting and other activities offered by the school outside of the daily timetable.

We also offer a taught programme dealing with a range of health related issues with a particular emphasis on substance abuse - smoking, alcohol and drugs. Part of the programme is delivered by teachers in the school. Outside experts are invited to talk on a range of issues such as pregnancy, alcohol, community awareness, assertiveness and substance abuse.

SUBSTANCE ABUSE

The school offers a very complete programme on substance abuse dealing in a particular way with drug abuse. As well as the taught programme we also have outside speakers who address pupils on this very important topic. We also support parents by holding information meetings where guest speakers advise and inform parents as to the best course of action should drugs be a cause for concern.

Visiting theatre groups have presented shows to the students around the above themes.

School Policy

Where a student's behaviour gives rise to suspicion that he or she may be abusing drugs, the school will raise the matter with the student and his/her parents or guardians. Counselling may be recommended and the parents/guardians will be given the names of outside counselling agencies. It will be the responsibility of the parents/guardians to pursue the matter.

Where the behaviour of a student is such as to persistently disrupt the work of the class, the parents/guardians may be asked to keep the student at home until he/she has committed to, or completed a course of counselling.

Sanctions will be imposed on students who come to school under the influence of mood altering substances.

A student who is found to have been dealing in drugs either in school or while wearing the school uniform will be liable for expulsion. The Garda Junior Liaison Officer will be informed. The Board of Management has ultimate responsibility in this area.

The full text of the school's policy on substance abuse is available for inspection in the school.

R.S.E. (RELATIONSHIP AND SEXUALITY EDUCATION)

The following is the school's policy on RSE:

RSE will be taught in the context of the education of the whole person. It will be an integral part of the school's Social, Personal and Health Education (SPHE) programme.

The school recognises that the primary responsibility for relationship/sex education rests with parents. The role of the school is to supplement the work of parents.

The moral, social, emotional and physiological aspects of sexuality will be included in the programme.

Sexuality education will be seen in terms of ideals and moral values which guide action. The school programme will be graded to take into account the age and stage of development of the students.

The aims of the programme will be

- (a) to encourage the development of attitudes towards sexuality, consistent with the wishes of parents and the ethos of the school
- (b) to create an understanding that sexuality is an integral part of human development
- (c) to create an atmosphere where dignified discussion regarding human sexuality can take place
- (d) to provide opportunities for students to develop appropriate skills to make informed decisions on sexual matters based on factual information
- (e) to develop fuller understanding and appreciation of marriage and the responsibilities of love, parenthood and family life
- (f) to help students grow towards the management of emotions leading to responsible behaviour.

PASTORAL CARE

The pastoral care programme in our school is taught usually by the class tutor within the SPHE Programme. One class period per week is set aside for the tutor to meet his/her class. The tutor meets their class for 8 minutes each morning at tutorial immediately after assembly and checks the journal and absence notes and deals with any issues relevant to their class at that time. The tutor forms a very important link between the class and the year-head. Students are encouraged to work in close harmony with their tutor.

The taught programme deals with a wide variety of issues such as; transfer from primary to second-level school, study, homework, charter of behaviour, examinations, bullying, peer influence, health issues, healthy diet, relationships, community, personal development, etc. It links in with programmes on substance abuse and health education.

RELIGIOUS EDUCATION



The spiritual formation of our students is an important aspect of the overall education of those entrusted to our care. Young people are caring, thoughtful and spiritual. The task for the religious education

teacher in the school is to provide a sound knowledge base for the young person, to nurture and encourage their beliefs and value system based on good moral values.

The school has the service of a full time Chaplain, Mr. S. McGroarty. He is available to students, parents and staff who may wish to seek his guidance and advice on any issue. The teachers in the Religion Department, with Mr. S. McGroarty, Chaplain, organise Personal Development Days for each year group - some are held in school, others at outside venues.

Liturgical services are organised at key stages of the year - Christmas, Graduation, Lent, etc. Mass is celebrated during Lent on Wednesdays at 8.30 a.m. Parents and students are very welcome to attend.

We are very well supported in our endeavours by Father George Begley (Huntstown), Fr. Joe Coyne (Hartstown), Fr. Dan Joe O'Mahony from the Oratory in Blanchardstown Town Centre and by the Church of Ireland parish clergy in Castleknock. Fr. Dan Joe O'Mahony is a member of the Board of Management and a good friend to Hartstown Community School.

The content of this course covers various aspects of five major world religions. It also examines non-religious interpretations to the search for meaning in life. Therefore Religious Education is open to people of all faiths and of none. It does not promote any one particular faith over or against another.

Hartstown Community School is a multi-denominational school which cherishes the diversity of faith and culture which is now evident in the school by the presence of students from many nationalities.

Should any parent have any query or anxiety about the Religious Education Programme or should they not wish to their son/daughter to take part, please see the principal.

Personal Development Days

1st Year Personal Development Days	September 2017
2nd Year Personal Development Days	October 2017
3rd Year Personal Development Days	tbc
5th Year Personal Development Days	tbc

IMPORTANT POINTS ABOUT SCHOOL

1. Parents have responsibilities to ensure that their sons/daughters behave in a courteous and co-operative manner.
2. Students at second level are of an age to accept responsibility for their actions.
3. Schools (management & staff) have responsibilities to parents and students to ensure that the educational process takes place in a secure safe environment. Teachers on their own cannot do this.

School's Position

Very disruptive students, after support, advice, counselling, parent visits etc. will be referred to the Board of Management.

The rights of the majority to be taught in a calm, positive environment will be protected.

We appreciate the co-operation, respect and support which we receive from the majority of students and

parents. You deserve our best efforts and our professional commitment to assist the students of H.C.S. achieve their potential. We the staff and management pride ourselves for our caring and supportive role. The school is widely recognised as providing an excellent service which can only be improved by all of us working together for the good of our student population.

FUNDRAISING EVENTS

The school provides an opportunity for students and the local community to contribute to and support worthy causes. This year the response, as can be seen below, has been fantastic. We raised the following:

• Simon Community	€2,350	• Bothar	€53
• St. Francis Hospice	€470	• Arc Cancer Support Services	€120
• Our Lady’s Children’s Hospital	€120	• Jigsaw	€400
• St. Vincent de Paul	€350	• Dublin Zoo	€140

We thank you, for your great support and generosity for the above events. These activities provide our students with the opportunity to help others increase their awareness of social issues.

STUDENTS WITH SPECIAL NEEDS

In order to provide an education best suited to the students’ needs, it is essential the Board is fully informed of the students’ educational history and that psychological reports where available are provided.

Ms. F. Barry, Ms. L. Blanche , Ms. M. O’Rourke and Ms. T. Carroll are our Learning Support Co-ordinators. They are available to parents and students to discuss students’ learning difficulties.

Parents who feel their son/daughter needs assistance, should arrange to meet the designated Learning Support Co-ordinator.

RESOURCE AND LEARNING SUPPORT DEPARTMENT - PSYCHOLOGICAL ASSESSMENTS

Students entering first year who require Learning Support should, ideally have had a psychological assessment carried out to determine their level of need while at Primary Level. Having an assessment means access to learning support will not be delayed and can be put in place in the first term of first year.

All students are expected to study Irish unless they have an official exemption from the Department of Education and Skills. This exemption is normally obtained through a psychological assessment.

If students have a psychological assessment they may qualify for either resource or learning support hours. Learning support and resource support may be received in different ways. This is dependent on a student’s daily timetable and if the student is exempt from Irish.

Students may have one to one teaching support.

Students may have a Special Needs Assistant.

Students may have a second teacher in the classroom to support them, and others.

Students may be withdrawn from class into a small group with one teacher.

Some students may have a combination of these models of support.

Students who have not had a psychological assessment carried out but who are found, through specific testing to be in need of literacy and/or numeracy support, will be given learning support where possible. We shall inform parents and will often advise them to seek a psychological assessment for their child.

Students meeting certain criteria in specific tests or having specific recommendations in their psychological assessments may get reasonable accommodation in state exams. They may be entitled to a spelling and grammar waiver, a scribe or the use of a tape recorder for answers in these exams. The final decision rests with the Department of Education. Accommodation granted at Junior Certificate is not guaranteed at Leaving Certificate.

Third level institutions require a 'recent' psychological assessment in order to meet the needs of students with specific learning disabilities. This is important to note as students may not be aware of this until they apply through the C.A.O. in sixth year. Waiting lists for private assessment may be several months long and so students are reminded of this while still fifth year.

At present there is a long waiting list for assessment through the school's N.E.P.'s psychologist. Private assessments cost, on average, €500. Parents who suspect their child has any learning difficulties should consider having their child assessed privately where possible. It would make a significant difference to their child's educational prospects.

You may contact the Special Needs Department in school should you wish to get the names of some psychologists who carry out private assessments.

GUIDANCE & COUNSELLING

Mr. A. Keane and Mr. E. Brady, Ms. E. O'Regan and Ms. N. Clince are School Counsellors. The role of the counsellor is to support students who are in need of personal counselling.

The Guidance Counsellors are Mr. E. Brady, Ms. E. O'Regan and Ms. N. Clince. They help students with choices and decision making regarding education and careers.

The philosophy of this school is to be as supportive, helpful and informative as possible to parents and students. The Principal, Deputy Principals, year-heads and Chaplain support the work of the counsellors. They are available to talk to students and parents.

Guidance is provided through taught classes, organised activities and individual consultations. Students are shown how to access information on third level courses, entry requirements, maintenance grants and scholarships. If parents wish to meet the counsellors they should phone the school office to make an appointment.

Parents should be aware that the HSE provides a number of support services which can be accessed through the G.P.

INFORMATION ON LEAVING CERTIFICATE POINTS



Higher Level Grade	Points	Ordinary Level Grade	Points
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	O1	56
H6	46	O2	46
H7	37	O3	37
H8	0	O4	28
		O5	20
		O6	12
		O7	0
		O8	0

As can be seen from the grid above, the points awarded for Higher Level subjects are considerably higher than for Ordinary Level. Parents should encourage their children to stay with Higher Level subjects unless advised otherwise by their teachers. **25 bonus points will be awarded for Higher Level Maths for H6 grades and above.**

STATE EXAMINATIONS: JUNIOR CERTIFICATE & LEAVING CERTIFICATE

An important aspect of school life is the success of students in the formal state examinations. Results influence a student's life later on and provide a choice in life's direction. It is important that students achieve to the best of their ability.

Factors which impact positively on examination results

- Student ability
- Good attendance (attendance in H.C.S. is above the national average)
- Student interest, motivation and level of ambition
- Parental interest and support
- Good teaching
- Knowing the curriculum
- School organisation
- Good study habits and well organised revision (the school runs a comprehensive study and revision)

programme for all groups)

- Good exam techniques.

The following impact negatively on a student's level of achievement:

- Poor attendance arising from casual absences, half-days, holidays, etc.
- Poor organisation skills
- Lack of ambition as to a future career
- Excessive part-time work
- Socialising to excess, leading to absences and tiredness
- Lack of interest, poor study habits, little or no study, no homework/poor homework
- Lack of any genuine effort
- Lack of parental interest, parents unable to effect change, parents unwilling to challenge their son/daughter on their study habits, non attendance at parent-teacher meetings
- Student is not willing to take responsibility for his/her life, study, future etc.
- Unreal targets or goals, dreaming of 'medicine' or 'law' etc. but not putting in the requisite hard work
- Over dependence on grinds.

Without doubt schools are experiencing difficulties competing for the young person's interest in study, learning and exams against active social lives, social media sites and computer games.

Being a school student is a full-time job in itself. For ambitious students at senior cycle attending classes, doing homework and doing a further hour or two of study per night is a full time occupation. A part-time job should not take up more than a few hours a week. Students need leisure time too.

EXTRA-CURRICULAR ACTIVITIES

The school through its staff provides a very wide range of activities for students. These activities offer students opportunities to partake in events which we value in the overall teaching, training and development we provide.

These events also allow for the range of talents and abilities which are inherent in the student population:

- Gaelic Football at 14, 16, 18 years - Inter school leagues
- Soccer: 14, 16 & 18 years
- Basketball
- Badminton
- Rugby: Junior and Senior Boys
- Junior Hurling
- Camogie for girls



- Swimming: We enter for galas and competitions
- Athletics & Cross-Country - for boys and girls. We have achieved great success in these areas.
- The school choir performs at major school events such as Graduation, Christmas Carol Services, Masses and other religious services
- **Musicals:** We have established an excellent tradition in performing school musicals. In 2012, we staged a superb production of 'Grease' in the school hall, followed up in 2013 by Showstoppers and Hartstown's Got Talent in 2017. These shows were fantastic successes.
- Competitions: We enter a variety of public competitions - historical, artistic, business, musical etc.
- Short story and poetry competitions are promoted. Prizes are sponsored by the Parents' Association. Our school magazine Class Act provides opportunities for creative writing and competitions.
- Young Scientist: We have had wonderful success in this event, having in the past been awarded the trophy for the best overall school
- Young Entrepreneurs: We organise a trade fair before Christmas. We encourage and promote links with local industries
- Cultural activities and opportunities are provided through our French Exchange Programme to Bordeaux, visits to theatre, films, Art Exhibitions, Art Workshops, Drama Workshops and Cultural Centres etc. There are also weekends in the Gaeltacht, an Irish Club, quiz competitions and dance programme.
- Many activities are offered to Transition Year students e.g. fencing, dance, yoga, first aid, film making, song school, theatre production and outdoor pursuits
- Sports Day
- Green schools promotes environmental issues
- Gaisce encourages students to face new challenges and learn new skills
- The Maths club provides weekly support for students in Maths.

TOURS, OUTINGS, FIELD TRIPS

1. At the start of the school year, students from transition year will spend time at an Outdoor Pursuits Centre (overnight stay).
2. French Exchange: Fifth year and transition year students of French are encouraged to avail of the school's link with Lycée Montesquieu in Bordeaux. This exchange is very worthwhile and has become very popular. Irish students stay with French families for ten days and then host French students in their homes in Ireland also for ten days.
3. Second year students go on a 2-3 day trip, usually on the February mid-term.
4. The Leaving Certificate Applied Classes have field trips and outings as part of their curriculum.
5. Leaving Certificate students of Geography, Biology, Art and Religious Studies also spend a day on field trip work. These trips and analysis of the work done, form the basis of questions in their Leaving Certificate exam.
6. Music students attend events in the National Concert Hall, the Helix, the 3Arena etc. as part of their

music programme.

7. There are many other day trips and outings organised by teachers as part of the curriculum e.g. History visits to museums, cinema and theatre visits for films and plays, science field trips, and personal development days at outside venues.

8. Senior Cycle students are facilitated to attend.

(a) Higher Options Day for 3rd Level choices in the RDS

(b) FÁS Careers Day.

N.B. There is no need for your son/daughter to lose valuable school time attending open days at a range of universities or PLC course centres as the above two listed outings cover all options available.

Many institutions have open days at weekends or evenings so students may visit without interfering with school time.

9. Personal Development Days are organised for Senior Cycle Students. They are a valuable source of spiritual and moral guidance and advice. The cost of these days is included in the Sports and Social contribution.

10. Art students regularly visit Art Galleries and Exhibitions.

11. All First Year students visit the Young Scientist Exhibition in the RDS every year.

BEHAVIOUR ON OUTINGS, TRIPS AND EXTRA CURRICULAR ACTIVITIES

Should your child be going on any outing they will be required to

- (a) Have a consent form signed by you
- (b) Unless otherwise told, students will be expected to wear full uniform
- (c) Be courteous and co-operative at all times to school staff and other adults they come in contact with
- (d) Accept that school rules apply
- (e) Be aware of the risk of accidents as a result of silly behaviour.



For major tours or outings the co-ordinating teacher will hold a meeting to brief the parents involved.

We have an excellent record of behaviour and co-operation from our students who have travelled away on trips or sporting outings.

Teacher Involvement

The lists of extra-curricular activities, tours and outings are an indication of the commitment of the staff of the school to providing a wide range of educational and sporting opportunities to our students. Teachers do this in their own time and without payment.

The school community is greatly indebted to their generous commitment of time and expertise. The extensive extra curricular programme greatly enhances your child's experience in Hartstown Community School. The Board of Management acknowledges the hours of voluntary work done by teachers in order to enrich the child's overall experience.

CHARTER OF BEHAVIOUR

(Revised May 2017)

INTRODUCTION

Irish Education and those involved, parents, teachers, management, trustees, Department of Education and Skills, are bound by the following pieces of legislation:

- Education Act, 1998
- Equal Status Act, 2000
- Safety Health & Welfare at Work Act 1989
- Children First: National Guidance for the Protection and Welfare of Children (2011)
- Education (Welfare) Act, 2000
- Teaching Council Act, 2001
- Convention on the rights of the child (1992)
- Article 42 of the Constitution

Community and Comprehensive Schools are also guided by the Articles of Management in the DEED OF TRUST under which these schools were established and by Circular Letters issued from time to time by the Department of Education and Skills.

Parents have the right to appeal decisions made concerning their son/daughter. Issues of concern are best resolved initially at school level and after that at Board level. However appeals may be made;

- To the Principal
- To the Board of Management
- To the National Education Welfare Board
- To the Secretary General of the Department of Education and Skills.

In particular, section 29 of the Education Act, 1998, gives parents (and students who have reached the age of 18) the right to appeal certain decisions made by a school's Board of Management, or a person acting on behalf of the Board of Management, to the Secretary General of the Department of Education and Skills.

The Education (Welfare) Act, 2000, aims to provide for the entitlement of every child in the State to a certain minimum education. It also sets out;

- To provide for the registration of children receiving education in places other than recognised schools
- To insist on the compulsory attendance of certain children at recognised schools
- To monitor school attendance, to identify the causes of non-attendance and to adopt measures for its prevention
- To establish a body known as The National Educational Welfare Board to co-ordinate and enforce the above named activities and other issues pertaining to young people in education.

Poor school attendance is now a matter not just for parents and schools but for the National Educational Welfare Board which has legal powers to monitor and ensure compliance with the requirements to attend school regularly.

A child who consistently misses school may be being deprived of intellectual stimulation. This could constitute neglect and schools are now obliged to alert the HSE where they suspect that a child is being neglected.

These pieces of legislation are important to parents who should familiarise themselves with their contents. The documents are available from Government Publications, St. Stephen's Green, Dublin 2.

CODE OF BEHAVIOUR - PUPIL GUIDELINES

The principles, which shape the guidelines for pupils, are part of the school's mission statement. These include:

- creating a climate that encourages and reinforces good behaviour
- creating a positive and safe environment for teaching and learning
- encouraging pupils to take responsibility for their learning and their behaviour
- building positive relationships based on mutual respect and mutual support among pupils, staff and parents
- ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood
- recognising that each member of the school community is individual and unique and deserves to be treated with dignity and respect and that our individual differences enrich and enhance our immediate environment. Each person's contribution is of importance and is welcome. .

SCHOOL ETHOS

We ask pupils that they show

Respect for Themselves | Respect for Others | Respect for Openness | Respect for Property

This is the underlying spirit of our code of behaviour, a code which is there not to annoy or frustrate but to protect pupils and to ensure that the main task of the school, which is teaching and learning, is safeguarded and encouraged. The creation of the desired atmosphere in the school is dependent on co-operation between all parties involved (pupils, parents/guardians, staff, Board of Management). We expect all parties to adhere to the basic principles of tolerance and consideration for others and to recognise the right of the individual to learn and to work, in an encouraging atmosphere without disruption or fear of intimidation.

In upholding our school ethos, we have drawn up a Code of Behaviour for the benefit of all members of the school community.

ATTENDANCE/ABSENCES

Attendance is of the utmost importance and is vital to educational progress. We depend on parents'/guardians' support to successfully achieve good school attendance. All absences must be explained by a note, written by parents/guardians, in the school journal **on the day** the student **returns** after being absent. We would appreciate parents/guardians ensuring that absences are genuine and justified and stating the reason. Under the Education Welfare Act 2000, the school is required by law to report to an Education Welfare Officer any pupil who accumulates 20 days absence, if that pupil is under 16 years. The Education Welfare Officer may then make contact with the parents/guardians.

Students leaving school during the school day, for any reason, should sign a special "Sign Out Book" in the

front office, after getting permission from a Deputy Principal, their year-head or tutor, and should have a note of permission.

PUNCTUALITY

Students should be in school by 8.35 a.m. each morning and by 12.35 p.m. in the afternoon. Assembly begins at 8.40 a.m. and afternoon classes begin at 12.40 p.m. It is expected that pupils will move promptly from class to class during the day: a written explanation will be required for any undue delay. The tuition school day ends at 3.20 p.m. on Monday to Friday.

Students who are late for school should have a written explanation. They should sign in and get a late stamp to allow entry to class, which should then be signed by a parent or guardian and returned the next morning.

CLASSWORK/HOMEWORK/STUDY

Students should come to class with all books, copies, pencils/pens and equipment. Homework should be completed to an acceptable standard. All work for the following day should be written into the school journal. Students should have their journal with them at all times and must present it whenever requested by a member of staff. Parents are asked to check and sign the school journal at least once a week as it is a vital communication link between home and school. Class exam results during term are written in the school journal and should be signed by parents.

GENERAL BEHAVIOUR

Pupils are expected to display good manners and to treat others with respect and consideration, both in school and on the way to and from school. Physical roughness, inappropriate language or bullying is not in keeping with the school ethos.

Pupils using bicycles should dismount at the gate and walk their bicycles to the designated bicycle rack. Cycling is not allowed in the school grounds.

Pupils are asked to walk in the school building and to keep to the left-hand side of the corridor to facilitate movement between classes.

CLASSROOM BEHAVIOUR

Students should be calm, courteous and respectful in class. Classroom behaviour should help to create a focussed learning environment. We ask that students and teachers not argue in class. Any difficulties that arise during class can be best dealt with calmly after class.

CLASSROOM GUIDELINES

- Pupils arriving at a classroom line up and wait. They enter the classroom when told to do so by the teacher.
- They enter and take the places assigned to them by the teacher.
- They remove overcoats, scarves etc. Only the school uniform may be worn in class.
- They take out the books required for the class and place their school journal on the desk.
- All books, copies, journals etc. should be neat, clean and presentable.
- All students must have the school homework journal every day. It should be signed weekly by the parent and tutor. All pupils must write their homework into the journal and adequate time must be given to allow this to be done. Where students come to school without a journal, they must obtain a journal pass from their year-head before going to class.
- Students should follow class teachers' instructions. Work given in class or for homework should be

written into the journal, should be completed to a high standard and presented at the appropriate time.

- Students who leave class must sign the attendance sheet and note time.
- The journal should be given any member of staff when requested.
- Students should not eat or drink in class.
- Mobile phones/iPods etc. must be switched off.
- Students should not pack up until told to do so by the teacher. Students should leave the classroom in an orderly manner. The classroom should be left neat and tidy.
- At the end of the last class, chairs should be placed on the tables to facilitate cleaning.

DRESS CODE

Full uniform is compulsory for all pupils at all times unless otherwise informed. School shoes must be black leather (no canvas or visible logos). Runners are not acceptable as footwear except for P.E. or with the provision of a note from a medical doctor. All students participate in Physical Education class. The PE uniform consists of a blue t-shirt and navy tracksuit bottoms. A clean jersey is provided for those who do not bring correct PE uniform. If a student is ill or injured, they are expected to bring in their own PE gear and be ready to participate to the best of their ability. Jewellery is limited to one ring per hand, small sleepers or stud earrings and chains worn inside jumpers. Facial jewellery is not permitted. Excessive jewellery will be confiscated and returned after an agreed time period.

The only jacket students may wear in school is the school jacket. Hoodies are not allowed.

CYBER REFERENCING OF STAFF

Members of staff of Hartstown Community School are committed, in a professional capacity, to working to achieve the best possible outcomes for students. Students are asked to respect the boundaries between the professional and personal aspects of staff members' lives.

Students should not comment on, or make reference to a member of staff, on social media sites or social fora.

Students should not circulate or publish, through ICT or other means, material *recorded without* consent that may undermine, or cause damage to, the professional or personal reputation of another person.

Any breach of these rules will lead to sanctions. The student concerned may be liable for expulsion.

PROPERTY

To counteract theft, pupils are asked to clearly mark all their belongings. Deliberate or careless damage, to any property or equipment, is treated very seriously and must be paid for by that pupil or his/her family. Sanctions may also be imposed.

Theft of any kind in the school is considered a serious offence and, as with damage to property, will be liable to further sanctions. Students who are guilty of theft will be liable to expulsion.

Any interference with the fire alarm/safety equipment will result in serious sanction(s).

The School Management cannot accept responsibility for students' property.

BICYCLE POLICY

Students are encouraged to walk or cycle to school but do so at their own risk. Those using bicycles should enter and exit the school via the Hartstown gate entrance only. Students must not ride bicycles when on the school grounds at any time, as it creates an unacceptable Health and Safety risk to other school users. Whilst the school will investigate such incidences as fully as possible, the school accepts no

responsibility for any loss or damage to students' bicycles, however caused. Students should use a lock on their bikes at all times, accessible only by key, which they should keep in their possession. The school strongly encourages students who cycle to wear helmets, but understanding that this is ultimately the responsibility of the student and their parents. Students, when cycling, should use the designated cycle lane and keep footpaths clear for pedestrian traffic. Students found cycling on the school grounds may have their bicycles confiscated.

SMOKING

Legislation outlaws smoking in the workplace. For schools, smoking is prohibited within the entire school boundary, with no exception. This policy applies to all employees, students, parents/guardians of students, consultants, contractors or their agents/representatives and visitors to the school. Smoking in the immediate environment outside the school, while in school uniform, is not allowed.

There are serious fines/penalties for breach of this legislation.

Parents please advise your son/daughter of this legislation - it does apply to them and not just to adults.

SUBSTANCE ABUSE

Possession, use or supply of drugs, alcohol or any illegal substances is completely prohibited. Any breach of this regulation will warrant removal from class and the imposition of sanctions. A final decision of the severity of the sanction rests with the Board of Management. The substance policy is available for inspection in the school.

MOBILE PHONES/IPODS/OTHER DEVICES

We operate a strict Acceptable Use Policy for mobile phones. Pupils and parents must become familiar with it and sign the Student/Parent Acceptance found on page 17 of the journal. Mobile phones/iPods must be switched off during the school day and will be confiscated if found in use.

The confiscated items will only be returned to the pupil or parent/guardian after one week, (2 weeks in exceptional cases).

CHEWING-GUM

Due to damage to the general school environment, chewing gum is prohibited in all areas of the school complex. Students who chew gum will be liable to a cleaning charge of €10 and may be required to carry out cleaning duties.

TIPP-EX AND LARGE MARKERS

Use of Tipp-Ex or other correcting fluids and large markers are not allowed in the school. Non fluid based corrector pens may be used.

SANCTIONS

Where students do not respect the Charter of Behaviour and where reasonable requests and/or discussion do not bring about a change in behaviour, it may be necessary to impose sanctions. Depending what has happened, sanctions may include the following:

- a warning/reprimand by teacher
- a note in school journal to be signed by parents
- incident report form to be presented to year-head
- extra work and/or punishment given by class teacher/tutor/year-head

- detention: pupils can be detained for 15 minutes on any day without notice - longer periods of detention require parents to be notified the day before
- the pupil may be placed on a report card to monitor work/behaviour in each class to be signed nightly by parents
- the pupil may be brought for interview to the Principal/Deputy Principals
- parents may be asked to come to the school to discuss the behaviour
- the pupil may be suspended from school
- a report may be given to Board of Management
- ultimately, a pupil may be expelled from the school.

The decision to expel a student will be made by the board of management in accordance with NEWB (National Education Welfare Board) guidelines and with section 24 of the Education (Welfare) Act.

The board of management delegates authority for sanctioning suspensions to the principal and deputy principals in accordance with NEWB guidelines.

Serious breaches of the Code of Behaviour may lead to immediate suspension by Principal/Deputy Principals. In the event of a suspension or expulsion, parents are reminded that they have the right to appeal to the Board of Management, the Education Welfare Board or the Secretary General of the Department of Education and Science.

N.B. It is not possible to cover all possible infringements of behaviour and their eventual sanctions. The Board of Management reserves the right to interpret the above rules and to make the final decision.

I/We agree that the school may use our son/daughter's image of him/her participating in school activities on the school website, social media, ezine, Year Book and other school publications. (If you do not agree please inform the principal in writing).

Attendance at Hartstown Community School is conditional on the pupils and parents'/guardians' acceptance of the above Code of Behaviour which should be signed in the school journal.

PROTECTION AND WELFARE OF CHILDREN

National Guidelines - **The Protection and Welfare of Children 1999 and The Child Protection Guidelines for Post Primary Schools - DES 2004** have been drawn up by the Department of Education and Skills, the HSE and organisations representing school management, parents and teachers, to guide and direct us in our duty of care.

These guidelines emphasise that the safety and welfare of children must be a priority, and it is incumbent on school authorities and personnel to adhere to the guidelines.

If school personnel have any concerns that a child may have been abused, is being abused, is at risk of being abused or has sought a staff members advice on the issue, it should be reported without delay to the school Designated Liaison Person.

The guidelines apply to all school personnel; teachers, secretaries, caretakers, cleaners etc.

The Board has appointed Mr. J. Bean as Designated Liaison Person (DLP) and Ms. A. Kelly as Deputy Liaison Person in the absence of the DLP.

Child abuse is complicated and can take different forms, but usually consists of one or more of the following:

Neglect: Where a child's needs for food, warmth, shelter, nurturance and safety are not provided, to the extent that the child suffers significant harm.

Emotional Abuse: Where a child's needs for affection, approval and security are not being met and have not been met for some time by their parent or carer.

Physical Abuse: Where a child is assaulted or injured in some way that is deliberate.

Sexual Abuse: Where a child is used for the sexual gratification of an adult.

The primary responsibility of the person who first suspects or is told of abuse, is to report it to the Designated Liaison Person - Mr. J. Bean, and to ensure that their concern is taken seriously. The guiding principles in regard to reporting child abuse may be summarised as follows:

- The safety and well-being of the child or young person must take priority.
- Reports should be made without delay.
- The principle of natural justice should apply, which means that a person is innocent until proven otherwise.
- The principle of confidentiality should apply, whereby only those who need to know should be told of a suspicion/allegation/disclosure of abuse and the number that need to be kept informed should be kept to a minimum.

The Protection for Persons Reporting Child Abuse Act 1998 provides immunity from civil liability to persons who report child abuse "reasonably and in good faith" to the HSE or An Garda Síochána.

A worker who knows or suspects that a young person has been or is at risk of being harmed has a duty to convey this concern to the designated person in the organisation who will report the information to the HSE. The HSE will, in turn, notify An Garda Síochána. In an emergency, a report must be made directly to An Garda Síochána. It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the HSE or An Garda Síochána.

Under no circumstances should any individual member of staff or volunteer or the organisation itself attempt to deal with the problem of abuse alone.

It is part of everyone's duty to make themselves aware of the requirements of these guidelines.

*Department of Education and Skills,
Post-Primary Branch,
Portlaoise Road, Tullamore, Co. Offaly.*

CIRCULAR M48/01

**To: Management Authorities of Second Level Schools
Appeal Procedures Under Section 29 of the Education Act, 1889**

Section 29 of the Education Act, 1998 gives parents (and students who have reached the age of 18)

the right to appeal certain decisions made by a school of management, or a person acting on behalf of a board, to the Secretary General of this Department.

The Following decisions may be appealed viz.

- (i) Permanent exclusion from a school,*
- (ii) Suspension for a period which would bring the cumulative period of suspension to 20 school days in any one school year, or*
- (iii) Refusal to enrol.*

*Appeals must generally be made within **42** calendar days from the date the decision of the school was notified to the parent or student. Accordingly, schools should advise parents of this right of appeal and associated timeframe when informing them of any of the above categories of decisions.*

The detailed procedures are outlined in the appendix to this Circular. In brief, there are three layers to these procedures viz.

Both parties will be asked in the first instance to see if an accommodation can be reached at local level;

Should that fail, and where the Appeals Committee considers that it may be possible to facilitate agreement between the appellant and school, a facilitator will be appointed to contact the parties at the earliest opportunity;

Finally, an appeal may be referred for hearing by an Appeals Committee established by the Minister for Education and Skills.

This appeal mechanism became effective from 23 December 2000. To date, seven appeals have been processed by the Department, all of which, apart from one, have been successfully resolved at local or facilitation level without referral to an appeals hearing.

Please provide a copy of this circular to the appropriate representatives of parents and teachers for transmission to individual parents and teachers.

*John Dennehy,
Secretary General*

HARTSTOWN COMMUNITY SCHOOL PREVENTION OF BULLYING POLICY

(Revised May 2014)

Hartstown Community School aims to provide a secure and safe teaching and learning environment for all members of our school community. This will be done in a spirit of tolerance which recognises that each one of us is individual and unique and deserves to be treated with dignity and respect.

We aim to create an environment, for all members of our school community, where we can foster and promote personal development and positive self-esteem; where we can help each other to realise fully our potential, whether it be social, moral, cultural, academic and professional.

Our individual differences enrich and enhance our immediate environment and each person's contribution is important and is welcome.

Bullying is any form of repeated action or words intended to cause anguish, discomfort, or hurt in any form, to others.

- In its simplest form it may be devoid of malicious intent.
- It can be done by an individual, but also by a group.
- It can be subtle and therefore difficult for the adults in charge to recognise.
- The victim is often seen as vulnerable in some way.
- The person who bullies is seen as being in a position of power.

Bullying can take many forms

- It can include physical, verbal, intellectual, racist or sexual abuse.
- It can use exclusion, gestures, humiliation, threats etc.
- It can take the form of cyber bullying by phone, internet or other electronic device.
- It is **always** threatening for the victim.
- It is **always** personal.
- The person who bullies has his/her own problems which need addressing.
- The person who bullies **can** be an adult.
- Though bullying occurs mostly between pupils, we must also be aware that it can happen in many contexts: between management and staff (teaching and ancillary), between staff members, between staff members and pupils.
- It can take the form of sexual harassment of teachers by pupils or of pupils by teachers.
- Bullying behaviour of any kind is never acceptable.

**BULLYING THRIVES IN A CLIMATE OF FEAR AND SECRECY.
POSITIVE ANTI-BULLYING STRATEGIES ENABLE US TO BREAK THE CODE OF SILENCE.**

Our code of behaviour is based on respect.

Respect for SELF | Respect for OTHERS | Respect for OPENNESS | Respect for PROPERTY

A member of the school community, who excludes, threatens, intimidates or hurts another person in any way disrespects this code.

As teachers:

- We aim to be alert for victims of bullying. We will be vigilant for 'out of character' behaviour.
- We aim to protect students and challenge anti-social, negative, or intimidating behaviour.
- We will not accept actions or words which have a destructive influence, or which interfere with other students' rights in any way.
- We aim to be aware of the hurt and anger which teachers can cause to pupils and which pupils can cause to teachers by sarcasm, personal remarks, unnecessary negative comments and unfair treatment.
- We aim to make ourselves as available as possible for any student who may need to approach us to talk about bullying related incidents.

SCHOOL ATMOSPHERE

- All partners in education, parents, staff and students share responsibility for creating a safe school. Students will be supervised and monitored during unstructured time as far as is practicable. We will be aware of and assist in the reporting and prevention of bullying.
- The topic of bullying is addressed in Pastoral Care *and other classes*.
- Pupils *should not* tolerate bullying behaviour in their social group. Recognising and challenging those who engage in bullying behaviour is a great *deterrent*.
- Bullying, in all forms is regularly addressed in assemblies, at tutorial, at parent evenings and through classroom interventions involving the student council.

REPORTING BULLYING BEHAVIOUR

What parents should watch for:

- Signs of distress, sleeplessness, anxiety, unexplained illness, reluctance to go to school, change in route to school, changes in friends, changes in patterns of behaviour.
- Unexplained bruises or scratches or damage to clothes, books, or property.
- Any increase in demands for money or money "lost".

What parents should do:

- Find out whatever facts you can - names, places, witnesses, circumstances.
- If friends are also being bullied contact other parents.
- Advise your son/daughter to report the incident and if they do not want to then inform the school yourself.
- Communicate with the tutor or year-head should you have any concerns about your son/daughter.
- Help your son/daughter to work out strategies for challenging bullying behaviour like looking confident, walking away, saying "I don't want to" and practice these with your son/daughter. **Do not encourage them to retaliate.**

What students should do.

- If you experience bullying, you should tell a trusted adult. This may be a parent or guardian, a teacher, the class tutor, the year-head, the deputy principals or the principal. If you are unwilling or unable to tell an adult on your own, you should ask a friend to go with you or to tell the adult for you.
- Give as many details as possible re times, places, circumstances and the names of any possible witnesses.
- Report any incidents you may come across where you believe another student is being subject to behaviour which he/she does not appear to welcome.

INVESTIGATING AN INCIDENT

Reporting bullying is the first step in solving the problem. Different problems require different responses. All incidents will be investigated discreetly and sensitively. The investigation will normally be carried out by the year-head or another designated member of staff. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable the relationships of the parties involved.

When the facts are established:

- We will endeavour to have the person who bullies understand the effect his/her actions and behaviour are having on others.

- A commitment will be asked from the person who bullies to stop hurting the victim.
- Where appropriate, the victim will be taught strategies to enable him/her to challenge bullying behaviour.
- Parents of both parties may be informed.
- Sanctions may be imposed depending on what has happened.
- Records will be kept on file.
- In some cases, it may be appropriate to refer the matter to an external agency or authority.
- The person who bullies may be required to attend counselling in school or with an outside agency.

We expect that most incidents of bullying will be resolved at this stage.

MONITORING THE AFTERMATH

- Teachers will talk to the victim and to the person who bullies to find out how both parties are coping.
- If bullying recurs, the parents of the person who bullies will be invited into the school for a meeting.
- A more severe sanction may be imposed.
- Records will be kept on file.
- Immediate suspension may be imposed for a once off incident of violence. Each case will be considered individually.
- If the incident is particularly serious, the pupil may be suspended and reported to the Board of Management. At the Board's discretion, an expulsion may result.

Bullying should not be confused with inter-personal conflicts in the workplace, management responsibilities, or industrial relations difficulties.

This policy was informed by the Anti-Bullying Procedures for Primary and Post-Primary Schools and by Children First: National Guidance for the Protection and Welfare of Children (July 2011).

HEALTH & SAFETY POLICY

A copy of the school's complete Health & Safety Policy is available from the school office.

Everybody in the school has a responsibility to ensure a safe working and learning environment. This includes not only management and staff but students and visitors. Parents are reminded that they too have a duty of care to ensure that their son or daughter does not act in a way that causes harm or injury to another person.

Students are well aware of what constitutes dangerous or harmful behaviour. The well-being of all students is important to those of us who work in the school.

A sophisticated CCTV system has been installed in the school and in the grounds for the safety and security of all students and staff.

Interfering with the school fire alarm system, intruder alarm system, security cameras, fire exit doors etc. in any way, is a serious offence. Sanctions apply.

Improper use of machinery or school equipment, without the authority, instructions and presence of a teacher is strictly forbidden.

Unsupervised use of practical rooms, sports hall, computer rooms, language laboratory, science laboratories is strictly forbidden.

Students must use the exit/entry gates/doors as specified by management and staff.

The use of school grounds, basketball courts, tennis courts is forbidden unless permission has been specifically granted by the principal.

We maintain the school buildings and grounds in very good repair. Should anybody be aware of any hazard, problem or difficulty you are duty bound to notify the school authorities so that remedial action can be taken to rectify the problems.

N.B. Parents and students please note your responsibilities and duty of care to others.

RE-REGISTRATION FOR THE FOLLOWING ACADEMIC YEAR

To ensure accurate student records and to maximise student places, all students who intend continuing their schooling are expected to re-register for the following school year to ensure their place. Reregistration takes place each year in early May, and is the only way of securing a school place for the following year.

Students who do not complete the re-registration will be assumed to have left school or have sought a place elsewhere.

Acceptance of re-registration is not automatic and in some cases can be refused. Parents will be notified in these circumstances.

We have a waiting list in operation for each year group. We will not accept students from outside our catchment area until June when our own students have had plenty of time to re-register.

RECREATION AND SOCIAL FUND

This parent information booklet outlines the vast array of extra-curricular activities provided by the school. The Department of Education and Skills does not provide funding for extra-curricular activities. To subsidise these activities we ask parents to make a contribution of €60 per student or €120 per family per year. **Please note that students whose contribution has not been paid may not avail of extra-curricular activities.**

The contribution covers

- (a) 24 hour, 7 days a week accident insurance with Brennan Insurance.
- (b) Transport to and from sporting events.
- (c) In-house examination at Christmas (for all years) and in May for 1st Year, 2nd Year and 5th Year.
We provide formal examination answer sheets for these exams.
- (d) Postage for reports home, notifications to parents etc.
- (e) Personal Development Days where we get speakers to give presentations on relevant topics such as alcohol and substance abuse, sexuality, eating disorders, etc.

- (f) Parent newsletters.
- (g) Production of the Parent Information Booklet.

Also included are:

Transport to and from debates, the purchase of gear, trophies & equipment and the entry fees for school competitions make the greatest demand on these resources. Pre-Leaving / Pre-Junior certificate examination answer papers are expensive..

We appreciate your support in the past and request that you continue to fund these activities.

Please note that in order to participate in extra-curricular activities, your child must have paid the sports and social contribution in full.

BOOKLISTS

The complete book lists for the various classes for the coming year are included in this booklet.

Pupils are expected to have the required books, school journal, copies and other necessary equipment when they return to school in August. Students who do not have the necessary books may be asked to remain at home until they rectify the situation.

Books (covered) and copies should be maintained in good order and free of graffiti etc.

Students who come to school without books and other equipment are seriously disadvantaged. They cannot follow lessons, cannot do their homework and often interfere with other pupils' teaching and learning.

Students should not dispose of previous year's books in particular in 1st, 2nd and 5th Year without checking with their teacher and book list that they no longer need them. Many books in those years need to be retained.

SCHOOL BOOKS



'Book Haven' will be in the school selling books on the following dates:

Tuesday 27th June (10 a.m.- 3.30 p.m.) and **Thursday 10th August** (10 a.m.- 3.30 p.m.) 2017.

All school books will be available to purchase and take away only on the days listed above. We strongly recommend that you avail of this service.

The School Journal and fees for practical subjects are payable **only** through the school office any day.

Parents who do not wish to avail of this service can make their own arrangements, but as stated above all students **must** have all the required books when they return to school in August.

Good quality second hand books are available at half price from Budget Books, Clontarf, Tel. 01-8335839. Free delivery.

N.B. *Book prices are correct at time of printing, but may change slightly depending where purchased.*

Hartstown Community School - 1st Year Booklist 2017/2018

Subject	Title	Author	Publisher	Price
Gaeilge	'Turas 1' (<i>purchase through teacher in Sept.</i>)			20.00
	'Foclóir Póca'			7.50
	'Cóipleabhar Notaí'			0.65
Maths	'Text & Test 1' (Tolka & Poddle classes)	O. D. Morris, Paul	Celtic Press	19.95
	'Text and Text 2' (purple book) Remaining classes Maths kit available in school €25	Cooke, Paul Behan	Celtic Press	19.10
English	'Wonder' – (<i>Bradogue, Rye, Camac, Stein & Dodder classes</i>)	R. J. Palacio		9.99
	'Buddy' – (<i>Tolka and Poddle classes</i>)	Nigel Hinton		10.20
	'The Dare' – (<i>Tolka and Poddle classes</i>)	John Boyne		2.59
	All classes: 'Fire and Ice 1' Dictionary GEM (Compulsory) €10 for library - to be paid to office before September 2 x A4 Softback copies @ €.65 each	Pauline Kelly	Gill Education	21.95 6.99
History	Discovering History (<i>All classes</i>)	P. McCaughey	Mentor	29.95
Geography	'Geography in Action'	Norma Lenihan/ Jason O'Brien	Educate.ie	19.95
	'Geography in Action Workbook' (Activity Book)			4.95
Science	'The Nature of Science'	Tim Gill	Mentor	29.95
	1 x A4 hard back science copy	Claire Grant		3.50
	1 x A4 soft back copy €1.75 Folder (plastic or cardboard)	Vicky Meredith Sheena Odongo		0.45
Business Studies	'Business Breakthrough' textbook & workbook	Enda Connolly & Eoghan Keegan	Mentor books	29.95
	Scientific Calculator (incl. in Maths kit) 120 page copy €1.75 and ruler 30c A4 Folder			2.95
French	'Premiers Pas' Dictionary GEM (Compulsory)	Gemma Kelly & Jacinta Cleary	CJ Fallon	19.65 6.99
Spanish	'Primer Paso 1' Spanish Dictionary GEM (Compulsory)		Folens	17.35 6.28
Religion	'Religion for Living' single volume (2nd edition) A4 soft back copy €1.75	Connie Duffy	Alpha Press	24.50
CSPE	'Make a difference' (4th edition) Soft A4 copybook & Plastic A4 Folder		Folens	22.80
S.P.H.E.	'Healthy Living - Lifeskills for Social, Personal and Health Education' student workbook Year 1	Lisa O'Hagan	H.S.E. West	6.00
German	'Abenteuer Deutsch 1' Dictionary	Melanie Henry	Ed. Co.	24.95
Home Economics	'Essentials For Living' book & workbook	Ellis Flood	Gill & Macmillan	37.99
	A4 plastic covered copy €5 fee for craft materials (<i>pay to Home Ec. teacher</i>)			1.99
Art	Art Pack (<i>payable through the school</i>)			20.00

Materials Technology Wood	'Materials Technology Wood' (new edition) €20 for materials <i>(to be paid in school office)</i>	Michael Cross	Ed. Co.	29.50
Technical Graphics	'Understanding Technical Graphics' workbook €20 for all equipment and materials <i>(to be paid in school office)</i>	O'Sullivan & Wade	Gill & Macmillan	14.99
Materials Technology Metal	€10 for all equipment and materials <i>(to be paid in school office)</i> Basic Engineering Technology A4 copy €1.75	Sean O'Tuairisg	CJ Fallon	30.25
Technology	'Technology for Junior Certificate' €10 for all equipment and materials <i>(to be paid in school office)</i> A4 copy €1.75	Paul Enright	Golden Key	35.00
Music	'Sounds Good! Core Book' 'Sounds Good! Workbook Set C' A Yamaha Descant Recorder Music Manuscript	M. McFadden/ K. Kearns	Ed. Co.	32.95 11.66 1.95
I.T.	I.T. Examination fees <i>Students are asked to bring in their own headphones for IT classes</i>			8.00
Spanish	'¿Qué Pasa? 1' Spanish Dictionary GEM (Compulsory)		Ed. Co.	24.95 6.50

Hartstown Community School - 2nd Year Booklist 2017/2018

Subject	Title	Author	Publisher	Price
Gaeilge	'Iontas 2' (Gnáthleibhéal) 'Iontas 3' (Ardleibhéal) Retain 'Foclóir Póca' Notes copy €1.75	Yvonne O'Toole & Eliz Wade	Ed. Co.	31.75
			Ed. Co.	32.75 7.50
Maths	'Higher Level Text and Test 2' (Blue) Ordinary Level Retain 'Text and Test 2' (Purple) All Levels Retain Maths pack <i>*Levels will be advised in the summer report</i> Retain Maths Tables (formulae & tables) new version Geometry set & A4 sums copy €1.75 Scientific Calculator (Casio FX-83ES)			21.35 4.00 2.99/ 12.95
French	Retain 'Bienvenue en France 1' Retain French Dictionary (Compulsory) 'Bienvenue en France 2' (3rd edition)		Folens Folens	30.50 8.99 35.90
Religion	Retain 'Religion for Living' single volume (2nd edition) + A4 soft back copy €1.75	Connie Duffy	Alpha Press	24.50
Technology	€20 for all equipment and materials <i>(to be paid in school office)</i>			

English	'The Knife of Never Letting Go' - (<i>Black, Marian, Coady, Fitzmaurice, O'Mahony classes</i>)	Patrick Ness		11.19
	'Once' - (<i>Connor and Gannon</i>)	Maurice Gleitzman		8.74
	All classes: 'Fire and Ice 2' Retain Dictionary €10 for library - to be paid to office before September 2 x A4 Softback copies @ €1.75 each	Pauline Kelly	Gill Education	26.95
Science	Retain 'The Nature of Science'	Tim Gill	Ed. Co.	29.95
	Retain 1 A4 hard back science copy (Experiments)	Claire Grant		3.50
	Retain 1 A4 soft back copy €1.75 Folder (plastic or cardboard)	Vicky Meredith Sheena Odongo		0.45
Geography	Retain 'Geography In Action'			
History	Retain 'Discovering History' (<i>All classes</i>)	P. McCaughey	Mentor	29.95
Business Studies	Retain First year Textbook & Workbook			12.95
	Scientific Calculator (as per Maths) 120 page copy 55c and ruler 30c A4 Folder			2.95
CSPE	Retain 'Stand Up, Speak Up!' Textbook & Workbook A4 copy €1.95 & A4 ring binder	Holmes & O'Dwyer	Mentor Publications	18.95 9.95 2.95
S.P.H.E.	'Healthy Times - Lifeskills for Social, Personal and Health Education' student workbook Year 2	Lisa O'Hagan	H.S.E. West	6.00
German	'Deutsch für Alle 2'	Derval McGrath & Maire Devlin Quinn	Folens	35.90
Home Economics	Retain 'Essentials For Living' & workbook A4 plastic covered copy €1.99 Apron pack available in Sept. from teacher €10	Eilis Flood	Gill Education	37.99
Materials Technology Wood	Retain 'Material Technology Wood' (New edition) €10 for materials (to be paid in school office)	Michael Cross	Ed. Co.	29.50
Technical Graphics	€10 for all equipment and materials (to be paid in school office)			
	Retain 'Understanding Technical Graphics' workbook	J. & T. O'Sullivan	Gill & Macmillan	14.99
Materials Technology Metal	Retain 'Basic Engineering Technology for Junior Certificate' €20 for all equipment and materials (to be paid in school office)	Sean O'Tuairisg	CJ Fallon	30.25
I.T.	I.T. Examination fees <i>Students are asked to bring in their own headphones for IT classes</i>			8.00
Art	Art Pack (payable through school)			20.00

Music	<i>Retain</i> 'Sounds Good!' Core Book	M. McFadden/ K. Kearns	Ed. Co.	32.95
	<i>Retain</i> 'Sounds Good!' Workbook Set 'B'			11.60
	A Yamaha Descant Recorder Music Manuscript			1.95
Spanish	<i>Retain</i> 'Primer Paso 1'		Folens	18.80
	<i>Retain</i> Spanish Dictionary GEM (Compulsory)			6.50
	'Vamos a Escuchar 1'		Folens	20.50
	'Primer Paso 2'		Folens	29.80

Hartstown Community School - 3rd Year Booklist 2017/2018

Subject	Title	Author	Publisher	Price
Gaeilge	<i>Retain</i> 'Iontas 3 (Ardleibhéal)'	R.O. Baille	Ed. Co.	32.75
	<i>Retain</i> 'Iontas 2 (Gnáthleibhéal)'	R.O. Baille	Ed. Co.	31.95
	'Focloir Poca'			6.35
	<i>Retain</i> Notes copy			
Maths	<i>Retain</i> Books: Higher Level 'Text and Test 2' (Blue) Ordinary Level 'Text and Test 2' (Purple)	O. D. Morris	Celtic Press	21.50
	<i>Retain</i> Maths Pack			19.10
English	'The Merchant of Venice' - <i>Flynn, Lane, O'Boyle, Moran and Sheehan classes</i>	W. Shakespeare	Educate.ie	11.95
	'Trash' - <i>Kelly & Hickey classes</i>	Andy Mulligan		10.00
	'Blood Brothers' from class teacher in Sept.			14.29
	'The Dare'	John Boyne		2.59
	All classes: <i>Retain</i> 'Fire and Ice 2'	Pauline Kelly	Gill Education	26.95
	<i>Retain</i> Dictionary €10 for library – (to be paid in school office) 2 x A4 soft back copies @ €1.75 each Exam papers to be purchased through the school later in the school year			
History	<i>Retain</i> 'Discovering History' 1 A4 soft back copy €1.75	P. McCaughey	Mentor	29.95
Geography	<i>Retain</i> 'New Complete Geography' (4th edition)	Charles Hayes	Gill & Macmillan	30.05
	<i>Retain</i> 'New Complete Geography' workbook			11.95
Science	<i>Retain</i> 'Exploring Science' (3rd edition)	Henly O'Callaghan	Ed. Co.	32.95
	<i>Retain</i> 'Science Experiment' copy and folder			11.95
	<i>Retain</i> A4 soft back Science copy			3.50
Business Studies	<i>Retain</i> 'Studies in Business' textbook & workbook 'Business Studies Record Book' No. 1, 2, 3 or combined, available in Easons	M. Roche & D. Cusack	CJ Fallon	34.10/ 12.20
	<i>Retain</i> Scientific Calculator 120 page copy and ruler & A4 folder			12.95
French	<i>Retain</i> 'Bienvenue 2' (3rd edition) French Dictionary Gem (Compulsory)		Folens	35.50 6.99

Religion	<i>Retain</i> 'Religion for Living' single volume (2nd edition) + A4 soft back copy €1.75	Connie Duffy	Alpha Press	24.50
CSPE	<i>Retain</i> 'Stand Up, Speak Up!' and workbook A4 soft copy €1.75 & A4 plastic folder €2.95	Holmes & O'Dwyer	Mentor Publications	18.95 & 9.95
S.P.H.E.	'Healthy Choices - Lifeskills for Social, Personal and Health Education' Student Workbook Year 3	Lisa O'Hagan	H.S.E. West	6.00
Home Economics	<i>Retain</i> 'Essentials for Living' and workbook A4 Plastic covered copy €1.99	Eillis Flood	Gill Education	37.95
Materials Technology Wood	<i>Retain</i> 'Material Technology Wood' (new edition) €20 to be paid in school office for materials	Michael Cross	Ed. Co.	29.50
Technical Graphics	€10 for all equipment and materials (to be paid in school office)			
Technology	€20 for all equipment and materials (to be paid in school office)			
Materials Technology Metal	<i>Retain</i> 'Metalwork at a Glance' €20 for all equipment and materials (to be paid in school office)	D. Mooney	Blackrock Ed. Centre	10.00
Music	<i>Retain</i> 'Sounds Good!' Core book <i>Retain</i> 'Sounds Good!' Workbook Set 'A' <i>Retain</i> Yamaha Descant Recorder <i>Retain</i> Music Manuscript	M. McFadden/ K. Kearns	Ed. Co.	32.95 11.60
Spanish	<i>Retain</i> 'Primer Paso 2' <i>Retain</i> 'Vamos a Escuchar 1' Dictionary Gem Practicamos		Folens Folens	27.45 18.35 6.50 14.35
German	<i>Retain</i> German Dictionary			
I.T.	I.T. Examination fees <i>Students are asked to bring in their own headphones for IT classes.</i>			8.00
Art	Art Pack (payable through school)			20.00

Hartstown Community School - 5th Year Booklist 2017/2018

Subject	Title	Author	Publisher	Price
Gaeilge	Higher Level: 'Samhlaíocht (Ardleibhéal)' 'An Triail (Ardleibhéal)' + <i>Retain</i> 'Focloir Poca'	Caitriona Ní Shuilleabháin & Triona Geraghty	Gill Education	33.95 6.99
	Ordinary Level: 'Fuinneamh Nua (Gnáthleibhéal)' A4 soft back copy + <i>Retain</i> 'Focloir Poca'	Yvoone O'Toole & Elizabeth Wade	Ed. Co.	32.75 1.75
Spanish	'Espanol en Accion'		Folens	35.95
	'Vamos a Escuchar 2'		Folens	21.25
	'De Acuerdo'		Folens	15.85
	Gem Dictionary			6.50

English	Higher Level & Ordinary Level: 'Macbeth' 'All my Sons' 2x A4 soft back copies €1.75 each	W. Shakespeare Arthur Miller	Mentor	10.95 11.24
	Higher Level only: 'Foster' 'Language Lessons' Poetry Book: €20 to be paid to office <i>before Sept.</i>	Claire Keegan M. Kieran & F. Rocks	Gill & Macmillan	9.99 19.95
	Ordinary Level: 'This is Poetry 2019' (O.L.)	Forristal & Ramsell	Forum	22.49
Maths	Higher Level: 'Text & Test' 4 - 7			37.25
	Ordinary Level: 'Text & Test' 3 Maths kit €25.00			27.50
French	'Tout va Bien' French Dictionary (Compulsory)	Dervla Murphy	Folens	36.40 8.99
German	'Deutsch Komplet' Leaving Certificate German Gem German Dictionary	Maire Devlin Quinn & Derval McGrath	Folens	36.60 6.99
History	'The Making of Ireland'	Paul Twomey	Educate.ie	19.95
	'The Making of Europe and the Wider World' 2 x A4 copies €1.75 each	Gregg O'Neill & Paul Twomey	Educate.ie	19.95
Geography	'Earth' A4 soft copy €1.75	Michael Organ	Educate.ie	19.95
Physics	'Real World Physics' textbook and workbook 2 x A4 soft back copies €1.75 each <i>Maths tables & Scientific calculator are required for Physics</i>	D. O'Regan	Folens	37.95 4.00 12.95
	'Leaving Certificate Biology Plus' 1 A4 plastic covered soft back A4 copy €1.99 1 A4 hardback copy with graph paper	M. O'Callaghan	Ed. Co	32.75 3.50
Home Economics (S&S)	'Complete Home Economics Book' 'Complete Exam Skill Builder' Workbook A4 plastic covered copy €1.99	Leanne Gillick & Laura Healy	Educate.ie	19.95 9.95
Construction Studies	'Get Constructive'	Eva Corcoran Sean King	Educate.ie	19.95
Art	1. 'Appreciating Art' for L.C. (2nd Ed.) 2. 'Art History Revision' for L.C. (<i>Less Stress More Success</i>) Large Ring Binder/Dividers/Plastic Sleeves (100) A4 soft back copy €1.75 Art pack (<i>payable through the school</i>)	A. Ní Chárthaigh/ A. O'Sullivan A. Ní Chárthaigh		29.95 9.99 25.00
	€15 to be paid to the office in August for use of the class text book. Differential Aptitude exam costs and classroom materials.			15.00
Accounting	Text book to be decided in September Calculator and ruler €0.30 1 soft back A4 120 page copy €1.75			12.95

I.T.	I.T. Examination fees <i>Students are asked to bring in their own headphones for IT classes.</i>			8.00
Applied Maths	€27 for book to be obtained from teacher in Sept. Maths copies for each topic. Mathematical tables and Scientific calculator are also required	Dominic Donnelly	Tir Na nOg	27.00
Economics	To be decided in September			
Business	'Business Express' textbook & workbook (2nd Ed.) 1 soft back A4 120 page copy €1.75 A4 refill pad & A4 ring binder	Enda Connolly	Mentor Books	29.95
Chemistry	Understanding Chemistry (new edition) Experiment Book (new edition) 1 plastic A4 soft back copy €1.99	J. McCarthy & T. White	Ed. Co.	38.50 13.30
Religion	Non-exam Classes: 'Life Matters, Senior Cycle Religious Education' A4 soft back copy €1.75 Exam Classes: 1. 'The Search for Meaning and Values', Unit 1, Section A, of the new series for Leaving Cert. Religious Education (Rel. Ed.) 2. 'Faith, Seeking, Understanding' Unit 2 Sections B, C, D, of the new series for Leaving Cert. (Rel. Ed.) A4 soft back copy €1.75	Niall Boyle	Mentor	23.95
			Veritas	15.95
			Veritas	29.50
Engineering	'New Engineering Technology' €10 photo-copying fee (<i>to be paid in school office</i>) A4 Pad & Ringbinder	Lawrence Smyth & Liam Hennessy	Ed. Co.	39.95
Music	Leaving Cert. Notes (Textbook and 2 workbooks) available online at www.leavingcertmusic.com €20 payable to school to rent 4 set works Music Manuscript €2.10 Retain Recorder	Anne Marie and Majella Higgins		48.00
D. C. G.	€65 levy towards all equipment and material (<i>to be paid in school office</i>) Book to be obtained from DCG teacher in Sept. USB Data key plus Computer/Laptop with DVD drive at home, T-square and drawing board for home use			
Politics and Society	A4 copy and €20 starter pack. To be paid to office. Pack to be given out by class teacher in Sept.			

Hartstown Community School - 6th Year Booklist 2017/2018

Subject	Title	Author	Publisher	Price
Maths	Higher Level: Retain 'Text & Test' 4 - 7 (H. L.)		Celtic Press	
	Ordinary Level: Retain 'Text & Test 3' (O.L.)		Celtic Press	

Gaeilge	Higher Level: <i>Retain</i> 'An dTuigeann Tú? (Ard)' (new edition) <i>Retain</i> 'An Triail (Ard)' + <i>Retain</i> 'Foclóir Poca'	Ruaidhre O'Baille Mairead Ni Grada	CJ Fallon An Gum	39.65 6.95
	Ordinary Level: <i>Retain</i> 'An dTuigeann Tú? (Gnath)' (new edition) A4 soft back copy €1.75 + <i>Retain</i> 'Foclóir Poca'	Ruaidhre O'Baille	CJ Fallon	38.65 7.50
English	<i>Retain</i> All books from 5th Year 2 x A4 soft back copies €1.75 each Exam papers to be purchased through the school later in the next school year			
History	'The Making of Europe and the Wider World' 2 x A4 soft back copies €1.75 each	Gregg O'Neill & Paul Twomey	Educate.ie	19.99
Geography	<i>Retain</i> 'Today's World Book 1' Core Units 1, 2, 3. (3rd edition)	Ashe & McCarthy	Ed. Co.	32.95
	Buy Today's World Book 3 (3rd edition)	Ashe & McCarthy	Ed. Co.	22.95
Biology	<i>Retain</i> 'Leaving Certificate Biology & Experiment Book' 1 A4 plastic cover soft back copy €1.99	M. O'Callaghan	Ed. Co.	34.95
	<i>Retain</i> 1 hard back copy with graph paper (Experiment)			3.50
Physics	<i>Retain</i> 'Real World Physics' textbook + workbook	D. O'Regan	Folens	35.25
	<i>Retain</i> Maths Tables & Scientific Calculator 2 x A4 soft back copies €1.75 each			12.95
French	<i>Retain</i> All 5th year texts French Dictionary (Compulsory)			6.99
Home Economics (S&S)	<i>Retain</i> Complete Home Economics	Leanne Gillick & Laura Healy	Educate.ie	19.95
Religion	Non-exam Classes: 'Life Matters' A4 soft back copy €1.75	N. Boyle	Mentor	22.95
	Exam Classes: <i>Retain</i> 1. 'The Search for Meaning and Values, Unit 1, Section A' of the new series for Leaving Cert. Religious Education		Veritas	15.95
	<i>Retain</i> 2. 'Faith, Seeking, Understanding Unit 2 Sections B, C, D', of the new series for Leaving Cert. Religious Education		Veritas	29.50
	'The Irish Experience, Section 1' of the new series for leaving Cert. Religious (can be purchased directly through the school in Sept.) A4 soft back copy €1.75	T. Gunning		15.95
Construction Studies	<i>Retain</i> 'Get Constructive' €20 for materials	Eva Corcoran & Sean King	Educate.ie	19.95
German	<i>Retain</i> 'Deutsch Komplett' Leaving Certificate German and oral folder German Gem Dictionary	Maire Devlin Quinn & Derval McGrath	Folens	33.45 6.99

Art	<i>Retain</i> 'Appreciating Art for Leaving Cert.'	A. O'Sullivan/ A. Ní Chárthaigh		37.99
	<i>Retain</i> 'Art History Revision for Leaving Cert.'			9.99
	<i>Retain</i> ring binder/dividers/plastic sleeves (100) Art Pack (<i>payable through the school</i>) A4 soft back copy €1.75			20.00
Guidance	€15 to be paid to the office in August to cover the entrance fee for the Higher Options, use of class text and classroom folders and materials			15.00
Chemistry	<i>Retain</i> 'Understanding Chemistry' (new edition)	McCarthy & White	Ed. Co.	37.95
	<i>Retain</i> Experiment Book (new edition)			12.95
	1 A4 soft back copy (plastic cover)			1.99
Accounting	<i>Retain</i> Fifth Year book 1 A4 soft back copy - 120 page Calculator and Ruler			1.75
Engineering	€30 for project materials	L. Smyth Liam Hennessy	Ed. Co.	39.95
	<i>Retain</i> New Engineering Technology			1.75/
	<i>Retain</i> A4 pad and ring binder			2.95
Business	<i>Retain</i> 'Business Express' workbook	Enda Connolly	Mentor books	29.95
Music	<i>Retain</i> Leaving Cert. Notes (Textbook and 2 work-books) from www.leavingcertmusic.com	Anne Marie & Majella Higgins		48.00
	Music Manuscript			2.10
	<i>Retain</i> Recorder			13.95
D. C. G.	€20 for project material (<i>to be paid in school office</i>) <i>Retain</i> USB Data key plus computer with DVD drive at home, T-square and drawing board for homework use + adjustable set square			
Spanish	<i>Retain</i> 'Espanol en Accion'		Folens Folens Folens	35.95
	<i>Retain</i> 'De Acuerdo'			15.85
	<i>Retain</i> 'Vamos a Escuchar 2'			21.25
	Gem Dictionary			6.99
Politics and Society	A4 Copy €20 Leaving Cert pack (to be paid to office in summer)			
Applied Maths	<i>Retain</i> 'Applied Mathematics'	Dominic Donnelly	Tir na nOg	27.00

LCA 1. (5th Year) Booklist 2017/2018

Subject	Title	Author	Publisher	Price
English & Communications	'Beat: LCA English Assignments' workbook	Nessa McDonagh	Gill & Macmillan	19.99
Maths	'LCA Maths 1'	Jackie Pierce Adrienne Webb	Golden Key	
	'Mathematics for Living'			12.00
	'LCA Maths 2'			
	'Enterprise Maths'			12.00

Irish	'Gaeilge Gach Áit Revised'	R. O'Baille	CJ Fallon	18.25
Health/ Social	'Social & Health Education' 3rd edition	Eilis Flood	Gill & Macmillan	20.50
Vocational Preparation, Guidance	€20 to cover module booklet (to be paid to front office)			
I.T.	I.T. Examination fees <i>Students are asked to bring in their own headphones for IT classes</i>			8.00
Career Guidance	'LCA Guidance Module' Learner's Record	B. Comerford		5.00
Engineering	'Metalwork at a Glance' (ordered through the school)	D. Mooney	Blackrock Ed. Centre	8.50

- All students must have a fully equipped pencil case with a red pen, ruler, 3 pencils, 2 blue or black pens and a Pritt stick.
- 10 copies
- Course Fee 5th Year LCA Year 1: €80 (to cover extra materials and costs)

LCA 2. (6th Year) Booklist 2017/2018

Maths	'LCA Maths 3'	Jackie Pierce	Golden Key	12.00
	'Mathematics for Leisure and Civic Affairs'	Adrienne Webb		
	'LCA Maths 4'			
	'Mathematics for Working Life'			12.00

- **Retain** all books from 5th Year
- Vocational Preparation and Enterprise: (€15 to cover the cost of module booklets, to be paid to front office)
- Copies needed for each subject including Religion class.
- All students must have a fully equipped pencil case with a red pen, ruler, 3 pencils, 2 blue or black pens and a Pritt stick.
- Course Fee 6th Year LCA Year 2: €100 (to cover extra materials and costs e.g. past examinations papers)

Transition Year:

Careers: Transition Year Work Experience (Guidance Workbook) €6.00
Transition Year Work Experience Vocational Preparation Workbook - Learners Record,
bought through the school

Also: A4 soft back copies €1.75 each, 5 pack plastic covers €2.99, 120 page copy 55c,
wooden ruler 30c, geometry set €2.99, Lever Arch file €3.99.

I.T.: I.T. Examination fees €8.00
Students are asked to bring in their own headphones for IT classes

Children Learn What They Live

*If a child lives with criticism
He learns to condemn.*

*If a child lives with hostility
He learns to fight.*

*If a child lives with ridicule
He learns to be shy.*

*If a child lives with shame
He learns to feel guilty.*

*If a child lives with tolerance
He learns to be patient.*

*If a child lives with encouragement
He learns confidence.*

*If a child lives with fairness
He learns justice.*

*If a child lives with security
He learns to have faith.*

*If a child lives with approval
He learns to like himself.*

*If a child lives with acceptance and friendship
He learns to find love in the world.*



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