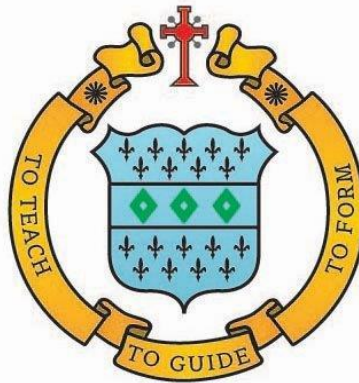


Coláiste Bríde

Presentation Secondary School



***Information on the new
Junior Cycle Profile of Achievement (JCPA)
& current Junior Certificate Curriculum Offered
to Incoming 1st Year Students***



Introduction

Coláiste Bríde is to the forefront with its implementation of the new Junior Cycle. Teachers have been working to develop and become familiar with the new courses and curriculum on offer.

We are also a lead school in ICT in Ireland as well as being involved in Bridge 21 (with Trinity College, Dublin), with IT Tallaght in innovation in Science, Technology, Engineering and Maths Education (STEM). We are a Pilot School for the new Leaving Certificate Computer Science Subject. We achieved a School of Distinction award in 2015, 2016 & 2017 through our engagement with the CFES or College For Every Student programme in association with Trinity College Dublin. Recent years have seen an increase in our student statistics entering into 3rd level education, for example 75% in 2017.

Underlying Principles of Education

The new Junior Cycle will allow for new ways of learning and a broader range of skills to be properly assessed. The Framework for Junior Cycle is underpinned by eight principles. These principles will inform planning for the development and implementation of the Junior Cycle Programme in our schools. The Principals will:

- Help students become better learners and develop a love of learning
- Help provide a solid foundation for further study
- To develop skills for learning and life
- Help to support learning through improved reporting to both students and parents

Principles of Junior Cycle Education:



Understanding the Principles for Junior Cycle Education:

<p>Quality</p> <p>All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence</p>	<p>Wellbeing</p> <p>The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective wellbeing of school, community and society</p>
<p>Creativity and Innovation</p> <p>Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative</p>	<p>Choice and Flexibility</p> <p>The school's Junior Cycle programme is broad enough to offer a wide range of learning experiences to all and flexible enough to offer choice to meet the needs of students</p>
<p>Engagement and Participation</p> <p>The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm and connects with life outside the school</p>	<p>Inclusive Education</p> <p>The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all</p>
<p>Continuity and Development</p> <p>Curriculum, assessment, teaching and learning enable students to build on their learning to date, recognise their progress in learning and support their future learning</p>	<p>Learning to Learn</p> <p>High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education and of working life</p>

Key Skills of Junior Cycle:

- **There are 8 Key skills which permeate** across the entire curriculum enabling the students to:
 - become more actively engaged with learning
 - take greater ownership of their learning
 - have a critical engagement with digital technology
 - be encouraged to problem solve and think creatively.



Statements of Learning:

The learning at the core of the Junior Cycle is described in the 24 Statements of Learning which describe what students should know, understand, value and be able to do at the end of junior cycle.

	The Student
1	Communicates effectively using a variety of means in a range of contexts in L1*
2	Listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her / his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she / he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic and environmental aspects of the world around her / him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner
* L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).	

How student achievement at Junior Cycle will be assessed

Junior Cycle students now receive a new Junior Cycle Profile of Achievement (JCPA), and this will reflect a wider range of your child's achievements over the 3 years of the Junior Cycle. It will report on:

1. Subjects
2. Classroom Based Assessments
3. Short Courses
4. Other Learning Experiences

1. Subjects: Students will choose from a selection of subjects and short courses, all subjects are being revised and each one will have its own specification. These subjects are examined at the end of the Junior Cycle and will be graded differently.

New Grading of the Final Examination in Junior Certificate

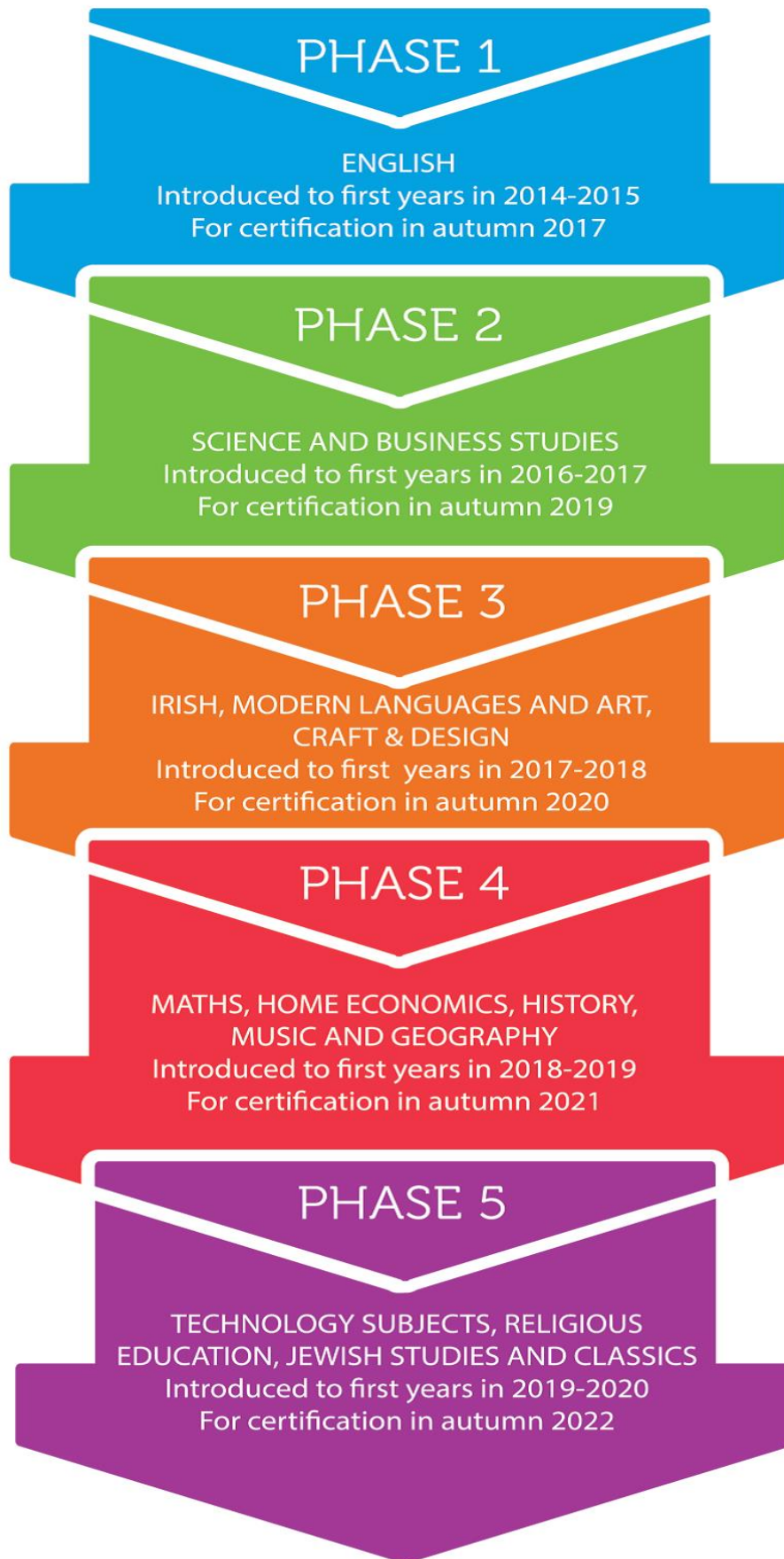
New Junior Cycle Subject Grade Descriptors

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

Older Junior Certificate Subjects Grades

A	≥ 85 to 100
B	≥ 70 and < 85
C	≥ 55 and < 70
D	≥ 40 and < 55
E	≥ 25 and < 40
F	≥ 10 and < 25
Not Graded (NG)	≥ 0 and < 10

These New Subjects are being implemented into schools on a Phased basis between 2014-22



2. Classroom-Based Assessments (CBA):

- The 2nd way in which the new Junior Cycle Assesses students is by providing them with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination. They will be undertaken in Subjects & Short courses and will be facilitated by the classroom teacher, in a set time period during school time. One CBA is completed in 2nd Year and one in 3rd year.
- Once the 2nd CBA is completed in 3rd year, the students complete a written Assessment Task, set out by the NCCA, completed during normal school time and sent to the State Examinations Commission (SEC) for marking. It is worth 10% of the final grade in most subjects. CBAs are reported on in the JCPA using the following descriptors:

Classroom-Based Assessment Descriptors
Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations

3. Short Courses:

- Schools may offer short courses these are designed for 10 hours of student engagement across 2 or 3 years, e.g. Coding, Artistic Performance, PE, SPHE, CSPE. As mentioned above (under CBA), these courses are not examinable as a state exam at the end of the 3 years, but instead are assessed by using Classroom Based Assessments.

4. Other Learning Experiences:

- Student's will have the opportunity to engage with a range of other learning experiences as part of their Junior Cycle programme and these can be recorded on the JCPA. E.g. a musical performance, debating competition or engagement at a science fair, membership of the student council, Sporting activities, Friends for Life Programme amongst many more.

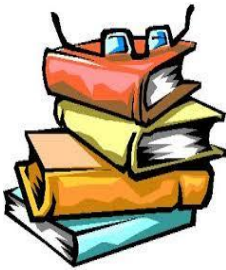
New Junior Cycle Profile of Achievement




Coláiste Bríde will offer all students the following for Junior Cycle:




<u>Core Subjects:</u>		<u>Language or Learning Support</u>	<u>Options</u>	<u>Wellbeing Programme</u>	<u>Other Curriculum Subject Supports</u>
All students must take all of the subjects below		All students must Choose 1 of the following	All students must Choose 2 of the following	All students must take all of the subjects below	First Year Students only
English	Business	French	Music	PE	Gardening / ICT ($\frac{1}{2}$ Year Rotation)
Gaeilge	Geography	Italian	Home Economics	SPHE	Literacy
Maths	History	*Learning Support	Science	CSPE	Numeracy
	Religion		Art	Guidance Related Learning	Transition & Transfer
			Coding & Artistic Performance		

**students who are exempt from a language will do Learning Support.*

Subject Descriptors & Possible Career Paths:

Subject	Description
Core Subjects: All Students	
English 	<p>In Junior Cycle English you will learn how to communicate more effectively with others and to express your point of view in many different ways. You will also have many opportunities to use your imagination and to find out about great writers. The New Junior Cycle English course has three strands which encourage students to get actively involved in acquiring the integrated skills of oral language, reading and writing. In discussing and comparing a wide variety of texts and forms, English is both a social activity as well as a personal one, students will have opportunities to work in groups in order to achieve appropriate language goals.</p> <p><u>Possible Career Paths:</u> Academic Librarian, Administrator, Advertising Copywriter, Agent, Archivist, Bookseller, Broadcast Presenter, Editorial Assistant, Education Administrator, Government Research Officer, Journalist, Legal Executive, Magazine Journalist, Media Buyer, Media Planner, Newspaper Journalist, Primary School Teacher, Radio Broadcast Assistant, Recruitment Consultant, Retail Buyer, Scriptwriter, Secondary School Teacher, Solicitor, Teaching Assistant, Television Production Assistant, Television/Film Producer, Digital copywriter, advertising, public relations officer, social media manager, arts administrator.</p>

<p>Gaeilge</p> 	<p>In English Medium Schools, the English Language is the working Language of the school and Irish is taught as a subject. The specification for Junior Cycle focuses on the development of Language and Literacy through 3 integrated strands: Oral Language: 2 Listening and Speaking, 1 Reading and Writing. Emphasis will be placed on Irish as a Language of learning and communication in the classroom.</p> <p>1st year will set the foundation for learning literature. In 2nd year, student's will sample from the following genres: short films, short stories, poetry, songs. Students must study a minimum of two short films and four texts from the 3 genres.</p> <p><u>Possible Career Paths:</u> Teaching, translation services, education, media, local and central government, librarianship</p>
<p>Maths</p> 	<p>The aim of Junior Cycle Mathematics is to provide relevant and challenging opportunities for all students to become mathematically proficient so that they can cope with the mathematical challenges of daily life. This will enable them to continue their study of mathematics in Senior Cycle and beyond. In this specification, mathematical proficiency is conceptualised not as a one dimensional trait but as having five interconnected and interwoven components which are:</p> <ul style="list-style-type: none"> ▪ conceptual understanding—comprehension of mathematical concepts, operations, and relations ▪ procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately ▪ strategic competence—ability to formulate, represent, and solve mathematical problems in both familiar and unfamiliar contexts ▪ adaptive reasoning—capacity for logical thought, reflection, explanation, justification and communication ▪ productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence, perseverance and one's own efficacy. <p><u>Possible Career Paths:</u> Accountant , Actuary, Administrator, Air Traffic Controller, Bank Manager, Chartered Certified Accountant, Corporate Investment Banker, Economist, Environmental Consultant, Financial Advisor, Financial Manager, Financial Trader, Geographical Information Systems Manager, Geographical Information Systems Officer, Human Resources Officer, Insurance Account Manager, Insurance Broker, Insurance Risk Surveyor, Investment Analyst, Investment Fund Manager, IT Consultant, IT Sales Professional, Pension Scheme Manager, Pensions Advisor, Retail Buyer, Retail Manager, Retail Merchandiser, Sales Executive, Secondary School Teacher, Secretary, Statistician, Stockbroker, Tax Inspector, Economist, Market researcher, Actuary, Statistician.</p>
<p>Business</p> 	<p>Junior Cycle Business Studies seeks to equip students with the necessary knowledge and skills to meet the demands of an ever growing, globalised and dynamic world. It is envisaged that students are enabled to make more informed decisions in managing their personal finance, understand their role in our economic society, and encouraged to become active enterprising participants. Accounting, Business and Economics are all available for selection to our Business Studies students at Senior Cycle level.</p> <p><u>Possible Career Paths:</u> Agent, Bank Manager, Commodity Broker, Credit Analyst, Customer Service Manager, Education Administrator, Environmental Manager, Facilities Manager, Financial Advisor, Financial Manager, Financial Risk Analyst, Financial Trader, Fundraiser, Further Education Lecturer, Higher Education Careers Adviser, Hotel Manager, Human Resources Officer, Industrial Buyer, Information Officer, Insurance, Account Manager, Insurance Broker, Insurance Claims Inspector, Insurance Risk Surveyor, Insurance Underwriter, Investment Analyst, Investment Fund Manager, IT Consultant,</p>

	<p>Legal Executive, Legal Secretary, Logistics & Distribution Manager, Management Consultant, Market Researcher, Marketing Executive, Media Buyer, Media Planner, Paralegal, Restaurant Manager, Retail Manager, Sales Assistant, Secondary School Teacher, Secretary, Solicitor, Stockbroker</p>
<p>Geography</p> 	<p>The study of Junior Cycle geography enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. It is the study of our planet that we live on.</p> <p><u>Possible Career Paths:</u></p> <p>Building Surveyor, Cartographer, Ecologist, Editorial Assistant, Emergency Planning/Management Officer, Energy Manager, Geological Mapper, Geophysical Data Processor, Geophysicist/Field Seismologist, Hydrographic Surveyor, Hydrologist, Journalist, Landscape Gardener, Marine Scientist, Minerals Surveyor, Nature Conservation Officer, Oceanographer, Science Writer, Soil Scientist</p>
<p>History</p> 	<p>The study of History is about exploring human experience over time and how that experience has shaped the world we live in today. By asking questions of available evidence, students of History can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions. Studying History develops our historical consciousness, enabling us to orient ourselves in time and place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it.</p> <p><u>Possible Career Paths:</u></p> <p>Academic Librarian, Actor, Adult Education Lecturer, Advertising Copywriter, Archaeologist, Archivist, Broadcast Journalist, Charity Officer, Early Years Teacher, Editorial Assistant, Exhibition Designer, Museum Education Officer, Secondary School Teacher, Television Production Assistant, Television/Film Producer, Tour Guide, Museums/libraries, international relations, civil service, media, politics.</p>
<p>Religion</p> 	<p>Religion plays an important role in Coláiste Bríde. Each class receives three periods of Religious Education per week. All classes study towards the new examinable Religious Education syllabus introduced in 2000. There are six sections to study over the course of the three years.</p> <p>1st Yr - Communities of Faith and the Foundations of Christianity 2nd Yr - World Religions and the Question of Faith 3rd Yr - The Celebration of Faith and the Moral Challenge</p> <p>Students also complete a journal booklet in 3rd year which accounts for 20% of their Junior Certificate overall grade.</p> <p><u>Possible Career Paths:</u></p> <p>Adult Education Lecturer, Adult Guidance Worker, Advice Worker, Careers Consultant, Conference Centre Manager, Corporate Social Responsibility Manager, Heritage Manager, Human Resources Officer, Journalist, Teacher, Teaching Assistant, education counselling, community development, youth worker, charity worker.</p>

Language Options: Choose 1 Language

<p>French</p> 	<p>The new Junior Cycle French aims to foster in learners such communicative skills as will enable them to participate in normal everyday transactions and interactions, both spoken and written, both at home and abroad. In addition to this, we aim to equip students with a broad acquaintance with the cultural, social and political affairs of the Francophone world.</p> <p><u>Possible Career Paths:</u> Tourism, catering, education, business and translation services, Agent, Archivist, Armed Forces Administrative Officer, Banker, Barrister, Counsellor, Court Clerk, Court Reporter, Credit Analyst, Customer Service Manager, Drama Teacher, Editorial Assistant, Education Administrator, Energy Manager, Environmental Manager, Event Organizer, Interpreter, Investment Analyst, Investment Fund Manager, IT Consultant, Journalist, Paralegal, Passenger Transport Manager, Pension Scheme Manager, Pensions Advisor, Political Research Assistant, Politician's Assistant, Press Officer, Press Sub-editor, Primary School Teacher, Prison Officer, Restaurant Manager, Retail Buyer, Retail Manager, Retail Merchandiser, Scriptwriter, Secondary School Teacher, Solicitor, Solicitor Advocate, Sports Administrator, Teacher (Abroad), Teaching Assistant, Television/Film Producer, Tour Guide</p>
<p>Italian</p> 	<p>With a focus on communication and extensive use of technology, studying Italian will enable students to learn how language works and improve knowledge of their first language too. Independence, creativity and confidence will be stimulated, and future job opportunities will be boosted by becoming proficient in another European language.</p> <p><u>Possible Career Paths:</u> Magazine Features Editor, Magazine Journalist, Management Consultant, Market Researcher, Primary School Teacher, Race Relations Officer, Radio Broadcaster, Secondary School Teacher, Secretary, Social Science Researcher, Tour Guide, Writer</p>
<p>Learning Support:</p> 	<p>In the Learning Support Department, we promote an inclusive learning experience for pupils of all abilities and talents. If you have any questions regarding your daughters' transition to Coláiste Bride please feel free to contact us anytime.</p>
<h3>Options: Choose 2 of the Following</h3>	
<p>Art</p> 	<p>Art is a subject that is process based, and all of a Junior Cycle student's Art work throughout the year builds toward their marks. They learn to demonstrate skills in a wide range of media exploring techniques as they problem solve their way through each project brief. A subject like Art builds creativity, critical thinking, organisation, perseverance, communication, collaboration and goal setting skills.</p> <p><u>Possible Career Paths:</u> The above skills are applicable in all Art and Design careers, but also in business, technology, medicine and social careers where the skills students have practised in communicating, creating and overcoming lend themselves to a very wide variety of industries in the 21st century. Many others include: Interior designer, fashion designer, retail purchasing manager, gallery assistant, printmaking technician, curator, art therapist.</p>
<p>Coding & Artistic Performance</p>	<p>This short course aims to develop the student's ability to formulate problems logically; to design, write and test code through the development of programs, apps, games, animations or websites; and, through their chosen learning activities, to learn about computer science. Software systems allow airplanes to fly from one city to another;</p>



give out money at the ATM and diagnose the level of glucose in your blood. Understanding how computer hardware and software operate and relate to everyday life is an increasingly important area of learning for students. We are fortunate to be one of only 40 schools offering Computer Science at Leaving Certificate level next year, and if your daughter wants to continue with coding after the junior cycle we can now give her that opportunity.

Possible Career Paths:

Computer programmer, research and innovation, software engineer, computing consultant, systems manager and administrator.

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Artistic Performance

Learning about and through the art is fundamental to an education that aspires to support the development of the whole person. Artistic Performance provides opportunities for students to develop new skills in music, art, dance, drama and design. The performance at the end of 3rd year is both a challenge and a source of satisfaction in bringing an idea from conception to realisation.

Possible Career Paths:

Teacher, lecturer, business, sound engineer, lyricist, reviewer, therapist and performance composer, performer, conductor, Commissioning Editor, Community Arts Worker, Film/Video Editor, Editorial Assistant, Financial Advisor, Financial Manager, Fundraiser, Further Education Lecturer, Information Officer, IT Technical Support Officer, Magazine Features Editor, Magazine Journalist, Museum Education Officer, Museum/Gallery Curator, Museum/Gallery Exhibitions Officer, Music Teacher, Music Therapist, Radio Producer, Runner (Broadcasting/Film), Sound Technician, Television Floor Manager, Actor, Director, Writer, Art therapist

Home Economics



Home Economics aims to develop students' knowledge, understanding, skills and competences to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Home Economics aims to develop students' practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. It aims to cultivate students who are creative, innovative, adaptable and competent consumers. Home Economics aims to develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

Possible Career Paths:

Nutritionist, dietitian, policy, advisor, education, food writer, practitioner, researcher, designer, buyer, chef, Teacher.



Music



Students studying Music for Junior Cycle will develop the knowledge, skills and understanding to engage with authentic and original music and the contemporary music culture. Students will develop music literacy and the language necessary to analyse music compositions. As well as learning an instrument, students studying the new Junior Cycle Music Curriculum will also use technological and digital media to create and compose their own music and learn how to record performances

Possible Career Paths:

Teacher, lecturer, business, sound engineer, lyricist, reviewer, therapist and performance composer, performer, conductor, Commissioning Editor, Community Arts Worker, Film/Video Editor, Editorial Assistant, Financial Advisor, Financial Manager, Fundraiser, Further Education Lecturer, Information Officer, IT Technical Support Officer, Magazine Features Editor, Magazine Journalist, Museum Education Officer, Museum/Gallery Curator, Museum/Gallery Exhibitions Officer, Music Teacher, Music Therapist, Radio Producer, Runner (Broadcasting/Film), Sound Technician, Television

	Floor Manager
<p>Science</p> 	<p>Science for the Junior Cycle is now divided into 4 areas:</p> <ul style="list-style-type: none"> • Biological world which investigates living things • Chemical world which investigates substances and how they react • Physical world which investigates matter and energy and how they react • Earth and Space which investigates planet Earth and the universe <p>Possible Career Paths: Research and Development, Quality control in food pharmaceutical industries, Engineering, Nursing, Pharmacy, Medicine, Finance</p>
Wellbeing Programme: All students	
<p>Wellbeing including: (PE, SPHE, CSPE & Guidance Related Learning)</p> 	<p>Physical Education (PE) PE is now a recognised short course as part of the Junior Cycle Programme. It provides a range of activities to be covered over 3 years. Activities include gymnastics, dance, adventure activities, games, aquatics, athletics and health related activities. PE is compulsory for all students except pupils who have a medical certificate. Parents are asked not to give notes excusing the student from PE unless absolutely necessary.</p> <p>Possible Career Paths: Education, Leisure, Sport and Fitness, Medical and Healthcare promotion, physical activity co-ordinator, workplace health and fitness, personal trainer, community projects and education.</p> <p>Social, Personal & Health Education (SPHE) Building on the aims of SPHE in the primary school, at post-primary level SPHE aims to enable the students to develop skills for self-fulfilment and living in communities, to promote self-esteem and self-confidence, to enable the students to develop a framework for responsible decision-making, to provide opportunities for reflection and discussion, to promote physical, mental and emotional health and well-being and to make responsible decisions that respect their own dignity and the dignity of others. Social, personal and health education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives, and social development. All these decisions must be made in the context of the wider community. Students can be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and the dignity of others.</p> <p>Possible Career Paths: Social and Welfare Professions. The life skills developed in SPHE will enhance any job where self-reflection, informed decisions about health and respect for the dignity of all are required.</p> <p>Civic, Social, Political Education (CSPE) CSPE is offered as a short course and it is built around three strands, rights and responsibilities, global citizenship and exploring democracy. There is a strong focus on student action aimed at giving students an experience of active citizenship.</p>

	<p>CSPE is an important part of a wellbeing programme within Junior Cycle as it enables students to feel connected to and take responsibility for the wellbeing of others. It also develops students' confidence, agency and engagement which are important characteristics of student wellbeing.</p> <p><u>Possible Career Paths:</u> Defence and Law enforcement, Politics, Global and Local Government Agency work</p>
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Other Subject Supports that all 1st Years complete

<p>Gardening / ICT Rotation (1st year only)</p>	<p><u>Organic Gardening:</u> is a great fun subject and gives the girls a foundation in organic gardening, insect life and plenty of fresh air. The girls experience all aspects of planting, growing, harvesting and eating fruit and vegetables.</p> <p><u>Possible Career Paths:</u> Horticulture, Market Gardening.</p> <p><u>ICT:</u> an introduction to Information and Communication Technology. Student's use a range of software packages to develop and improve on their computer skills e.g. MS Word, Excel, Desk top Publisher, Internet and Typing skills.</p> <p><u>Possible Career Paths:</u> Computer programmer, research and innovation, software engineer, computing consultant, systems manager and administrator</p>
<p>Literacy:</p>	<p>Literacy Skills Programme is designed to promote all students' vocabulary, reading and comprehension skills. During time, we cover Vocabulary Enrichment Programme and Comprehension Strategy Instruction (CSI). Our aim is to improve literacy skills that our students need for written and oral topics across all subjects and to promote lifelong skills.</p>
<p>Numeracy:</p>	<p>In 2016 we were delighted to introduce Numeracy as a subject for our first year students. Numeracy encompasses a "mathematics for life" ideology, spanning a wide range of topics including household budgeting, journey planning and interior design. The curriculum was designed by teachers in our school specifically for our cohort of pupils and establishes cross-curricular links with more traditional subjects such as Home Economics, Art, IT and Business Studies.</p>
<p>Transition & Transfer:</p>	<p>This programme helps students transition from their primary school into the post primary school setting. It focuses on developing key skills in managing myself and being organised for class. Students will understand how to read their timetable, organise their locker and learn how our school systems work. It also develops the skills of managing information and thinking and promotes ways in which students understand how they learn best. Study skills is a key feature of the programme with a focus on guidance related learning. Student wellbeing and understanding how to stay well while in school is also an important element of this course.</p>

Other Supports that Support student's in their Transition to Secondary School:

In order to help facilitate transition and transfer from primary school to Coláiste Bríde we offer guidance in first year in the following areas:

- Friends for Life
- CFES

FRIENDS for Life:

The 'FRIENDS for Life' Programme is a school-based positive mental health programme. The World Health Organization cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004). The programme helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience. It is beneficial for all students.



CFES:

Coláiste Bríde, through its partnership with Trinity College Dublin, is a College for Every Student school. The purpose of this programme is to increase the number of students in our school who progress to further education after secondary school. Since the introduction of the programme in September 2014, Coláiste Bríde has been awarded a CFES School of Distinction on three consecutive occasions for successfully implementing the core practices of CFES which are Pathways to College, Leadership Through Service, Mentoring and 21st Century Teaching and Learning.



Special Educational Needs

If your daughter has Special Educational Needs:

- ◆ She may do Learning Support if she has an exemption from Irish or a Modern Foreign Language.
- ◆ Sometimes the SEN Department working with the student and her parents may decide to reduce the number of subjects being studied and follow a particular short course or programme designed to give the student another 'area of learning (as per the new JCPA).
- ◆ Our SEN Team works with parents and students to tailor support for each individual child through a range of programmes on offer. Please contact the SEN Team for more information.

English as an Additional Language (EAL): EAL is also offered in our Multicultural Centre for selected students who meet the criteria for this support also.

Websites with Additional Information:

www.ncca.ie

www.curriculumonline.ie

www.qualifax.ie

www.careersportal.ie

Coláiste Bríde Website: www.colaistebride.com

Twitter: @colaistebride

