

RCS Open Night

Information 2021/2022



Introduction

Ramsgrange Community School resulted from the amalgamation in 1977 of Shielbaggan Vocational School and St Louis Secondary School. Ramsgrange Community School is a co-educational, multi-denominational school. Our school ethos centers on respect for oneself and for others and on love of our religious and cultural heritage, both as Irish citizens and Europeans.

As a Community School we aim to provide quality education for the people of the area which we serve. We offer a comprehensive range of subjects at both junior and senior. The school is very proud of its pupils both past and present, its history, tradition and past achievements.

We recognise the immense contribution of the Trustees who are the St Louis Sisters and Waterford and Wexford Education and training board, teaching Staff, Students, Parents and the local community in bringing the school to the forefront of

educational and sporting achievements in the county.

The school is managed by a Board of Management consisting of three St Louis Sister nominees, three Waterford and Wexford Education and training board nominees, two Parent nominees, two Teacher nominees and the Principal as secretary.

Ramsgrange Community School is very conscious of current educational reform and change. We are committed to embracing new thoughts and processes and we will continue to be key players in educational debate and innovation for the greater good of all our stakeholders.

Our school is an exciting place to belong as we have passed our 40 year milestone, have our biggest enrolment and a huge building project at planning stage!

Our Vision

Ramsgrange Community School

Respect, Community, Success

Enrolment

**Enrolment is ONLINE from October 1st. See school website;
www.ramsgrangecommunityschool.ie**

Mission Statement

*Ramsgrange Community School is a welcoming, open and inclusive school.
Our aim is to develop each of our students as a whole person by promoting an atmosphere of respect, honesty and fairness in which all in the school community can achieve their full potential*

We are part of the D.E.I.S Programme (Delivering Equality of Opportunity in School)

This is a *Department of Education and Skills* programme offering extra resources and support to schools.

These include:

- I. A dedicated full time **Home School Liaison Coordinator**.
- II. A dedicated full time **Career Guidance Teacher**.
- III. A dedicated full time **School Chaplain**.
- IV. Support from the Department of Social and Family Affairs for the provision of meals to our students. Each Student is **subsidised €2 daily** for school meals. Our Healthy food is provided by the School Food Company.
- V. **Breakfast Club** – consisting of tea, toast/cereal is available free of charge to **all** students from 8:00am until 8:40am each day
- VI. School Completion Programme – Provides an Induction Programme to our 1st years and a **Project Worker** to the school
- VII. **Book Grants** – each eligible first year receives a subsidy towards the cost of books each year.
- VIII. **Meitheal Programme** – Senior students are assigned to act as ‘buddies’ for our new first years to help them settle in!

***Our students are in a very safe environment while in the school.
They are supervised from the time they arrive in the school until they leave again. They remain in school during all breaks.***

Student Support System

Pastoral Care is an integral part of the holistic education offered by us. The aim of Pastoral Care is to ensure that our school is primarily a caring community.

The Principal, Ms. Rachel O'Connor, and Deputy Principal, Ms. Tracey Edwards, are committed to supporting all our students through our pastoral care system. This consists of;

I. Chaplain

Our School Chaplain, Ms. Marie McCabe, is in a unique position to assist the pastoral care system within our school. The Chaplain works with staff in providing spiritual and pastoral care to the whole school community.

II. Guidance Counseling Department

Ramsgrange Community School Guidance Department provides a full range of services including Vocational/Educational Guidance, Personal Development/Counseling, Aptitude/Intelligence testing. The Career Guidance Counsellor, Ms. Mary Harris, is available to meet students in class groups and for individual consultation on matters relating to career advice and personal difficulties.

Our staff has a great concern for the well-being of our students. Out of this concern, staff members may refer students to the Guidance Counsellor. These meetings are confidential within the parameters of Child Protection Guidelines.

III. Home, School, Community Liaison Coordinator

Ms. Ann Cadogan is our Home School Community Liaison Coordinator.

Ms. Cadogan works to strengthen the links between parents and the school. She develops partnerships with the local community which helps in promoting the educational interests of students. Courses are provided for parents on personal development and educational development as well as leisure activities. Home visits are an essential part of the work where parents have the opportunity to chat about concerns and aspirations alike. There is now a parents' room in the foyer where parents are welcome to drop in for a coffee and a chat as well as getting info on courses and local services.

School Structure

I. Classroom Teacher

Classroom teachers are the primary educators of your child in Ramsgrange Community School. Through their daily interactions our teachers strive to build positive working and learning relationships with each student. Our teachers work to help each student reach their personal academic potential while ensuring they have the necessary supports to grow and mature into responsible young men and women of the future.

II. Class Tutor

The Class Tutor takes particular care of one class group. He/she engenders a supportive, positive atmosphere in which success and achievement are highlighted and valued. He/she liaises with class teachers and Year Heads.

III. Year Head and assistant Year Head

Year Heads play a major role in the care and support of our students in addition to their behavioral support role.

Opportunities for peer support

I. Meitheal Leaders

This is a peer-support, anti-bullying Programme run by our 6th years to help our 1st years. The Meitheal leaders are 6th year students selected through interviews with the Wexford Meitheal Alliance at the end of 5th year. During their summer holidays those selected spend a week, along with leaders from other Wexford schools, training to deal with situations that might arise at school.

The Programme aims to tackle difficulties at an early stage, to build self-confidence and a sense of responsibility for others. Meitheal aims to make school a better place in which to belong.

II. Student Council and Student Voice

The Student Council provides a forum for students to voice their opinions and make recommendations in connection with the running of the school. It gives students and staff an opportunity to develop a working relationship that benefits all concerned.

III. Senior Prefects

This presents an opportunity for students to take personal responsibility for many of the day-to-day activities of school life. This allows peer leadership to be developed and established within our student body.

Homework Supports

Supervised Study

A Programme of supervised study is available to all students, four evenings per week – this is run as a Private Enterprise by two members of the Teaching staff.

Homework Club

This is a Programme to help students who need assistance with their homework; small groups are assisted by qualified personnel. Homework Club is run both at lunchtime and after school. This is free of charge to our Students.



Co-Curricular and Extra Curricular Activities

In Ramsgrange Community School, our aim is to promote the spiritual, intellectual, social, personal and physical development of each individual student. Curricular and co-curricular activities foster this holistic education. Teachers give freely of their personal time to organise these activities.

The school has a proud tradition of competing in the Leinster schools and college's hurling, camogie, ladies football and men's football competitions, having won several Leinster Championships at various age categories. Many past pupils, both male and female, have gone on to represent Wexford in senior hurling and football at intercounty level and it is hoped to maintain and promote personal and physical development along with academic achievement.



Gaelic football



Hurling



Camogie



Basketball



Athletics



Enterprise



Soccer



Handball



Talent Shows



Educational Tours and

Trips



European Project



Public Speaking



Outdoor pursuits



Chess club



Social Clubs



Film Making Club



Various Subject Societies



Science Club



Badminton



Homework Club





Art Club



Choir & Orchestra



Robotics



Coding – beginner, advanced, expert



Linguistics Olympiad



LearnStorm



An Gaisce



YSI.....

Facilities



We are very proud of our school facilities which include;



Fully equipped Gymnasium



Material Technology – Woodwork Room



Material Technology – Metalwork Room



Design and Communication Graphics Room plus brand new suite of computers for same.



Home Economics Room



Food Studies Room



Art, Craft, Design Room



Demonstration Room



Two Computer Rooms



Science Suite

- ✓ Biology Lab
- ✓ Chemistry Lab
- ✓ Physics Lab



Library



Oratory



Parents Room



Stage



Canteen

A series of demonstrations by teachers and students will take place in all of these rooms on our open night.

NEWS!!!!!!

We have been fully sanctioned for a new school extension of 10 classrooms, science labs, prep room, full

SEN base and music room!

Parents Volunteers

Two parent nominees sit on the Board of Management and are closely involved in the running of the school. Consultation with teachers is encouraged through regular Parent-Teacher Meetings.

The school works very closely with our Parent Volunteers, for us, this is a critical link between home and school. Parent Volunteers are incredibly important here in RCS – Involvement of Parents has grown significantly over the last number of years – Initiatives that Parents are involved in include; Maths for Fun, Paired Reading, One Book One Community, Horticulture

A custom built room is available where parents may meet with our Home School Liaison Officer; Ms. Sharon McDermott. Parents are encouraged to drop into the school (Covid compliance essential at this time!).

Enrolment

Enrolment Night from October 1st 2021. Our enrolment is online through a link available on the school website.

Please do not hesitate to contact me if I can be of assistance in clarifying any issues.

We look forward to meeting you.

Ms. Rachel O' Connor

Principal

School Policies

A detailed list of school policies and information about our school is available from;

Office: 051389211

Email: rca.office@rcswexford.ie

Web: www.ransgrangecommunityschool.ie

Post: Ransgrange, New Ross, Co. Wexford

Twitter: @Ransgrange_CS

How transfer from Primary to Post Primary is managed.



Resource & Learning Support Teaching/Planning



Ann Cadogan & Aisling Foley visit all feeder Primary schools in March/April to collect student transfer forms. They also meet with Principal/Class Teacher/Resource Teacher.
On confirmation of Enrolment the RCS confirms with the Primary School and we are sent the NCCA Educational Passport.



Hours will be applied for where students needs deem it necessary and are put in place for September of 1st Year. Students must be at or below the 2nd percentile in reading/maths in order to qualify for hours in the specific learning difficulty high incidence category. If they are not we will try to accommodate them with learning support hours.



Entrance assessments are carried out in February prior to

starting in RCS in September. The Drumcondra Reasoning Test give a comprehensive overview of verbal reasoning, numerical ability and an overall score. Students also take the NGRT which will give a reading age.



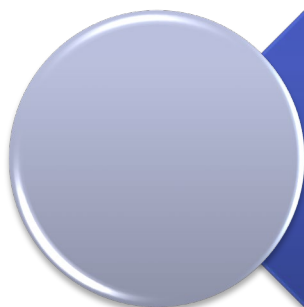
All of our current 1st year students have been tested in English and Maths using the WRAT IV. The spelling and numeracy elements were administered

All of this information is used to identify and target students with specific learning difficulties as early as possible.

Facts relating to current provisions



190 hours of
Resource Teaching.



Dedicated Resource
& Learning Support
Team.



11 Special Needs
Assistants.

Behaviour System

Our behavior system was introduced in 2012 and reviewed in 2015 & 2019.

It is a model of best practice and has been reviewed by both staff and students.

The key to the success of this new system is that students have an opportunity to improve/modify their behaviour at all stages.



We are a [Restorative Practicing School](#). All of our Staff are trained in RP.

Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye to eye with or even like. Through the development of empathy, and promoting understanding of perspective taking, people can learn to respect each other and where someone is coming from in terms of their own expression of thought and feelings. In our efforts to show empathy, as human beings we are able to harness the notion of fairness into our relationships, and therefore can also account for our own actions and hold others to account for theirs.

Our Whole School Inspection Report – 2019

The principal and other leaders in the school effectively foster a culture in which learning flourishes. They lead the school community to strive for excellence by promoting continuous improvement through action research, action learning and reflective practice. They maximise opportunities to develop teachers' capacity and competence to improve teaching and learning by providing wholestaff continuing professional development training and encouraging teacher leaders to become involved with Forbairt, the Professional Development Service for Teachers action learning programme. It is commendable that high numbers of staff have attended learning and teaching training programmes and are enthusiastic participants in instructional leadership courses, team teaching, peer-observation and reflection on practice.

The board of management and teachers successfully foster students' holistic development by providing a broad range of curricular, co-curricular and extra-curricular learning opportunities. The school provides students with access to the complete suite of junior and senior cycle programmes. The curriculum range has developed with the introduction of new JC modules such as Coding, the introduction of Music, further development of Art, together with new subjects in TY. It is positive to note there is an advisory board of studies currently investigating the viability of one-hour lessons and considering JC short courses to meet the specific needs of students in areas such as fisheries and farming. During the evaluation, some students and parents expressed an interest in subjects such as additional Modern Foreign Language options, Physical Education, and Politics and Society. As part of a full curriculum review, it is recommended that the advisory board survey students and parents about these options and assess how appropriate the curriculum is for the changing needs of students. It was observed that in some practical subjects the gender balance was not as good as it could be; the reasons for this are not clear and warrant further investigation so that appropriate action can be taken to improve uptake of these subjects with both genders.

Those with leadership and management roles very effectively promote an inclusive school community which demonstrably values diversity and challenges discrimination. Students are active participants in worthwhile anti-bullying activities including a gender equality pilot programme. The fifth and sixth year students led and organised the Just be You (LGBTIQ+) event. There are many valuable extra-curricular activities for students including sports, non-sport activities, social justice groups, mathletes, choir, craft club, peace advocacy group, chess club, and creative arts activities. Highly effective policies and practices support students' educational, social and personal well-being, including high-quality and innovative programmes that promote wellbeing, resilience, positive relationships, meditation and mindfulness.

The student support team structures and practices are very efficient; there are weekly meetings, clear referral pathways and a wide range of supports and qualified personnel involved, including a full-time chaplain and home school community liaison(HSCL) teacher. Both the guidance and additional education needs (AEN) departments are highly effective and committed to delivering a high quality service for students.

It is evident that student care and welfare is given a very high priority by all staff especially those with designated support roles such as tutors, year heads, chaplain, guidance counsellor, learning support teachers, behaviour for learning teacher, HSCL, and the ASD team.

It is commendable how senior management and the AEN department have planned and very efficiently deployed resources using the continuum of support model through widespread subjectspecialist team teaching, appropriate small group work, supplemented by individual student

withdrawal. The AEN team should continually evaluate the effectiveness of team-teaching partnerships and the subjects selected for team teaching to ensure it is the best model of targeted support for identified students. It is praiseworthy that there are three members of the AEN team with postgraduate learning support qualifications and further training completed in ASD and other learning issues.

Mainstream teachers are very well supported by appropriate sharing of student support files, baseline information, and a wide range of beneficial resources are available to assist teachers working with students with identified needs. Progress is monitored regularly by communicating with parents, progress reports, and a new tracking and monitoring system. It is recommended that senior management further develop use of this new monitoring and tracking system and explore how to link it into school house exam reporting systems, in conjunction with students' use of self-tracking in their school journals.

Very effective programmes are provided to support student wellbeing and self-management. The behaviour for learning teacher works strategically to support improved student behaviour and outcomes through a range of initiatives.

Our full WSE MLL report can be seen on our school website.

Thank you for visiting us here in RCS!

If you have any questions, queries or comments please do not hesitate to contact me at the school,

Rachel O' Connor, Principal .