

Presentation Secondary School Information Night

2nd Year Information Night 2017/2018

"Our Best, Always"



CREATING THE RIGHT ENVIRONMENT

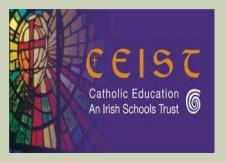
Partnership

School

Student

Home





Presentation Secondary School, Wexford



Our Best, Always

5 Year Focus

2017-2022



Attendance

Academic Achievement

Positive Behaviour



3rd Level Progression CPD

AFL

Literacy &

Leadership &

Restorative

Practice

Community

Links

STEAM

ICT



School Community



Well Being



VSWARE

All parents have access to Vsware

- Student Timetable
- Behaviour
- Attendance
- Reports
- Payment system

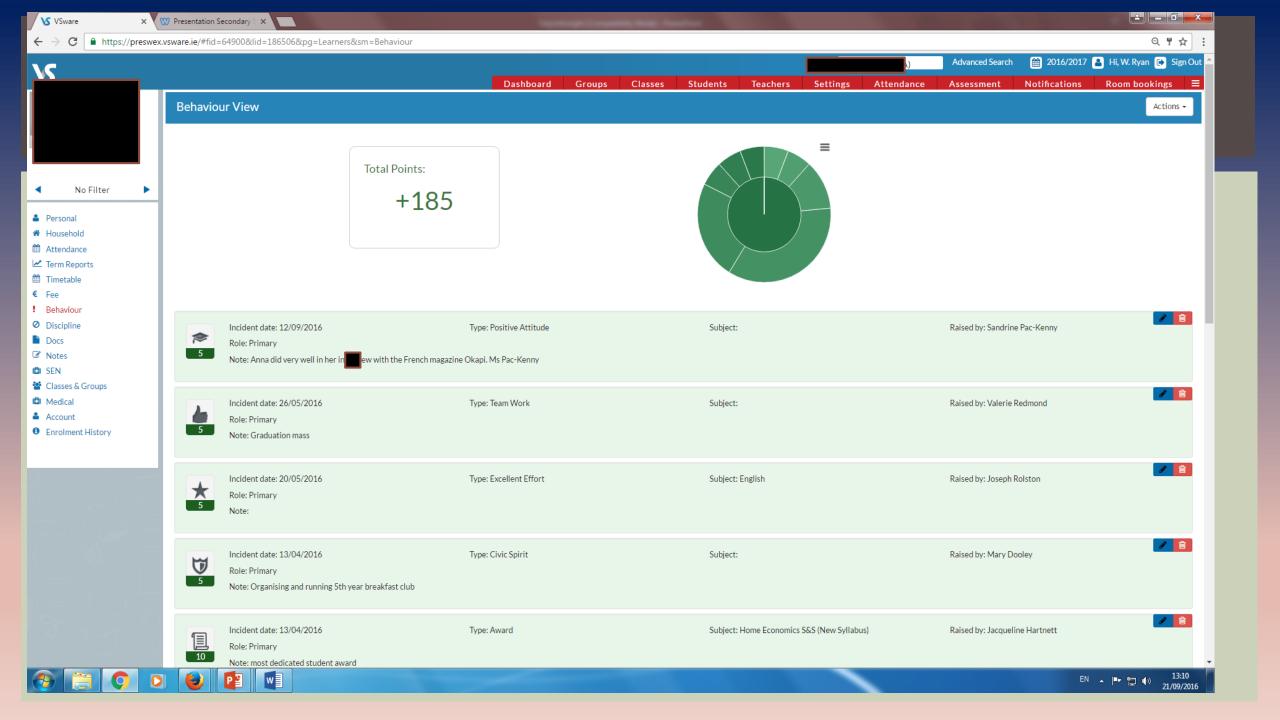


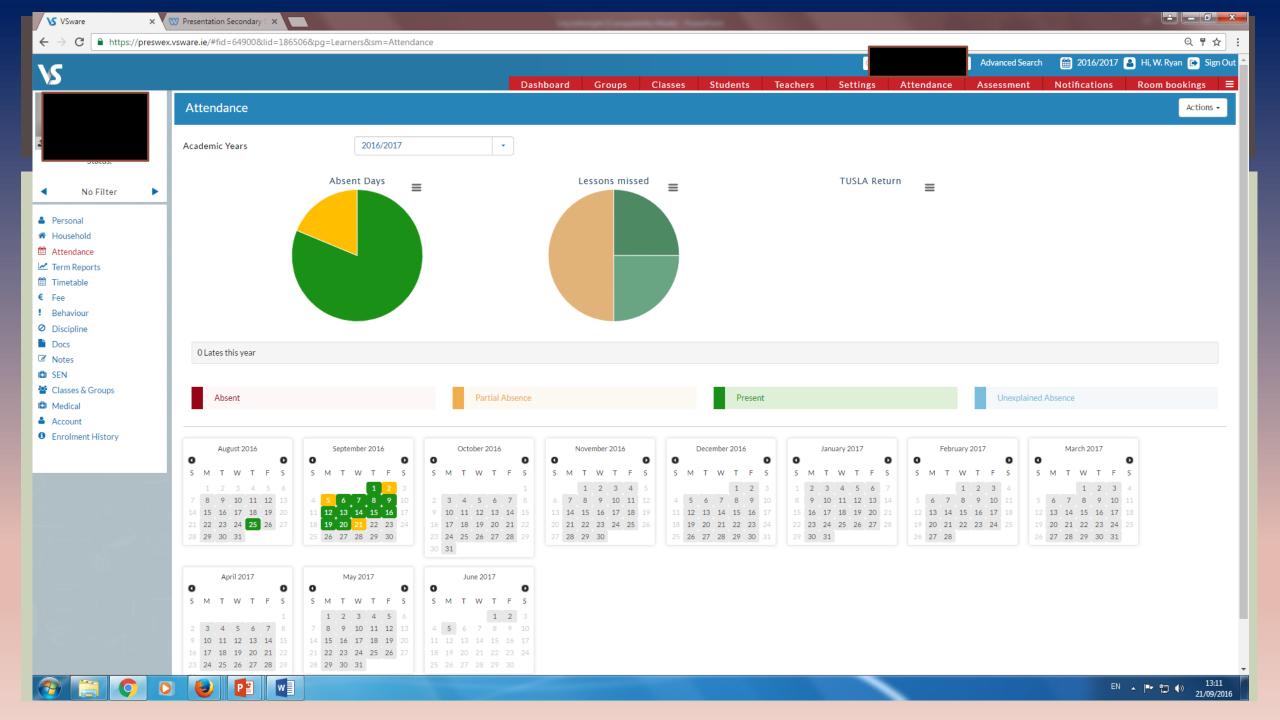






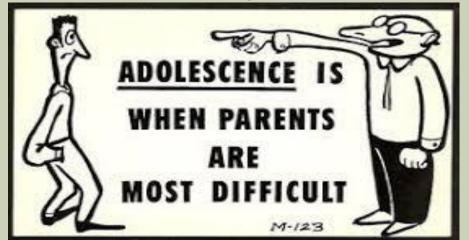






ADOLESCENCE

- One of the characteristics of the transition from childhood to adolescence is a decrease in the reliance an individual has on parents, with a corresponding increase in the influence of peers.
- The timing of this transition can vary from child to child but it usually corresponds with the onset of puberty.
- This changing dynamic in relations between a child and parents and that of her peers is a normal part of growing up.
- Indeed, it can be viewed as a necessary step to becoming an independent adult.



PEER GROUPS

- However, many teens often feel a need to conform to the group activity and to being accepted.
- Sometimes, these can be positive forces: participation in a peer group teaches teens to see beyond themselves and to look out for others.
- Teenage peer groups can also be respectful of the decisions made by others.

"The strength of your relationship is the only real control you have over your child"



DYSFUNCTIONAL PEER GROUP INFLUENCES

- Occasionally, the importance of peers moves outside the normal range, exerting influences and pressures that can be detrimental to the individual.
- Research shows that such dysfunctional peer influences generally come into play once the parent/child relationship is not as it should be.
- This may get worse when parents fail to recognise such a breakdown in the child/parent relationship, even when it is quite obvious to everyone else in their social circle.
- This dynamic occurs within every year group in every secondary school in the country.
- Normally, there are a few teenagers who will fall into this category.
- These teens usually stand out from the crowd, and come to the attention of the school and their parents when schoolwork, discipline and behaviour both inside and outside school become an issue.

STUDENT'S RESPONSIBILITY

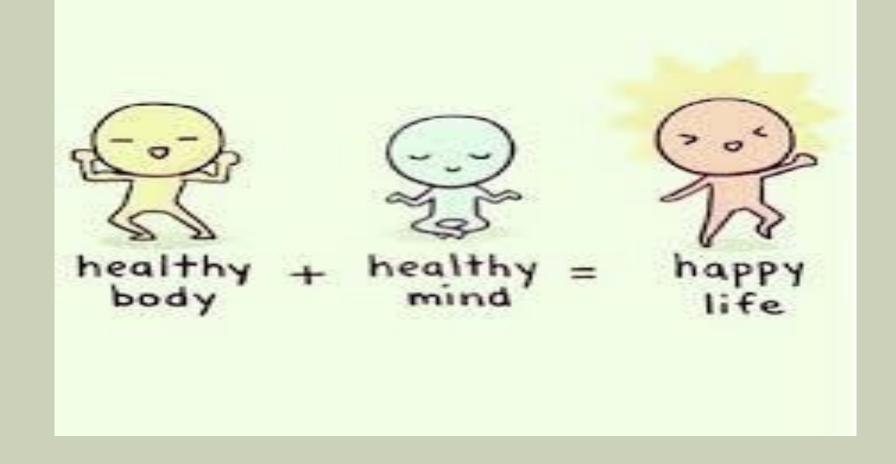
- Be ambitious
- Always do her best
- Have respect for people and property
- Be prepared
- Be in school every day
- Abide by the Code of Behaviour







BALANCE



EXTRA CURRICULAR ACTIVITIES

- Basketball
- Handball
- Football
- Athletics
- Camogie
- Equestrian
- Outdoor Pursuits Days
- Deep Green
- Computer Club
- Couch to 5K club
- Games Club
- Library Club
- Feminist Society
- Drama
- Exchanges
- Creative Writing Club
- Senior and Junior Choir
- Liturgical services
- Positivity Group







STUDENTS WHO DO WELL IN THE JUNIOR CERTIFICATE

- Put the effort in over the three years.
- Get into a routine of study early on.
- Develop a habit of study.
- Are motivated.
- Are organised.
- Live a balanced lifestyle.

- Have discovered a method of study that suits them.
- Are aware of their abilities and limitations and set realistic goals for themselves.



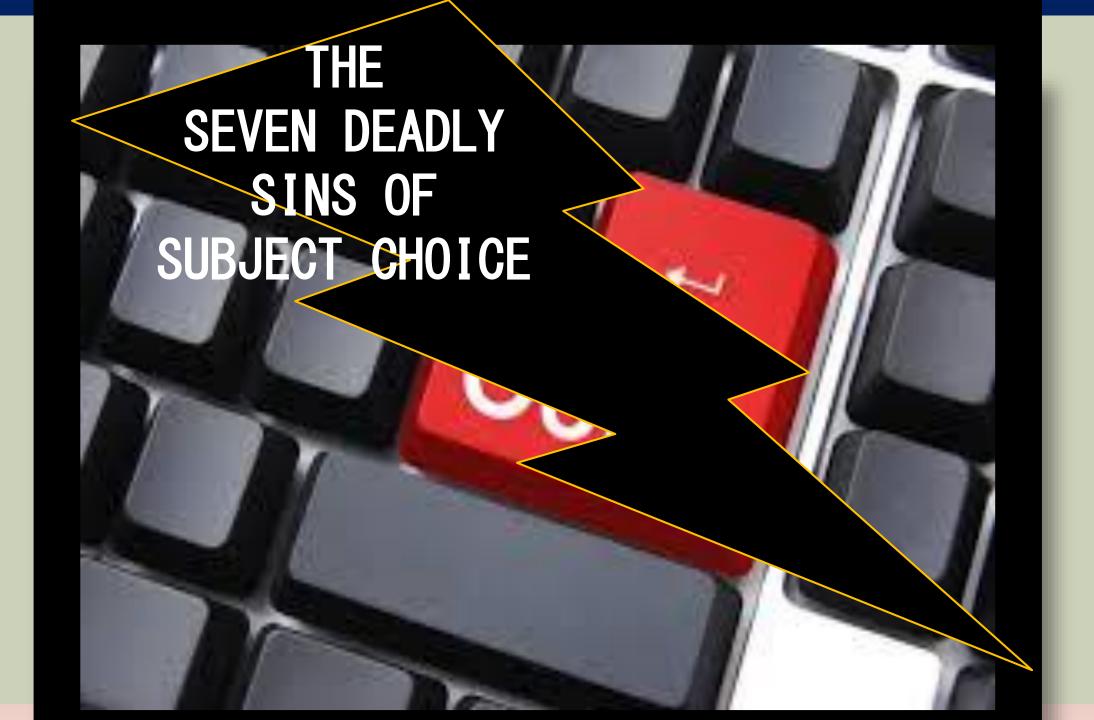


STUDENTS WHO DO WELL IN THE JUNIOR CERTIFICATE

- Take class tests and school exams seriously.
- Listen to and engage with their Class Teachers and other School Staff.
- Have conditions at home conducive to study
- Have supportive, interested parents who encourage, motivate and get the pressure balance right.







"You have to be really smart to do that subject"

"I'll just do that subject because every says it's really easy so I'll get really high points"

"Even though
I don't like
that subject at
all, I'll do it
just in case I
need it later
on"

"None of my friends are doing that subject so I'll be on my own"

"I'm going to do that subject even though I really have no idea what it's about"

"I didn't like it in 1st Year but it will be fine for JC" " My sister did
it and hated it,
so I'll hate it
too!"

MOTIVATION MOTIVATORS: POSITIVE STRESS (INTERNAL & EXTERNAL FACTORS)

INTERNAL

- Own values
- Self esteem & self belief
- Clear goals
- Progress & success (the more you do the more you feel you can do)

EXTERNAL

- Parents
- Peers
- School Tests & Exams
- Rewards

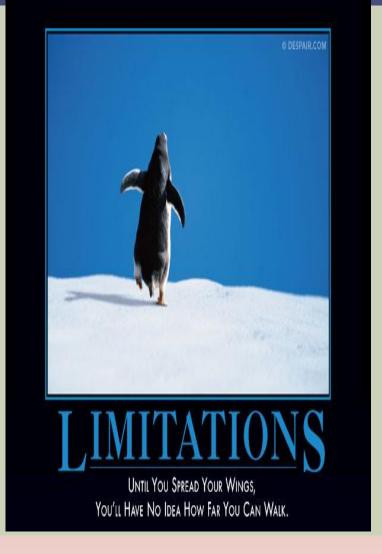




DEMOTIVATORS

- Low self-esteem (lack of confidence)
- Negative comparisons with others
- Unrealistic expectations (high/low)
- Too much stress/ pressure
- No clear future career plans

- Too little stress/ Pressure
- Lack of Routine
- Disorganisation (Missing notes, Not being able to find anything)
- Work is allowed to pile up and becomes too much to cope with



LIVING A BALANCED LIFESTYLE ORGANISED ROUTINE: ALLOW TIME FOR EVERYTHING.

■Sleep:

■ Diet:

Exercise:

Social life:

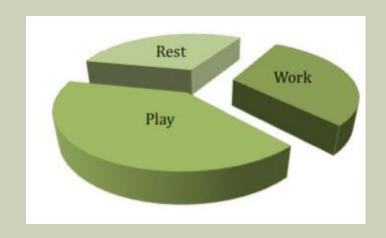


7/8 hours per night

Healthy and balanced

Sports/ walking/swimming

Not during the week or Sunday nights.





LIVING A BALANCED LIFESTYLE

Each Student is unique and needs to develop a balance that works for them regarding school life, study and their life world





PARENTS' RESPONSIBILITIES

- We have a very good working relationships between our parents and the school.
- Please do not hesitate in making contact.
- It is a big change from Primary to Secondary School.
- If in doubt at all, please make contact.
- The sooner we know about issues the better
- Some advice tips for parents of new 1st years.
- Help, Support, Encourage, Protect, Set Boundaries
- Be vigilant



PARENTS' RESPONSIBILITIES

Supportive parents are not easy parents

Continuing a 5/6 year commitment to supporting your daughter

Sometimes with "Tough Love"

You know your daughter better than anyone







ROLE OF PARENTS

- Motivate- Encourage, Recognize Progress, Reward.
- Monitor- Take interest, Check, Talk to other parents, P.T. Meetings, Take exam results seriously.
- Try to be aware: Of what's going on in school re: tests, work etc.

I.

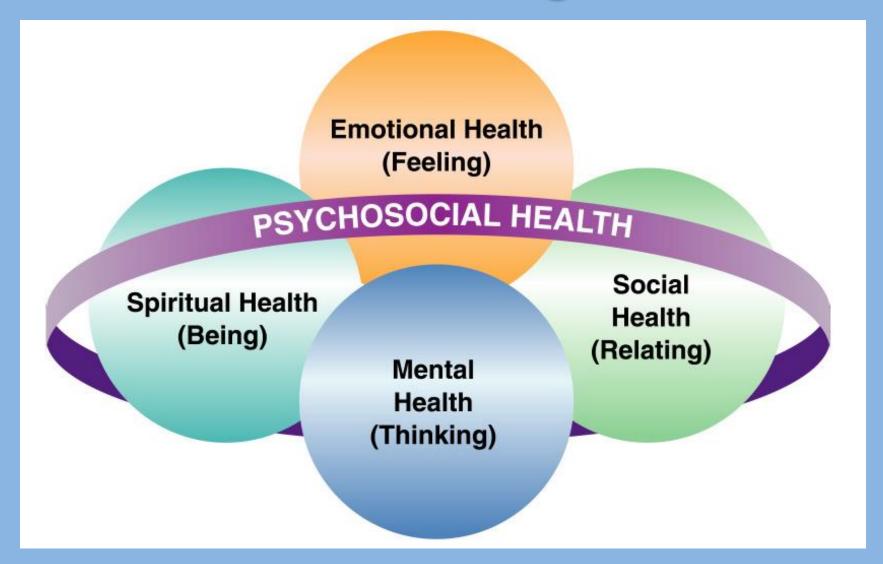
The Role Of A Parent Is To

Be a Parent, a Friend, a Mentor



MS MARY DOOLEY 2ND YEAR DEPUTY PRINCIPAL

Wellbeing



INNER CONFIDENCE – Emotional Intelligence (E. I.)

Inwardly confident (grounded) people are very self aware.

They know their strengths and strive to achieve their best

They know their weaknesses and limitations and are more resilient

Grow up with a firm sense of their own identity and are much more able to become an 'individual' and not sheepishly follow 'the crowd'

Are more likely to have friends who are 'right' for them because they know what qualities they need from friendship

Are open to take feedback from others and not always leaping on the defensive at the first hint of criticism

Inner Confidence — Outer Confidence

Good communication skills

Assertive not aggressive

Good self-presentation

Good emotional control

What is it like to be a 13/14 year old?

- The wiring in adolescent brain
 - seek novelty
 - risk
 - the company of peers
 - emotional rather than logic
- Image-very important
- 'In-betweeners' (12-25)
- Independence+ self-confidence
- Establishing identity-testing!
- Belonging-peers influence +friendships issues
- 'Black & white' thinking
- Impulsive-Live in the 'Now'

From family unit ..to part of a group..... to autonomy & maturity



Most teenagers develop into fine, responsible adults whilst experiencing some 'bumps' along the

What is it like to be a 2nd year student?

Attitude, behaviour and academic success are linked

GOOD NEWS!!

Majority- hardworking, positive, 95 mins of homework don't feel they are taking too many subjects

Aspire to go Higher Education



2nd year —a distinct identity

- Attitudes less positive 'boring'-a challenging year for teachers.
- Interest in school work declines / decrease in how they rate their academic ability.
- Public V Private attitude to study
- Drifting-underachieve/detach /disengage
- Students feelings of being 'given out to' by teachers increases.
- Junior Cert exam viewed as remote.
 - Subject levels in J. Cert have huge implications.
 - Academic slippage- bad habits/pressure in 3rd yearturned off school & TY

ERSI Report 2011 on Leaving Cert experience

- Report states that
- "2nd year is critical as students who struggle with school work in 2nd year find it hard to regain lost ground"

Focus in 2nd year

Academic Council

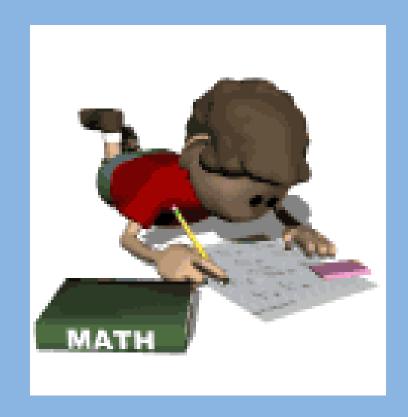
Active Methods for Effective Learning

encouragement & expectations of both school & parents

2nd year Academic Tracking Target setting & planned revision

I will Is greater than IQ

Homework Routine



- 1st year- basics of study
- when
- where
- what

Plan it.. Do it ... Revise it...

Revise... Revise... Revise

- We all have a memory-we need to learn & practice how to use it.
- Regular revision /self testing- short-term to long-termmemory

Our expectations...

- Regular attendance
- Do their best in their work
- Complete homework --2hrs x 5 times a week.
- Stay involved in extracurricular activities.
- Be willing to learn to deal with conflict& their feelings in an appropriate way

Messages

- Teenagers need the guidance of their parents and other caring adults more than ever.
- STAY ACTIVELY INVOLVED in the daughters education. Continue to monitor the learning environment at home especially at weekend
- Express high (not unrealistic) expectations-believe in them. Help them set academic targets and put their own solutions into practice to achieve this.
- Foster positive friendships & attitudes to school.
- Encourage problem solving skills.
- Encourage involvement in other activities.
- Establish routine at home boundaries & limits help keep them safe and feel cared for.
- You are your daughter's best expert.

MS CAROLINE RYAN DEPUTY PRINCIPAL

SIGNS OF STRESS

■ Try to be aware of SIGNS OF STRESS





- -Tiredness
- -Irritability
- -Too much or too little sleep
- -Negative talk
- -Lowering of ambition
- -Change in Appetite
- -Lack of concentration

SIGNS TO WATCH FOR....

Avoidance Excuses for not studying



- -"I have no work to do"
- -Regular patterns of sickness and absence from school





How to know when your daughter needs help..

"When something interferes with our lives on a daily basis over a period of time"

WHERE TO GET HELP IF CONCERNED

G P

Good 2 Talk Counselling Service (16) Web sites
Reachout.com
Pieta.ie
Bodywhys.ie

Tusla-Grogan's Rd
Parents Advice
Clinic –(Wed)

Parenting courses

family

FDYSTeen Between
Youth Counsellor

Family Life Services

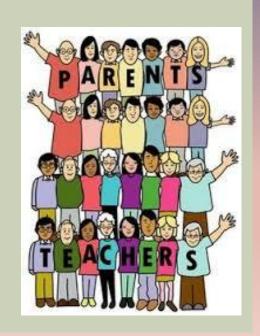
School

TYPE OF Parents

Consultant Parent

Helicopter Parent

Drill Sergeant



CONSULTANT PARENT

- Messages of Personal Growth & Development
- Good role modelling for child
- Demonstrates self care & responsibility



Allows child to experience life's natural consequences & allows them to serve as teacher



HELICOPTER PARENT



- Makes excuses for the child
- Makes decisions for the child
- Protects the child from all natural consequences
- "takes on" the responsibility of the child
- Complains " After all I've done for you....."





DRILL SERGEANT PARENT





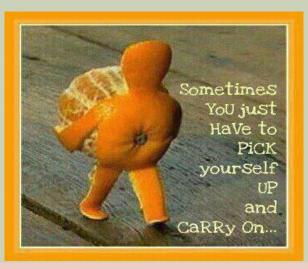
- Makes lots of demands on the child
- Demands that jobs or responsibilities be done now
- Provides Absolutes
- Issues orders and threats
- Harsh words and Punishment
- Takes over ownership of the problem

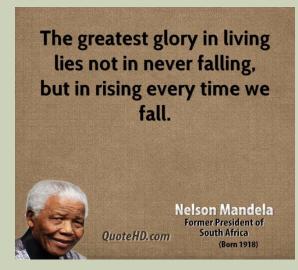


RESILIENCE

- Not only to survive, but to thrive...
- ■Inner strength....bounce back
- Bridge
 - Traffic on bridge
 - Pillars -support
 - Cross over

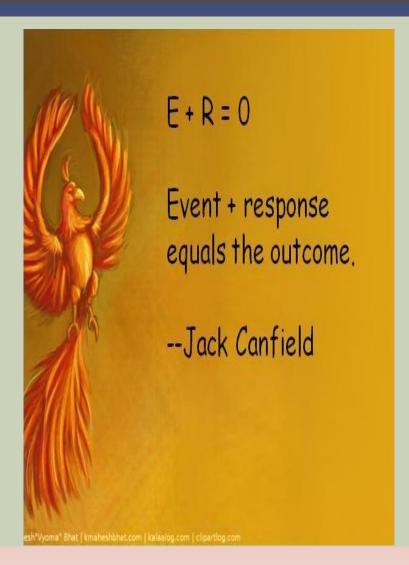


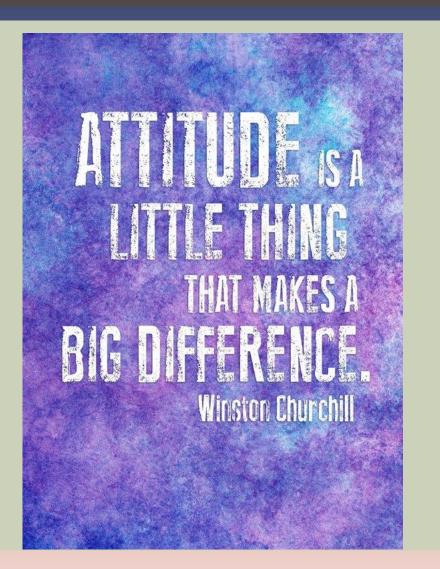






MOTTO









THANK YOU FOR YOUR TIME, PATIENCE & **ENGAGEMENT.**



FIND US ON SOCIAL MEDIA



Dotobar 2018.





