

Sandymount Park ETSS

13th February 2026

Incoming First Year Information Evening



Sandymount Park ETSS

A JOURNEY



437 students
40 staff

445 students
40 staff

2024

2025

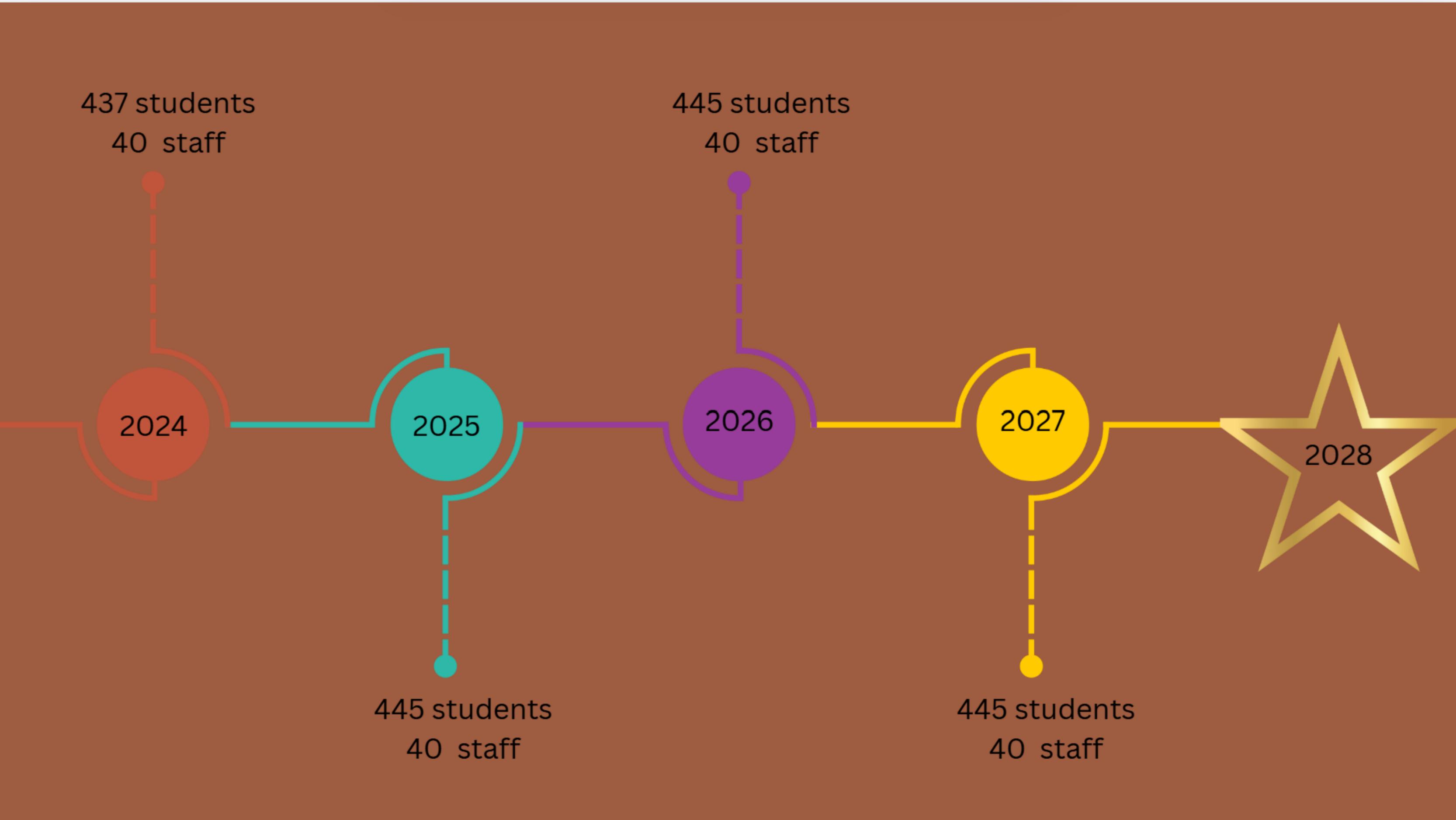
2026

2027

2028

445 students
40 staff

445 students
40 staff





Vision and Values

That Sandymount Park ETSS will become a school of teaching and learning excellence where students will flourish; enabled to reach their full potential whilst becoming confident, considerate, active members of society.

**Kindness, Respect, Empathy, Hard Work
Participation, Curiosity, Creativity,
Democracy, Community**

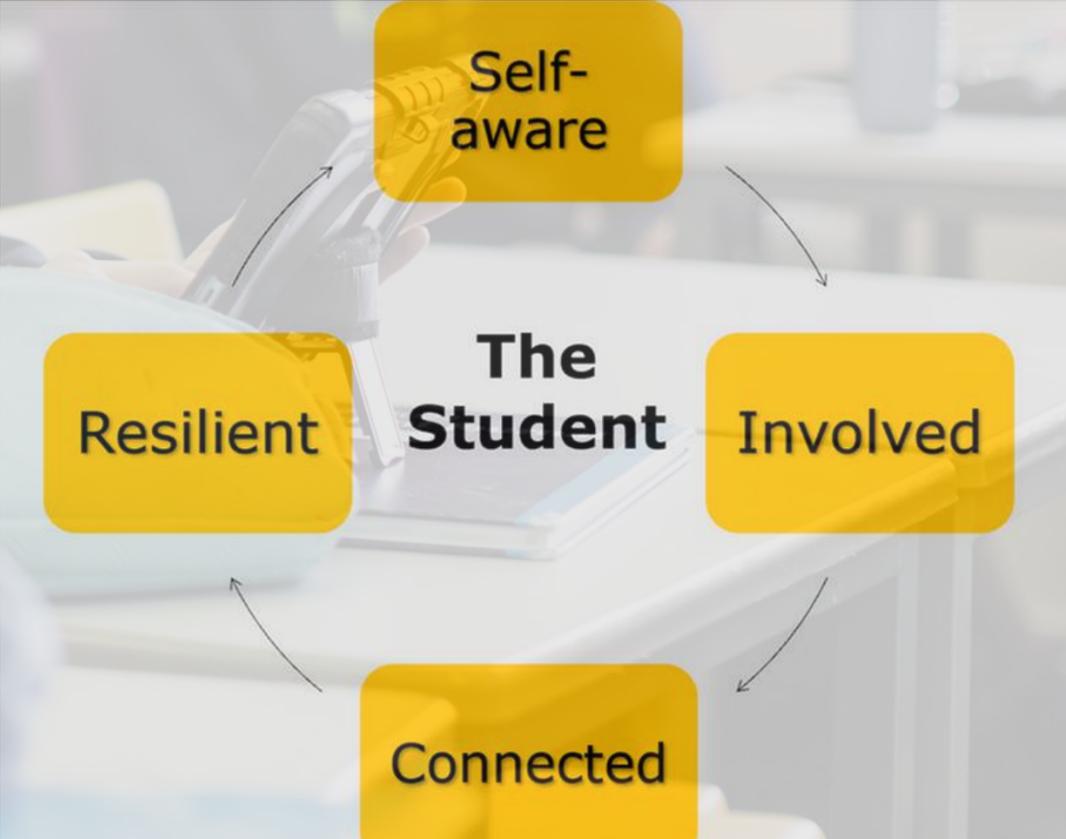
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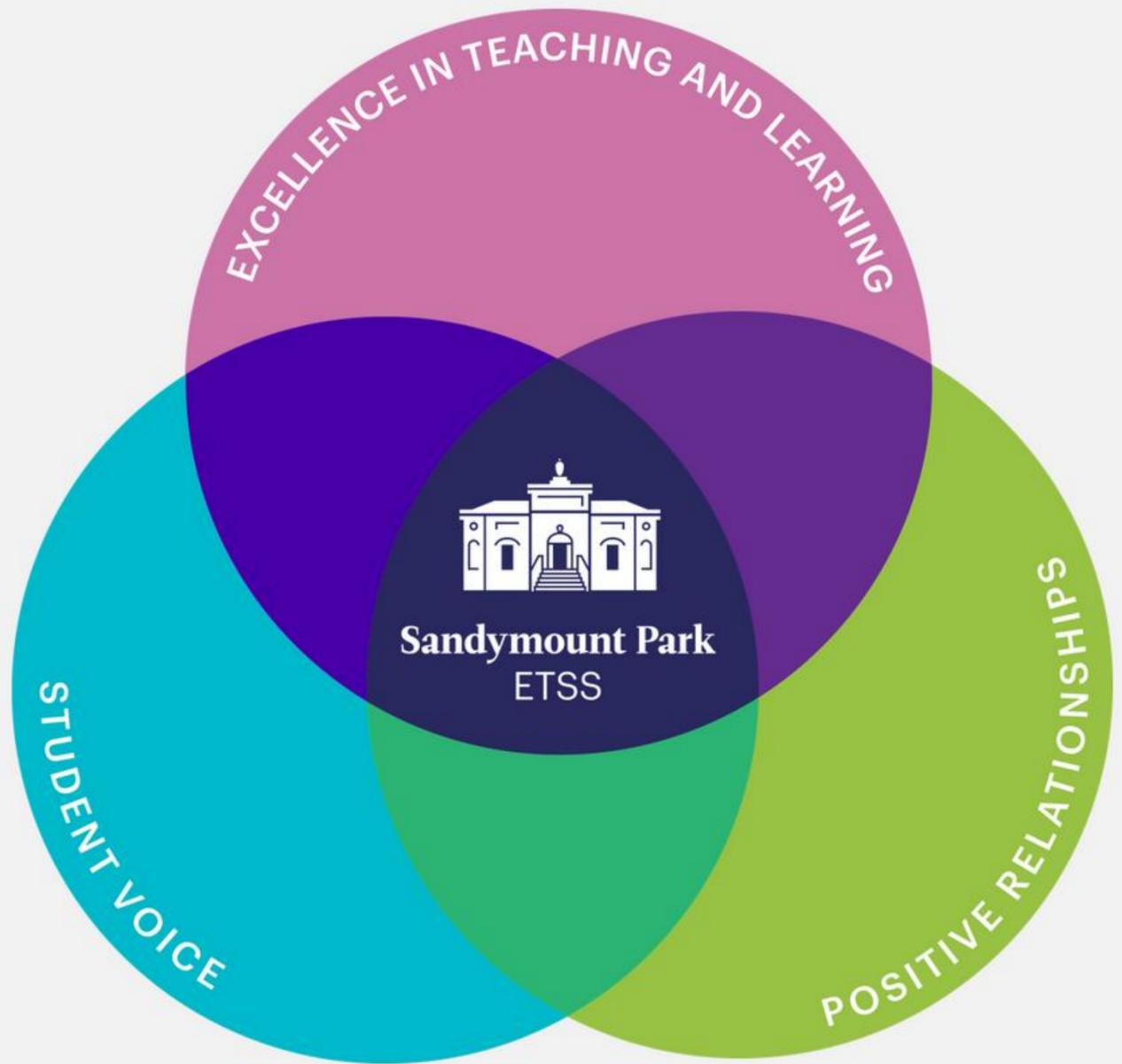
Voluntary Secondary School Management Body - JMB Patron - Educate Together

Ethos

- Co-educational
- Equality-based
- No uniform
- First name terms
- Learner centred







1

Excellence in Learning & Teaching

- Evidence informed practice
- Collaboration
- Staff Professional Development
- Planning
- Assessment/Reporting
- Reflection
- Focus on building metacognitive skills
- Technology enhanced learning

2

Student Voice

- Dialogue/Surveys
- P/T/S meetings
- Reflection day
- Active learning
- Subject dept planning
- Induction Week
- Extra-curricular
- BoM
- Sandymount Park Press
- Student Council
- Themed Weeks

3

Positive Relationships

- First names
- Working with peers/teachers
- Induction Week
- Trips
- Extra-curricular
- Tutors/Progress Leader
- Student support - GC
- Positive Behaviour Code
- Certificates/Awards
- Whole school events
- TY Musical

BAKING CLUB



We had the pleasure of welcoming the grandmother of one of our students to our Baking Club. It was a heartwarming occasion as she shared her baking expertise with the group. The students thoroughly enjoyed the hands-on experience, and it was a wonderful reminder of the strong connections between generations. A big thank you to Amelia and her family for making this special visit possible!

LANGUAGE AND CULTURE CLUB



Food has been a recurrent topic this term in our Language and Culture Club. Tadek and Cormac made a presentation on German food, and Azd baked some aaash bel Zaatar following his grandmother recipe and ingredients brought all the way from Palestine.

We also learnt some historic facts from Lithuania thanks to Goda and Andrijus, who shared some of their grandparents post-war anecdotes.

FRENCH

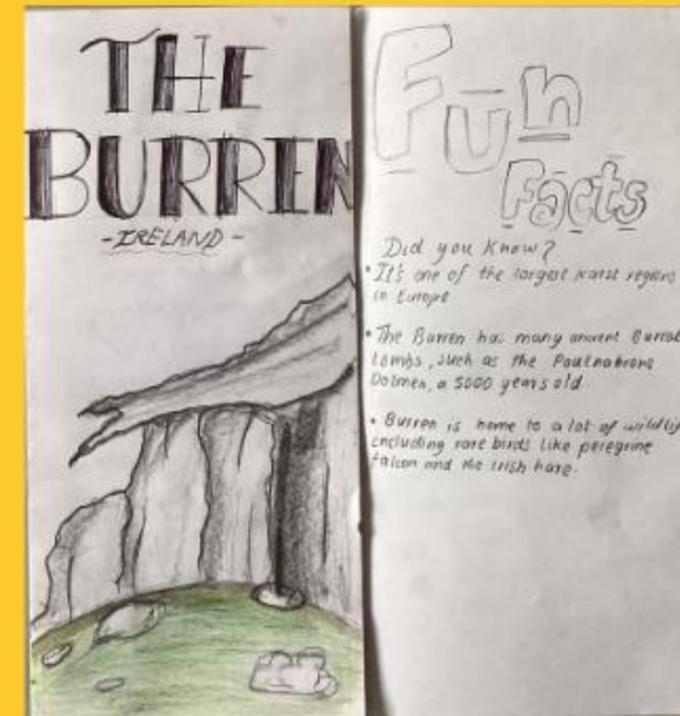
Penpals - 1st Year students



The 1st Year French students have written two letters each to their penpals in Orthez, in South West France. They have introduced themselves, their hobbies and their life in school. The students put a lot of thought and effort into their letters, making it a fun and meaningful way to practice their writing skills. They are now eagerly awaiting their second reply!

GEOGRAPHY

1st Year Geography students have been learning about Weathering and Mass Movement. Students made models of underground features in a karst region and designed their own tourist information leaflets for the Burren, Co. Clare.



Legally Blonde Transition Year Musical 2026





EXTRA-CURRICULAR ACTIVITIES TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	Newspaper Chess Club	Language and Culture Club Librarian Committee Debating Club	Club Gaeilge Table Tennis Choir Student Council	Karaoke and Just Dance Club Junior Art Club	Kahoot Club Creative Schools Green Schools
After School	Girls Football Literacy Club Gym Club Boys Basketball	Run Club Senior Music Club Creative Writing Baking Club Boys Football	Junior Music Club Girls Basketball Podcasting and Radio	Boys and Girls Hockey Senior Art Club	

Senior Cycle Redevelopment Looking to the Future

2021



An Roinn Oideachais
Department of Education

Digital Strategy for Schools to 2027



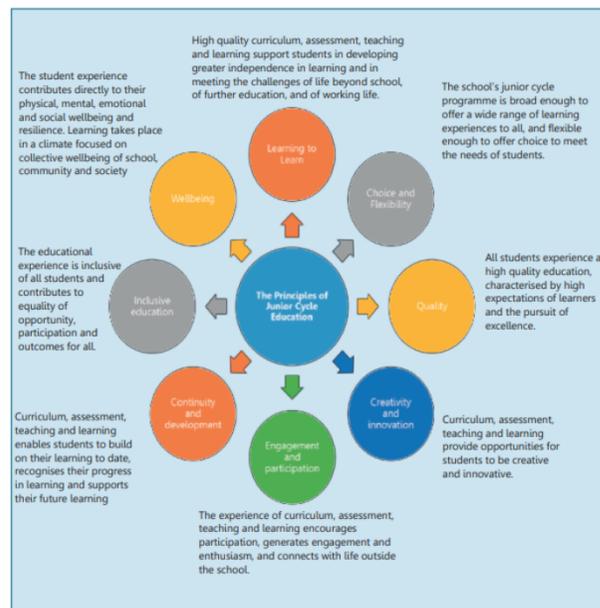
An Roinn Oideachais
Department of Education

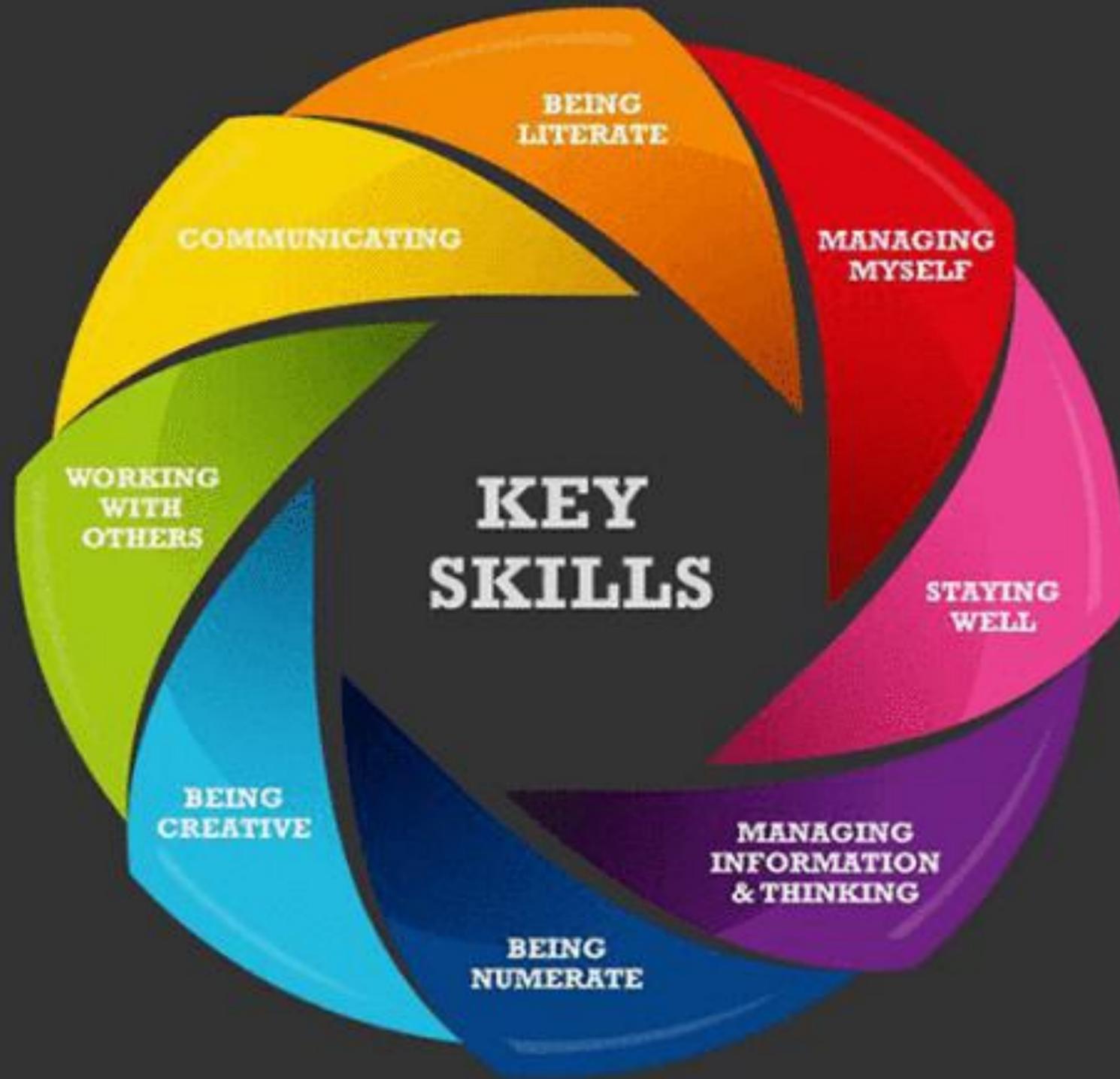
Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Report Number
August 2022



Figure 1: Eight Framework for Junior Cycle Principles





Through engaging with the key skills students will:

Be more actively engaged with learning
Take greater ownership of their learning

Be encouraged to problem solve and think creatively

Have a critical engagement with digital technology – iPads to support and enhance learning

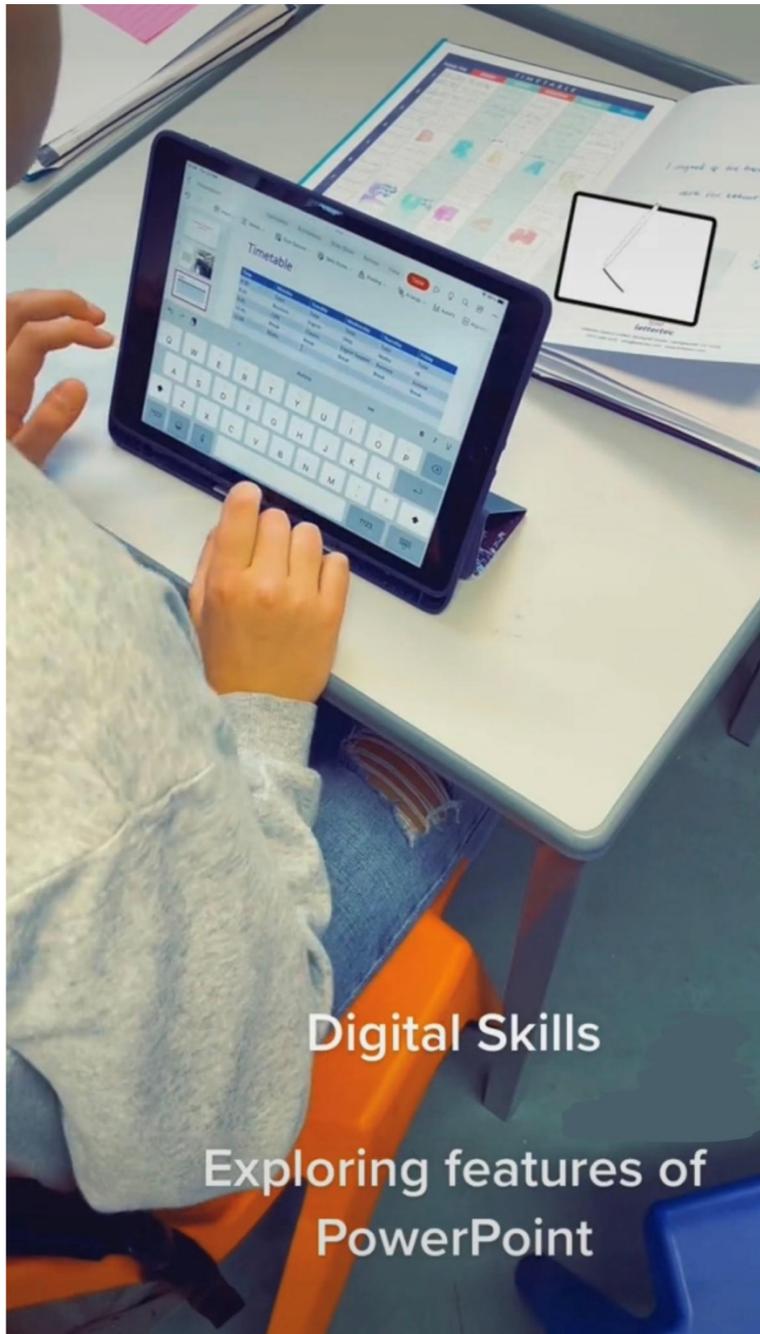
Technology Enhanced Learning



Learning and teaching is enhanced with the use of iPad and O365 with an emphasis on:

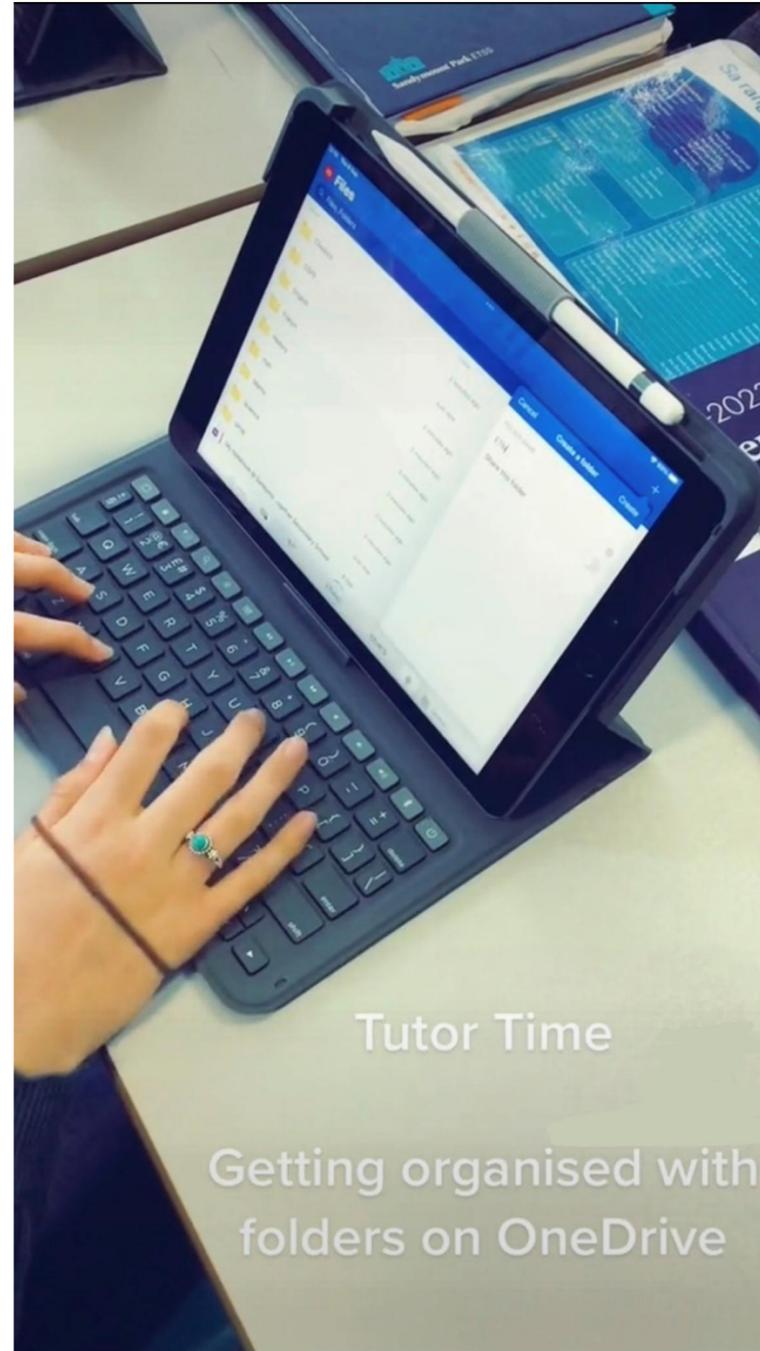
Curiosity, Collaboration, Participation,
Resilience, Creativity

Students are encouraged to work collaboratively and independently, developing metacognitive skills to enable them to become self directed learners.



Digital Skills

Exploring features of PowerPoint



Tutor Time

Getting organised with folders on OneDrive

HOW TO EMAIL A TEACHER

1 SUBJECT LINE
2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

4 CLOSING

- Thank you
- Have a nice day!



2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body of the email



3 BODY OF THE EMAIL

- I am writing because.....
- I need help help.....
- I am confused by.....

General Tips:

- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
 - Please spell out your words.

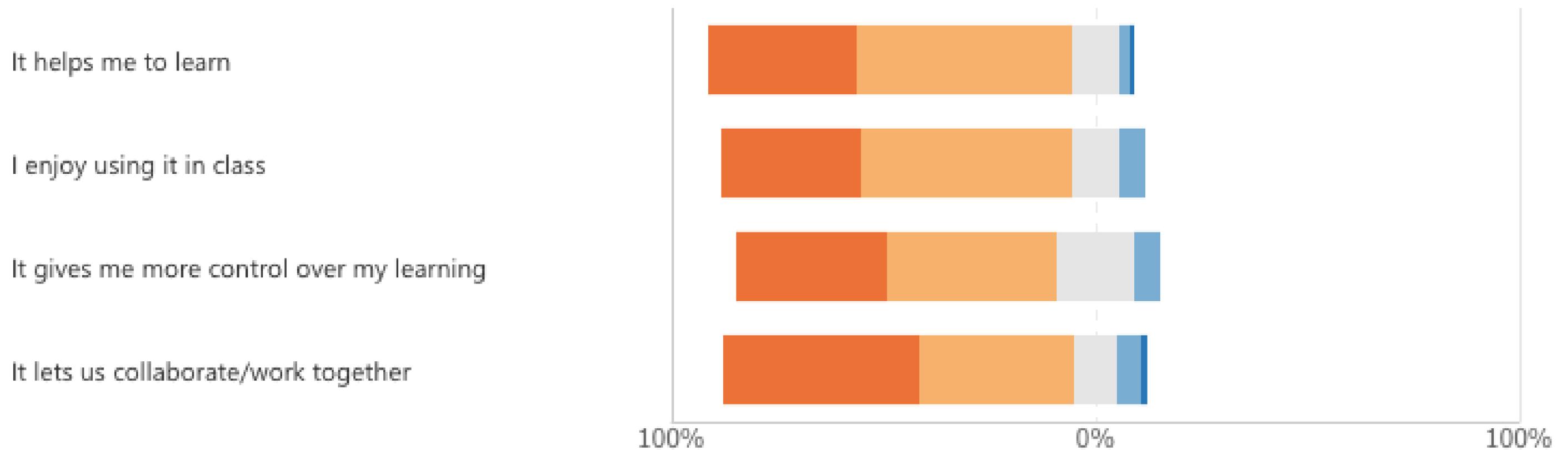


Digital Skills

Composing Emails

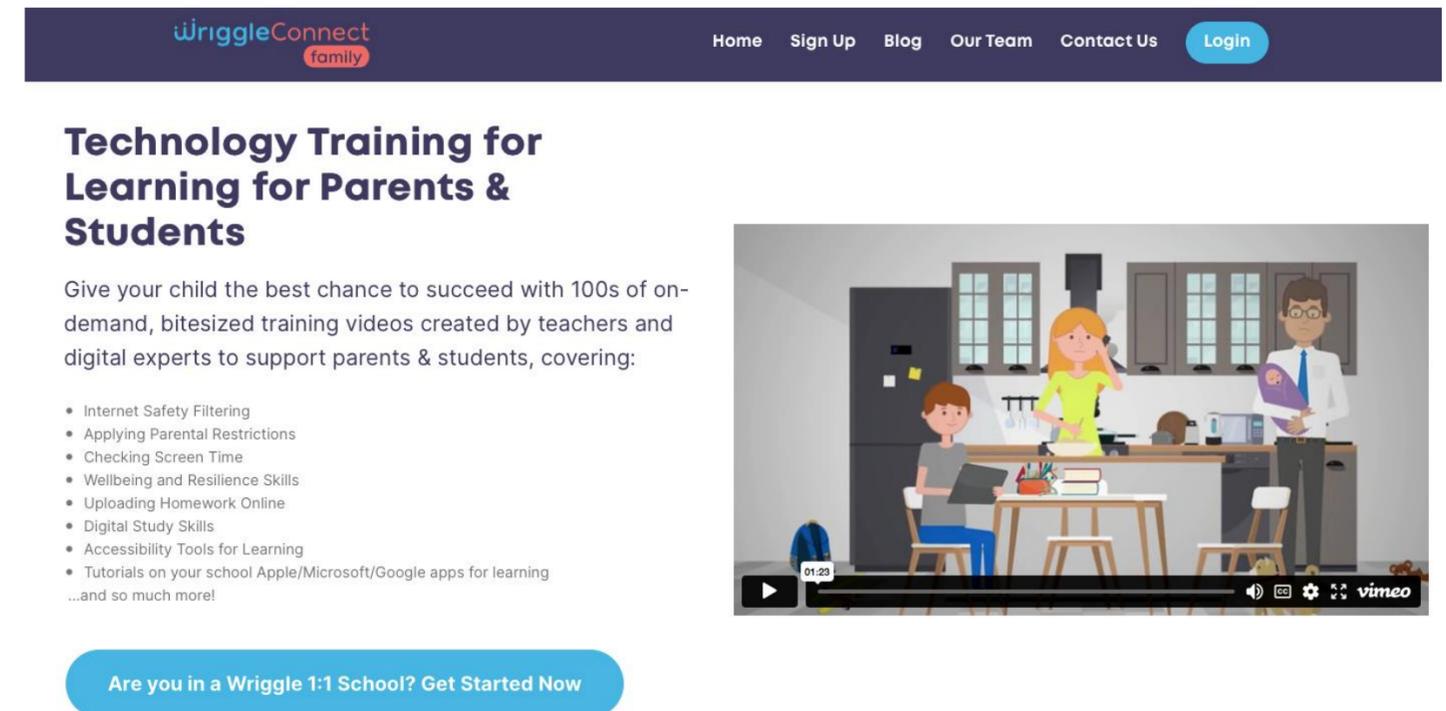
What do our students say?

Strongly agree Agree Don't know Disagree Strongly disagree



Wriggle Connect Family – Parents & Students

- You will automatically receive access to Wriggle Connect Family.
- Please check the email account that you used for your device purchase, as this will contain an activation email from Wriggle Connect Family.
- Then simply click on this link to activate your account.



The screenshot shows the Wriggle Connect Family website. At the top is a dark blue navigation bar with the logo on the left and links for Home, Sign Up, Blog, Our Team, Contact Us, and a Login button on the right. Below the navigation bar is a section titled "Technology Training for Learning for Parents & Students". The text below the title reads: "Give your child the best chance to succeed with 100s of on-demand, bitesized training videos created by teachers and digital experts to support parents & students, covering:". A bulleted list follows, listing various topics such as Internet Safety Filtering, Applying Parental Restrictions, and Digital Study Skills. To the right of the text is a video player showing an illustration of a family in a kitchen. Below the video player is a blue button that says "Are you in a Wriggle 1:1 School? Get Started Now".

WriggleConnect family

Home Sign Up Blog Our Team Contact Us [Login](#)

Technology Training for Learning for Parents & Students

Give your child the best chance to succeed with 100s of on-demand, bitesized training videos created by teachers and digital experts to support parents & students, covering:

- Internet Safety Filtering
- Applying Parental Restrictions
- Checking Screen Time
- Wellbeing and Resilience Skills
- Uploading Homework Online
- Digital Study Skills
- Accessibility Tools for Learning
- Tutorials on your school Apple/Microsoft/Google apps for learning ...and so much more!

[Are you in a Wriggle 1:1 School? Get Started Now](#)

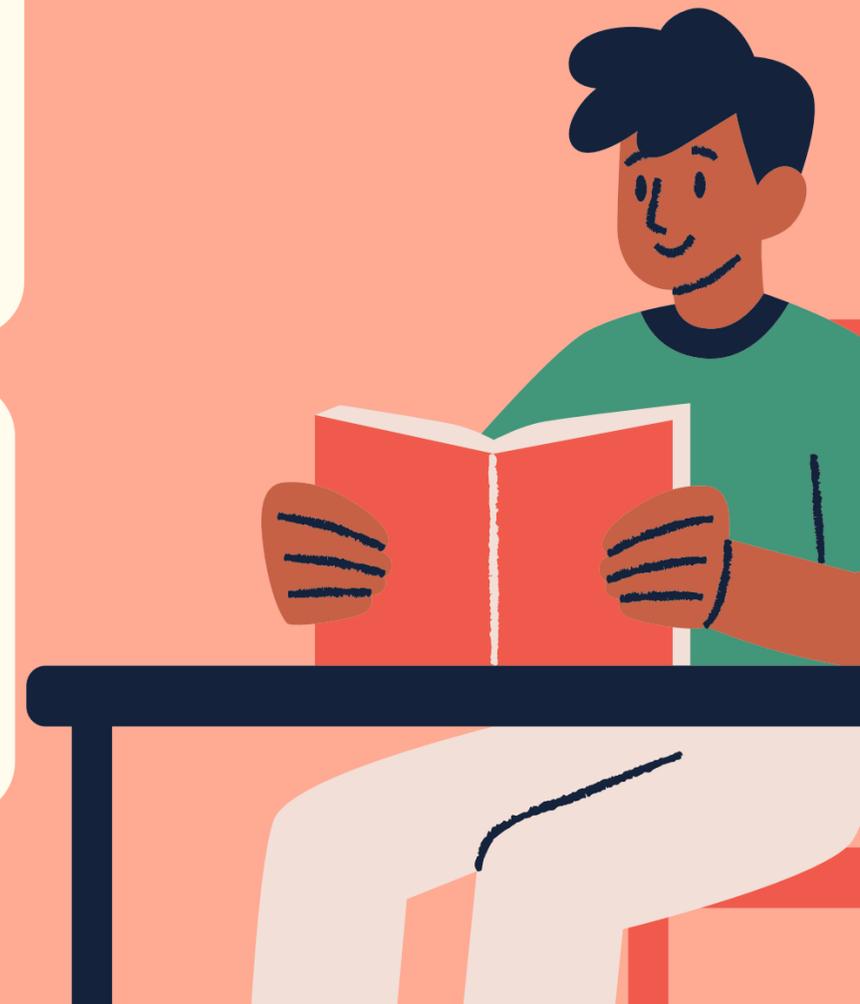


QUALITY ASSURANCE

Surveys/Focus Groups
School Self evaluation

State Exam Data

Department of the Inspectorate



LEARNING AND TEACHING

Incidental Inspection 2019

Highly effective across all areas with no recommendations. The quality of learning and teaching was excellent.

Teachers were commended for their:

- Creativity
- Innovation
- Use of active learning methodologies
- Use of technology to support learning and planning
- Collaboration
- Sharing of practice

Subject Inspection in Science October 2019

- The quality of learning was greatly enriched by very high level of student dialogue in lessons.
- Students were continually challenged to explain their understanding, to think out loud, and to justify their responses, and they successfully achieved those high expectations. This is generating very high-quality learner outcomes in Junior Cycle key skills.
- Learning was greatly enhanced by excellent relationships, the very high level of respect in which students hold fellow students and their very high regard for their teacher.

Incidental Inspection 2023

- The quality of teaching and learning was very good
- Assessment for learning was very good in all lessons
- Team teaching provided very comprehensive in class support
- Students were seen to be active participants in their learning
- Students used technology effectively, were seen to be kind, respectful, displaying behaviour for learning
- The wellbeing of students was at the core of all interactions



Whole School Evaluation March 2024

- The quality of teaching and learning was very good overall; lessons observed ranged from good to excellent
- The overall quality of leadership and management was excellent
- Exceptionally respectful relationships
- Routines to support learning were well-embedded, high expectations
- Careful copybooks initiative highly evident in almost all lessons
- Students ready to engage with learning, digitally-enhanced learning used judiciously
- Purposeful use of ICT: quizzing, task-based video work, corrections / modelling of work, exemplars of work
- Excellent preparation, enthusiasm, subject knowledge
- Teachers provided a wide variety of extra-curricular learning activities for students, and this had nurtured a holistic, inclusive education while cultivating a sense of belonging and community in the school
- The overall quality of supports for student wellbeing was excellent, this created a positive learning environment for students to be happy, believe in themselves and feel acknowledged and supported



Homework

At second-level, evidence indicates that engagement with homework is linked to enhanced academic outcomes

- Provides the opportunity to practice and reinforce concepts learned in class
- Reading and writing practice
- Opportunity for revision

Journal, more detailed information in OneNote homework section

- Some students will need more support than others, help with deadlines
- Encourage to do their best, take pride in their work
- Get in touch with the subject teacher or tutor if there is an issue

PLANNING FOR
EFFECTIVE HOMEWORK

- 1 Clear Purpose**
WHAT OUTCOMES ARE EXPECTED?
Homework should be assigned with a clear purpose as to the learning outcomes expected.
Give success criteria and rubrics - What knowledge and skills do you want students to exhibit in their work? What does an excellent answer look like?
- 2 Written Instructions**
VIA THE JOURNAL OR ONENOTE
There should be no confusion about what students are being asked to do or how to do it.
Give written instructions which students can access from home, via the journal or Teams/OneNote.
- 3 Linked to classwork**
NOT USED TO TEACH NEW MATERIAL
Homework should be explicitly related to classwork and not used to teach new material.
Students should understand the concepts and possess the skills needed to complete any homework assignment.
- 4 Doable**
HOMEWORK MUST BE DOABLE
Students should be able to complete the homework on their own with relative ease.
Differentiate for varying ability levels - scaffolding, variety, choice in modes of presentation.
- 5 Feedback**
FORMATIVE FEEDBACK ESSENTIAL
Written, oral, class discussion.
Reinforce what has been done well and re-teach concepts & skills that homework has demonstrated students have not mastered.

STUDENT ROUTINES



Line up at the door

- Don't forget our one way system
- Try to keep the passageways clear



Purposeful iPad Use

- No iPads at break or lunch
- Leave your iPad in your bag unless instructed to use by the teacher



Careful Copybooks

- Use the copybook checklist
- Be proud of your work - show effort
- Be careful with presentation



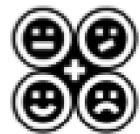
Minimise Distractions

- Bring all required materials to class
- Be on time
- Only go to the bathroom if strictly necessary!



Homework

- Record homework in your journal
- Check OneNote for instructions
- Be resourceful, try your best



Behaviour

- Participate in class
- Work hard and persevere
- Listen and show respect
- Never disrupt the learning for others

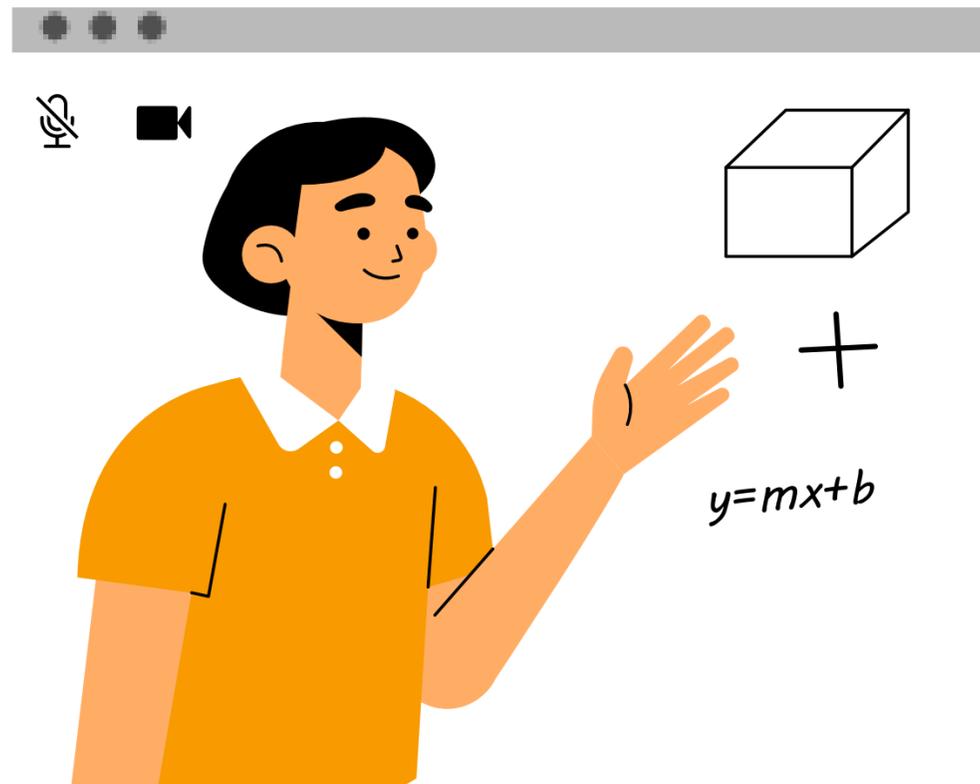


School Day

- 1 The day starts promptly at 8:30am
- 2 Tutor/Wellbeing time 8:30am-8:45am daily
- 3 The days finishes at 3:30pm Monday and Wednesday & 2:30pm Tuesday, Thursday, Friday
- 4 Morning break at 10:45am for 15 minutes
- 5 Lunch at 1pm for 30 minutes
- 6 Students remain onsite for break and lunch - bring a packed lunch or use the Food Village App
- 7 Classes are mixed ability, lessons 1 hour long
- 8 Extra-curricular at lunchtime and afterschool

	Tutorial Room 14	Tutorial Room 14	Tutorial Room 14	Tutorial Room 14	Tutorial Room 14
9:00	English Room 16 Emily Fitzsimons; Lara Hunt 2Eng-I 08:45 - 09:45	History Room 2 Conor Delaney 2His-I 08:45 - 09:45	English Room 16 Lara Hunt 2Eng-I 08:45 - 09:45	Classics (JC) Room 21 Caolan Hansard 2Cla (JC)-5.3 08:45 - 09:45	German Room 20 Anna Carew 2Ger-6.3 08:45 - 09:45
10:00	Mathematics Room 15 Paul McDonald; Sara Quill 2Mat-I 09:45 - 10:45	Irish Room 18 Rosie Scanlon 2Iri-2.2 09:45 - 10:45	Business Studies Room 6 Justin Carroll 2Bus-3.2 09:45 - 10:45	English Room 16 Emily Fitzsimons; Lara Hunt 2Eng-I 09:45 - 10:45	Mathematics Room 15 Elaine McCann; Paul McDonald 2Mat-I 09:45 - 10:45
11:00	Business Studies Room 6 Justin Carroll 2Bus-3.2 11:00 - 12:00	Ethical Education Room 20 Paul McDonald 2EEEd-4.2 11:00 - 12:00	Science (JC) Room 5 (Science) Clodagh Wheeler 2Sci (JC)-8.2 11:00 - 12:00	Spanish Room 3 Romina Fernández Torinotti; Paola Blanco 2Spa-7.3 11:00 - 12:00	Irish Room 18 Rosie Scanlon 2Iri-2.2 11:00 - 12:00
12:00	Social, Personal, Health Education (JC Short Course)-I Room 12 Niamh Parkes 2SPHE (JC Short Course)-I 12:00 - 13:00	German Room 20 Anna Carew 2Ger-6.3 12:00 - 13:00	Civic, Social, Political Education (JC Short Course)-I Room 2 Conor Delaney 2CSPE (Short Course)-I 12:00 - 13:00	Mathematics Room 15 Sherell Quinn; Paul McDonald 2Mat-I 12:00 - 13:00	History Room 2 Conor Delaney 2His-I 12:00 - 13:00
13:00					
14:00	Spanish Room 3 Romina Fernández Torinotti; Paola Blanco 2Spa-7.3 13:30 - 14:30	Physical Education (JC Short Course) Gym 1 Sara Quill; Paul McDonald 2PE (JC Short Course)-I 13:30 - 14:30	Irish Room 18 Rosie Scanlon 2Iri-2.2 13:30 - 14:30	Science (JC) Room 5 (Science) Clodagh Wheeler 2Sci (JC)-8.2 13:30 - 14:30	Physical Education (JC Short Course) Gym 1 Paul McDonald; Sara Quill 2PE (JC Short Course)-I 13:30 - 14:30
15:00	Digital Media Literacy (JC Short Course)-1.2 Room 15 Catherine Martin 2DML (JC Short Course)-1.2 14:30 - 15:30		Classics (JC) Room 21 Caolan Hansard 2Cla (JC)-5.3 14:30 - 15:30		

Curriculum First Year 26/27



Core Subjects

Irish (unless exempt), English, Maths, History, Science
Spanish or French or German, Ethical Education

Wellbeing

PE, SPHE, CSPE, Student Enrichment

Short Course - choose one

Coding, Philosophy, Artistic Performance

Option subjects - choose two

Art, Music, Geography, Classics, Business

Students take 8 subjects and 4 short courses



Welcome to curriculumonline

Here you will find all curriculum documentation and supporting material for the Irish curriculum for children from the ages 1 – 6 (Aistear), pupils from the ages 5 – 12 (primary), students from the ages 12 -15 (junior cycle) and the ages 16 – 18 (senior cycle).



[Click Here for
more
information](#)

Broaden your horizons

Explore more with languages

Start Now

Primary Module



Explore Languages



#ThinkLanguages



At School



At Third Level



At Work



Latest News



School Library Funding Scheme 2023

March 2, 2023

[Read More »](#)



Advice

Choose subjects that you like/ have an interest in/ enjoy

Choose subjects that come easy to you

Choose subjects which tie in with any career aspirations you might have at present, bearing in mind that such aspirations may change over time

Read the Subject Choice Guide and explore the links!

Student Supports

SEN Provision

- <https://sandymountparketss.ie/teaching-learning/special-educational-needs/>
- Support for all, some, few

Wellbeing Curriculum

- PE - 135 hours, SPHE including guidance related learning and RSE, CSPE
- Student Enrichment - IT skills, anti-bullying, emotional wellbeing, learning to learn

Pastoral Care Team

- Teacher, Tutor, Progress Leader

Student Support Team

- Pastoral Care Team, Guidance Counsellor, Deputy Principal, Principal

Ethos, Culture and Values

- Ethical Education
- Code of Behaviour

Support for student academic and personal wellbeing



- INDUCTION WEEK
- CLASS TUTOR
- PROGRESS LEADER
- GUIDANCE COUNSELLOR
- CAT4 ASSESSMENTS & ACADEMIC MONITORING AND TRACKING
- REGULAR COMMUNICATION BETWEEN SCHOOL AND HOME
- IN CLASS SUPPORT
- SMALL GROUP SUPPORT FOR SOME
- LINKS WITH OUTSIDE AGENCIES

Pastoral Care System





Progress Leader

Academic engagement and progress

**Social and emotional development and
behaviour**

- Visit classes during tutor time
- No iPad? Call or text home
- No journal? Provide a replacement page
- Monitor dress code/spot check iPads/lockers
- Meet with tutors and Student Support Team regularly regarding progress
- Plan and monitor supports for identified students
- Assemblies

Tutors

Monday to Friday 8:30am-8:45am

- Tutorial every morning at 8:30am for 15 minutes - very important start to the day!
- Check in with the students first thing to see are they ready for the day
- Check for iPads and materials
- Monitor dress code
- Monitor attendance
- Relay any messages the students may need to know about
- Themed events
- Once a week sign the journal



August/September

Induction

Settling in

Getting to know fellow students & staff

Getting to know iPad/OneNote

Bonding trip





COLLABORATION/PARTNERSHIP



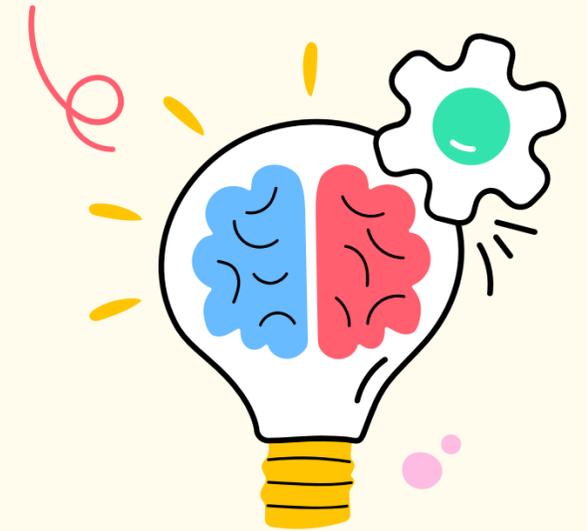
Teachers



Students



Parents



Board of
Management

Supporting your child in school



- Check in with your child – ‘What did you learn today?’
- Check the journal – assignments & notes, sign every week
- Check Teams
- Support with tracking deadlines
- iPad charged in the evening & back in the bag ready for the next day
- Locker combination/key
- Copies - Copybook Checklist
- Together read the Code of Positive Behaviour, Homework Code, Acceptable Use Policy - discuss, sign
- We will be in touch if we have a concern

Code of Behaviour



- We have the highest expectations of student behaviour.
- Kindness, respect, good manners and hard work are fostered and expected.
- Students are expected to make a positive impact on their school and local community.
- We place a strong emphasis on acknowledging and commending positive behaviour, academic effort and participation in all school activities.
- Students are encouraged to take responsibility for their actions and to respond to experiences in a positive fashion.
- Making amends, forgiveness, restorative approach.

Some important rules

Phones must be placed in the locker at the start of the day

iPads are not allowed at break or lunchtime

No hats or coats to be worn in class

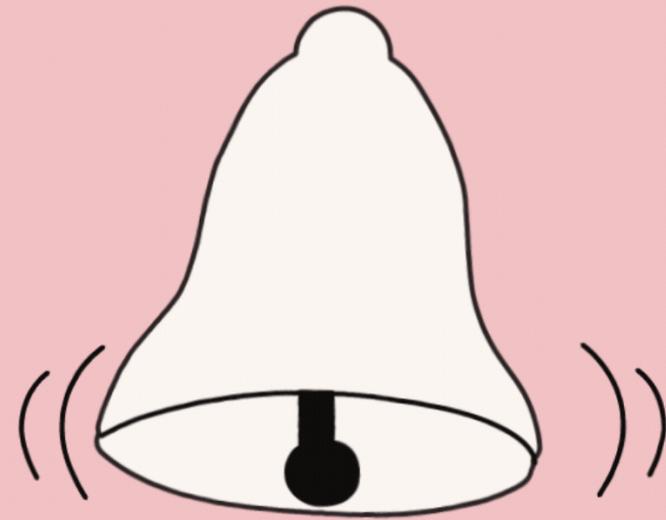
Clothing must be appropriate to the school environment

No energy drinks

Respect for self and others at all times



Keep	routine
Keep up	hobbies
Encourage	independence – student raising issues with teacher/tutor directly
Sleep	no phones at night-time
Avoid	large social media groups e.g WhatsApp – trusted friend groups/smaller groups



REMINDER

VSWare App

Attendance

Appointments

Leaving Early - student to set timer and comes to reception

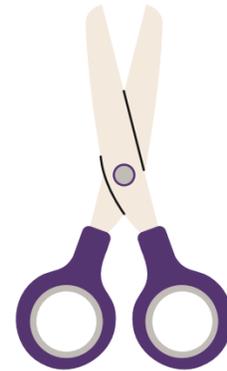
Illness? Tell teacher and report to school office. Student must not contact parents directly by phone or email

Building, facilities



Building Phase

On site during the build



Modular accommodation

Accelerated timeline
Making do!
Challenges



March 2028

State of the art building
Capacity for 1000 students

SANDYMOUNT PARK ETSS





SHELLYBANKS EDUCATE TOGETHER NATIONAL SCHOOL

SANDMONT PARK EDUCATE TOGETHER SECONDARY SCHOOL



Interim Accommodation



For more information

We will make every effort to keep the school community informed with regular updates on our website:

www.sandymountparketss.ie.

 01-9106230

 www.sandymountparketss.ie

 office@sandymountparketss.ie

 Newgrove Avenue, Sandymount, D04 Y1F6





THANK YOU

