

1st October 2025

Dear Parents/Guardians

Please find enclosed a copy of our Enrolment Application Pack, which includes our,

- ❖ School Prospectus
- ❖ Mission & Ethos
- ❖ Admission Policy
- ❖ Application Form
- ❖ Our Annual Admissions Notice
- ❖ Code of Behaviour

We hope our prospectus will allow you to see the kind of educational experience we offer to our students here at Presentation Secondary School, Milltown.

We invite you to attend our Open Evening will take place on **Thursday 23rd October** from **5.30pm – 8pm**. This will provide prospective students with the opportunity to meet with our staff and students, as well as allowing them to get a feel for the atmosphere and culture of our school.

Our enrolment application process for 1st Year 2026-27 opens on **Monday 13th October 2025**. Please note that we **cannot accept application forms before this date**.

The **closing date** for applications is **4pm** on **Tuesday 4th November**. Enrolment Application Forms received after this time will be processed as per the Section 14 (p.10) of our Admission Policy. Letters informing applicants of the decision on their application will be posted on or before Thursday 13th November.

The Board of Management has in place an Admission Policy in accordance with the Education Act (1998) & Education (Admission to Schools) Act 2018. A copy is enclosed. It is imperative that you read the Admission Policy and all other enclosed documents before submitting an application form. All applications must comply with this policy and all places will be offered in line with the criteria contained in this policy. In submitting an application form you are declaring that you have read and agree to all the enclosed policies and documents.

If you require further information, please contact the school office on 066-97-95455.

Thank you for taking the time to read our prospectus and we look forward to meeting you at our Open Evening on Thursday 23rd October.

Yours sincerely,



Kerry Harkin
Principal





PRESENTATION

Secondary School, Milltown



CEIST
Catholic Education
An Irish Schools Trust



Presentation Secondary School, Milltown, Co. Kerry

Telephone/Fax: 066 9795455 | Email: office@presmilltown.ie

www.presmilltown.ie

Céad Mile Fáilte

PRESENTATION

Secondary School, Milltown

O God, you filled the heart of Nano Nagle with loving care and compassion for the needy. Through her intercession help us in our need. Grant that, like her, we may do your will and that we may grow in your love and in the love of our neighbour.



CEIST
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Principal's Welcome

Change can be a difficult experience for many. At Presentation Secondary School Milltown we encourage students to embrace change positively and see it as an exciting challenge that opens a new chapter in our lives. Your sons and daughters are about to undergo one of the most significant of those changes, as they transition from primary school to secondary school. We look forward to working with both students and parents, the primary educators, to ensure that this transition is as positive and enjoyable as possible.

As a Catholic school all that we do takes place within an ethos reflective of the teachings of Christ. Our daily work is inspired by the founding intentions of Venerable Nano Nagle and Blessed Edmund Rice. Through the core values of our trustee body CEIST, we seek to promote spiritual and human development, show respect for every person, be just and responsible, to create an inclusive community based on gospel values and to achieve quality in learning and teaching. We are extremely fortunate to have an exceptional team of teaching and ancillary staff who work tirelessly to ensure that our students integrate into our school community and that they participate to their full potential in school life. We strive to help each of our students to learn and develop life skills, such as decision making, problem solving, communication, team work and independent learning. Students, parents and staff are all valued members of our school community. We work together nurturing our young people, promoting our school as a centre of learning and excellence, while establishing a safe place, where each individual is encouraged to grow in knowledge and appreciation of their own gifts, talents and traditions.

We hope that this prospectus will give you a small insight into the many aspects of life at Presentation Secondary School, Milltown and we look forward to working with you in the near future.

Kerry Harkin

Principal

School Mission

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.



Partners In Education

The Student

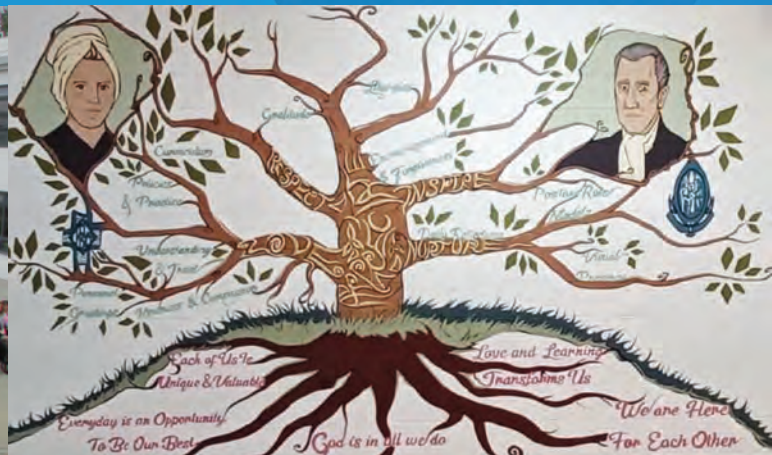
At Presentation Secondary School, Milltown we seek to develop the whole person through a student-centred approach to all areas of school life. We encourage students to become confident, self-assured, independent learners who have an awareness of their roles within the school, their families, and the community. We strive to develop each of their talents and to nurture them into becoming considerate, reliable, responsible young adults. Students are given many opportunities to develop these personal skills and to demonstrate leadership and partnership within the school community.

Staff

The Principal and teaching staff have a central role in implementing the philosophy and mission of Presentation Secondary School. Teachers place their professional expertise at the service of the students. They co-operate with other educational agencies in developing, implementing and evaluating curricula and pastoral care systems which respond to the needs of the students.

School and Home

Parents are the primary educators and we regard them as our friends. They are a vital link in the educational partnership and we constantly strive to strengthen links between home and school. In order to ensure the success of this partnership parents receive progress reports twice each year based on Christmas and Summer house-examinations. All year group will also have a Parent Teacher meeting each year. The Student Journal is a vital method of day-to-day communication between school and home, but parents should feel free to telephone the school to make an appointment should they wish. Our Parents Association is a flourishing group who have proven to be a great asset to our school community. They work tirelessly to promote and develop effective and positive participation of parents in school life.



Community

We, at Presentation Secondary School, are firm believers that one of our primary aims as educators is to prepare our students for adult life as active members of the communities in which they live. As such we feel that community involvement in school life is vital to completing the education partnership. We work with groups and business including include NYP Killorglin (KDYS), Kerry Hospice, Aware, local primary schools and pre-schools, South Kerry Development Partnership, Milltown Credit Union and the Bank of Ireland Student Bank Programme. Our Transition Year students link with members of the local community through our Sages & Scholars programme and Ashborough Lodge. This provides opportunities to bridge the generational gap by sharing stories and experiences of the past as well as sharing knowledge of modern technology, such as the internet and mobile phones. We also encourage guest speakers from various charities who inform students first-hand about the needs of both our local community and the global community.

School Management

Under the trusteeship of CEIST the Board of Management seeks to manage the school in order to provide the best possible education enabling each individual student to reach their full potential. The Board of Management of the school consists of;

- Four members who are nominated by the Trustees of the school.
- Two parents of students who are currently in the school
- Two members of staff
- The Principal, who is Secretary to the Board.

Curriculum

Junior Cycle

1st Year students study Irish, English, Maths, Religious Education, Business, History, Geography, Science, Art, Home Economics, Wood Technology, Graphics, Music, Modern Languages, ICT, CSPE, PE, SPHE and Wellbeing. In 2nd Year students continue to study the core subjects of English, Irish and Maths, along with Science, History, Religious Education, CSPE, PE, SPHE and Wellbeing. Students then choose their options for Junior Certificate from French, German, Spanish, Business, Geography, Art, Home Economics, Woodwork, Technical Graphics and Music



8 Key Skills underpin the entire Junior Cycle programme and are embedded in the course specification for each subject.

- Communicating
- Managing Information & Thinking
- Being Literate
- Being Numerate
- Managing Myself
- Being Creative
- Staying Well
- Working with Others



CBAs – Classroom Based Assessments

Students will complete two classroom based assessment (CBAs). One towards the end of 2nd Year and the other in 3rd Year (except Gaelige - both in 3rd year). CBAs are assessed by the teacher and reviewed at SLAR meetings. CBAs are reported on the Junior Cycle Profile of Achievement in addition to the grade awarded by the State Examinations Commission (SEC).

Assessment Tasks

The Assessment Task is a written task for each examinable subject. Students complete this during class time, but the task is then sent to the State Examinations Commission for marking. It will generally be allocated 10% of the marks used to determine the grade awarded by the SEC. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based. The content and format of the Assessment Task may vary from year to year.

Junior Cycle Profile of Achievement

A certificate issued by the school, which contains both the SEC awarded Junior Cert exam grades and the school awards including CBAs, short courses, wellbeing and other additional achievements.

Transition Year

On completion of their Junior Cycle students can apply for Transition Year. This programme is designed to bridge the gap between Junior Certificate and Leaving Certificate. It encourages personal and social development and above all develops in students the maturity to take responsibility and ownership of their own learning. It improves study skills and enhances confidence and self esteem. It focuses students on subject choices for Leaving Certificate and the career path they may wish to take.

Through the programme we seek to nurture the skills and talents students have, as well as providing opportunities for new challenges. The Transition Year programme offers students a broad and balanced curriculum. It includes the core subjects of English, Irish and Maths, and also allows students to 'sample' all the other subjects offered at Leaving Certificate. Other activities include work experience, outdoor pursuits, first aid, ICT, community outreach, a European tour, the driver awareness programmes and Gaisce Awards.

Senior Cycle

At senior level core subjects include Irish, English, Maths, Religion, P.E. and Careers. The additional Leaving Certificate subjects offered are French, German, Spanish, Economics, Business, Accountancy, History, Geography, Agricultural Science, Physics, Physical Education, Chemistry, Biology, Construction Studies, Design Communication Graphics (Technical Drawing), Home Economics, Art and LCVP.



Maths

In our school we encourage students to see the study of Maths as training their mind in the use of logic. Our aim is to provide for an enhanced student learning experience and greater levels of achievement for all. In Maths emphasis is placed on student understanding of mathematical concepts that will enable each student to relate mathematics to everyday experience. Assessment will reflect the different emphasis on understanding and skills in the teaching and learning of mathematics. Confidence in Maths is developed through group work and problem solving and students are encouraged to use this new information in Maths quizzes and competitions. A good foundation in Maths can help students' progress in many other subjects such as Science, Business, Technical Graphics and Woodwork.

Irish

Irish allows students to develop effective communication skills; oral, aural and written. The study of Irish allows students to develop an interest in the language as an integral part of our culture and heritage. Students can experience and use their skills on trips to Gaeltacht areas such as Dún Chaoin as well as during our Seachtain na Gaeilge activities of public speaking, trath na gceist, Irish dancing and traditional music.

English

This new JC English syllabus builds on the student's experience of English as a subject at Primary level. The syllabus aims to develop the confidence of students so that they can listen, think, reflect, respond and communicate competently in both oral and written format. Student's ability to use language in a range of social contexts will be developed along with the student's awareness of the cultural richness and diversity of English. This nurturing of the intellectual, imaginative and emotional growth of each student by developing his or her personal proficiency in the arts and skill of language will form the basis for the student's future development at Senior Cycle.

Sciences

Junior science has three main components, Biology, Chemistry & Physics, which will be taught through the new Junior Certificate framework. Biology includes the study of the human body systems, animals, plants and micro-organisms. Chemistry aims to provide a better understanding of our material world and also why substances behave in a particular way. Physics is particularly concerned with scientific laws which explain how our world behaves. Topics studied include energy, forces, heat, electricity and electronics. The Junior Science course is practical based with a percentage of the final grade based on experiments and investigations.

At senior cycle there are four elements to Science.

Physics seeks to give students a more in-depth understanding of many scientific principles and their effects on everyday life. Topics studied include mechanics, heats, waves, electricity, radioactivity and nuclear energy.

Chemistry allows students to understand the relevance and importance of chemical reactions in every day life and prepares them for a wide range of careers such as medicine, dentistry, veterinary, radiology, chemical engineering and pharmacy.

Biology takes a detailed look at the internal working of plants and animals. The course includes a large practical aspect during which the students are expected to complete mandatory activities and experiments.

Agricultural Science allows students to become familiar with an agricultural enterprise through theory and practical activities. Topics studied include the workings of plants and animals, agricultural animals & crops and also environmental aspects of agriculture. Field trips include visits to third level Agricultural Colleges, the National Ploughing Championships, Killarney National Park and Tralee Bay Wetlands.





Presentation Section
Curriculum

Modern Languages

Whether studying French, German or Spanish, all three languages aim to make the process of learning a new language enjoyable and exciting while following the new Junior Certificate framework. Students will develop a vast range of new oral, aural, reading and writing skills and many will have the opportunity to use these skills on the annual school tour. Studying languages also allows students to develop an understanding of and appreciation for diversity of cultures.

Business

Business aims to provide students with knowledge and understanding of business and enterprise. Student study methods of money management as well as issues such as consumer rights, employment and the role of the government. Enterprise encourages students to be imaginative and innovative, while planning for and meeting realistic targets. Students are

also given the opportunity to participate in the Young Entrepreneur programme and Mini-Company. At Leaving Certificate students can choose from Accountancy, Business and Economics.

Accounting provides students with an understanding of accounting theory and practical skills in preparation of accounts and bookkeeping. It is an invaluable subject for all business courses at third level.

Business takes an in depth look at enterprise, financial analysis and managerial skills. Through case studies and practical activities students also look at international business, marketing and advertising.

Economics focuses on individual demand and supply in the world of business and industry. Students also study banking, international trade, government budgets, inflation and unemployment.

LCVP

This programme is run in conjunction with the Leaving Certificate as an extra option. Students participate in the following modules:

- Enterprise Education
- Preparation for the World of Work

Students learn to communicate effectively, take responsibility, work as a team and cope with changing circumstances. Students gain a knowledge of the world of work, job seeking skills, setting up and running an enterprise as well as information technology skills.

All the Universities and Institutes of Technology now award points for grades attained in LCVP link modules and accept them as a 6th subject for points purposes.

Grade	Points (from 2017)
Distinction	66
Merit	46
Pass	28



Secondary School, Milltown Curriculum

History

In the study of History students are encouraged to develop an understanding of those forces in the past which have shaped the way we live today. Students are given opportunities to investigate a vast range of evidence and sources which enables them to develop empathy, communication, research and analytical skills. Such skills are beneficial to all students and are much sought after by third level institutions and employers. At junior level students also undertake practical projects, such as making models of castles and trips to sites of historical importance. Leaving Certificate students will undertake a Research Topic which allows them to choose and research an event or period in History of interest to them.

Geography

Geography helps students to develop a knowledge and understanding of the world we live in. By studying Geography students will develop an understanding of their physical and human surroundings as well as the changing relationship between the physical and human world. We aim to teach students to use their geographical skills to make informed judgements about issues effecting their environment and encourage an investigative approach to the study of physical, economic and social geography. Geography helps to develop a wide range of skills such as map work, surveys & questionnaires, analytical/investigative skills and preparing presentations, reports and evaluations. Students are also given opportunities to put their geographical skills into practice through field trips and projects.



Religion

Guided by a Christian vision we are committed to the spiritual, moral and personal development of all of our students. Religious Education is studied at both junior and senior cycle. While conscious of the fact that we are preparing students for an examination at junior level, we also seek to develop a sense of awareness and confidence in their own spirituality as well as respect for the beliefs of others. The Junior Certificate examination provides the opportunity for students to study a range of world religions and practices. Students will complete a CBA which contributes 10% of their final Junior Cycle grade. Through our senior religion classes students are not only encouraged to develop an awareness of the relevance of Christian teaching in today's world, but also a sense of responsibility, encouraging them to reflect on their role as members of their community.



Physical Education

We aim to promote a varied and exciting Physical Education curriculum that focuses on encouraging students to acquire, develop, refine and evaluate a range of skills. All students take part in numerous activities including: football, soccer, dance, gymnastics, tennis, badminton, volleyball, cricket, rounders, basketball, athletics, golf, outdoor pursuits, yoga, trampolining and team building activities. Students learn the importance of teamwork and develop leadership skills that will enhance self-confidence. Both Junior and Senior Cycle students are encouraged to look at other issues relating to healthy living, including nutrition, prevention of injuries and the importance of regular exercise. We strive to prepare students for a life of autonomous well-being.





Music

Our Music Department offers a vast range of musical experiences fostering an ethos of creativity and self expression. Students can study music in both the Junior & Senior cycles and have the opportunity to study music and musicians from classical, rock, pop, traditional and many other genres. For the Junior Cycle a performance of a chosen piece comprises of 30% of the final grade, while Leaving Certificate students are given the opportunity to compose and perform their own piece of music which contributes to 50% of their grade. Music Technology now plays an important role and can be used as part of their Leaving Certificate practical exam. Music helps students to develop skills useful in many careers such as sound engineering & technology, music therapy, music production and the performing arts. All music students are provided with numerous opportunities to attend concerts, musicals, operas and/or music workshops.

Design & Communication Graphics (Graphics)

Technical Graphics is offered to students studying Junior Certificate and Design Communication Graphics (Technical Drawing) is offered for the Leaving Certificate. The aim of these subjects is to encourage students to develop a sense of spatial ability and drafting skills as well as their creative and visualisation skills. Students are taught how to use drafting equipment and techniques as methods of problem solving. Senior students complete much of the Design Communication Graphics course using CAD (Computer Aided Design) software in the specially equipped DCG computer suite.

Wood Technology (Woodwork)

Woodwork aims to develop a creative approach to problem solving through designing and making projects. Students learn how to approach a project from the planning and design stage right through to the making process and evaluation of their final product. Students develop self-confidence as they see their design progress from the page onto the workbench. They will also learn how to use a wide variety of hand tools, power tools and machinery. Practical woodwork skills and projects account for up to 50 % of the final junior certificate grade.

Construction Studies

Construction Studies is offered at Leaving Certificate and enables students to study both theory-based and practical elements of the built environment. Construction Studies equips students with skills such as design, planning, problem solving and practical trade skills. Students' practical skills and projects can contribute up to 40% to their Leaving Certificate grade. Construction Studies provides students with skills beneficial for careers such as architecture, draftsmanship and electrical, mechanical and civil engineering

Art

Students who study Art can expect to learn how to promote their creative ideas through skill and craft. We aim to promote an awareness and appreciation of the artistic views as well as encouraging students to develop confidence in their own style, technique and creativity. Projects are varied and consist of many art forms including drawing/sketching, painting, graphic design, textiles, 3D construction, 3D modelling/sculpture, calligraphy and printing. Our Art students regularly enjoy success in Art competitions and exhibitions.



Home Economics

Home Economics students will study a wide variety of topics at both Junior and Leaving Certificate level, such as food & nutrition, textiles & crafts, consumer studies, resource management, childcare and health and safety. Leaving Certificate students focuses more in depth on food science, consumer studies, resource management, home design and social studies. Assessment is based on both theory and practical work. The latter which can be worth up to 20% at Senior level. Home Economics allows students to develop both an understanding of the key elements of theory and the practical skills needed in careers such as food science, catering, social work, dietetics, interior design, fashion and childcare.

Information Communications Technology (ICT)

Skills and experience of working with ICT are essential for today's students in third level education, further training and the world of work. ICT includes not only skills such as word processing, spreadsheets and databases, but also gives students an understanding of safe use of the Internet, how computers work and their uses in everyday life.

Career Guidance

We believe that it is important that our students make informed and considered decisions and choices. Students are offered guidance on subject choices, applications for CAO, UCAS, PLCs, Solas and job opportunities as well as study plans and techniques. Senior students are offered opportunities to visit a wide range of third level institutions and places of employment.

Homework

We believe that homework is important to develop good study skills and a sense of independence and responsibility. It is also important to reinforce what is learnt in class and provides good preparation and discipline for state exams. The amount of homework students get varies depending on the year group and may take a variety of forms such as written tasks, reading, learning activities, research or project work. Students record all homework given in their journals and are encouraged to always complete homework to the best of their ability.

Supervised Study

Supervised study is offered to students who wish to avail of quiet time to complete homework after school.

Special Educational Needs

Some students need further help during their school career. The Learning Support Coordinator organises additional support as is necessary and appropriate. Support can take many forms such as team teaching, individual tuition, in-class support and/or working in small groups. Parents are consulted at every stage of the process and are welcome to speak with the Principal or Learning Support Coordinator about any concerns they have. We have found our techniques and methods of support to be of great benefit to students as is evidence in both their enjoyment of learning support sessions and their overall progress and improvement in their work. A wide range of techniques and strategies are employed in learning support sessions in order to ensure active participation, enjoyment and progression.

Learning & Teaching

Our staff has been involved in a number of learning & teaching initiatives in recent years. Our aim is that our students have real opportunities to develop their skills as learners. We seek to facilitate our students' in developing their critical thinking, problem solving, collaboration and peer-learning skills, as well as developing their adaptability, curiosity, imagination and self-belief.

Literacy & Numeracy

We actively promote literacy and numeracy throughout all subjects in the school. We work constantly to ensure that our school provides numeracy and literacy rich environment. On-going literacy initiatives include Drop Everything & Read (DEAR), Book Club, Fiction Fashion Parade, Readathon and 'Read, Think, Pair, Share'.



Presentation Secondary School, Milltown

Extracurricular Activities

In the pursuit of developing and maintaining a holistic approach to education all students are encouraged to participate in all areas of school life, both in the classroom and beyond. Extracurricular activities allow students to achieve and have fun outside of the classroom as well as to help them develop skills such as teamwork, self discipline, commitment and responsibility. A wide range of extracurricular activities is offered to students including; sports, music, community involvement, school tours and public speaking.



School Tours

The school organises tours and day trips to various locations at home and abroad, all of which are supervised by staff. First Year students will spend a day in either Splash Sports, Castlegregory or Tralee Bay Wetlands where they will experience a variety of water and land-based activities as well as training in team work and leadership skills.

Second Year and Transition Year students are offered the opportunity to go on the annual school tours to Europe. Previous locations have included Paris, Frankfurt, Barcelona, Brussels, Poland, skiing in Italy.

Senior students visit Corca Dhuibhne Gaeltacht as well as Killary Outdoor Pursuits Centre, musicals, plays and drama workshops. Field Trips are organised for many subjects such as Geography, Biology and Agricultural Science.





Poetry, Public Speaking and Debating

Students are encouraged to develop the skill of good communication and to speak with clarity and self-confidence. Our students enter the Poetry Aloud competition as well as a variety of public speaking & debating competitions. In recent years our students have successfully competed at local and national level.

Involvement in these activities compliments the students academic work, develops research skills and gives them the confidence to take a more active role in today's society.

Musical Activities

Our students take part in a vast range of extracurricular musical activities. The school choir and orchestra are both extremely popular. They take part in school masses and carol services as well as visiting St. Mary's of the Angels to entertain the students. Many of our musicians have taken part in both local and national competitions and workshops in rock, pop, classical and traditional.

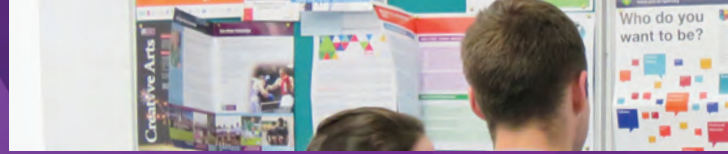
The annual show organised by our Transition Years provides an opportunity for First Years to show off their talents and skills on stage. This has proven to be a tremendous success and is undoubtedly one of the highlights of the school years for students, staff and parents alike.

Sports

All students are encouraged to develop a healthy and active lifestyle. Exercise is important and we aim to show students how it can be part of everyone's lives. We acknowledge that while many students enjoy the element of competition that comes from playing in a team, some students simply wish to take part in sport for fun and fitness. The school provides a variety of sporting activities for boys and girls, both competitive and recreational.

Sports include Gaelic football, basketball, badminton, golf, soccer, athletics, rowing and outdoor pursuits.





Presentation Secondary School, Milltown

Pastoral Care

In the spirit of Venerable Nano Nagle and Blessed Edmund Rice we seek to encourage the development of each of our students as individuals through a holistic approach to education. As such we take great pride in promoting an ethos that is caring and supportive through Pastoral Care.



Positive Behaviour and Affirmation

We aim to promote positive behaviour throughout the school. A high standard of behaviour is expected in order that all students can benefit fully and positively from their experiences of school. The school ethos promotes responsible behaviour and respect for all. As such our Code of Behaviour encourages students to;

- Act justly
- Speak truthfully
- Be courteous and concerned for the good of others
- Strive diligently for knowledge and understanding
- Co-operate actively in the work of Presentation Secondary School

The staff of the school will seek to ensure, as far as possible, that the organisation, curriculum, learning & teaching methods and general atmosphere of the school are such that disciplinary problems are minimal and the application of sanctions is called for as rarely as possible. Where sanctions are required they will be implemented in a manner which is fair, firm and consistent. We ask all students and parents to read and agree to the schools Code of Behaviour by signing and returning a form in the Student Journal on the first day. In order to promote this atmosphere of 'positive behaviour' and affirmation each Year Head organises a system of rewards for their particular year group. All students participate in the rewards system helping to create a sense of motivation, class identity and team spirit.

First Year Induction

All prospective incoming First Years are invited to visit the school for our Open Day. This allows students to have a look around the school and meet some of their teachers. An induction booklet "My First Day" is issued before students come to school in September. This booklet outlines items that students will need to bring on their first day and helps them to get a feel for what their first week or so will be like. The first day for First Years is an induction day before the other students return to school.

This allows students to familiarise themselves with their teachers, journal, rules and also to find their way around the building. All junior students are allocated a class tutor to whom students can go to if they are having difficulties or problems. First years will meet their class tutor on Induction day.

Class Tutor System

The class tutor is a significant element of our wellbeing programme. All students are assigned a class tutor from whom students can seek support. Class tutors usually meet their class group at least twice a week. During this time issues related to all areas of the students educational experience are addressed and discussed; from study skills to homework difficulties and anti-bullying strategies to increasing self-esteem and confidence.

Peer Mentor Programme

As part of our Pastoral Care Policy we have developed a Mentor Programme. The ultimate aim of the programme is to create a 'Buddy System' between first years and senior students, which will positively impact on the new students' educational and social development easing their transition from Primary to Secondary School. The programme operates by providing older students with the leadership skills necessary for the provision of information to First Year students. This support continues throughout their first year of school and beyond. Student mentors regularly meet up with the first years to talk through any issues they are unsure about.

Wellbeing, SPHE & Life Skills

Wellbeing is one of the principles that underpins junior cycle education. Students are provided with the opportunity to learn about and experience the key skills and wellbeing indicators. Through these indicators students are encouraged to become Active, Responsible, Connected, Resilient, Respected and Aware. Social, Personal & Health Education enables students to develop as individuals secure in their sense of self. Students take part in activities which help them to develop mutual support and respect for each other, while encouraging them to think constructively and considerately. Our SPHE programme also encourages students to develop a sense of responsibility for their own learning and behaviour as well as creating an awareness of their role in society.



Anti Bullying Policy

We believe that every student at Presentation Secondary School has a right to be able to enjoy school and learn in a safe and welcoming environment. As such all of our students sign up to our Anti-Bullying Policy. The policy emphasises the importance of a positive and caring attitude towards each other. We believe that our Pastoral care programme and Catholic ethos promote a caring, positive environment with respect for all. However, our policy also clearly defines behaviour which is defined as bullying and outlines procedures for reporting such incidents should they arise.

Guidance & Counselling

Young people have many difficult issues to deal with, both school related and otherwise. We believe it is important that adequate support structures are in place to help students deal with issues which may trouble them. As part of our Pastoral Care programme students can speak to the school Guidance Counsellor about school related issues such as subject choices and difficulties with exams & studying. We also have qualified counsellors on the school staff with whom students can meet to discuss other difficult issues.

Student Council

An effective Student Council encourages our young people to become responsible, conscientious and active citizens. We hold annual elections in which all students vote for the representatives. The student council discuss issues relevant to student life in the school and organise numerous events through the school year.

Student Achievement Awards

We aim to promote a positive attitude and self-confidence in every student by continuously recognising success and achievement at whatever level students may be and in whatever area of interest students may choose. Every year the school acknowledges exceptional achievement of students in a wide variety of areas.

Mass & Retreat

Prayer is central to the life of our school. The whole school joins in the celebrations of the Eucharist for the Feast of the Presentation and other special occasions. The Leaving Certificate class celebrate their completion of second-level education at their Graduation Mass. Individual class/year masses and liturgies may also held at various stages through the year as are ceremonies of reflection and meditation. Group retreats also play an important part in school life. Students are afforded the opportunity to participate in days of personal growth and development. A prayerful reflection marks the start of each school day in Presentation, Milltown.

Uniform

Students are required to wear a uniform to school. We are extremely proud of our students and the uniform helps them to be identified as a member of our school community.

Girls

- Grey shirt are available from the school.
- Blue round-necked jumper
- Kilt - Girls have the option to wear the specified school trousers on a daily basis. However, all girls must have a school kilt which they will be required to wear for formal school occasions, events & trips.
- Plain black shoes and plain black tights

Boys

- Grey shirt
- Blue V- necked jumper
- Black trousers
- Plain black shoes

Students are required to wear suitable clothing for P.E. (black/navy tracksuit pants, a light water-proof jacket/top and runners.) All students must wear the school T-shirt during P.E. classes. These are available from the school.

Further information & policies available from the school website: www.presmilltown.ie

We look forward to welcoming you to our school community.

Recent Graduates & Student Achievements



Orna O'Leary who was awarded the JP McManus All-Ireland Scholarship



Holly MacEntee receiving her 'Connect to STEM' Scholarship and Entrance Exhibition Award from Trinity College Dublin



Luisne Corcoran receiving her Entrance Scholarship Award from Mary Immaculate College (MIC)



Ava Meikle receiving her Entrance Scholarship Award from University College Cork (UCC)



Meave McCarthy receiving her Entrance Scholarship Award from University College Cork (UCC)



Sarah Moynihan receiving her Entrance Scholarship Award from University College Cork (UCC)



Fr. Seán Murphy (past pupil), ordained in August 2024, pictured celebrating Presentation Day Mass with Br. John Guinane (former teacher) and Sr. Canisius (former Principal) of Presentation Milltown







PRESENTATION SECONDARY SCHOOL, MILLTOWN



CLASS OF 2025

CEISCT

Catholic Education
An Irish Schools Trust



School Mission & Ethos



CEIST

Catholic Education
An Irish Schools Trust

Presentation Secondary School, Milltown is a Catholic Voluntary Secondary School under the trusteeship of CEIST – Catholic Education, An Irish Schools Trust.

CEIST Core Values

*Promoting Spiritual and Human Development
Achieving Quality in Teaching and Learning
Showing Respect for Every Person
Creating Community
Being Just and Responsible*

Mission Statement

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.



Our school has been working in association with **University of Notre Dame** as part of their **Catholic Schools Culture Project**. We used this opportunity to **discuss** and **evaluate** our **Catholic ethos** and **culture**; looking at how we **define**, **practice** and **continually deepen** our **shared beliefs**.

As part of the ACE School Culture Project staff, parents & students asked ourselves the question, **“What makes our school a Catholic school?”** Over a period of two years we worked together to develop this conversation into our school’s Root Beliefs and our Shared Core Values. We strive to ensure that these root beliefs and values are evident in our daily interactions with each other.

Our Root Beliefs

- † *God Is In All We Do*
- † *Each Of Us Is Unique & Valuable*
- † *We Are Here For Each Other*
- † *Every Day Is An Opportunity To Be Our Best*
- † *Love & Learning Transforms Us*

Our Shared Core Values

- † *Love*
- † *Respect*
- † *Pray*
- † *Appreciate*
- † *Inspire*
- † *Nurture*



**ADMISSION POLICY
OF
PRESENTATION SECONDARY SCHOOL, MILLTOWN**

**SCHOOL ADDRESS: MILLTOWN, CO. KERRY,
V93 DV79**

ROLL NUMBER: 61410N

NAME OF PATRON: CEIST

CHARITY NUMBER: 20146177

Approved by the Patron, CEIST

SEPTEMBER 2025

1. INTRODUCTION

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018, and the Equal Status Act 2000. In drafting this policy, the board of management of the school has consulted with school staff, the school patron and with parents of children attending the school.

The policy was approved by the School Patron, CEIST, on 9 September 2025. It is published on the school's website and will be made available in hardcopy on request to any person who requests it.

The relevant dates and timelines for **PRESENTATION SECONDARY SCHOOL, MILLTOWN** admission process are set out in the school's annual admission notice which is published on the school's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the annual admission notice for the school year concerned.

The application form for admission is published on the school's website and will be made available in hardcopy on request to any person who requests it.

2. CHARACTERISTIC SPIRIT AND GENERAL OBJECTIVES OF THE SCHOOL

Mission Statement

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.

In order to ensure our practice remains true to our Mission Statement, students, staff and parents have worked together to identify Shared Root Beliefs and Shared Core Values for our school.

Shared Root Beliefs

- God Is In All We Do
- Each Of Us Is Unique & Valuable
- We Are Here For Each Other
- Every Day Is An Opportunity To Be Our Best
- Love & Learning Transforms Us

Shared Core Values

- Love
- Respect
- Pray
- Appreciate
- Inspire
- Inspire

In accordance with S.15 (2) (b) of the Education Act, 1998, the Board of Management of **PRESENTATION SECONDARY SCHOOL, MILLTOWN** shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school. 'Catholic Ethos' in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church which aims to promote:

- the full and harmonious development of all aspects of the person, including the intellectual, physical, cultural, moral and spiritual aspects; and
- a living relationship with God and with other people; and
- a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and
- the formation of the pupils in the Catholic faith in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

PRESENTATION SECONDARY SCHOOL, MILLTOWN draws on the richness of the religious and cultural heritage of the past, interpreted and lived out for students living in today's world. The charisma of our founders **NANO NAGLE AND EDMUND RICE** who began this school is of very significant importance in the life of the school.

As a CEIST school, **PRESENTATION SECONDARY SCHOOL, MILLTOWN** values teaching as one of the most important of all human activities. Our school seeks to build a quality learning community that welcomes, and bears witness to the Gospel values of Jesus Christ, expressed through the lens of the CEIST Charter. These are encapsulated in the core values which are intended to support and nourish the lives of the people who are at the heart of our schools.

- **Promoting Spiritual and Human Development**
- **Achieving Quality in Teaching and Learning**
- **Showing Respect for Every Person**
- **Creating Community**
- **Being Just and Responsible**

PRESENTATION SECONDARY SCHOOL, MILLTOWN is inspired by the words of Jesus Christ to his disciples, '*I have come that they may have life and have it to the full*' (Jn 10:10). Reflective of this, **PRESENTATION SECONDARY SCHOOL, MILLTOWN** provides a rich, holistic education in the Catholic tradition where engagement with and development of the whole person; the intellectual, moral, religious, physical, spiritual and psychological are at the core of our practice.

Education has as its goal the formation of a human person who is free, rational and mature in relationships. **PRESENTATION SECONDARY SCHOOL, MILLTOWN** offers educational opportunities which promote excellence so that students can respond responsibly and creatively to their own lives, the lives of others and to the earth, which is our common home.

In **PRESENTATION SECONDARY SCHOOL, MILLTOWN** the dignity and uniqueness of every human being as a child of God is acknowledged and affirmed. The Catholic school is an inclusive community, ideally built on love and formed by the interaction and collaboration of its various components: students, parents, teachers, non-teaching staff and members of the Board of Management. Catholic schools are also outward looking. They are connected to their local parish and Diocese and other local organisations which enrich the life of the school. Our school draws on the rich resources of the local community and, in turn, contributes to the life of the local community.

As a Catholic school, Religious Education is central to our curriculum. Alongside Religious Education, the school supports the formation in faith of our students through many school-based experiences of prayer and ritual. All students' spiritual growth is further enhanced through such areas as sport, language, nature, art, poetry and music.

3. ADMISSION STATEMENT

PRESENTATION SECONDARY SCHOOL, MILLTOWN will not discriminate in its admission of a student to the school on any of the following:

- (a) the gender ground of the student or the applicant in respect of the student concerned,
- (b) the civil status ground of the student or the applicant in respect of the student concerned,
- (c) the family status ground of the student or the applicant in respect of the student concerned,
- (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- (e) the religion ground of the student or the applicant in respect of the student concerned,
- (f) the disability ground of the student or the applicant in respect of the student concerned,
- (g) the ground of race of the student or the applicant in respect of the student concerned,
- (h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
- (i) the ground that the student or the applicant in respect of the student concerned has special educational needs

As per section 61 (3) of the Education Act 1998, 'gender ground', 'civil status ground', 'family status ground', 'sexual orientation ground', 'religion ground', 'disability ground', 'discriminate', 'ground of race' and 'Traveller community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

- **PRESENTATION SECONDARY SCHOOL, MILLTOWN** will cooperate with the National Council for Special Education in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 relating to the provision of education to children with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.
- **PRESENTATION SECONDARY SCHOOL, MILLTOWN** will comply with any direction served on the patron or the board, as the case may be, under section 37A and any direction served on the board under section 67(4B) of the Education Act.

POST-PRIMARY DENOMINATIONAL SCHOOLS

PRESENTATION SECONDARY SCHOOL, MILLTOWN is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it admits a student of the Catholic faith in preference to others.

ALL DENOMINATIONAL SCHOOLS

PRESENTATION SECONDARY SCHOOL, MILLTOWN is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it refuses to admit as a student a person who is not of the Catholic faith and it is proved that the refusal is essential to maintain the ethos of the school.

SCHOOL WITH SPECIAL EDUCATION CLASS(ES)

PRESENTATION SECONDARY SCHOOL, MILLTOWN is a school which has established a class, with the approval of the Minister for Education, which provides an education exclusively for students with a category or categories of special educational needs specified by the Minister and may refuse to admit to the class a student who does not have the category of needs specified.

4. CATEGORIES OF SPECIAL EDUCATIONAL NEEDS CATERED FOR IN THE SPECIAL CLASS

(a) In the case of a mainstream school with a SEN class attached

PRESENTATION SECONDARY SCHOOL, MILLTOWN with the approval of the Minister for Education, has established two classes to provide an education exclusively for students with Autistic Spectrum Disorder (ASD) DSM IV/V or ICD 10/11.

5. ADMISSION OF STUDENTS

This school shall admit each student seeking admission except where –

- a) the school is oversubscribed (please see section 6 below for further details)
- b) a parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student

ALL DENOMINATIONAL SCHOOLS

PRESENTATION SECONDARY SCHOOL, MILLTOWN is a Catholic school and may refuse to admit as a student a person who is not of the Catholic faith where it is proved that the refusal is essential to maintain the ethos of the school.

SCHOOL WITH SPECIAL EDUCATION CLASS(ES)

The special classes attached to **PRESENTATION SECONDARY SCHOOL, MILLTOWN** provides an education exclusively for students with Autistic Spectrum Disorder (ASD) DSM IV/V or ICD 10/11 and the school may refuse admission to this class, where the student concerned does not have the specified category of special educational needs provided for in this class. The following evidence is required in support of such an application:

Professional report(s) outlining:

- Diagnosis of Special Educational Needs (*e.g. Autism: DSM IV/V or ICD 10/11; psychologist, psychiatrist, multi-disciplinary report*)

AND

- A demonstration of the understanding of complexity of the child's overall level of need/s evidenced in the professional reports

AND

- Given the severity or complexity of the child's support needs, a clear professional recommendation as to what educational placement type would be most appropriate to best meet the child's needs, along with the rationale for same

AND

- A letter from the NCSE confirming that the child is known to them and that the child has the required diagnosis and recommendation for a special class for Autistic Spectrum Disorder (ASD)

6. OVERSUBSCRIPTION

DES Eligibility *

In order to be eligible for enrolment applicants must have completed 6th Class (or its equivalent) and have reached the age of 12 years on the 1st January in the calendar year following entry to second level.

In the event that the school is oversubscribed, the school will, when deciding on applications for admission, apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice:

SELECTION CRITERIA:

- 1) Places will initially be offered to applicants **attending primary schools within the catchment area (See below) who have siblings currently attending Presentation Secondary School, Milltown.**
- 2) If there are places still available these will be offered to **applicants attending schools outside the catchment area, who have siblings currently attending Presentation Secondary School, Milltown.**
- 3) If there are places still available these will be offered to applicants who are the **children of staff currently employed by Presentation Secondary School, Milltown.** *Staff members will be deemed eligible under this criterion if they are in the employment of the Board of Management on a non-casual basis for at least six months prior to application, and they are reasonably expected to still be employed by the board at the time of their son/daughter commencing Presentation Milltown.*
- 4) If there are places still available these will be offered to applicants whose **siblings attended the school in the past.**
- 5) If there are places still available these will be offered to applicants whose **parent/legal guardian attended the school in the past.** *Please note under the Education Act 2018 a maximum of 25% of the total places available, as indicated in the school's Annual Admission Notice, can be allocated to this criterion. Where the number of applicants in this criterion exceeds 25% a random selection draw will take place as detailed below.*
- 6) If there are places still available these will be offered to all other applicants **attending primary schools within the catchment area.**
- 7) If there are places still available these will be offered to **all other eligible* applicants.**

Random Selection Draw

In the event that there are two or more students tied for a place(s) in any of the selection criteria categories above the following arrangements will apply:

Where the number of places available is less than the number of applicants in each of the categories above (1-7), places will be offered through an independently observed random selection draw within the relevant grouping. A waiting list will be compiled in the order determined by each random selection draw.

Where an applicant who qualifies for **Criteria 5** does not obtain a place through a random selection draw due to the 25% cap, their name will be transferred into Criteria 6 or Criteria 7 based on whether they attend a primary school within or outside the catchment area.

Siblings

The following procedure will apply to siblings who apply for enrolment to 1st Year in the same academic year: The allocation of a place to one sibling by means of random selection draw, in any of the above criteria, will mean that the remaining sibling(s) will automatically be offered the next available place(s) or will be given the next place(s) on the waiting list.

Short Term/Visiting Students

The Department of Education & Skills categorise Short Term students those who attend a school for just part of the school year. Such students are normally resident outside of Ireland. Applicants attending primary schools (catchment or non-catchment) on a short term and/or visiting basis from outside of Ireland are required to tick the relevant box on the application form. Such applicants will only be considered for enrolment once the initial enrolment process is complete. If places are available after the initial enrolment process is complete, they will be offered on a first-come first-serve basis. Criteria 1 – 7 do not apply in such cases.

Catchment Area

For the purpose of enrolment as outlined in this Admissions Policy, the Board of Management defines the catchment area of Presentation Secondary School, Milltown as including the following primary schools only (*in no particular order of priority with regard to criteria*);

- ❖ Ballyfinnane National School, Castlemaine
- ❖ Boheshill National School, Glencar
- ❖ Castlemaine National School
- ❖ Castledrum National School, Castlemaine
- ❖ Cullina National School, Beaufort
- ❖ Curaheen National School, Glenbeigh
- ❖ Douglas National School, Killorglin
- ❖ Faha National School
- ❖ Firies National School
- ❖ Fybough National School, Castlemaine
- ❖ Glenbeigh National School
- ❖ Glounaguillagh National School, Caragh Lake
- ❖ Kilgobnet National School, Beaufort
- ❖ Kiltallagh National School, Castlemaine
- ❖ Nagle Rice Primary School, Milltown
- ❖ Scoil Bhreac Chluain, Annascaul
- ❖ Scoil Realt na Mara, Cromane
- ❖ Scoil Mhuire Primary School, Killorglin

N.B. Each of the Primary Schools listed above has equal standing under the definition of "Catchment Area" referred to in this policy and subject to the terms and criteria contained in this policy.

IN ADDITION IF THE SPECIAL CLASS IS OVERSUBSCRIBED PRIORITY MAY BE GIVEN TO

- Students already enrolled in the school with the required diagnosis as outlined in Section 4 and the supporting evidence as outlined in Section 5.

7. WHAT WILL NOT BE CONSIDERED OR TAKEN INTO ACCOUNT

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

- (a) a student's prior attendance at a pre-school or pre-school service, including naíonraí,
- (b) the payment of fees or contributions (howsoever described) to the school;
- (c) a student's academic ability, skills or aptitude other than in relation to admission to a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned.
- (d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
- (f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school other than, in relation to the above selection criteria based on (1) siblings of a student attending or having attended Presentation Secondary School, Milltown and (2) parents of a student, subject to a maximum of 25% of the total places available, as indicated in the school's Annual Admission Notice, having attended Presentation Secondary School, Milltown as outlined in Section 6 above.
- (g) the date and time on which an application for admission was received by the school,

This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

8. DECISIONS ON APPLICATIONS

All decisions on applications for admission to **PRESENTATION SECONDARY SCHOOL, MILLTOWN** will be based on the following:

- Our school's admission policy
- The school's annual admission notice (where applicable)
- The information provided by the applicant in the school's official application form received during the period specified in our annual admission notice for receiving applications

(Please see section 15 below in relation to applications received outside of the admissions period and section 16 below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school admission policy will not be used to make a decision on an application for a place in our school.

9. NOTIFYING APPLICANTS OF DECISIONS

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual admissions notice.

If a student is not offered a place in our school, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's

ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision (see section 18 below for further details).

10. ACCEPTANCE OF AN OFFER OF A PLACE BY AN APPLICANT

In accepting an offer of admission from **PRESENTATION SECONDARY SCHOOL, MILLTOWN** you must indicate—

- (i) whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and
- (ii) whether or not you have applied for and awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.

11. CIRCUMSTANCES IN WHICH OFFERS MAY NOT BE MADE OR MAY BE WITHDRAWN

An offer of admission may not be made or may be withdrawn by [school name] where—

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in section 10 above.

12. SHARING OF DATA WITH OTHER SCHOOLS

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students. Section 66(6) allows a board to provide a patron or another board of management with a list of the students in relation to whom—

- (i) an application for admission to the school has been received,
- (ii) an offer of admission to the school has been made, or
- (iii) an offer of admission to the school has been accepted.

The list may include any or all of the following:

- (i) the date on which an application for admission was received by the school;
- (ii) the date on which an offer of admission was made by the school;
- (iii) the date on which an offer of admission was accepted by an applicant;
- (iv) a student's personal details including his or her name, address, date of birth and personal public service number (within the meaning of section 262 of the Social Welfare Consolidation Act 2005).

This data may be further shared with the Department of Education for further processing to facilitate the efficient admission of students. This is in accordance with the Minister for Education's statutory

function to ensure that there is made available to each person resident in the State a level and quality of education appropriate to meeting the needs and abilities of that person and to plan and co-ordinate the provision of education in recognised schools, having regard to the resources available.'

13. WAITING LIST IN THE EVENT OF OVERSUBSCRIPTION

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to **PRESENTATION SECONDARY SCHOOL, MILLTOWN** were unsuccessful due to the school being oversubscribed will be compiled and will remain valid for the school year in which admission is being sought.

Placement on the waiting list of **PRESENTATION SECONDARY SCHOOL, MILLTOWN** is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

14. LATE APPLICATIONS

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

- Applications received after **4pm** on the closing date specified in the school's Annual Admission Notice will be deemed **late** applications.
- Late applications will be processed after the selection criteria (1 – 7) have been applied to applications received by the closing date specified in the school's Annual Admission Notice.
- If places remain available after criteria 1 - 7 above have been applied, late applicants will be enrolled on a first come - first serve basis, provided the application is made in accordance with all other procedures and criteria detailed in this policy.
- Where all available places have been allocated through criteria 1 – 7 late applicants will be added to the end of the waiting list on a first come first serve basis, provided the application is made in accordance with all other procedures and criteria detailed in this policy.
- Criteria 1 – 7 do not apply to late applications.
- Late applicants will be notified of the decision in respect of their application not later than three weeks after the date on which the school received the application.

15. PROCEDURES FOR ADMISSION OF STUDENTS TO OTHER YEARS AND DURING THE SCHOOL YEAR

The procedures of the school in relation to the admission of students who are not already admitted to the school to classes or years other than the school's intake group are as follows:

- Application Forms are available from the school office. An offer of a place can only be made if there is space in the year group in question.
- If there is no place available the student will be placed on the school's Waiting List.
- All such applications for admission will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

The procedures of the school in relation to the admission of students who are not already admitted to the school, after the commencement of the school year in which admission is sought, are as follows:

- Application Forms are available from the school office. An offer of a place can only be made if there is space in the year group in question.
- If there is no place available the student will be placed on the school's Waiting List.
- All such applications for admission will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

16. DECLARATION IN RELATION TO THE NON-CHARGING OF FEES

This rule applies to all schools.

The board of **PRESENTATION SECONDARY SCHOOL, MILLTOWN** or any persons acting on its behalf will not charge fees for or seek payment or contributions (howsoever described) as a condition of-

- (a) an application for admission of a student to the school, or
- (b) the admission or continued enrolment of a student in the school.

Exceptions apply only in relation to fee charging post primary schools, the boarding element in Boarding Schools and admission to post leaving cert or further education courses run by post-primary schools.

17. ARRANGEMENTS REGARDING STUDENTS NOT ATTENDING RELIGIOUS INSTRUCTION

The following are the school's arrangements for students, where the parents or in the case of a student who has reached the age of 18 years, the student, who has requested that the student attend the school without attending religious instruction in the school. These arrangements will not result in a reduction in the school day of such students:

A parent of a student, or a student who has reached the age of 18, who wishes to attend **PRESENTATION SECONDARY SCHOOL, MILLTOWN** without attending religious instruction should make a written request to the Principal. A meeting will be then be arranged with the parent or the student, as the case may be, to discuss how that request may be accommodated by the school.

18. REVIEWS/APPEALS

REVIEW OF DECISIONS BY THE BOARD OF MANAGEMENT

The parent of the student, or in the case of a student who has reached the age of 18 years, the student, may request the board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education.

The board will conduct such reviews in accordance with the requirements of the procedures determined under Section 29B and with section 29C of the Education Act 1998.

NOTE:

Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

RIGHT OF APPEAL

Under Section 29 of the Education Act 1998, the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.

An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

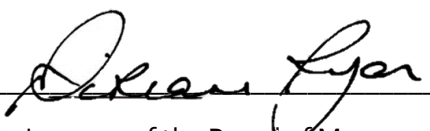
Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management **prior to making an appeal** under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education.

The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

This Admission Policy was ratified by the Board of Management of **PRESENTATION SECONDARY SCHOOL, MILLTOWN** on **1/9/25**


Chairperson of the Board of Management


Secretary to the Board of Management



Principal: Kerry Harkin

Deputy Principal: Sean Costelloe

ENROLMENT APPLICATION FORM (Admissions for 1st Year School Year 2026-27)

Applicant's Details

Surname: _____ First Name: _____

Date of Birth: _____ PPS No. _____ Female Male

Address: _____ Eircode: _____

Family Details

Legal Guardian 1

Full Name: _____

Maiden Name: _____
(if applicable)

Address: _____

_____ Eircode: _____

Mobile Tel No: _____

Email Address: _____

Relationship to Applicant _____

Legal Guardian 2

Full Name: _____

Maiden Name: _____
(if applicable)

Address: _____
(if different)

_____ Eircode: _____

Mobile Tel No: _____

Email Address: _____

Relationship to Applicant _____

Legal Guardian 1 (above) will receive correspondence & SMS unless otherwise requested in writing.

Admissions Criteria Information

Sibling(s) currently attending Presentation Secondary School, Milltown. Yes No

- Siblings Name(s) and Class(es) - _____

Parents who are current members of staff at Presentation Secondary School, Milltown. Yes No

- Staff Name and Position Held - _____

Sibling(s) who attended Presentation Secondary School, Milltown in the past. Yes No

- Siblings Name(s) and Year of Leaving - _____

Parent/Guardian(s) who attended Presentation Secondary School, Milltown in the past. Yes No

- Parent's Name(s) and Year of Leaving - _____

Name of the Primary School Applicant Currently Attends.

Short term/Visiting students
Tick this box **ONLY** if applicant is a **short term/visiting student** in this primary school and is normally resident outside of Ireland. See p.5 of Admission Policy.

Please tick here if you have more than one child applying for enrolment into 1st Year 2026-27.

Name(s) of siblings also applying for 1st Year 2026-27 - _____

Data Protection

Presentation Secondary School, Milltown is a data controller under the Data Protection Acts, 1988/2003 & GDPR 2018.

Applicants should read the school's Admission Policy, which can be found in this Enrolment Application Pack or on www.presmilltown.ie, prior to completing the application form.

The information requested on the application form is required in order to process your application for admission to the school.

The information provided by you will be treated confidentially and processed in line with the school's Admission Policy.

Any personal data provided on this form will be used to (i) identify applicants (ii) process an application in line with the school's admissions policy (iii) communicate with parents/guardians in respect of an application (iv) notify parents/guardians of the outcome of an application.

The information will be retained for an appropriate period thereafter to address any potential queries arising from the application process or added to the student's school file in the case of successful applicants. In accordance with section 66(6) of the Education Act 1998, as amended, personal data relating to applications for admission may be shared with the board of management of another school or the patron in order to facilitate the efficient admission of students.

This information may include the date on which an application was received by the school, the date on which an offer was made and the date on which an offer was accepted. Personal information concerning applicants may also be shared, including their name, address, date of birth and PPS number. Further information on the handling of your personal data, including how to exercise your rights under GDPR, is set out in the school's Data Protection Policy, which can be found in this Enrolment Application Pack or on www.presmilltown.ie

Data Protection Policy: A copy of the full Data Protection Policy is available on www.presmilltown.ie. You are asked to read it carefully. You will be asked to sign below that you consent to your data/your son or daughter's data being collected, processed and used in accordance with this Data Protection Policy as outlined above and, if offered a place, during the course of their time as a student in the school.

The closing date for Enrolment Application Forms is **4pm on Tuesday 4th November 2025**
Applications received after this date will be subject to the late application procedures indicated in our Admissions Policy. Incomplete forms cannot be accepted.

Parents/Guardians are advised that completion and submission of an application form within the appointed time **does not guarantee a place in the school.**

In signing below and submitting an Enrolment Application Form parents/guardians are agreeing to uphold and abide by the ethos, policies and procedures of Presentation Secondary School, Milltown.

Please Tick

I/We, the undersigned being the legal guardian(s) of the above-named applicant, hereby apply for his/her admission to 1st Year of Presentation Secondary School, Milltown, commencing in school year 2026-27.

I/We agree to respect & support the characteristic spirit, mission and the Catholic ethos of the school.

I/We have read, understand and agree to the school's Mission Statement, Admissions Policy and Code of Behaviour (as contained in the Enrolment Pack received with this application form).

I/We confirm that the information provided in this form is accurate and I/We agree to inform the school in writing of any changes to the information provided.

Signature of Parent/Guardian:

Date:

For office use only: Date received _____

Time received _____
(If submitted after 4pm on Tuesday 4th November)

Presentation Secondary School
Milltown, Co. Kerry
www.presmilltown.ie

Principal: Kerry Harkin



Tel: 066 97 95455
Fax: 066 97 95456
E mail: office@presmilltown.ie

Deputy Principal: Sean Costelloe

Application to Enrol in the ASD Class – 1st Year 2026-27

- - - -

Please note that as per our Annual Admissions Notice there are currently '2' places available in our ASD Special Class for 1st Year 2026-27.

A waiting list of applicants for the ASD Special Class will be compiled as per the regular Admission Criteria detailed in our Admission Policy. Should places become available in the ASD Special Class they will be offered to students in waiting list order.

Having read the School's Admission Policy, including Section 20 on Admission to the ASD Class, I wish to confirm that I would like to make an application for my son/daughter to enrol in the ASD Class as follows:

I/We wish to make an application to enrol my/our son/daughter _____ (name) in the ASD class in Presentation Secondary School Milltown for the academic year 2026-27.

Please Tick

I/We confirm that a **general application form** for enrolment has also been completed and submitted with this application.

I/We confirm that the application is supported with a **recommendation** by a psychologist, psychiatrist or multi-disciplinary team approved by the HSE, which states that an ASD special class in a mainstream post-primary school is the most suitable placement for the applicant.

I/We confirm that all necessary and **supporting documentation**, including evidence of the above recommendation, are **included with this application**.

Full Name of Parent(s)/Guardian(s):

Signature of Parent(s)/Guardian(s):

Date:

Please attach this form and supporting documents to the general enrolment application form when submitting application.

Closing date for all applications, including those for the ASD class, is 4pm on Tuesday 4th November 2025



Presentation Secondary School,

Milltown, Co. Kerry.



Annual Admissions Notice for Enrolment to 1st Year 2026/27

The school's Admission Policy & Application Forms are available in our Enrolment Application Packs.

Enrolment Application Packs will be delivered to **catchment primary schools** (*Appendix 1*) during the week beginning Monday 6th October 2025, and no later than Monday 13th October 2025. *Please note that in the event that enrolment packs are delivered to catchment primary schools earlier in the specified week, application forms **cannot be accepted before** Monday 13th October 2024.*

For 6th Class students **outside the catchment area**, Enrolment Application Packs are available on request from the School Office from Monday 13th October 2025:

❖ *Postal Address: Presentation Secondary School, Milltown Co. Kerry, V93 DV79.*

❖ *Telephone: 066-97-95455* ❖ *Email: office@presmilltown.ie* ❖ *Website: www.presmilltown.ie*

Parents/Guardians are advised that completion and submission of an application form within the appointed time **does not guarantee a place in the school.**

N.B. The school's Admission Policy & Application Form are also available on the school website, but applicants are advised to obtain & read the entire Enrolment Application Pack as outlined above prior to application.

Application and Decision Dates for Admission to 1st Year for 2026-27

1.	The school will commence accepting applications for admission on	Monday 13th October 2025
2.	The school will cease accepting applications for admission on	Tuesday 4th November 2025 at 4pm
3.	Applicants will be notified in writing of the decision on their application no later than,	Thursday 13th November 2025
4.	Applicants must confirm acceptance of an offer of admission by	Thursday 20th November 2025

*Failure by an applicant to accept an offer by the **Thursday 20th November 2025** may result in the offer being withdrawn.*

Application and Decision Dates for admission to ASD Special Class for 2026-27

1.	The school will commence accepting applications for admission on	Monday 13th October 2025
2.	The school will cease accepting applications for admission on	Tuesday 4th November 2025 at 4pm
3.	Applicants will be notified in writing of the decision on their application no later than,	Thursday 13th November 2025
4.	Applicants must confirm acceptance of an offer of admission by	Thursday 20th November 2025

*Failure by an applicant to accept an offer by the **Thursday 20th November 2025** may result in the offer being withdrawn.*

Number of places being made available in the 2026-27 school year

The number of places being made available in 1 st Year is	144
The number of 1 st Year places being made available in the special class catering for students with ASD is	2

Number of places in 1st year for the 2026-27 school year which were offered and accepted before 1 February 2020

The number of places for 1 st year that were offered and accepted prior to the coming into operation of section 62 of the Education (Admission to Schools) Act 2018 on 1 February 2020 is	0
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Please note completed application forms cannot be accepted prior to Monday 13th October 2025.

APPENDIX 1

- - -

CATCHMENT AREA

For the purpose of enrolment as outlined in this Admissions Policy, the Board of Management defines the catchment area of Presentation Secondary School, Milltown as including the following primary schools only (*in no particular order of priority with regard to criteria*);

- ❖ Ballyfinnane National School, Castlemaine
- ❖ Boheshill National School, Glencar
- ❖ Castlemaine National School
- ❖ Castledrum National School, Castlemaine
- ❖ Cullina National School, Beaufort
- ❖ Curaheen National School, Glenbeigh
- ❖ Douglas National School, Killorglin
- ❖ Faha National School
- ❖ Firies National School
- ❖ Fybough National School, Castlemaine
- ❖ Glenbeigh National School
- ❖ Glounaguillagh National School, Caragh Lake
- ❖ Kilgobnet National School, Beaufort
- ❖ Killtallagh National School, Castlemaine
- ❖ Nagle Rice Primary School, Milltown
- ❖ Scoil Bhreac Chluain, Annascaul
- ❖ Scoil Realt na Mara, Cromane
- ❖ Scoil Mhuire Primary School, Killorglin

N.B. Each of the Primary Schools listed above has equal standing under the definition of “Catchment Area” referred to in this policy and subject to the terms and criteria contained in this policy.

APPENDIX 2

- - -

OPEN EVENING INFORMATION

Our Open Evening provides prospective students with an opportunity to view the school and meet some of our students and staff.
This year our Open Evening will be held on:

Thursday 23rd October 2025

~ ~ ~

5.30pm – 8pm

A Brief Guide to Your Code of Behaviour

Respect

- ✓ **Respect** yourself.
- ✓ **Respect** all students, staff and visitors.
- ✓ **Respect** your property.
- ✓ **Respect** the property of others and the school.
- ✓ **Respect** the privacy of others by not using camera phones /cameras in school.

Health & Safety

- ✓ Ensure your actions do not put **you at risk**.
- ✓ Ensure your actions do not put **others at risk**.
- ✓ Explain your **absences** from school with notes and follow the correct procedures.

Uniform

- ✓ Wear your full uniform **properly** and with **pride**.

Punctuality & Class

- ✓ Be **on time** for school/class.
- ✓ Be **fully prepared** for all classes (book, pens, homework P.E. gear etc.).
- ✓ Do your **very best** at all times

Personal Development

- ✓ If you make mistakes/get into trouble accept any consequences willingly.
- ✓ Learn from your mistakes.
- ✓ Be proud of your achievements.



CODE OF BEHAVIOUR – 2025–26



Presentation Secondary School, Milltown, Co. Kerry

Presentation Secondary School is a Co-Educational School under the Trusteeship of the CEIST (through the Presentation Sisters), based on the vision of Nano Nagle and Blessed Edmund Rice of bringing God's love to all people and is dedicated to an all-round Christian education based on Gospel values.

Promoting positive behaviour and good discipline in the Catholic School is part of the moral guidance of students.

Ethos & Promoting Positive Behaviour

Students of Presentation Secondary School are expected, at all times, to respect and adhere to Christian values. Students are expected to;

- Act justly
- Be honest and truthful
- Show a respectful attitude to teachers, fellow pupils, parents, secretary, caretaker and visitors to the school.
- Be courteous and concerned for the good of others
- Observe good manners at all times
- Show respect for their environment
- Co-operate actively in the work of Presentation Secondary School
- Non-platonic displays of affection/relationships are not allowed.

Purpose of the Code of Behaviour

- 1) To instil a sense of self worth and self-respect.
- 2) To provide a classroom environment conducive to learning.
- 3) To develop socially acceptable behaviour by showing common courtesy and respect for the feelings of others
- 4) Every student has the right to the best education and therefore has the right to the best conditions that make this possible.
- 5) Consistent and effective promotion of positive behaviour develop a good teacher-pupil relationship and encourage co-operation between home and school.
- 6) The promotion of positive behaviour and effective pastoral care will be implemented as far as possible to minimise the need for corrective discipline/sanctions.

Discipline Procedures

Students of Presentation Secondary School, Milltown are expected to comply with the school's Code of Behaviour. Parents/Guardians of students are required to read the Code of Behaviour and indicate on the attached form that they and the student, have read, understood and agree with the content. Failure to follow the code outlined will result in the school taking action according to the discipline procedures and sanctions outlined in the Code of Behaviour.

The management and teachers of the school will seek to ensure, as far as possible, that the organisation, curriculum, teaching methods and general atmosphere of the school are such that disciplinary problems do not arise and the application of sanctions is called for as rarely as possible.

However, where a student acts in a manner prejudicial to the learning environment, good order or the interest/safety of others, the school has a right and duty to intervene where necessary and impose sanctions. The sanctions to be employed will depend on the nature and seriousness of the misdemeanour and care should be taken to avoid group punishments where possible.

Each incident/behaviour will be assessed individually in line with the sanctions outlined herein. Occasionally however, it may be necessary to take further and/or additional measures as well as those outlined in this code.

In all cases a written record will be kept of the misdemeanour and students will be afforded the opportunity to explain their behaviour and state their case.

Sanctions which may be used include:

- **Reasoning with the student**
- **Verbal reprimand/correction** (*including advice on how to improve*)
- **Temporary separation from peers, friends etc.**
- **Detained to complete work/additional exercises during part of lunch break** (*max 20mins*)
- **Given appropriate & reasonable additional work to complete at home**
- **Lunchtime detention**
 - Teachers will inform parents of lunchtime detentions through the Student Journal and Year Heads through the 'Student Incident Recording System.' (VSware)
 - A double detention will be imposed on those who are late or a triple detention for those who fail to attend the original detention - failure to attend these will result in parents being contacted and the student being placed in After-School Detention (*in addition to the original lunchtime detentions*)
 - Only in exceptional circumstances & on written request from parents will a deferment be allowed.
- **Loss of privileges** - this may include not leaving premises at lunchtime, shortened break times,
 - withdrawal from trips/activities and/or other loss of privileges (*Year Head, Dep.Principal, Principal*)
- **After-school detention** - (*Year Head, Dep.Principal, Principal*)
 - In cases of persistent misconduct or serious incidents of misbehaviour the Principal/Deputy/Year Head may place a student in after school detention(s). Parents will be informed of the sanction by phone and in writing. Parents will be asked to ensure that the student has a suitable means of travelling home after detention.
- **Temporary removal from class** (*if issue/incident relates to in-class behaviour*)
- **Suspension from school**
- **Exclusion** (*via Board of Management*). Exclusion will only be considered after every possible effort to improve behaviour has failed & other sanctions in this code have been exhausted or if the seriousness of the offence justifies consideration of immediate exclusion.

The sanction(s) to be employed in any given situation will depend on the nature and seriousness of the misdemeanour. If a student refuses to accept the sanction(s) parents will be contacted.

If a parent/guardian refuses to accept a sanction(s) the Principal/Deputy Principal will speak with the parent(s) to discuss the issue further. Where an agreement still cannot be reached between the parent(s) and the school, the issue will move to the next stage of sanctions as outlined above. If the parent continues to refuse to accept the sanction(s) and a further attempt at agreement have failed, the student will be suspended. The parent/guardian will have the right to appeal the suspension to the Board of Management.

Process

Incidents of poor/inappropriate behaviour will generally be dealt with in the first instance by the classroom teachers/supervisor. Where an issue is ongoing the subject teacher/supervisor may seek support/advice from the Class Tutor to assist in resolving the matter.

Where there is no improvement in the situation the class teacher will contact the parents/guardians via the student journal and/or by phone to discuss their concerns and seek parental assistance with a resolution.

Serious incidents/concerns and/or persistent misbehaviour may be referred to the Year Head.

Where ongoing issues cannot be resolved or are of an extremely serious nature, students may be referred to the Principal/Deputy Principal.

In addition to the sanctions and process outlined here students will also be offered pastoral supports and assistance, for example referral to the school counsellor/guidance counsellors(s) and/or other outside agencies.

PUNCTUALITY & ATTENDANCE

1) Students are required to be on time for school/classes.

2) Arriving Late

Latecomers must;

- **Have a note from parents/guardians explaining why they are late (or submitted via app)**
- **Report to the School Office for a late slip.**

Notes can be submitted in the student journal and/or via the school app.

Persistent latecomers may be required to attend detention and/or may be referred to the Year Head.

3) Leaving School Early

Students who need to leave school early must:

- Have a note from parents/guardians. *Notes can be submitted in the student journal and/or via the school app.*
- Report to the school office to await parental collection.

**All students must be collected from the School Office
by a parent/guardian**

4) Students who need to leave class during class-time should receive written permission from their teacher (*in Student Journal*).

5) Junior students (1st, 2nd & 3rd Years) are not permitted to leave the school grounds during break/lunch.

N.B. Explanatory notes, written, dated and signed by a Parent/Guardian are required to;

- Explain a students **absence** from school on the day of his/her return (*Also available on school App*)
- Obtain **permission to leave** school during the day
- Explain **late** arrival in school
- Be excused from **PE** (*Students who are excused from physical participation in PE will be assigned a leadership role for the duration of their injury/illness.*)

Notes can be submitted in the student journal and/or via the school app.

TRUANCY FROM CLASS/PART OF A DAY IS AN EXTREMELY SERIOUS OFFENCE & MAY INCUR SUSPENSION.

Under the Education Welfare Act (2001) all school have a legal obligation to notify the Educational Welfare Officer of frequent absenteeism.

UNIFORM

The wearing of our school uniform promotes respect for self and one's peers. While in uniform our students represent our school community, we expect our students to be aware of the proud educational values of our school. This awareness should be reflected in the respect shown to all when wearing the uniform.

The following uniform is **obligatory** and is to be worn each school day unless specifically permitted not to do so.

Girls

- Grey shirt
- Blue round-necked jumper
- Kilt (*mid-calf length*)
- Grey School Trousers (*specific style from supplier*)
- **Plain black** tights
- **Plain black** shoes or runners
(Soles may be white but rest of shoe/runner must be plain Black, including the laces. No open toe or high heel allowed.)

*Where a student's faith requires wearing the hijab these must be navy or black hijab.
The wearing of the niqab (wearing of the full veil over the face) is not permitted.*

Boys

- Grey shirt
- Blue round-necked jumper
- Black trousers (*Style not to be altered or tapered*)
- **Plain black** shoes or runners
(Soles may be white but rest of shoe/runner must be plain Black, including the laces.)

-
- 1) Official School uniform must be neat, tidy and worn correctly at all times.
 - 2) **Denim is not allowed under any circumstances.**
 - 3) School trousers style not to be altered or tapered.
 - 4) Kilts must be worn at mid-calf length.
 - 5) Piercings - Students may wear one small, single stud earring in each ear (*long or dangle earrings are not to be worn*).
 - Students are not permitted to wear/display any other visible piercing/jewellery or tattooing. Students will be required to **remove facial/body piercings**, other than the single stud earrings permitted above.
 - All piercings (including single studs) must be removed prior to PE class as per PE policy.
 - 6) Wearing of makeup, including false eyelashes is not permitted. Nails should be kept at a moderate length to avoid any risk of injury or difficulty in writing.
 - 7) Students are required to remove non-uniform jackets/tops/hoodies while inside the building.
-

Students who are not in full school uniform for any reason must;

- Report to their Year Head before school.
- Have an **explanatory note** from parents which is signed by Year Head before going to class.
- The student must show the note to the teacher at the beginning of each class.
- Students who are not in full school uniform **must not leave** the school premises at **break/lunch**
- In such cases **denim is not to be worn** as substitute clothing.

Persistent breaches of the uniform code may incur further sanctions including temporary removal from class until the Year Head meets with the student's parent(s)/guardian.

Students who cannot wear school uniform for extended periods due to medical reasons will be required to submit a medical certificate to this effect.

Once a student is present in school, they are required to bring in their PE gear, change, and partake in either a non-physical or leadership role in their PE lesson. Injuries/illness which require being excused from PE for a period longer than 1 week will require confirmation of this from a medical practitioner.

SCHOOL PROPERTY

All students are expected to work towards maintaining a caring and co-operative spirit in the school. Any deliberate damage to school property or that of any member of the school community will require restitution.

- 1) Students are expected to help maintain cleanliness in their classrooms and lunch spaces.
- 2) **Eating/drinking** during class is **not permitted**.
 - Students may only eat in the canteen/designated area, during break and lunch.
 - Soft drinks in **cans** are not permitted in school.
 - Students are also not permitted to consume high sugar, caffeinated soft drinks while in school and/or at school events. (High sugar is classed as more than 5g per 100ml) Such items will not be sold in the school canteen.
- 3) **Vandalism, graffiti, theft or damage** to **school property** are serious offences and will incur the following:
 - Parents will be contacted
 - Compensation for damages may be sought.
 - Other sanctions listed in this code may be applied
- 4) **Chewing gum** is not permitted in school. Chewing of gum will result in lunchtime detention
- 5) Liquid **Tippex** should not be used in school. Tippex rollers/tapes are permitted.
- 6) **School books** must be kept in good condition.
 - Students who fail to do so or who lose the books allocated to them will be required to pay the cost of replacing the book to the school.
- 7) **Student Lockers** are school property and must not be misused, deliberately damaged or defaced in any way.
 - Where lockers are vandalised/misused students will forfeit the use of a locker.
 - Students are responsible for ensuring their locker is locked at all times.
 - Students must ensure their locker is left empty and clean at the end of the school year.
 - Students are responsible for the security of the locker pin code and must not share this with anyone else.
 - Students must not interfere with or access another student's locker for any reason.

STUDENT PROPERTY & EQUIPMENT

- 1) Each student is responsible for his/her own property. All personal belongings must be clearly marked with owner's name. (e.g. uniform, jackets, books, etc)
- 2) Each student should have the following each day;-
 - Student Journal
 - Correct textbooks/equipment for each class
 - Fully completed homework

3) Mobile Phones / Electronic Equipment

- Mobile phones must be **switched off** and **placed in lockers** as soon as students arrive in school every morning.
- **Phones MUST remain in lockers until the end of the school day.**
- **Students MUST NOT use their phone and/or have their phone on their person during the school day.**
- **Students in breach of this rule will have their phone confiscated until the end of the school day.**

Further sanctions may be implemented for repeated breaches of the mobile phone rule including, but not limited to, parents being contacted and the phone remaining in school overnight.

Cameras, Camera-Phones & Media Devices

- Using a phone/camera/media device to take pictures/recordings during school time or on school activities without specific permission from a teacher, is an infringement of privacy and is therefore not permitted.
- Students must not use/publish/upload images, comments and/or photos of other students or staff without specific consent from the individual(s) concerned.
- In the interest of personal privacy students who engage in the above activities may incur suspension.

**Parents/guardians who need to contact students while they are in school
MUST do so via the School Office.**

**Students who need to contact parents while they are in school
MUST also do so by using the phone in the School Office.**

Other Electronic Equipment

MP3 players, cameras, camcorders and other audio/video/gaming equipment are not to be used during school hours or on school property.

- Such equipment will be confiscated until the end of the school day.

Valuables

Students are advised **not to bring valuable items** to schools. (eg. *valuable jewellery, devices, equipment, clothes, and footwear*)

- A box is available for watches, jewellery, money etc during P.E. class and all students should ensure they have deposited such items in this box.
- The school cannot accept responsibility for items lost on the premises.

HEALTH, SAFETY & WELLBEING OF STUDENTS

- 1) In order to help ensure that all students can feel comfortable and safe in the school environment **students must keep company with other students from their own year group only**. This is to help avoid perceptions of and/or actual intimidation and social difficulties between year groups and individuals.
- 2) Senior students will be permitted to leave the school premise at break and lunch once their parents have submitted a permission form. Students must remain inside the **specified town boundaries** at all breaks, and before and after school. All students are made aware of the acceptable town boundaries. Students who leave the specified boundaries at these times will be debarred from leaving the school premises during all breaks for a period of two weeks. Junior students (1st, 2nd, 3rd Years) are not permitted to leave the premises at break/lunch.
- 3) Students who cycle to school must dismount and walk their **bicycles** on school grounds.
- 4) Students who drive themselves to school must ensure all legal and insurance related requirements are met before they do so. They are advised not to carry other students in their vehicles unless **they have** received written permission from the other students' parent/guardian. Students should not drive during break/lunch unless they have been signed out from school by a parent/guardian via the school app.
- 5) Interference with **fire alarms/extinguishers** is illegal and will be treated as a serious offence carrying a minimum fine of €20 and/or further sanctions.
- 6) **Cigarette smoking/vaping**, or smoking, possession, consumption, inhalation or otherwise taking of drugs, tobacco, alcohol or any harmful/mood altering substances **while in school uniform** or **on school activities, is strictly forbidden**. This includes while walking to and from school and when off-site at break/lunch (Seniors). Any attempt to encourage or involve others in such activities is also prohibited.

Students caught smoking/vaping will incur the following sanctions;

- Parents will be informed.
- Debarred from leaving the school premises during all breaks for a period of two weeks and/or loss of lunch/break privileges.
- After-school detention
- Subsequent offences will merit suspension.

Students who are in the company of those who are smoking/vaping will be given a verbal warning. Subsequent incidents of smoking/vaping or being with a student who is smoking will then result in loss of break/lunch privileges and parents will be contacted.

Incidents involving possession, use of, or intoxication from alcohol, drugs or illegal/harmful substances will necessitate the following;-

- Student(s) will be removed from class immediately.
- Parents/guardians will be sent for.
- Such incidents will result in suspension pending a full investigation, after which further sanctions may be applied. This may include a further period of suspension or exclusion. *Each individual case will be assessed and the approach level of sanctions will be used according to the seriousness of the incident and the extent of the student's involvement.*
- The Juvenile Liaison Officer of An Garda Síochána will be informed of all drugs or substance abuse related incidents.
- Where appropriate relevant support agencies will also be contacted and students may also be required to speak with the school counsellor.

The above rules on smoking/vaping and use of alcohol/harmful substances applies to all students taking part in school activities/events regardless of time, venue or the students' age.

Anti-Social Behaviour / Fighting / Bullying / Intimidation

Threatening and/or dangerous behaviour towards any member of the school community will not be tolerated.

Physical fighting, including but not limited to hitting, kicking, pulling, pushing wrestling in school is unacceptable as it poses a risk to all students involved.

Pretend fighting/wrestling or physical ‘messaging’ can also pose a serious risk to the safety of others, albeit unintentional, and for that reason is also unacceptable.

Bullying behaviour and/or intimidation will be dealt with in accordance with the school’s Anti-Bullying Policy/Charter and sanctions applied from this Code of Behaviour as appropriate.

Behaviour, in person or through social media/technology, which poses a risk to other members of the school community or prevents others from experiencing school in a safe and comfortable environment is unacceptable.

All students must sign-up to and adhere to the school’s Anti-Bullying Policy/Charter.

The following serious offences may necessitate parents being contacted and may result in suspension of those involved and/or other sanctions outlined in this code.

- a) Bullying/Intimidation, in person or through social media/technology.
- b) Fighting (including pretend fighting/wrestling/physical ‘messaging’)
- c) Disrespecting members of staff.

Repeat offences may incur the more serious sanction of referral to the Board of Management for exclusion.

Classroom Procedures

Students are expected to act in a calm, safe and respectful manner when in a classroom/school corridors

All students should;

- Line-up in single file along the wall outside the classroom. Students may not enter the classroom until their teacher is present.
- Go immediately to their allocated seat and take out their books for that class.
- Place their Student Journal on the desk at the start of each class.
- Have all books, homework & equipment required for each class. *Students may only go to their lockers at the following times:- before school, break, lunch, and after school.*
- Place chairs neatly under the table at the end of each class to avoid accidents and congestion.
- Ensure the space in which they were working is clean and tidy before leaving the room.
- Students are asked not to open windows or adjust blinds without the teacher’s permission.
- Where students need to use the bathroom during class time the relevant section of the journal should be used.

To reduce interruptions to class time students are encouraged, where possible, to use the bathroom facilities before school, during break/lunch, and after school. Parents should inform the Year Head if there are any relevant personal or medical issues around this matter.

SUSPENSION / EXCLUSION

(from Admissions Policy)

There may be cases of unacceptable behaviour where it will be in the best interests of the school community/ or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and exclusion are the options available to the Principal and/or the Board of Management in these situations.

The Principal has the authority, under the Articles of Management for Secondary Schools, to suspend “*any pupil for a limited period and shall report any such suspension to the Board of Management at its next meeting*”. [Article 19(b)]

If, in the judgement of the Principal, a student should be permanently excluded, the “*Principal shall refer the matter to the Board of Management for the decision*”. [Article 19(c)]

The Board of Management and the Principal will exercise this authority having regard to their responsibilities to the whole school community and to the principles for procedural fairness.

Depending on the nature and extent of the misbehaviour the support of other agencies, such as the National Education Welfare Board or the National Educational Psychological Service, may be sought by the Board of Management.

SUSPENSION

Suspension allows students time to reflect on the behaviour which led to suspension, to acknowledge and accept responsibility for their behaviour and to accept responsibility for changing their behaviour to meet the school's expectation in the future.

Suspension may occur as a result of

- a) A single/small number of incidents of a serious nature b) On-going unacceptable behaviour

a) Parents will be asked to meet with the Principal to discuss the incident(s). The suspension can then be formalised in line with the procedures outlined in this policy.

b) Suspension for on-going unacceptable behaviour will usually only occur after the school has:

- ❖ Ensured all other relevant discipline procedures under the Code of Behaviour have been applied and documented.
- ❖ Ensured relevant support personnel (internal and/or external) have been involved where appropriate.
- ❖ Ensured that discussion has occurred with the student and parent/guardian regarding specific behaviours which the school considers unacceptable and which may lead to suspension.
- ❖ Recorded previous sanctions/actions taken.

Suspension Procedures

- ❖ The Principal (or in the absence of the Principal, the acting or Deputy Principal) makes the decision to suspend based on the rules and procedures set out in the Code of Behaviour.
- ❖ The student is informed of the reason for the suspension and is given an opportunity to respond.
- ❖ Except in extremely serious circumstances, the student will be supervised or remain in class until the suspension takes effect. Students will generally not be sent home during the school day unless they are collected by a parent/guardian.

The parents/guardians will be invited to the school for a meeting at which they will be informed of the reason(s) for the suspension and will be given an opportunity to respond, before the suspension is formalised. The parents/guardians will also be informed of the suspension in writing.

- ❖ In some circumstances the Principal may need to suspend immediately. Such incidents may include, but are not confined to, aggressive or intimidating behaviour, violence or the threat of violence, presence of weapons, illegal drugs, serious disrespect to a member of staff, potentially putting students/staff/themselves at risk or threatening to do so etc.

If the suspension is to be immediate (eg in the interests of health & safety) parents/guardians will be informed by phone where possible, followed by written confirmation.

- ❖ The formal letter of suspension will include:
 - Notice of the suspension as well as the effective date and duration of the suspension;
 - Reason(s) for the suspension
 - Expectations for the students while on suspension (for example; consideration of their behaviour & the consequences, study etc) as well as requirements which need to be in place when they return to school, where deemed necessary (for example; commitment to improved behaviour/attitude, written apology, completed assignments etc)
 - Importance of parental assistance in resolving the matter and a statement that the student is under the care and responsibility of their parents/guardians while on suspension;
 - In cases where suspension is longer than 6 days or the student has been suspended for 20 days or more in the school year, a statement that the Education Welfare Board has been informed
 - In cases where the suspension is for a period of 7 school days or more* a statement informing parents/guardians of their right to appeal in writing to the Board of Management.
 - In cases where consideration is being given to exclusion, this should also be included.

Removing a Suspension

Grounds for removing a suspension may include:

- ❖ The Principal and/or the Board of Management may agree that another sanction be applied after discussion with parents/guardians
- ❖ New circumstances come to light.
- ❖ Other grounds/information affecting the case.

Length of Suspension

The Principal will decide the length of time a student will be suspended for. If a student is suspended for a period of 6 days or more, the Principal must inform the local Educational Welfare Officer.

If a student is suspended for a cumulative total of 20 days or more in one school year, the Principal must inform the Education Welfare Officer.

Appeals Procedure

The nature of school life and timescale required to convene a Board of Management meeting mean that formal appeals to the Board of Management on short suspensions issued by the Principal are often impractical. In such cases the suspension will be implemented, but parents have the right to appeal short suspensions (*less than 7 days*) in writing, in order that the suspension record be removed from the students file, if the appeal is upheld.

A formal written appeal may be made in the case of long suspensions (7 + days)*. Appeals must be made in writing to the Board of Management through the Secretary to the Board of Management.

The appeal will be considered by either the entire Board or a Sub-committee of the same. The school may insist that the student remain at home while any appeal on a suspension is in process.

EXCLUSIONS

Exclusions will only occur after the school has;-

- ❖ ...ensured all other relevant discipline procedures under the Code of Behaviour have been applied and documented;
- ❖ ...ensured support personnel (internal and/or external) have been involved where appropriate;
- ❖ ...ensured that discussion has occurred with the student and parent/guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to exclusion;
- ❖ ...provided verbal and written warnings at appropriate times detailing the student's behaviour and the schools expectations of the student;
- ❖ ...recorded previous sanctions/actions taken and copies of all correspondence retained.
- ❖ ...informed parents/guardians of the Principals intention to recommend exclusion to the Board of Management.
- ❖ ...provided the parents/guardians with a full copy of the Principal's submission regarding the student's behaviour and the case being made to the Board of Management.
- ❖ ...invited the parents/guardians to a Board of Management meeting and invited them to make a response (written or oral).

.....and the Board of Management has;-

- ❖ ...received a written submission from the Principal recommending exclusion.
- ❖ ...received a response (written or oral) from the parents
- ❖ ...examined all the relevant documentation and considered the student's record in the school
- ❖ ...taken legal/expert advice where appropriate.
- ❖ ...discussed the case in detail
- ❖ ...considered all relevant matters, including the impact of behaviour on the school community as a whole.
- ❖ ...made a final decision to exclude the student
- ❖ ...communicated the decision to the parents formally through the Secretary of the Board of Management by registered post.
- ❖ ...informed the Education Welfare Officer under Section 24(1) of the Education Welfare Act(2000)

- ❖ ...the formal letter of notification will include the following:
 - Notice and the effective date of the exclusion.
 - Reasons for the exclusion.
 - A statement that the Education Welfare Board has been informed of the exclusion.
 - A statement that the student is under the care and responsibility of their parent/guardian for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student.
 - A statement informing parents/guardians of their right to appeal (*Section 29 - Education Act 1998*)

The school may insist that the student remains at home while the exclusion process and/or any related appeal are concluded.



Code of Behaviour Acceptance Contract



*Presentation Secondary School,
Milltown, Co. Kerry*

**I have read the rules for the school year 2025-26 as outlined in
the Code of Behaviour.**

~ ~ ~

**I accept that the rules contained in the Code of Behaviour are necessary for
the smooth and effective running of the school.**

~ ~ ~

**I accept that the Code of Behaviour applies to all students taking part in
school activities regardless of time, venue or the student's age.**

~ ~ ~

**I acknowledge that the school has a duty to enforce these rules,
and that the school may take such appropriate steps as it
decides in order to enforce them.**

~ ~ ~

Name of Son/Daughter _____

Class _____

Student Signature _____

Signature of Parent _____

Date _____

**Please read the Code of Behaviour carefully before
signing the above form and returning it to the school.**