

St. Louis Community School
Kiltimagh



Junior **C**ycle **P**rofile of **A**chievement
(**JCPA**)

Other **A**reas of **L**earning (**OAL**), including
Well-Being

Student / Parent

Name: _____

Class: _____



What is a JCPA?

What will my JCPA contain?

What is an OAL?

What 2 criteria must be followed in order for an activity to be recorded as an OAL?

Clues:



**STUDENT/
TEACHER SECTION**

Part A: Identifying your AOLs

Please tick the box after each statement if you have participated in any of the following during 1st, 2nd or 3rd Year, and circle the choices that follow. You may circle more than one in each line. If the given choices do not include what you are involved in, please specify this where you see 'Other'.

Remember the two criteria for your involvement to be recorded as an OAL:

- ✓ School Building
- ✓ School Crest

I am a member of a school team in a sport and trained outside of school hours for the team:

Basketball Gaelic Soccer Badminton Volleyball Athletics

Other: _____

I received a sporting award while playing in or playing for my school:

Inter-County Provincial All-Ireland

Other: _____

I am a member of a non-sporting committee:

Student Council SVP Chaplaincy Team Green Schools Committee

International Committee

Other: _____

I took part in a charity fundraising event in the school:

Shoe Box Appeal Non-Uniform Day Cake Sale Ukraine Appeal

Other: _____

I took part in an awareness raising event in my school:

LGBT Cycle Against Suicide

Other: _____

I was involved in or helped organise a school event :

Carol Service School Mass Enrolment Night

Other: _____

I participated in the schools RE Programme:

I participated in the schools Wellbeing Programme:

PE SPHE CSPE

Other: _____

I played an active role in my CSPE project:

I participated in the BBBS scheme:

I won a class prize in a subject area:

Best recorder of home-work Best dish in cookery Best project

Other: _____

I participated in community competitions representing my school:

Credit Union Art Competition

Other: _____

I participated in national competitions representing my school:

BT Young Scientist Sci-Fest

Other: _____

I participated in voluntary community events:

St. Patricks Day Parade Christmas Markets

Other: _____

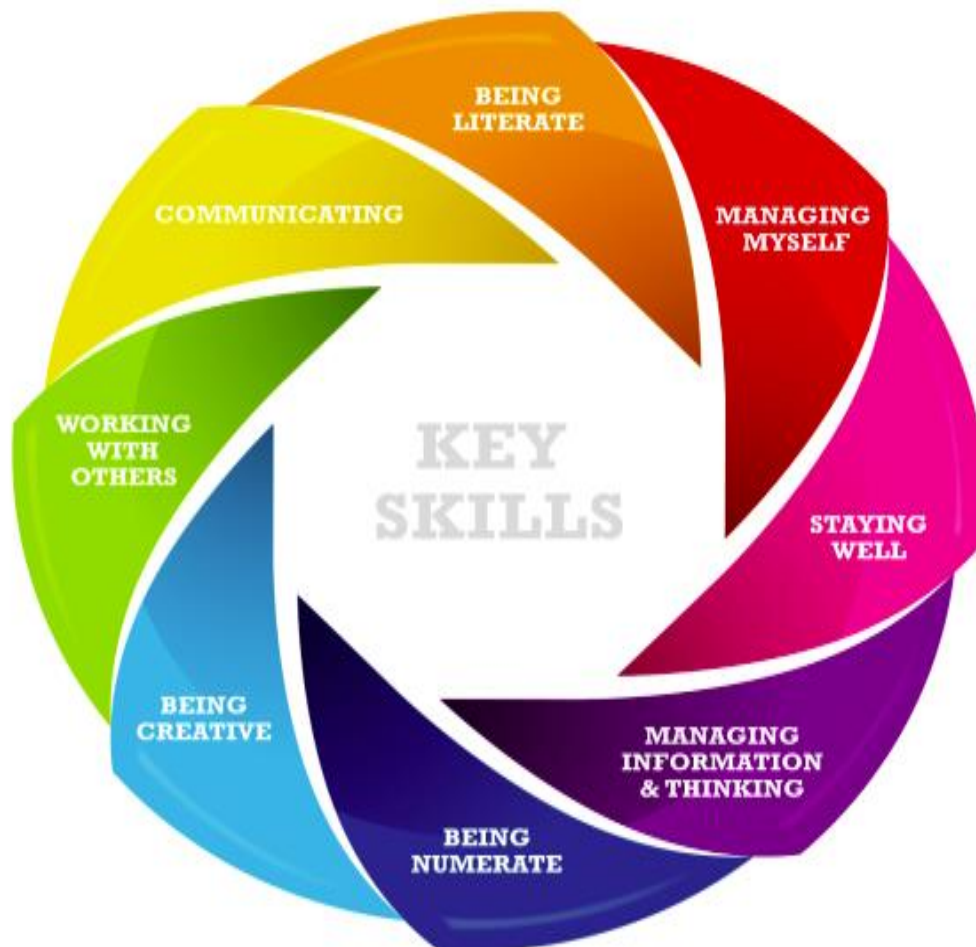
I carry out a leadership role in my school:

Well-being Ambassador

If there are other areas you have been involved in that are not included here, and you think are relevant, please record all details here. Please ask your teacher if you are unsure or need help:

Part B: Re-cap of Junior Cycle Key Skills

8 Key Skills of Junior Cycle



Please give examples of each key skill in the Junior Cycle:

MANAGING MYSELF:

STAYING WELL:

COMMUNICATING:

BEING CREATIVE:

WORKING WITH OTHERS:

MANAGING INFORMATION AND THINKING:

Part C: Re-cap of Statements of Learning

24 Statements of Learning

Statements of Learning

The student

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

Part D: Re-cap of Indicators of Wellbeing:

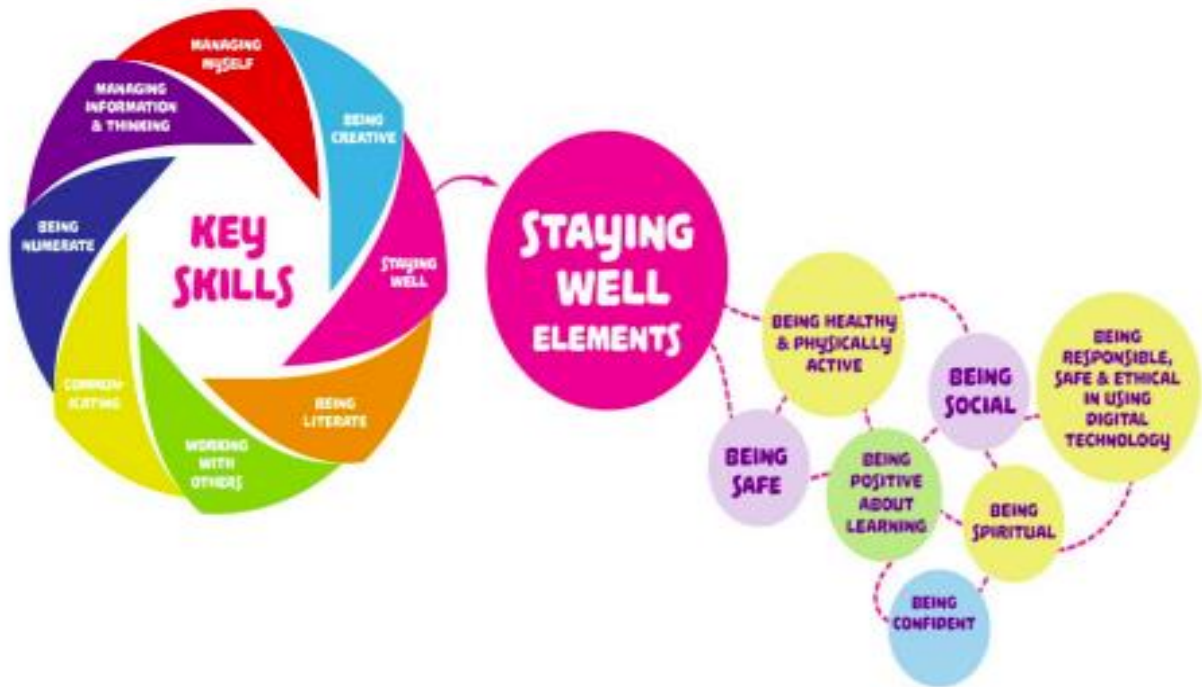
There are 6 key indicators of Wellbeing.



The following Statements of Learning are particularly applicable to Wellbeing:

- The student has an awareness of personal values and an understanding of the process of moral decision making (SoL 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SoL 7)
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SoL 10)
- The student takes action to safeguard and promote her/his wellbeing and that of 7 others (SoL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SoL 12)
- The student understands the importance of food and diet in making healthy lifestyle choices (SoL 13).

Staying Well is one of the 8 key skills for the JCPA.



**PARENT/
GUARDIAN SECTION**

Part A: Introduction

What is a JCPA?

Instead of receiving a certificate containing just her Junior Certificate results, your son/ daughter will instead receive a **Junior Cycle Profile of Achievement (JCPA)**. This JCPA (Junior Cycle Profile of Achievement) will contain the following:

1. **Results** of his/her JC State Exams:

Distinction, Higher Merit, Merit, Achieved, Partially Achieved, Not Graded

2. **Descriptors** for her completed Classroom Based Assessments:

Exceptional, Above Expectations, In Line with Expectations, Yet to Meet Expectations

3. **Information** on ‘Other Areas of Learning’ (OAL) and ‘Wellbeing’ your son/daughter has undertaken during 1st, 2nd and 3rd Year in school.

Junior Cycle Profile of Achievement

Junior Cycle State Examination Descriptors

Other Areas of Learning

CBA Descriptors

Wellbeing

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Mary Murphy 2020	
State Certified Final Examinations		Classroom-Based Assessments - Subjects	
Irish L2 (H)	Achieved	IRISH L2	Language Portfolio: In line with Expectations Communicative Task: Above Expectations
Mathematics (H)	B	ENGLISH	Oral Communication: In line with Expectations The Collection of the Subject's Tools: Above Expectations
English (H) ¹⁶	Achieved	BUSINESS STUDIES	Business in Action: Above Expectations Presentation: In line with Expectations
Business Studies (C)	Distinction	FRENCH	Oral Communication: Above Expectations Student Language Portfolio: Above Expectations
French (C)	Higher Merit	SCIENCE	Extended Experimental Investigation: In line with Expectations Science in Society Investigation: Above Expectations
Geography (H)	A	VISUAL ART	From Process to Realisation: In line with Expectations Communicate and Reflect: Exceptional
History (H)	C		
Science (C)	Higher Merit		
Visual Art (C)	Higher Merit		
Other Areas of Learning		Classroom-Based Assessments - Short Courses	
<p>May took part in a school drama performance, learned to express herself and build her communication skills.</p> <p>May participated in the school Science Competition (Junior's Exploré) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.</p> <p>May through her role as Class Representative learned to communicate effectively as a voice for the students in her class.</p> <p>May worked collaboratively with others, in the organisation and promotion of the school card service for the local community.</p> <p>May was a member of the school canoe team, where she committed to training and developed her confidence in physical activity.</p>		<p>Digital Media Literacy: Above Expectations</p> <p>Philosophy: In line with Expectations</p>	
		Wellbeing	
		<p>CPSE: Not Reported</p> <p>SPHE: Not Reported</p> <p>PE: Above Expectations</p>	
		Other Areas of Wellbeing	
		<p>In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.</p> <p>May completed a project in CPSE where she learned about the social and economic impact of homelessness.</p> <p>As part of the school's Wellbeing Programme, Mary participated in Lectures where she learned about the influence of social media, peer pressure and stereotypes in the digital world.</p>	
Principal	Year head	Roll Number: 60478Q	
Colman Candy <i>Colman Candy</i>	Ann Howett <i>Ann Howett</i>	Anytown Secondary School Anytown Co. Any County	
This JCPA recognises and records achievements in Junior Cycle.			

It is in the third area of the JCPA – ‘Other Areas of Learning’ and ‘Wellbeing’ that we require the input of Parents/Guardians to help their son/daughter prioritise and reflect on a maximum of five areas of learning, the details of which are to follow:

What is an ‘Other Area of Learning?’

The most important thing to remember is that an OAL is **school related**, so it happened here **in the school** or while your son/daughter was **representing the school or attending an event as part of the school community**. The DES states the following in its Circular Letter “OALs records student achievement, involvement and participation across a broad range of areas of learning through in-school activities in junior cycle. Activities participated in outside of school are not allowed to be considered in the JCPA”

Examples of suitable achievements for inclusion as an OAL:

- Specific awards your son/daughter has won for sporting or cultural achievements in first, second and third year
- Membership of School Sporting Teams (e.g. Football, Camogie, Basketball, Athletics, Soccer, Equestrian, Tennis, Class Leagues)
- Member of other (non-sporting) extra-curricular activity. (e.g. Student Council, School Library Committee, School Choir, Debating Team, Quiz Team etc.)
- Taking part in the organisation of a charity fundraising event in the school (e.g. Shoe Box Appeal, Jumper Day, Cake Sale for Lourdes)
- Performing in front of classmates/schoolmates at a school musical, dramatic or dance performance (e.g. Talent Contest, Choral Festival, Quizzes, Seachtain na Gaeilge,)
- Taking part in organising or being involved in a school event (e.g. School Mass, Carol Service, Open Night, school information sessions, presentations to Board of Management).
- Participated in school’s Religious Education programme
- Participated in school’s Wellbeing programme: PE, SPHE, CSPE (from 2018 in 1st year)
- School leadership role (e.g. Meitheal Group, Class Prefect or Other)
- Subject Programmes including Sports Day, Reflective Days, Educational Trips

- Any learning experience you feel has benefitted your son/daughter during time at St. Louis Community School e.g. friendship workshops
- Assisted at parent-teacher meetings or similar
- Initiatives undertaken in class such as a religion/history/science project, winning a cake decorating competition, designing a poster in Art etc

What is wellbeing?

Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

Your son/daughter, with the help of teachers in various subjects such as SPHE, CSPE and Religion, have completed the first part of this booklet, from Pages 1-13. It is now your responsibility to help you son/daughter summarise this information and complete Page 20/21 and 22 – the information you submit will be the information that appears on the official JCPA from the Department of Education and Science.

Please feel free to use this booklet to collate the information you wish to submit but please note the final draft of this information must be completed by all Parents/Guardians online via Microsoft Forms.

Part B: Prioritising and Reflecting on the OALs

1. Together with your son/daughter, you need to choose a **minimum of 3** and a **maximum of 5** of the OALs identified by your son/daughter on Page 3-5 inclusive of this document. These are the OALs that will appear on your son/daughters JCPA. Rank the OALs in order of importance.
2. You should write the OAL in the third person eg Claire was a member of the school's Student Council
3. When you have prioritised the AOLs and ranked them from 1-5, you need to reflect on the skills learned by your son/daughter when completing the OALs he/she has selected. Please focus on the learning achieved (skills and knowledge) rather than the actual activity. Each OAL needs to be linked to Key Skill – please refer to the summary of Key Skills (Page 8, 9 and 10) and Statements of Learning (Page 11) to help you and your son/daughter emphasise the key skill acquired for each OAL. **There are 2 examples completed below.**
4. Please adhere to the maximum 150 words/750 characters for each OAL.
5. You can use this booklet to do the preparatory work for the OALs. But remember you will be submitting all of the final information via Microsoft Forms, the details of which will follow.

EXAMPLES:

The OALS are in black. The key skills are in blue.

Claire was a member of the Student Council in 1st Year. **This helped her to understand how meetings are run and how to organise charity fundraisers. Furthermore, this developed her problem-solving skills and her ability to innovate.**

Claire entered a project in the BT Young Scientists and Technology Exhibition. **This developed her investigative, research and communication skills.**

Please list, in order of importance, the maximum of five OALs you and your son/daughter have prioritised and the key skill/skills acquired in relation to each as per the examples above. Please adhere to the maximum word count of 150 and/or maximum character count of 750.

OAL 1:

OAL 2:

OAL 3:

OAL 4:

OAL 5:
