



## **MISSION STATEMENT**

### **Marists in Education**

The role of CUS as a Catholic educational community is particularly important at this time of increasing secularisation and individualism. Fr. Colin, the founder of the Society of Mary, described the work of education as a formation of heart, mind, character and virtue. In general the philosophy of the school addresses the challenge of forming our pupils into gentlemen who display courtesy and sensitivity to all and who can act with integrity and a sense of responsibility.

CUS has always been known for the kindness and humanity with which it treats the pupils and for the high value it places on the quality of relationships. As educators, we in CUS recognize our responsibility to develop the full potential of the boys, something that will be different for each and every one of them and to foster excellence in everything we do and everything we ask of the boys. Our responsibility is to engage the whole person and to remember that the overall objective is for the boys of CUS to become rounded, responsible adults who can make their own way in the world.

In this regard we are also conscious that the school is more than an academic institution. CUS as a school endeavours to endow the boys with an awareness of how fortunate they are. It strives to evoke in them a gratitude for what they have received that will in turn impel them to be generous towards those in society who have been less fortunate. Our aim is to educate them to recognize and accept their responsibility in playing their part to create a more just and Christian society.

### **Operating Context**

Within the context and parameters of the Department of Education and Science regulations and programmes and taking into account the rights of the trustees as set out in the Education Act and the funding resources available, Catholic University School supports the principles of inclusiveness, particularly with reference to the enrolment of children with a disability or other special education needs. The school likewise recognises the principle of equality of access and participation in the school and parental choice in relation to enrolment. It respects the diversity of values, beliefs, traditions, languages and ways of life in society.

Catholic University School is a fee-paying, Catholic voluntary school for boys under the auspices of the Marist Fathers. The financial and teaching resources of the school are provided for by a combination of fees, DES grants and teacher allocations. There is provision for voluntary contributions to a school-covenanting scheme. The school is a registered charity and its building programmes have been funded by the gift/covenant scheme. The school operates within the regulations laid down from time to time by the DES and follows the curricular programmes prescribed by the DES, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act 1998.



## School Details

<b>Type of School</b>	Catholic University School is a voluntary, fee paying, Catholic day secondary school for boys under the trusteeship of the Marist Fathers.
<b>History</b>	Catholic University school traces its origins to St. Laurence’s Day Academy for Young Catholic Gentlemen, which was established under the auspices of the Archbishop of Dublin in 1852. Its function was to prepare students for the newly formed Catholic University on St. Stephen’s Green. The name Catholic University School dates from 1863 following Cardinal Newman’s residence in the school. In 1867 the Marist Fathers were invited to take over the running of the school by Cardinal Cullen. The invitation was accepted and the school relocated from Harcourt Street to the present site in Leeson Street.
<b>Management</b>	The school has a Board of Management, the composition of which is in accordance with an agreement between the management and union bodies and the DES.

## Enrolment

The procedure for applying to the school is in keeping with the educational and religious philosophy of the Marists and in compliance with all current legislation.

### Application Procedure:

- The Board reserves the right to change any of the dates and procedures outlined below.
- The school will admit the number of students determined by the Board of Management as being feasible for a particular year. Class cohorts in Junior Cycle are normally limited to maximum of 25 students.
- Application forms may be obtained from the school office or from [office@cus.ie](mailto:office@cus.ie).
- All applications are acknowledged and placed on file.
- In the September of the year prior to admission all applicants on file are invited to an information meeting. Parents and students are encouraged to avail of this opportunity to visit the school and view the facilities. It is also an opportunity to meet with the Principal, Deputy Principal and teachers.
- At these meetings parents are asked if they wish to continue with their application. Interview appointments are then set up.



- The purpose of the interview is to allow parents to assess whether or not the needs of their son and the values they hold will be met in the school and to enable the school to assess if it has the resources to allow the student to achieve his potential and if there is a fit between the school's philosophy and values and that of the family concerned. If either party have concerns in this regard a further interview may be arranged.
- All applicants (1<sup>st</sup> year or transfer students) are expected; either prior to or at interview, to furnish the school with reports from the student's previous school with details of special needs, any assessment reports and any other relevant information.
- Late applications will be held in reserve and an interview arranged in the event of places becoming available. (A second information meeting may be arranged for late applicants).

### **Decision Making Process:**

- Decisions in relation to admissions are made by the BOM in accordance with the school policy.
- The Board will have regard for the guidelines set by the DES to class size, age, staffing provision and/or any requirement concerning accommodation such as physical space or the health and welfare of children.
- A secondary student must be aged 12 on the first of January in the calendar year following the child's entry into first year.
- Decisions will be notified to parents within 21 days of the interview and subject to the parents/guardians having supplied all relevant information that the school has requested.
- Parents/guardians are asked to note that the following criteria will apply:

### **Applications in excess of places**

Where the number of applicants exceeds the number of places available decisions will be made by the BOM on the following basis ranked in order of priority:

1. Members of the Catholic Church (Baptism certificate to be provided at interview).
2. Pupils from CUS Junior School (acceptance and deposit required on a date to be advised in the year preceding entry).
3. Brothers – of present pupil or past pupil (\*understood as student graduated from CUS)
4. Son of a past pupil
5. Son of a teacher
6. All other places will be chosen randomly by lot by the Principal.

In the event that places are allocated on a first come, first served basis applications received before September 1<sup>st</sup> of the year preceding entry will have priority.



### **Acceptance of Places**

- Parents accepting the offer of a place must indicate acceptance within the time allowed.
- Parents must be clear that all deposits are non-refundable.
- Parents, when accepting a place offered, will be required to sign a consent form indicating acceptance of school policy in a number of specified areas, e.g. Code of Behaviour, Policy Document on Drugs/Alcohol/Tobacco.
- As our school is a fee-paying school, we rely on the fees paid by parents to run the school. Parents must understand therefore that admission to the school and on-going enrolment is conditional on parents discharging fees as they fall due, and that, if parents are not in a position to discharge fees when due, their son will not be permitted to remain as a student of the school.

### **Special Educational Needs**

Children with special needs are welcome in CUS. Difference of ability is a reality that the school wishes to acknowledge. The inclusion of students with differences enhances the education experience of all the students and gives visible and practical witness to the Christian values of respect and tolerance.

In all cases this desire to be welcoming is balanced by the ability of the school to provide an appropriate education within the resources available to it. To this end the school may/will request a medical and/or psychological report. The purpose of this is to assist the school in establishing the educational needs of the student, to profile the support services required or to ascertain if and how the school could meet the needs specified in the report. The Principal, Deputy Principal or nominated person will meet with the parents/guardians of the prospective student to discuss his needs and the schools suitability or capability of meeting those needs.

In certain cases the Board may require that a full case conference should take place involving all the professionals working with the child and family before a decision on the admission is made. It may be necessary for the BOM to defer enrolment of a particular pupil pending the receipt of an assessment report and the provision of appropriate resources by the DES to meet the needs specified in the psychological and/or medical report.

### **Transfers from other second-level schools**

Pupils may transfer into the school at any time subject to:

- School Admission Policy



- The school being satisfied with the reason for the transfer and, in this regard, will request information from the student's former/present school concerning attendance, educational progress, disabilities, special needs, etc. (Education Welfare Act 2000 (Section 20)).

The school with the regard to the best interest of the applicant student may consider the consequences of mid-year transfer, the impact on subject choices and the question of available space. It may also be appropriate for the Principal to consult with the Educational Welfare Officer.

The School reserves the right to refuse enrolment to any student in exceptional cases. Such cases may include situations where:-

1. The student has special needs such that, even with additional resources available from the Department of Education and Science, the school cannot meet such needs and/or provide the student with an appropriate education or
2. In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.

Parents are advised that they may appeal under Section 29 of the Education Act 1998 and Circular M48/01 to the Department of Education and Science.

The school Code of Behaviour will normally be supplied to each student when admission is granted. Parents will be required to sign an acceptance form as an indication of their willingness to accept the schools code.

It is an expectation of the BOM that parents/guardians will actively co-operate with the school in helping their sons to understand and comply with this code.

### **Pastoral Care System:**

The Pastoral Care system is based around the Classhead structure. Each class has a teacher designated the title "Classhead" who monitors the progress of the students under his/her care on a daily/ weekly/monthly basis. The Classhead is the first point of contact for parents seeking information on the progress of their children. Classhead meets his/her group each morning at assembly during which daily notices are read, weekly effort marks referred to and daily prayer recited.

### **Religious Formation:**

Religious Formation takes place under the direction of the R.E. teachers who liaise with the school chaplain. In the Junior Cycle formation is traditional with the emphasis on formal R.E. classes. The Junior Cycle students sit a state exam in R.E. and the students Religious Education journal is expected to reflect the Marist ethos of the school.

In the senior cycle while there is formal R.E. other strategies are also applied. The Senior Cycle students follow the non exam syllabus as set by the Archbishops Office. The



Sacramental Life of the pupils is also arranged by the R.E. staff and Chaplain who organise a Faith Friends programme, Class Masses, Confession, Retreats and engage outside agencies and speakers where appropriate.

### **Guidance & Counselling:**

In the course of their lives, people are faced with the need to make significant decisions that affect both themselves and those around them. For second level pupils these choices are focussed on three key areas:

- Personal and social
- Educational
- Career

Guidance and counselling may be broadly defined as the full range of interventions which assist pupils to make such choices about their lives. (Guidelines for the Practice of Guidance and Counselling in Schools).

CUS fully subscribes to the above DES definitions and formulates many programmes to implement these objectives.

### **Assessment:**

There are two stages of universal formal assessment.

Early on in First Year, objective tests and reports from previous school are used to form a profile of individual abilities and skills. This is of great assistance in identifying and responding to students needs.

In Fourth Year, each student undertakes a full range of Differential Aptitude Tests.

Supplementary individual or small group tests are administered when appropriate or necessary.

### **Career Information:**

This is provided on an ongoing basis and the process enlists the use of brochures, open days, career talks, work experience and a range of computer-based programmes.

### **Counselling:**

This process of helping students to resolve their individual difficulties in educational, social or personal matters is readily available and responds to individual needs as they arise

### **Discipline:**



All applicants are provided with a copy of the school Code of Behaviour. It is not possible in a Code of behaviour to cover every eventuality that might arise. **The spirit of the Code is what is most important.** The principles of Justice, Dignity, Caring and Sensitivity are what guarantee good behaviour. (See Marist schools Policy Statement of the Marist Fathers in Ireland, Page 2) The formal discipline structures of the school are

directed by the Principal, Deputy Principal, Class Heads and Deans of Discipline who normally monitor student behaviour outside of the classroom situation. It is normal practice to inform parents in writing of all breaches of the Code.

### **Prefects System:**

The school leadership team consists of 6<sup>th</sup> year students who apply for the position of prefect and attend a subsequent interview. The prefects give positive leadership to other students, particularly those in their peer group. They assist especially with the pastoral care of 1<sup>st</sup> years, facilitating their introduction into the school in the first few months and assisting class-heads in monitoring their progress through the academic year. The prefects form an essential part of the school's anti-bullying strategy.

### **Parents Association:**

The Parents Association plays an active role in the life of the school and assists the school in many ways in implementing its primary task.

### **Past Pupils:**

The school has a very active school's Union (founded 1902) The School Union enables pupils to maintain contact with each other after they have left school and have a number of organised activities, which facilitate this. An important aspect of the Union's activities is the development and maintenance of good relations with the school through cooperation with sports activities, career talks and the provision of scholarships in specific areas.

### **Teaching Resources & Curriculum:**

- The School is allocated incremental teaching positions in accordance with the regulations of the DES. (2006/2007) - 1 teacher for every 19 students. The school from its own funds privately employs teachers which help to support a wider curriculum and small class sizes.
- The programmes and subjects taught in the school are outlined in the school prospectus.
- The school provides resource support for students where this support has been sanctioned by the DES. Such support is sanctioned by the Special Educational Needs Officer of the DES following submission of a full Educational Assessment.



- The students' academic progress is monitored on the basis of weekly effort marks and in the junior cycle five-weekly tests.
- Transition Year is an integral part of the six-year cycle.
- TY students have weekly effort marks and as their year is divided into three modules they have an exam with school report at the end of each module.
- Fifth and Sixth years also have a system of continuous assessment which includes mid term exams held at the first mid term break, Christmas and summer.
- This system of continuous assessment is monitored through the Class Head system.

### **Co-Curricular:**

Students are encouraged to participate in a wide variety of sports and other activities. Co-Curricular activities are organised under the direction of the Games-master who co-ordinates the sports activities of the school. Coaching is provided in the main school sports i.e. rugby, cricket, athletics and tennis. The sports grounds are situated in Bird Avenue in Clonskeagh, where there are rugby fields, an artificial cricket wicket, tennis courts and a sports pavilion. Students are normally brought by special bus to the sports grounds during the school week and brought back to the school for those who require it. The school organises overseas trips for cricket and rugby teams.

### **Chess Club:**

A chess club exists and the activities of this are coordinated by one of the teachers usually assisted by a senior prefect. They participate in schools competitions.

### **Debating:**

There is a very active debating society in the school, at senior and junior levels. Debating is organised by the teacher in charge.

Closely connected to the debating is the Concern debating activity, which is also linked with the School's Social awareness issues.

### **Social Awareness:**

Students are encouraged to participate in the Societies / activities listed below which will help develop a sense of social awareness and responsibility.

- Marist Mission in the Philippines
- St Vincent de Paul Society
- Christmas Hamper
- Concern Debates
- Capuchin Homeless Shelter



**Other Relevant Information:**

School calendar is available on request from the school office and the school prospectus contains comprehensive information about other aspects of the school.