

MAYNOOTH POST PRIMARY SCHOOL

Parent-Teacher Association Information Booklet 2008 - 2009

<http://www.kildare.ie/ptampps>



School Oratory – photograph courtesy of Gerry McCann

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What is the Parent-Teacher association for?

The Parent Teacher Association, (PTA) serves as a communication interface between the parents and guardians of the attending pupils and the staff and functions of the school. The main purpose of the PTA is to help MPPS in the provision of the best, safest and healthiest possible learning environment for the attending students. The PTA exercises its function in accordance with the principles enshrined in its constitution.

Who is in the PTA?

You are! Membership of the PTA comprises all parents or guardians of pupils currently attending the school and is open to all members of the school's teaching staff. However the executive functions of the PTA are carried out by an elected committee

PTA Committee

The PTA Committee is comprised of two members of school staff, currently Principal and Vice Principal and parents/guardians who have kindly volunteered their time and their support towards the activities of the association. An executive Committee of Chairperson, Secretary, Treasurer, and their respective assistants, are elected into office by the members. The AGM is held at the start of each school year. The PTA Committee attend at scheduled monthly meetings at the school during the school year. Attendance is open to all parents.

Activities of The Association

Fundraising: This is a very important function, which provides the Association with the necessary funds to provide or engage in a variety of activities, which are not otherwise funded by school budgets, the VEC or the Department of Education and Science. Successful fundraising events have included a Golf Classic in Carton House and more recently, the introduction of a family Voluntary Subscription scheme. The current major fundraising drive is focusing on assisting in the provision of new playing pitches.

Funding: This is one of the rewarding duties for the members of the Association where they decide on what to spend the welcome funds received as the result of the fundraising activities. Examples of funding include computers for the Special Needs Class and the Careers department and contributing towards the cost of the schools annual Musical. The Transition Year Resource area and the refurbishment of the School Library are two substantive projects recently funded by the PTA. The main projects for the current year are the completion of the school library and the development of school sports pitches adjacent to the GAA.

Helping with school functions: There are a number of functions during the school year where PTA volunteers help with the preparations, provide tea and refreshments and generally clean and tidy up the venue. The Christmas Carol Concert and the annual School Musical are highlights of the school year and those that lend a hand get a real “buzz” from doing so.

Voicing opinion on local issues: The PTA can voice considerable support or objection, as the case may require, towards local developments or activities that may impact on the learning environment of the school.

Projects: Activities that require more time and effort than is normally available at the regular meetings, are designated as projects and assigned a separate sub-committee. Current examples include, the **School Library project**, the **PTA Website** and the big current project for 2009-2010 is the development of the **new playing pitches**.

Contacts for the School + membership of PTA Committee

Maynooth Post Primary School

Principal - Johnny Nevin

Deputy Principal - Andrew Dunne

Email: principal@mpps.ie Web: www.mpps.ie

Phone: +353 1 628 6060 Fax: +353 1 628 5091

Parent Teacher Association Committee:

- Chairperson - John Flynn
- Assistant Chairperson - Michael Durkin
- Secretary – Fiona Maguire
- Assistant Secretary – Mary Donnan
- Joint Treasurer - Anne Jennings
- Joint Treasurer - Gerry Quinn
- P.R.O. – Maurice McQuillan
- Teacher Representative - Johnny Nevin
- Teacher Representative - Andrew Dunne

Sub Committees

- Finance: Kathleen Cunningham, Anne Jennings, Ann Marie Coyle, Mary Molloy, Mary Murray, Bernie O’Meara, Mary Donnan
- Library: Barbara McMahon, Tyrone Williams, John Flynn
- PTA Events: Mary Molloy, Tony O Connor
- Sports Facility @ GAA Sub Committee: Johnny Nevin, Michael Durkin, Gerry Quinn, John Flynn
- Photography & Media: Gerry McCann
- Web Site: Tyrone Williams, <http://www.kildare.ie/ptampps> mppsptaweb@live.ie

Other Sources of Information about your school

1. Information currently available in school journal (as of Sep 2009)

- a. Mission Statement
- b. Important notes for students (describes the purpose of the journal, role of the journal in relation to notes from parents, absentee notes, attendance, detention, suspension)
- c. Our School, aims, strengths, curriculum aims
- d. Curriculum and facilities
- e. School Journal, more on the daily use of the Journal
- f. Discipline: Code, regulations, disciplinary procedures, temporary / permanent exclusion, homework
- g. School Guidelines: uniform, punctuality, permission to leave school at lunch, funerals / special occasions etc, attendance, school journal, jewellery, mobile phones / iPod, MP3 player etc
- h. Attendance note for parents / guardians
- i. Bullying
- j. School Policy on mobile phones
- k. Internet permission form
- l. Advice on how to study

2. Information on the PTA website <http://www.kildare.ie/ptampps> (as of Nov. 2009)

- a. Homepage
 - i. Past Exam papers – Junior and Leaving Cert for downloading
 - ii. Minutes of PTA meetings, important PTA notices
 - iii. Purpose of PTA
 - iv. PTA Committee
- b. Activities of the Association
- c. Other pages; Calendar, Constitution, Contact us, Fun Stuff, Links, Minutes, News, Study Skills, Comments

3. Information on the school website: (<http://www.mpps.ie>) (as of Nov. 2009)

- a. Homepage is an infomercial for the school with additional information on major events, competitions etc
- b. Other pages:
 - i. There are pages for parents, students and teachers.
 - ii. The parents page includes information on important dates, booklists, policies, VEC, PTA, Board of management
 - iii. The students page has sections on Activities, Academics, Sports, Green Schools and Events

Topics for parents & students to think of each year

The following are some suggested key questions that you may wish to focus on at the start of each year. The list is not exhaustive.

- Before 1st Year: subject choices for junior cycle
- 1st Year: making new friends, adjusting, study skills
- 2nd Year: studies, sports, friends, music, health
- 3rd Year: junior cert, subject choice for senior cycle, Transition Year?
- 4th Year: new friends, Gaisce award, Musical, Young Scientist
- 5th Year: Study skills, career choices
- 6th Year: CAO forms, apprenticeships, midterm, mock and Leaving Certificate exams

- All Years
 - Physical health: avoid smoking
 - Mental health: avoid alcohol and other drugs
 - Exercise: 3 times a week for a healthy heart
 - Nutrition: remember the food pyramid – e.g. 5 portions of calcium per day – teenagers have only one chance to build strong bones.

40 Developmental Assets for 12 to 18 year olds

What are Developmental Assets?

The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. (one of the topics addressed in the speech at the AGM)

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

- Commitment to Learning**
- 21. **Achievement Motivation**—Young person is motivated to do well in school.
 - 22. **School Engagement**—Young person is actively engaged in learning.
 - 23. **Homework**—Young person reports doing at least one hour of homework every school day.
 - 24. **Bonding to school**—Young person cares about her or his school.
 - 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
- Positive Values**
- 26. **Caring**—Young person places high value on helping other people.
 - 27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
 - 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
 - 29. **Honesty**—Young person “tells the truth even when it is not easy.”
 - 30. **Responsibility**—Young person accepts and takes personal responsibility.
 - 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
- Social Competencies**
- 32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
 - 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
 - 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
 - 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
 - 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
- Positive Identity**
- 37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
 - 38. **Self-esteem**—Young person reports having a high self-esteem.
 - 39. **Sense of purpose**—Young person reports that “my life has a purpose.”
 - 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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Photos of some of the projects funded by YOUR PTA

Projects to the value of 200,000 Euro

(Photographs kindly sponsored by Gerry McCann, Parent and PTA member responsible for Photography and Media)



The Oratory



Computer Room



Garden of Remembrance



Transition Year Resource Area



Assembly Hall

Library and playing pitches photographs not available at time of going to print