



Newpark Comprehensive School

Scoil Chuimsitheach Na Páirce Nua

ADMISSIONS POLICY

1. Introduction

- 1.1. Newpark Comprehensive School was established in 1972 primarily to provide free post-primary co-education for the Protestant community in South County Dublin and north County Wicklow.
- 1.2. The school's first obligation remains to provide places for members of that section of the community. The school recognises its Protestant background and ethos, and acknowledges the Church of Ireland Archbishop of Dublin as its Patron.
- 1.3. The school embraces a policy of openness and affirmation of different traditions and cultures within society.
- 1.4. As a co-educational comprehensive school, Newpark welcomes girls and boys of all religious, social, cultural and ethnic backgrounds.
- 1.5. Newpark celebrates the diversity of academic, creative and practical intelligences in its students. Newpark is committed to the fullest possible integration of all its students into the life of the school.

2. The Ethos of the School:

- 2.1. The ethos of the Newpark Comprehensive School is set out in the document attached to this policy (Appendix Three)

3. Legal Framework

- 3.1. Every effort has been made to ensure that this policy is in accord with the provisions of education and equality legislation, in particular: The Education
- 3.2. Act (1998), The Education (Welfare) Act, 2000, the Equal Status Act (2000)
- 3.3. and the Education for Persons with Special Education Needs (2004).
- 3.4. In meeting the requirements of this legislation, Newpark reserves the right to refuse to enrol, or to refuse to accept the transfer of a pupil in certain exceptional circumstances, for example where s/he poses a threat to the safety and welfare of other pupils, staff or school property.



4. Admission to Newpark

- 4.1. To meet its obligations effectively the school has evolved a system of admissions which gives priority to those children for whom the school was established. To this end the school recognises three groups of children as coming within this framework in the south County Dublin and north Wicklow areas, namely those who have completed their full primary education at;
- a. Church of Ireland or other Protestant National schools
 - b. Educate Together schools
 - c. Protestant children at other schools
- 4.2. The names of all children applying for places in Newpark, from the three groups above, will be registered in order of date of application as **Application List A**. To qualify for list A children from the feeder schools above must have completed their full primary education in one or more of the schools on the Feeder School List.
- 4.3. The names of children not in the above groups will be registered in order of date of application as **Application List B**.
- 4.4. The National Schools at present recognised as Feeder Schools to Newpark under these arrangements are:
- a. Church of Ireland and other Protestant National Schools
 1. All Saints NS, Blackrock
 2. Delgany NS
 3. Glenageary/Killiney NS
 4. Kildare Place NS
 5. Kill o' the Grange NS
 6. Kilternan No 2 NS
 7. Powerscourt NS
 8. Rathfarnham NS
 9. Rathgar NS
 10. Rathmichael NS
 11. St Andrew's NS, Bray
 12. St Brigid's NS, Stillorgan
 13. St Matthew's NS, Irishtown
 14. St Patrick's NS, Dalkey
 15. St Patrick's NS, Greystones
 16. St Philip's and St James's NS, Booterstown
 17. Sandford Parish NS
 18. Taney NS
 19. Whitechurch NS
 20. Zion NS

- b. Educate Together National Schools
 - 1. Bray School Project NS
 - 2. Dalkey School Project NS
 - 3. Monkstown Educate Together NS
 - 4. Ranelagh Multi-denominational NS
 - 5. Rathfarnham Educate Together NS
- 4.5. Other schools in either of the above categories may apply to the Board of Management to be recognised as feeder schools to Newpark.
- 4.6. First year shall be deemed to be full when 144 places have been accepted.

5. Procedures for Admission of Students to Year 1

For students who enter the school in First Year, the following criteria and procedures for admission apply

- 5.1. Applications for places in Newpark may be made at any time after the birth of the child. Applications must be made on the specified form (AF1) which can be obtained from the School Office, along with a copy of the school's Admissions Procedure Summary. A copy of the full admissions policy can be requested from the school office.
- 5.2. When each completed application form is received at the School Office, it is dated and is assigned to the appropriate Application List (A or B).
- 5.3. Children under 4 years old are placed on a common list until they are enrolled in National School. It is the parents' responsibility to inform the school when their child enters National School, so that children can be assigned to the appropriate (A or B) list.
- 5.4. Parents will receive an acknowledgement confirming the date of their child's application and details of the Application List to which their child's name has been assigned.
- 5.5. On 15th of August each year, the Application List A for entry into the school in September of the following year will be closed. Later applications will be added to Application List B.*
- 5.6. Parents of children on Application List A will be contacted by letter in September. They will be asked to confirm the details requested on Form AF1 and they will be invited to an information meeting for prospective new parents which will be held before the end of October.
- 5.7. Prospective parents who cannot attend that meeting must confirm their interest in a place in the school in writing before the date of the meeting
- 5.8. Places in the school for the following September will be offered after that meeting, priority determined by the date of receipt of the original completed application forms.
- 5.9. If there are more applications than there are places to be offered, those who cannot be offered places will go onto a waiting list, keeping the same order of priority.
- 5.10. If there are fewer applications than there are places to be offered, this same process will be repeated with Application List B, with an initial letter being issued to parents in October and a meeting to be held in November.

5.11. The school will issue a Letter of Acceptance for each student who has been offered a place within 21 day of the Information Meeting. Parents/Guardians must accept the place by the date indicated in the letter. After that date, the place will be re-allocated to the next student on the waiting list.

5.12. Parents are advised to keep their acknowledgement letter carefully, as it represents their child's entitlement to be considered for a place in the school.

a. The submission of an application form is not a guarantee of a place in the school.

b. Parents are reminded that they must keep the school office informed of any change of address, and of any changes relevant to their child's position on the Application Lists e.g. enrolment in one of the feeder national schools.

c. It is a condition of acceptance that parents sign an undertaking that their child will be subject to the regulation of the school as laid out in the Positive Behaviour Policy.

d. This procedure applies to all applicants for places in Newpark including siblings of current or past Newpark students.

6. Applications from students with Special Educational Needs (SEN)

6.1. Newpark is a mainstream comprehensive school with a commitment to mixed ability classes. The school has a policy of maximum integration and inclusion of students with special educational needs. This policy enriches the educational experience of the student population at large. However, in order for some students to manage within this system, they will require extra support, such as resource hours, access to small-group or one-to-one teaching or the support of a Special Needs Assistant (SNA)

6.2. Children with SEN qualify for admission to the school in the same way as all other children seeking places in the school.

6.3. In the Education for Persons with Special Educational Needs Act (2004), there is express recognition of the rights of other pupils when it is decided to enrol a pupil with SEN, with a view to integrated education. The school seeks to provide a proper transfer of students with Special Educational Needs to secondary School to ensure the best outcomes for all students. (Please see Appendix 4)

7. Procedures for Students seeking admission to Years 2- 6

7.1. For the students who seek to enter Newpark in years 2-6 the following will apply:

a. There must be vacancies in the appropriate year, course and subject options

b. In relation to specific courses (e.g. Leaving Certificate Applied) precedence will be given to students already enrolled in Newpark. Please see Appendix 5

c. Application must be made by May 1st prior to the start of the school year in which the student seeks to enter.

- d. Students' names will be entered on one of two lists (A or B) in order of application and in accordance with the policy and criteria outlined in Section 4:
 - 1. List A
 - a. Children at Church of Ireland or other Protestant second-level Schools
 - b. Protestant children at other second-level schools
 - 2. List B
 - a. Children not in the above groups
- 7.2. On 1st May (Enrolment Day One) the available places will be offered first to applicants on List A in accordance with their precedence on that list. Any places still available after that process will be offered to candidates on List B in accordance with precedence on that list.**
- 7.3. On 15th August, if there are any vacancies, the above procedure will be repeated
 - a. Applications made after Enrolment Day One will be considered at Enrolment Day Two
 - b. If any further vacancies should occur after 15th August, they will be considered in accordance with policy and as they arise
 - c. All students seeking places in Year 2 - 6, must provide two recent school reports and other appropriate documents to enable the school to assess the individual's needs within the school
 - d. Exceptional applications by List A students may be referred to the Board of Management.
- 7.4. Students seeking places in Forms 2-6 must apply on an annual basis: applications do not remain active from year to year.
- 7.5. Parents are advised to keep their acknowledgement letter carefully, as it represents their child's entitlement to be considered for a place in the school**
 - a. The submission of an application form is not a guarantee of a place in the school**
 - b. Parents are reminded that they must keep the school office informed of any change of address, and of any changes relevant to their child's position on the Application Lists**
 - c. It is a condition of acceptance that parents sign an undertaking that their child will be subject to the regulation of the school as laid out in the Positive Behaviour Policy.**

8. Students with behavioural difficulties or poor attendance record

- 8.1. If a student has a poor discipline and/or attendance record, during primary schooling, or at another second-level school, Newpark -
 - a. will require a letter of explanation from the parents/guardians and
 - b. will apply to the student's previous school for a reference
 - c. may decline to accept a student who has been excluded from another school
 - d. may impose specific conditions to entry, such as an interview, contract, and trial period.
- 8.2. See also Section 3.2

9. Unaccompanied Minors

- 9.1. Applications must be supported by a sponsor (e.g. social worker, Health Board or foster parent) who will be required to act as a point of reference for the student concerned.

10. Acceptance

- 10.1. The school will issue a Letter of Acceptance for each student who has been offered a place within 21 days of the appropriate Enrolment Day.
- 10.2. Parents/Guardians must accept the place by the date indicated in the letter. After that date, the place will be re-allocated to the next student on the waiting list.

This revised policy was adopted by the Board of Management of Newpark Comprehensive School at its meeting of June 2009. Date of next Review of Admissions Policy: June 2010

Signed: Micheal Johnston

Chairperson

Signed: Derek Lowry

Secretary, Board of Management

APPENDICES

1. APPENDIX ONE:- SCHOOL ORGANISATION

- 1.1. Newpark Comprehensive School operates under the Patronage of His Grace, the Church of Ireland Archbishop of Dublin. The Patron delegates the responsibility for the management of the school to the Board of Management. The present Board is:
- 1.2. Patrons' Nominees:
 - a. Roger Dunwoody
 - b. Jane Glanville
 - c. Robert Grier
 - d. Micheal Johnston (Chair)
 - e. Canon Ben Neill
 - f. Rev Gillian Wharton
- 1.3. Teaching Staff Nominees:
 - a. Heather Farlow
 - b. Mary Kennedy
- 1.4. Parent Nominee:
 - a. Ann O'Grady
 - b. Wesley Galloway
- 1.5. Representative of Co. Dublin Vocational Educational Committee
 - a. Pat O'Connor, C E O
- 1.6. Secretary (Non-voting, in attendance at meetings):
 - a. Derek Lowry (Principal)
- 1.7. (Non-voting, in attendance at meetings):
 - a. Mark Cookman (Deputy Principal)

2. APPENDIX TWO:- TEACHING RESOURCES AND CURRICULUM

- 2.1. Newpark caters for c.800 students and has a teaching staff in excess of sixty teachers.
- 2.2. It offers a wide range of subject in the following programmes:
 - a. Junior Certificate
 - b. Transition Year
 - c. The Leaving Certificate (Established)
 - d. The Vocational Leaving Certificate Programme (LCVP)
 - e. The Leaving Certificate Applied (LCA)
 - f. European Section
- 2.3. Full information on each of these courses is available in separate publications.
- 2.4. Mixed-ability Teaching
 - a. Newpark is committed to a policy of mixed-ability teaching in as many subjects as are practicable. There is no streaming in the school. Classes in a minority of subjects (Irish, Mathematics and senior English) are set in groups designed to cater for Higher, Ordinary and, where applicable, Foundation Level. The classes in these subjects are blocked in the timetable to facilitate movement between the levels.
- 2.5. Extra-Curricular Activities
 - a. Staff members voluntarily operate a programme of extra-curricular activities in the school.
 1. A Students' Council has been established in the school.

3. APPENDIX THREE:- THE ETHOS OF NEWPARK COMPREHENSIVE SCHOOL

3.1. INTRODUCTION:

- a. Newpark has a Christian tradition, reflecting its origins within the Protestant tradition, and is under the patronage of the Church of Ireland Archbishop of Dublin. The school was established in 1972, when the Department of Education purchased Avoca & Kingstown School, an amalgamation of two small private schools. Avoca School was founded in 1892 by A.A.McDonagh and Kingstown Grammar School in 1894 by the Rev. E. Devlin.
- b. The two founding schools catered primarily for Protestant children in the Blackrock/Dun Laoghaire area, but the schools also welcomed pupils from other religious faiths and from none. In 1968 the original schools amalgamated as Avoca & Kingstown School at Newtownpark Avenue. Four years later it became Newpark, one of the 4 Comprehensive Schools established by the Government :
 1. to make free second-level education available to the Protestant community within an appropriate ethos
 2. to provide educational and recreational facilities for the local community
 3. to act as centres for educational innovation
- c. Newpark has a specific obligation to the Protestant community of south Dublin/north Wicklow, and this is reflected in its special recognition of the National Schools under Protestant management in the catchment area and by the priority given to those enrolling from the Protestant community. Newpark also considers itself a pluralist community; it embraces inclusion in terms of social, cultural, religious and ethnic diversity. This is reflected in its special

recognition of National Schools managed under the auspices of Educate Together in the same catchment area. These two special recognitions are at the core of the school admissions policy.

3.2. A Comprehensive School

- a. Newpark is a co-educational comprehensive school. The school offers a broadly-based curriculum to meet the diverse range of academic, vocational, social and spiritual needs of its pupils. It offers a balance between the formal learning in an extensive programme of prescribed and optional subjects, and the encouragement of extra-curricular and co-curricular activities. Newpark aims to unlock individual potential and enable its students to develop their talents and skills to the maximum degree possible. Within the specific conditions of its admissions policy Newpark operates an open enrolment. It is a State school and there is no charge for basic tuition.

3.3. A Child-Centred School

- a. Newpark aspires to value equally all the children in its care. High among the values
 1. it seeks to promote are:
 2. respect and tolerance
 3. an appreciation of diversity
 4. a sense of justice
 5. social responsibility
 6. an awareness of wider communities
- b. Newpark aims to foster in all members of the school community
 1. a friendly and co-operative atmosphere
 2. confidence and self esteem
 3. an appreciation of excellence

3.4. The Role of the Patron/Religious Nominating Authority

- a. The Patron has the responsibility:
 1. to ensure that the school is run in an effective manner and in accordance with the ethos, philosophy and traditions of its founders and their successors;
 2. to articulate and develop a philosophy of education that reflects the characteristic
 3. spirit of the school
 4. to engage with the school partners in the promotion of that philosophy
 5. to nominate and support the Board of Management
 6. to promote the spirit of partnership within the school community
 7. to promote the interests of the school with government agencies and with the local community

3.5. The Role of the Board of Management

- a. The Board has responsibility, derived from the Patron, to manage the school and to uphold the characteristic spirit of the school, as defined by its values and traditions.

- b. The Board determines the policies that are necessary for the effective running of the school and ensures that they are consistent both in content and in implementation.
 - c. The Board leads:
 - 1. in determining the development of the school and providing effective management for it
 - 2. in the appointment of professionally qualified staff who are committed to the
 - 3. characteristic spirit of the school
 - 4. in providing a support structure to enable the Principal and staff to exercise
 - 5. education leadership
- 3.6. The Role of the Staff
- a. The teachers and non-teaching staff are expected to understand the traditions of the school, to commit to the maintenance and implementation of the characteristic spirit of the school, and to collaborate in the process of teaching and learning, so that the students can achieve their full potential. Teachers are expected to conduct their professional duties in a spirit of respect, tolerance and courtesy; to recognise that each person has a right to equal opportunity in education; to show particular concern for the empowerment of student with special needs, and to those who come from ethnic minorities or from backgrounds of poverty or social exclusion. Teachers are expected to promote:
 - 1. educational excellence
 - 2. discipline which is fair, consistent and positive
 - 3. practical educational experience which helps the development of moral, civic,
 - 4. social and political leadership
 - 5. independence and fairness
 - 6. the necessary skills to enable students to engage fully in society
 - b. It is hoped that all staff members will contribute fully to the life and development of the school, both within and outside the classroom, and continually seek to enhance their own professional and personal skills.
- 3.7. The Role of Students
- a. Newpark wants its students to:
 - 1. show respect and courtesy towards all members of the school community
 - 2. work to the best of their ability
 - 3. reach their potential in mind, body and spirit
 - 4. recognise that each person has an equal right to education
 - 5. develop a sense of justice and social responsibility
 - 6. be sensitive to those who have special or different needs
 - 7. prepare for adult living
 - 8. develop a healthy self-image and self-esteem
 - 9. develop a sense of personal identity and an appreciation of cultural diversity

3.8. The Role of Parents

- a. Newpark recognises parents as the primary educators of their children and that the home is central to the development and nurturing of young people. The school expects parents to:
 1. be partners with the school in the education of their children, particularly in the
 2. encouragement of work, study and play
 3. support the school and their children in relation to both their school work and homework
 4. share in the expectation of positive behaviour, and to collaborate with the school in addressing any behavioural problems that may arise
 5. be partners with Newpark in the operation and development of the school and the maintenance of its characteristic spirit
 6. actively support, both individually and through the PTA, the enhancement of the school's facilities and services

4. APPENDIX FOUR:- TRANSFER OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

4.1. Overall Aim:

- a. Newpark Special Needs department believes that a successful transfer programme from primary to post-primary is a key ingredient to the successful inclusion of special needs students. In addition to the following programme, a member of the resource team is working with the Blackrock Education Centre and the Special Education Support Service on advising schools as to best practice in preparing students for transfer from primary to secondary schools generally.

4.2. General Screening:

- a. Involves Guidance Counsellor, Special Needs Co-ordinator, Learning Support Co-ordinator and a member of the English as a second language team.
- b. The screening process seeks to identify needs early and make transition easier for all students.
- c. Students when applying to the school are asked to identify if they have any learning difficulties or if they are in receipt of resource hours at primary level. The Special Educational Needs (SEN) & Learning Support (LS) co-ordinators screen all applications which make mention of additional learning needs. For students with Special Educational Needs the co-ordinator then contacts the home for more details. A list is drawn up of students likely to need SEN resources and a second list for learning support.
- d. The SEN co-ordinator reads all psychological reports that are sent to the school. If the students do not meet criteria they are then passed on to Learning Support and the year leaders are kept informed as to what extra support will be needed.

4.3. Guidance:

- a. The Guidance Counsellors in conjunction with the LS and SEN departments screen all incoming students in February. Most prospective students enjoy visiting the school with their classmates. The three departments meet and discuss the results of the screening.



- b. The Guidance Counsellor investigates students whose screening results may indicate a learning difficulty and not already notified to the school.

4.4. Identification:

- a. Students are identified as requiring Learning Support, English as a second language or Special Educational Needs resources. If students have been identified as having Special Educational Needs the co-ordinator arranges a programme to help with the transfer to Newpark.

4.5. Transfer Programme:

- a. There are two transfer programmes in operation for students with Special Educational Needs, the first is for students who will not require a Special Needs Assistant and the second is for those with more needs who may require a Special Needs Assistant.

1. **Programme 1** - General Learning Disability & Dyslexia – (High Incidence)

- a. Parents are invited in and meet with the co-ordinator firstly to discuss and sign the form requesting additional teaching support from the Special Educational Needs Organiser (SENO) The need for assistive technology is discussed and applied for if necessary. Parents are given an information pack and suggestions as to how they might help prepare the student for the transfer. They are asked to answer a detailed questionnaire which helps to identify priority target areas for Individual Educational Plans.
- b. The students are given a tour of the school in a small group and visit the resource rooms. Where possible the parent and student meet the teacher who will be primarily responsible for that student.

2. **Programme 2**- Physical Difficulties, Hearing difficulties, Assessed syndromes, Emotional Behavioural Difficulties and Autistic Spectrum - (Low Incidence)

- a. Students who fall into the low incidence category often require a more intensive level of support. Parents visit the school for an introductory session as above and the teachers from the primary schools are visited. Reports are collated and sent to the SENO for resources in April. Students who may require a Special Needs Assistant are brought into the school with their existing Special Needs Assistants or with a key worker in the case of special schools for an informal visit and tour. Existing Special Needs Assistants brief Newpark as to what they feel the main care needs of their students are. Advice is given at that meeting on how to prepare students for their transfer. Sample timetables are given to the students and their schools. The schools involved have a very clear idea of how to help the student transferring. The students then come back for another introductory day before the main school starts. This is organised by the guidance counsellor.

4.6. Autistic Spectrum:

- a. The arrangements are similar to the above but in addition use is made of the July programme if possible. Parents visit the school for an introductory meeting. Schools are visited and students are invited in twice. The first visit includes a tour and the second is an introductory day. Students who are in mainstream primary schools are advised about the July Programme run by the Department of Education & Science. Teachers from Newpark work with students over the summer through the July programme and that gives incoming students a chance to meet and get to know existing Newpark students. The time is also used to prepare students for the transition.

- b. The Lucena Clinic runs a transfer programme for some students from special schools.
 - c. Newpark links in with this programme and gives advice on what has worked in previous years.
- 4.7. Physical Difficulties:
- a. The usual arrangements as for Low Incidence students but in addition, Enable Ireland visit the school prior to entry and do an assessment. The works needed are carried prior to entry if possible. Students' rooms may need to be changed in September if they prove to be inaccessible. The usual arrangement for Low Incidence students also apply.
- 4.8. Applications for Resource Teaching and/or Special Needs Assistants
- a. All reports and parental requests are sent to the SENO by April. This allows time for parents to be informed if they do not meet the criteria laid down by the Department of Education & Science and the National Council for Special Education. They may then decide to look for additional reports over the summer or to have students re-assessed. If the students are not likely to meet the criteria they are then advised as to what the Learning Support department may be able to offer if appropriate.

5. APPENDIX FIVE:- ADMISSIONS POLICY - LEAVING CERTIFICATE APPLIED

- 5.1. Rationale
- a. The Newpark LCA Programme began in 1997. It emphasizes for students learning by experience, with practical assignments and continuous assessment over the course of the two year programme.
 - b. The focus of the programme is on preparing students for the world of work and lifelong education. Subjects such as Information Technology, Hotel Catering and Tourism, Engineering and Work Experience Placements reflect this work related emphasis.
 - c. There are 16 places on the programme in each year.
- 5.2. Relationship to Newpark Mission Statement
- a. The LCA provides a learning environment in which each student is valued for his/her talents, strengths and abilities. The programme caters for the needs of a specific section of the school community that is not served by the standard academic programmes.
- 5.3. Goals
- a. to encourage full attendance through the award system of credits
 - b. to enable students to reach their full potential
 - c. to foster entrepreneurial skills
 - d. to develop the holistic self through participation in sports, arts and physical activities
 - e. to become aware of the range of opportunities in Further Education and the working world
- 5.4. Criteria for Admittance
- a. Due to the limited intake on the programme the following criteria will be applied:
 - 1. Newpark students who have completed a Transition Year programme or similar programme

2. To prioritise applicants who would benefit from a more practical programme with an emphasis on continuous assessment
 3. Students for whom the Junior Certificate was too academic and do not want to do the Transition Year may be considered for admission to the LCA programme with appropriate consultation
 4. Students with a history of disruptive behaviour may not be admitted to the LCA course
 5. If all places are not taken up by Newpark students, students from other schools may be considered if they fulfil the above criteria
- 5.5. Procedure, Interview Process & Consultation
- a. Interested students complete an Application Form and return it to the Guidance Department by the date specified.
 - b. Consultation with the parents / guardians and co-ordinator and other appropriate school staff, such as Guidance Counsellor or Resource Teacher
 - c. Interview is held with the student to familiarise him/her with the programme

6. APPENDIX SIX:- ASSOCIATE ORGANISATIONS AT NEWPARK

- 6.1. Newpark Parent-Teacher Association
- a. The Association derives from the PTA of Avoca School (1940), one of the first such organisations to be established in Ireland. Membership is open to all parents of children currently attending Newpark. A committee, consisting of parents and teachers, is elected annually. The Association nominates two parents representatives, a mother and a father, to the Board of Management every 5 years.
 - b. The Parent-Teacher Association requests that parents should make every endeavour to pay the voluntary subscription to the Association. This supports the salaries of the school nurses and the provision of facilities that do not come within the remit of state funding.
- 6.2. The Newpark Charitable Trust
- a. This Trust was established in 2002, with the principal aim of promoting the arts, sports and recreation in the school.
 - b. The Board of Management encourages parents and past pupils to contribute to the Newpark Trust.
- 6.3. Newpark School Sports Centre
- a. The sports facilities of the school are administered by a manager and staff under the direction of the Board of Management
- 6.4. Newpark School Adult Education Programme
- a. The Board of Management operates a programme of night classes for adults in the community. The programme is administered by a Director, holders of posts of responsibility and an administrative staff.
- 6.5. Newpark Music Centre
- a. The Music Centre is an independent organisation, based in Melfield House and operating with the full approval and involvement of the Board of Management.