

Presentation Secondary School Listowel Annual Report 2015-2016

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Section One

Annual Report 2015 - 2016

1. Mission Statement

Ours is a Presentation Secondary School, inspired by the vision of Nano Nagle, and in response to her we welcome and cherish girls irrespective of ability or background.

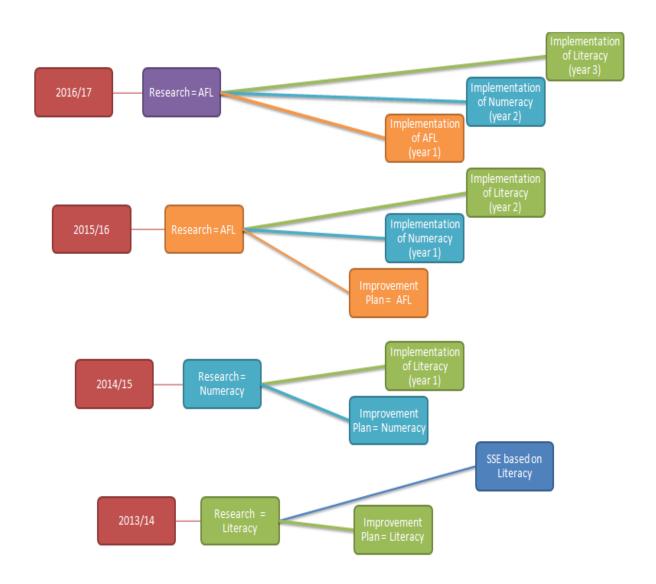
We aim to develop a vibrant community of Pupils, Staff, Parents, and Management, based on Gospel values such as justice, truth and honesty, in accordance with the ethos of the school and our agreed Code of Discipline and conduct.

We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School community is recognised, affirmed and valued.

We aim to awaken our girls to their true dignity and role as women in present day society. Inspired by these values we dedicate ourselves to the continual development of our Presentation School.



2. School Improvement Planning



School Self-Evaluation Report 2015-2016 School Improvement Plan 2016-2017

1. Introduction

1.1 The focus of the evaluation

A school based self-evaluation of teaching and learning was undertaken during the period December 2015 to May 2016. During the evaluation, teaching and learning in the following was evaluated: Assessment for Learning: The use of Learning Intentions and Success Criteria.

We set out to achieve the following aims/objectives:

Students:

- ➤ To clarify learning through the use of learning intentions.
- > To provide students with a structured approach to learning.
- ➤ To provide students with the opportunity to analyse their learning.

Teachers:

- ➤ To increase awareness of Assessment for Learning.
- ➤ To affirm that the school and classroom are effective learning environments.
- ➤ To embed Assessment for Learning into the culture of the school.

This is a report on the findings of the evaluation.

1.2 School context

This school is an all girls secondary school which offers the Junior Certificate, Transition Year and Leaving Certificate programmes, traditional Leaving Cert, LCVP and LCA to its students. The school has an open enrolment policy. It has 8 feeder primary schools. With this in mind, we created a project based on AFL.

In recent years concern has been expressed by third level institutions regarding weaknesses in the area of AFL. As a direct result of this, we decided to roll out our initiative aiming to encourage the use of AFL with all first year classes. With this in mind, we hope to continue to use of AFL with these students in the hope that by the time they reaching Leaving Certificate, they are fully aware of their lessons learning intentions and success criteria. We want to make students fully aware of their lessons by zoning in on what they need to learn and the steps that are required to reach that goal. The reason we focused on first year students was based on their adaptability as they are new to secondary school and their eagerness to learn to change. In addition, we felt that the first year group would be manageable to observe and monitor student learning. We were able to get all first year teachers on board and by focusing on first year only it will afford teachers with the opportunity to get accustomed to it.

2. The findings

The evaluation (based on a student questionnaire and teacher questionnaire)

First-year students were surveyed in order to ascertain their attitudes towards Assessment for Learning.

- 52.5% said they understood what a learning intention was.
- 70% are always clear on what they are supposed to know at the end of class.
- 67.5% said that teachers often tell them what they are looking for in terms of homework assessment.
- 89.5% felt that having a learning intention would assist in their learning.
- 95% of students said that they didn't understand what success criteria were.
- 65% of students stated that they prefer to be guided in their learning rather than left to be independent learners.
- 87.2% of students felt that a checklist would help them with their learning.
- 43.6% agreed that assessing their own work would help with their overall learning.

The outcomes of discussions among staff at subject department level were shared with the whole staff. Based on this, a teacher survey was compiled and conducted prior to the commencement of the project.

- 86.7% of teachers sated that they highlighted learning intentions at the start of each class.
- 53.3% of teacher said that they highlight what they are looking for ion a homework task prior to its completion.
- 60% agreed that they inform students of what they are meant to know by the end of class.
- 50% stated that they always insure that students understand what they are being assessed on and why.
- 46.7% said they use success criteria as part of their lessons.
- 92.3% believed that success criteria would help students to achieve their goals.
- 57.1% said that they are confident in approaching AFL in the classroom.
- 60% of teachers said that learning intentions was their most comfortable area of AFL.

After the completion of the project, we noted improvements in the following areas for both teachers and students:

Students:

- 77.4% of students could pick out the learning intention from a list of possible options.
- 81.3% of students found that they use of learning intentions was helpful in their lessons.
- Students stated that the majority of teachers used the poster as a means of presenting learning intentions and success criteria.
- 71.9% found the use of success criteria helpful in their lessons.
- 100% of students stated that teachers' were using learning intentions and success criteria.

Teachers:

- 76.5% of teachers said that they use both learning intentions and success criteria in their classes.
- 94.1% agreed that learning intentions and success criteria contribute to AFL.
- 100% of teachers said that using learning intentions was helpful for focusing their lessons the majority of the time.
- 88.2% of teachers feel more confident using success criteria now.
- 56.3% found that the use of AFL in the classroom was an effective use of time.
- 70.6% promised to incorporate learning intentions and success criteria in their future lessons.
- Teachers used varying methods of presenting AFL in the room with the most popular being the poster and verbally.

3. Summary of school self-evaluation findings

3.1 Our school has **strengths** in the following areas:

- Strong subject department structures.
- The existence of a teaching and learning committee.
- A coordinator of School Evaluation.
- A Senior Management team.
- Learning school project coordinated by Tralee Education Centre.
- Subject coordination linking with the learning schools team.
- 3 A Post holders.

3.2 The following areas are prioritised for improvement:

- We are going to expand the project to all Junior Cycle students for the academic year of 2016/17.
- **4.3** The following legislative and regulatory requirements need to be addressed:
 - Vetting
 - Whistleblowing
 - Review of Health and Safety Policy

Appendix to Post-primary School Self-Evaluation Report: legislative and regulatory checklist – reporting to the school community

| Which area of school life is involved? | What is the relevant legislation, rule or circular? | Is the school fully meeting the requirements of the relevant legislation, rule or circular? | | |
|--|---|---|--|--|
| Valid enrolment of students | Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and Circular M51/93 set out the conditions for students to be validly enrolled in a school | | | |
| The school calendar and the school timetable | Circular M29/95 sets down the length of the school year - minimum of 167 days for all year groups | ⊠ Yes □ No | | |
| | Circular M29/95 sets down the length of the school week - minimum of 28 hours for all year groups | ⊠ Yes □ No | | |
| Standardisation of school year | Circular 034/2011 gives the dates for school holidays | ⊠ Yes □ No | | |
| Parent/teacher meetings and staff meetings | Circular M58/04 sets out the arrangements for these meetings | ⊠ Yes □ No | | |
| Implementation of national literacy and numeracy strategy | Circular 25/12 describes the whole- school approach required by the strategy, and the implications for timetabling, assessment and reporting students' progress | ⊠ Yes □ No | | |
| Implementation of agreement regarding additional time in school for teachers | Circular 025/2011 requires teachers to do an additional 33 hours of out-of- class work each year, so as not to reduce teaching time | ⊠ Yes □ No | | |
| Development of school plan | Section 21 Education Act 1998 requires all schools to have a school plan | ⊠ Yes □ No | | |
| Engagement with school self-evaluation process | Circular 40/2012 outlines the SSE process and what it requires of schools | ⊠ Yes □ No | | |
| Guidance provision in secondary schools and whole-school guidance plan | Circular 09/2012 sets out the current arrangements for guidance planning and provision and refers to Section 9 of the Education Act 1998 | ⊠ Yes □ No | | |
| Delivery of CSPE to all junior cycle classes | Circular M12/01 Circular M13/05 set out the required provision for Civic, Social and Political Education | ⊠ Yes □ No | | |
| Exemption from the study of Irish | and Political Education Circular M10/94 sets out the conditions necessary for students to be exempt from studying Irish | | | |
| Implementation of child protection procedures | Circular 65/11 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed | ⊠ Yes □ No | | |

| Implementation of complaints procedure as appropriate | Section 28 Education Act 1998 provides for procedures to address complaints about a school | |
|--|---|---|
| Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion) | Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision. | No Appeals have been dealt with or are being dealt with ☐ Yes ☐ No ☐ N/A ☒ |

Appendix to School Self-Evaluation report: policy checklist – reporting to the school community

| Policy | Source | Has the policy been approved by the Board of Management? | |
|--|--|--|--|
| Enrolment policy | Section 15 of the Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice | ⊠ Yes □ No | |
| Code of behaviour, including anti-bullying policy | Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour and an anti-bullying policy | ⊠ Yes □ No | |
| Attendance and participation strategy | Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life | ⊠ Yes □ No | |
| Health and Safety Statement | All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005) | ⊠ Yes □ No | |
| Data protection | School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003 | ⊠ Yes □ No | |
| Special education needs policy | Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of students with special educational needs and to provide for them appropriately using the resources available | ⊠ Yes □ No | |
| Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy | Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision. | ⊠ Yes □ No | |
| Substance use policy | A Department directive and guidelines issued to schools in 2002 require schools to develop and implement a substance use policy in consultation with parents and students | ⊠ Yes □ No | |
| Internet acceptable use policy | Schools should have and implement a policy to instruct students on safe and responsible use of the internet | ⊠ Yes □ No | |
| Child protection policy | Circular 0065/2011 sets out requirements (see above for details of policy and implementation) | ⊠ Yes □ No | |

| Parents as partners in education | Circular M27/91 requests schools to set up a parents' association, and promotes partnership between home and school | ⊠ Yes □ No |
|--|---|------------|
| Deployment of special needs assistants | Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools | ⊠ Yes □ No |

OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in last SSE on (specify date):

- A strong staff commitment to promoting literacy
- A print rich environment
- Good support from the learning support department
- Good structures to support students
- An excellent ICT structure

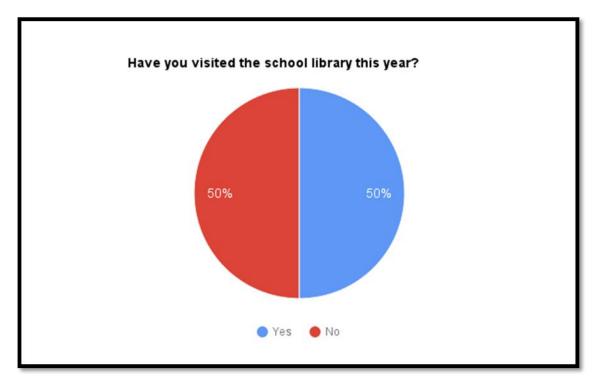
Summary of main areas requiring improvement as identified in last SSE (specify date):

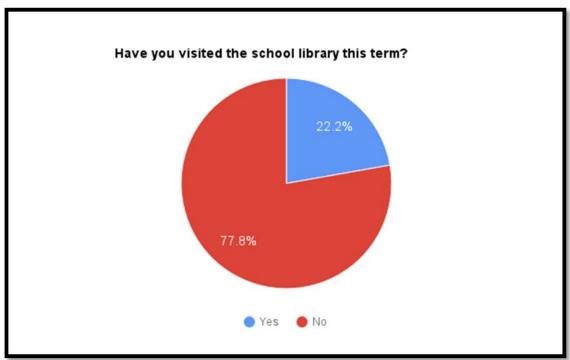
• We are going to expand the project to all Junior Cycle students for the academic year of 2016/17.

| EVALUATION THEME | IMPROVEME NT TARGETS (RELATED TO STUDENTS' ACHIEVEME NT) | REQUIRED ACTIONS (RELATED TO TEACHING AND LEARNING THAT WILL HELP TO ACHIEVE THE TARGETS) | PERSONS RESPONSIBL E | TIMEFRAM E FOR ACTION | SUCCESS CRITERIA/MEAS URABLE OUTCOMES | REVIEW DATE |
|-------------------------|---|--|--|--------------------------------------|--|-------------|
| Assessment for Learning | An improveme nt in the use of Learning Intentions and Success Criteria. | Internal CPD on AFL. Consolidate with second years. Introduce to first and third year students. Display learning intentions at the beginning of class. Use of success criteria to assist student learning. Link with learning support. | All first year teachers. Manageme nt Subject teachers Individual teachers Whole school staff | Septembe r 2016 to May 2017 | Survey to ensure that students understand. Open ended questions to ensure student comprehend the project. | May 2017 |

Evaluation of Library/Reading in First Year

First Year Library Survey Analysis: May 2016.





Write down the 'Title' and name of author of the best book you ever read. *(actual student responses) The Mortal Instruments Series By Cassandra Clare:) The Fault in our Stars by John Green Divergent Veronica Roth Suzanne Collins The Hunger Games Love Lucie and I Cant Remember the authors name. Divergent, Veronica Roth The Fault in our Stars by John Green The One by Kiera Cass `13 Reasons Why' by Jay Asher Throne of Glass series (Sarah J. Maas) Missing Girl by Norma fox. "The Selection" Kiera Cass I haven't read any of the schools books. David Walliams Auful Auntie The Fault in our Stars by John Green Hunger Games Suzanne collins White heat- Tomás Ó Sé White Heat - Tomas Ó Sé Kiera Cass - The One (the selection series) the harry potter books are one of my favourites by ik rowling but I cannot choose out of the seven books which one is my favourite The Fault In Our Stars By John Green We Were Liars e. lockheart fault in our stars by john green the boy in the striped pyjamas by john boyne city of bones-cassandra clare the boy in the stripped pyjamas by john boyne The Boy In The Stripped Pajamas by John Boyne the fault in our stars

The Fault in Our Stars by John Green.

Twelfth Night by Shakespeare.

Harry Potter JK Dowing

the maze runner by james dashner

Me before You by Jojo Moyes

the fault in our stars john green

the hunger games triology by suzanne collins

List three of your favourite books. Give 'Title' and name of author.

*(actual student responses)

Noughts & Crosses by Malorie Blackman

The Mortal Instruments Series By Cassandra Clare:)

The Knife of Never Letting Go By Patrick Ness

john green Cathy Cassidy & Jacqueline Wilson

divergent, hunger games, Cinnamon girl

The Maze Runner, Darren Shan and divergent

love lucie, raven and divergent veronica roth.

the fault in our stars by John green, jacquliene willson girls in love and goodnight mr tom by Michelle Magorain

The Selection Series by Kiera Cass

The Prey by Andrew Fukuda

The Hunger Games by Suzanne Collins

`13 reasons why` by Jay Asher `The Selection` by Kiera Cass `Roll of Thunder Hear My Cry` by Mildred D Taylor

Throne of Glass (Sarah J. Mass), Crown of Midnight (Sarah J. Maas) Divergent Series (Veronica Roth)

missing girl , missing sister ,} Norma fox and the twilight series } Stephenie Meyer.

"ice" sarah beth durst

"apple and rain" sarah crossan

"girl online" Zoe Sugg

war horse by Michael maphergo , under the hawthorn tree by Marita Conlom-McKenna and divergent by Veronica Roth

throne of glass, hunger games ,the wishing chair

auful auntie harry potter and the fault in our stars

Candyfloss, Queenie and Hetty Feather all by Jaqueline wilson

hunger games Suzanne Collins ,elephant in the garden micheal murpurgo, angel cake cathy cassidy

The three Hunger Games books by Suzanne Collins

Mr.tom (), the witch hunt (), pretty little liars()

Cirque Du Freak Darren shan, The elite kiera cass, the life of riley Joanna nadin

fault in our stars, john green, any Jacqueline Wilson book in teenager categories, holes by Louis sascher

Hunger Games Series By Suzane Collins

the hobbt J.R.R toilken, we were liars e. lockheart, the fault in our stars John green

the boy in the striped pyjamas by john boyne wilderness by roddy doyle evas journey by judi curtin

the boy in the striped pyjamas-john boyne the fault in our stars-john green city of bones-casssandra clare

the boy in the stripped pyjamas by john boyne, the fault in our stars by john green, twilight by stephanie meyer

the fault in our stars by John Green ,The Boy in The Stripped Pajamas by John Green and Wilderness by David Robbins

the fault in our stars John Green

The Fault in Our Stars by John Green, Rebel Sisters by Marita Conlon-McKenna

A Midsummer Night's Dream, Romeo and Juliet and Twefth Night by Shakespeare.

the hunger games Susanna Collins

the fault in our stars by john green, the maze runner by james dashner,

harry potter j.k rowling

Looking for Alaska (by john green), The duff (by Kody Kepling), More Than This(Patrick Ness), Every Day(David Lueithan)

hunger games susanne collins the maze runner veronica roth

looking for alaska by john green girl online and girl online on tour by zoella the book thief by markus zusak What books would you like to have in the school library to read? Name at least three. Give 'Title' and name of author.

*(actual student responses)

The Mortal Instruments Series By Cassandra Clare:) (The whole series)

The Infernal Devices By Cassandra Clare:) (The whole series)

Lady Midnight By Cassandra Clare:)

fault in our stars paper towns both by john green

love lucie, Geek girl, cinnamon girl

Vicky angel cirque the freak and cinnamon girl

Geek girl, Cinnamon girl and wildflower girl.

jacquliene Willson books

The Selection Series by Kiera Cass

The Prey by Andrew Fukuda

The Hunger Games by Suzanne Collins

`Go Ask Alice` by Beatrice Sparks `Bourne Identity` by Robert Ludlum `Dorothy Must Die` by Danielle Paige

- 1. throne of glass series (Sarah J. Maas) 2. divergent series (Veronica Roth)
- 3. the hunger games series (Suzanne Collins)

the hunger games, war horse and wild flower girl.

"Girl Online" Zoe Sugg

insurgent by veronica Roth

(hunger games series by Suzanne Collins), (the fault in our stars by john green,)(throne of glass by Sarah Jane mass)

cathy cassidey harrypotter and hobbit

Harry Potter by JK Rowling

divergent veronica ross, the maze runner james dashner, we were liars e.lockhart

Harry Potter series by J.K. Rowling

the books listed above

the meaning of life Joanna nadin, my so-called life Joanna nadin

more Jacqueline Wilson books in teenager categories

Harry Potter Series By JK Rowling

the mortal instruments Cassandra Clare, the maze runner james dashner, harry potter J.k Roling

the hiring fair

in real life by joey graceffa

the fault in our stars by john green

weird girl and whats his name by Meagan brothers

selection-kiera cass

the maze runner-james dashner

Wonder By R.J. Palacio

Romeo and Juliet, A Midsummer Night's Dream and Antony and Cleopatra by Shakespeare.

Anything by Cassandra Clase, John green or David Lueithan

paper towns john green

me before you by jojo moyes

eleanor and park by rainbow rowell

flowers in the attic by virginia andrews

brilliant by roddy doyle

3.

• Traveller Education

The school has three traveller students enrolled.

4. Faith Development to include

• RE Provision/hours taught in each year.

Each year group is allocated 3 RE classes in the week except in First Year where prior to 2014-2015, First Year were allocated 1 RE class per week. School Management is working to address this matter. In the 2015-2016 timetable First Year students were allocated 2 classes per week. As this Annual Report is being published (June 2016) efforts are being made to ensure that in the 2016-2017 timetable or at the very latest 2017-2018 timetable that all First Year students will be allocated 3 RE classes in the week.

- **Observance of Liturgical Year** See Coordinator RE report in section three
- Culture of prayer and sacramental life in the school

The Culture of prayer and sacramental life in the school can be described in the following fashion, we bear witness, we worship and we place a huge emphasis on welfare as described in the Bishop's Pastoral Letter on Education 2008.

Chaplaincy services

We are indeed very fortunate to have Sr. Eilis, who is a retired Presentation Sister. Sr. Eilis is in the School on Wednesday and Thursdays.

Ongoing professional development

In September 2016 School Management intend to utilise the Catholic Schools Partnership Resource Pack entitled 'Understanding and Living the Ethos in a Catholic Voluntary Secondary School'. We plan to establish a staff Ethos Comittee to oversee the work in this area. Clearly the Board of Management will have a central role to play in this initiative.

5. Pastoral Care

The Pastoral Care team met once a week during the school year. The Principal, Deputy Principal, SEN Coordinator and RE Coordinator met to discuss emerging issues. The NEPS Psychologist joined the meetings on occassions

6. Positive behaviour

The Review of the Behaviour Code during the first term of 2014-2015 placed a significant emphasis on positive affirmation. The inclusion of a merit stamp page in the school journal, the use of Merit Cards by teachers and the wonderful Awards Day event on May 18th all point to the importance of positive reinforcement. Our philosophy is to 'catch students doing good' and reward them

7. Parental Involvement

As highlighted in last year's Annual Report the very large number of parents (95%-98%) say that our school is a welcoming school.

The three members of the Parents' Association Executive are in regular contact with the Principal. Parents are actively encouraged to contact the school regarding the daughter's wellbeing and education.

The Parents' Association held a Bucket Collection in March in Garvey's shop.

The agreed Report from each Board meeting is posted to all members of the Parents' Association Executive the day after each meeting.

Section Two

Presentation Secondary School Listowel Parents Association 2016 Report

- o Parents Council Fundraiser a bucket collection held in SuperValu March 19th raised €425.00. The current balance on the account is €1064.00.
- Christy Mahoney stepped down as the Parents Representative on the Board of Management and was replaced by Simon McKenna. Rita O'Shea replaced him as Chairperson of the Parents Association.
- The Parents Association met with the Board of Management on Monday 23rd May 2016. The meeting discussed recruiting more parents to become involved in the Association.
- The Parents Association hope to have fund raisers in September 2016 and March 2017.

Gillian Sheahan (Secretary) Anne McKenna (Tresurer)

Parents' Association

Chairperson: Ms. Rita O'Shea Secretary: Ms. Gillian Sheehan Treasurer: Ms. Anne McKenna

8. BOM (Number of meetings held; brief report)

The Board of Management meets on average once a month. The Sub Finance Committee meet before every meeting and they report to the full Board. The Sub Finance Committee would meet on occasions on their own for example to discuss the annual accounts and to meet with the school Accountant.

Presentation Secondary School Board of Management 2013-2016

Trustee Nominees

Chairperson: Mr. Mike Sheehy

Ms. Una McElligott

Mr. Leo Daly

Mr. Shay Downes

Parents' Association

Mr. Simon McKenna

Ms. Joan Daly

<u>Staff</u>

Ms. Margaret Daly

Ms. Muireann O'Sullivan

Board of Management Monday 24th August 2015

The Board warmly congratulated the staff, students and parents on the excellent Leaving Cert results.

- The Board reviewed the current financial position of the School.
- The Board ratified the Admissions Policy 2015-2016
- The Board ratified the Child Protection Procedures for the School year 2015-2016
- The Board completed the checklist for the Annual Review of the Anti-Bullying Policy
- The Chairperson signed the Child Protection Policy
- The Board ratified the School Tours/Field Trips Policy
- The Board was informed that the Pastoral Care team will review the Critical Incident Policy in September.
- The Board Completed the School Self Evaluation legislative and regulatory checklist
- The Board amended the Behaviour Code to include the ban on e cigarettes. The PE polo shirt is now part of the official School uniform.
- The Principal updated the Board on Teaching and Learning issues for 2015-2016
- The Board reviewed concerns regarding the building
- The Principal briefed the Board on the procedures regarding the upcoming appointments of two Assistant Principals.
- The Board discussed the School Self Evaluation Plan 2014-2015
- The Board discussed the School Improvement Plan 2015-2016
- The Board will finalise the Strategic Plan 2015-2017 shortly
- The Principal presented the Annual Report 2014-2015 to the Board
- The next meeting will be held on Monday September 21st 2015

Board of Management Monday 21st September 2015

The Board warmly congratulated the staff, students and parents on the excellent Leaving Cert results.

- The Board reviewed the current financial position of the School.
- The Board is reviewing the Health and Safety Policy
- The Board discussed the new Department of Education Circular on the Promotion of Healthy Lifestyles in Post Primary schools
- The Board congratulated the staff and students on the excellent Junior Cycle results
- The Board discussed the Strategic Plan for 2015-2017. A consultation document will be circulated to all parents.
- The Board discussed drawing up a time bound action plan for the School based on the Annual Report 2014-2015
- The Principal updated the Board on Teaching and Learning activities since the August meeting
- The Principal gave reports on all School activities since August
- The Board reviewed concerns regarding the building
- The Board approved the new Post of Responsibility Schedule
- The Board identified two Posts of Responsibility to be advertised
- The Board approved the Interview Board for the Post of Responsibility interviews which will be held shortly
- The Board acknowledged the contribution of the teachers who retired recently.
 The Board will write to each teacher to thank them for their years of service to Presentation Secondary School
- The next meeting will be held on Monday 19th October 2015

Board of Management Monday 19th October 2015

- The Board reviewed the current financial position of the School. Like many other Voluntary Secondary Schools the School is in a financially challenging position. Therefore the Board decided to write to all parents explaining the situation especially regarding money owed to the School.
- The Board is reviewing the Health and Safety Policy. There are issues with the fire alarm. The School will be making an application for the Summer Works Scheme to address the problem
- The Board discussed the Strategic Plan for 2015-2017. The consultation document was circulated to all parents. The parent responses have been complied. The parent responses will be discussed in detail at the next Board meeting
- The Principal updated the Board on Teaching and Learning activities since the September meeting.
- THE Board acknowledged the Programme Reports submitted by the Coordinators of LCVP,TY and LCA to the meeting.
- The Board will discuss in detail the current School Self Evaluation Plans and school Improvement Plans at the next meeting
- The Board discussed completing the Draft SEN Policy.
- The Principal gave feedback to the Board on the recent Home Economics Inspection.
- The Principal gave reports on all School activities since September 21st
- The Board reviewed concerns regarding the building
- The next meeting will be held on Monday 30th November 2015

Board of Management Monday 30TH November 2015

- The Board reviewed the current financial position of the School.
- The School Accounts for 2014-2015 will be presented to the Board at the January meeting.
- The Board thanked parents for their response to the letter sent to parents regarding the financial status of the School. The response has been very positive.
- The Board decided to hold a Bingo event in the April to fundraise for the School.
- The Board is reviewing the Health and Safety Policy. The School has made an application for the Summer Works Scheme 2016 to address the rewiring, fire alarm and other electrical issues.
- The Principal updated the Board on Teaching and Learning activities since the October meeting.
- The Board asked the Principal to express the Board's thanks to all involved in the Presentation Day Mass held in the Parish Church on November 15th
- The School Self Evaluation/School Improvement Planning Coordinator gave a presentation to the Board on the School's SSE/SIP Plans
- The Board discussed the policy review schedule: the Review of the Substance Use Policy, the Draft SEN Policy, the Draft Policy on Visiting Students and the development of a Health and Wellbeing Policy. The Year Head Team is currently managing the Review of the Substance Use Policy.
- The Principal gave reports on all School activities since the October 19th meeting.
- The Board reviewed concerns regarding the building.
- The Board expressed its thanks to staff for all the wonderful work going on in the School, the Board wishes all staff a peaceful and happy Christmas.
- The next meeting will be held on Monday 18th January 2016

Board of Management Monday 25th January 2016

- The Board reviewed the current financial position of the School and all school contracts.
- The Principal informed the Board about the plans for Catholic Schools Week
- The Board acknowledged receipt of a letter from Mr. Christy O'Mahony, a Parents' Association nominee on the Board. Mr. O'Mahony has resigned from the Board for personal reasons. The Board requested that the Principal make contact with the Parents' Association regarding organising a replacement nominee.
- The School Accounts for 2014-2015 were approved by the Board.
- The Board thanked parents for their support for the School financially. The payment plan scheme has been well received.
- The Board decided to hold a Bingo event in April to fund the canteen improvements.
- The Board is reviewing the Health and Safety Policy at every meeting.
- The Principal updated the Board on Teaching and Learning activities since the November meeting.
- The Principal presented an action plan to the Board based on the analysis of the 2014-2015 Annual Report.
- The Board discussed the policy review schedule: the Review of the Substance Use Policy, the Draft SEN Policy and the Draft Policy on Visiting Students. The Year Head Team is currently managing the Review of the Substance Use Policy.
- The Principal gave reports on all School activities since the November 30th meeting.
- The Board reviewed concerns regarding the building.
- The next meeting will be held on Monday 29th February 2016

Board of Management Monday 29th February 2016

- The Board reviewed the current financial position of the School.
- The Board welcomed Mr. Simon McKenna who is the new Parent nominee to the Board.
- The Board granted permission to the Parents' Association to fundraise in Garvey's Supervalu on March 19th on behalf of the school.
- The School Budget for 2016-2017 was discussed and will be approved at the April meeting.
- The Board decided to hold a Bingo event on April 24th to fund the canteen improvements and associated works.
- The Principal updated the Board on Teaching and Learning activities since the January meeting.
- The Board ratified the Policy on Visiting Students
- The Board discussed the Draft Substance Use Policy, the Board plan to approve the policy at the April meeting.
- The Principal informed the Board about plans to develop an E Learning policy for the school
- The Principal gave reports on all School activities since the January 25th meeting.
- The Board reviewed concerns regarding the building.
- The next meeting will be held on Monday 11th April 2016

Board of Management Monday 11th April 2016

- The Board reviewed the current financial position of the School.
- The Board thanked the Parents' Association for their fundraising in Garvey's Supervalu on March 19th 2016.
- The School Budget for 2016-2017 was discussed and will be approved at the May meeting.
- The Board discussed arrangements for the Fundraising Bingo event on April 24th
- The Principal updated the Board on Teaching and Learning activities since the February meeting.
- The Principal updated the Board on the reports from the Co-ordinators of Transition Year, LCA and LCVP.
- The Board congratulated the Home Economics Department on the excellent Home Economics Inspection Report
- The Board approved allocating 31 places in Transition Year in the academic year 2016-2017
- The Board discussed amending aspects of the Behaviour Code in 2016-2017
- The Board discussed carrying out a review of the Book Rental Scheme in the academic year 2016-2017
- The Board ratified the Substance Use Policy
- The Board will be inviting the Executive of both the Parents' Association and the Student Council to the Board meeting on Monday May 23rd 2016
- The Principal gave reports on all School activities since the February 29th meeting.
- The Board reviewed concerns regarding the building.
- The next meeting will be held on Monday 23rd May 2016

Board of Management Monday 23rd May 2016

- The Chairperson of the Student Council Erin Halpin met with the Board. She gave an excellent presentation to the Board and to the Executive of the Parents' Association
 - on the work of the Student Council
- The Executive of the Parents' Association met with the Board. The meeting discussed the following:
 - **♣** Getting more parents involved in the Association
 - ♣ The review of the Book Rental Scheme
 - The Parents' Association AGM in September to elect two nominees to the new Board of Management which begins its term on October 15th 2016
 - **♣** The Library/reading initiatives
 - **♣** Wellbeing initiatives, physical activity, Health Promotion
 - ♣ A discussion took place regarding ICT and ipads
 - **♣** School finances
 - ♣ The possibility of a school exchange with a French or German school
- The Board reviewed the current financial position of the School.
- The Board thanked everybody involved in the Bingo event, in particular the Credit Union who gave €500 towards the jackpot prize and Bank of Ireland who are giving €1,250. The event raised approximately €6,400
- The Board approved the appointment of a Consultant to oversee the Summer Works Scheme(rewiring of the school)
- The Principal updated the Board on Teaching and Learning activities since the April meeting.
- The Principal informed the Board regarding the School Self Evaluation and School Improvement Plans
- The Board will review the Behaviour Code in particular the procedures relating to suspension and mobile phones
- The Principal informed the Board about the staffing and curricular plans for 2016-2017
- The Principal gave reports on all School activities since the April 11th 2016 meeting.
- The next meeting will be held on Monday 22nd August 2016

9. Student Council:

We have a very active Student Council. The Council attends training every September. A Council Representative meets with the Board of Management in May each year.

10.Extra Curricular activities

The School offers a broad range of sporting and other activities

11.Enrolment challenges

Based on an analysis of the numbers we are projecting the pupil numbers to increase in the coming years with an estimate of 340-350 by 2020

12.Brief financial overview of financial position of school, highlighting any area of concern

The circumstances at present are very challenging. The Board of Management Finance Committee and the Board itself are closely monitoring the financial activities of the school.

13.Management Reports Senior Management Team

Eileen Kennelly Principal

Margaret Walsh
Gerard Tarrant
Margaret Daly
Muireann O'Sullivan
Assistant Principal
Assistant Principal
Assistant Principal

Croke Park Hours on <u>Thursday 22nd October 2015</u> 3.45 – 5.45pm

Staff Study

Senior Management Meeting

- **♣** Eileen Kennelly
- Margaret Walsh
- ♣ Gerard Tarrant
- Muireann O'Sullivan
- Margaret Daly

Agenda

- 1. Welcome
- 2. Board of Management Agreed Report October 2015
- 3. The School Plan
- 4. The School Strategic Plan 201-2017, Parent Consultation Document
- 5. Action Plan Annual Report 2014-2015
- 6. Review of School Policies: Substance Use Policy
- 7. Annual Report 2015-2016
- 8. Upcoming events

Senior Management Meeting Monday January 11th

Venue: Staff Study

- **4** Eileen Kennelly
- Margaret Walsh
- **♣** Gerard Tarrant
- Muireann O'Sullivan
- Margaret Daly

Agenda

- 9. Welcome
- 10. Minutes of October 22nd Meeting
- 11. Board of Management Agreed Report November 2015
- 12. Board of Management issues
- 13. Enrolment trends 2015-2018
- 14. Senior Options 2016-2017
- 15. Review of School Policies:
 - **♣** Substance Use Policy: Ratification Feb Staff meeting
 - ♣ Review Fire Safety Policy

- ♣ Draft Policy on Visiting Students
- 16. Exams February 2016
- 17. School Self Evaluation/School Improvement Planning 2015-2016
- 18. The School Plan
- 19. The School Strategic Plan 201-2017, Parent Consultation Document
- 20. Action Plan Annual Report 2015-2016
- 21. Upcoming events

The Senior Management put together an Action Plan based on the Annual Report 2014-2015

Action Plan on Annual Report 2014-2015

Overview: Analysis of the following:

- 1. State Exams Review
- 2. Aspects of Parent Survey March 2015
- 3. Aspects of student survey March 2015
- 4. Aspects of staff survey March 2015
- 5. 1st Year Evaluation Questionnaire May 2015
- 6. Bullying Surveys
- 7. Seamus Whitty
 - 1. State Exams Review
 - 2. Aspects of Parent Survey March 2015
- ♣ The school parents association keeps me informed about its work
- ♣ The board of management reports annually to parents on the work of the school
- Financial contributions to help the running of the school are voluntary
- ♣ The school regularly seeks the views of parents on school matters

Action taken in 2015-2016

- ♣ Highlighting the work of the Parents' Association at Parent Information Evenings
- ♣ Parents' Association section on School Website and in School Newsletters
- ♣ Parents' Association invited to meet with the Board of Management
- ♣ Guest Speaker Seamus Whitty, Kerry Life Skills attended October 2015 meeting
- ♣ Board of Management Agreed Report sent to the Parents' Association reps the morning after each BOM meeting
- ♣ August letters to parents and Parent Information Evening meetings highlighted that the fact that the payment was voluntary
- ♣ All parents will be surveyed again in May 2016

3. Aspects of student survey March 2015

- ♣ I have a say in how things are done in the school
- **↓** I learn about relationships and sexuality in some lessons
- ♣ I get opportunities to work together with other students in my classes
- ♣ I got helpful advice and information from teachers when choosing subjects
- ♣ We use ICT regularly in classes

Actions taken in 2015-2016

- **♣** Full day training for the Student Council
- Student Council invited to meet with the Board of Management
- ♣ Introduction of Assessment For Learning (Key note Speaker August 2015, Learning School Project 2015-2016 as part of SSE)
- ♣ Southwest Counselling Relationship Workshops 6th/2nd Years March 2016
- ♣ Two day In-service for SPHE teachers
- **↓** Teacher based classrooms/revised seating plans
- **♣** Creation of staff and student email accounts

4. Aspects of staff survey March 2015

- ♣ The views of teachers are valued in the decision-making processes in the School
- ♣ The Board of Management keeps teachers informed about its leadership and management role
- ♣ I have good access to ICT facilities
- ♣ School self-evaluation is used to improve students' learning in the school

Actions taken in 2015-2016

- ♣ Setting up of the Teaching and Learning Committee and staff teams
- **♣** Setting up of Senior Management meeting
- **♣** Improved IT facilities: staff and student email accounts
- ♣ The appointment of an Assistant Principal to the position of Coordinator of SSE/SIP

5. 1st Year Evaluation Questionnaire May 2015

Bullying Surveys The Principal and the Year Head for First Years met to discuss the results of the survey. It was decided that the Year Head would liaise with the Class Tutors regarding watching out for the issues that were raised in the survey

6.

School Managament and the Guidance Counsellor conducted a whole school bullying sociogram with all students in December.

7. Seamus Whitty Kerry Life Skills

Seamus Whitty plays a central role in the life of the school. Seamus meets with staff, parents and takes each class group for two sessions (one and a half hours) workshops each year.

He is also involved in a transition workshop for the incoming First Year students in May.

Seamus completed research this past year in conjunction with IT Tralee. Our school took part in the research.

Abstract

Mental health has been reported as the number one issue for young people in Ireland with schools considered to play an important role in supporting adolescent well-being. This is an exploratory case study of the Kerry Life Skills (KLS) post-primary school programmes. The study employs a mixed methods approach, with student questionnaires (n=182) functioning as the primary source of data, and school staff interviews (n=4) providing additional context for the data gathered. This student and school experience is considered within the context of social validity; a measure of an interventions acceptability, viability and the perceived social significance of its goals, processes and outcomes. Social validity studies carry considerable potential for bridging the gap between research and practice, empower participants and can assist in responding to calls for mental health services to become more youth-focused. The findings of this study suggest high social validity for the KLS programmes. The data suggests they are perceived to be important and to impact meaningfully on positive well-being outcomes for students, particularly in the area of student self-esteem and confidence. The KLS programmes are deemed to be supportive of, and integrate well with, the whole-school approach to supporting student well-being, in particular the SPHE curriculum. The process of programme delivery, in particular youthfriendly aspects (music, video, activities, stories and a sympathetic facilitator) are considered by students themselves to be critical for programme acceptability and social validity. This study submits that, in order for mental health and well-being programmes in schools to be acceptable to young people themselves, they need to be engaging and fun with the qualities of empathy, genuineness and respect central to their successful facilitation. This research suggest that these process elements, rather than solely programme content, may be central to programme effectiveness itself, as they may directly influence student buy-in.

The following figures and tables present the findings of this study. Listowel Presentation Secondary School was one of four schools in Kerry participating in this study.

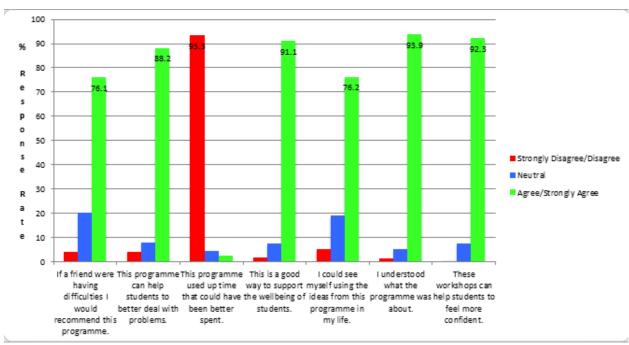
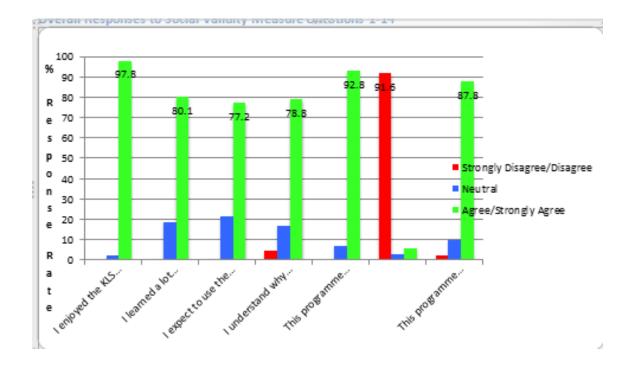


Figure 2 Overall Responses to Questions 8 to 14



Programme Elements

Section C of the questionnaire explored which programmatic elements of the KLS interventions ranked highest for the students. Figure 2 illustrates the findings for this section for the fifth year students in Listowel Presentation Secondary School. Responses in figure 2 are presented as a percentile of the total number of participants.

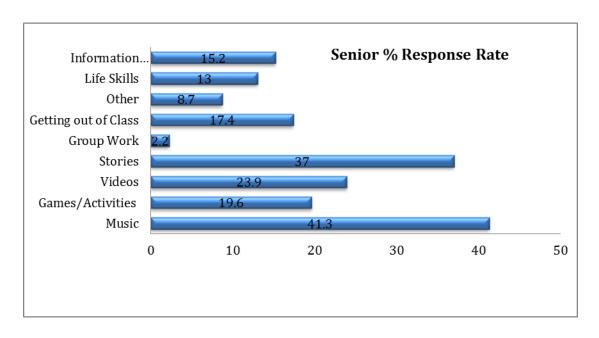


Figure 3 Senior Cycle Programme Aspect Ratings

Figure 4 represents a word cloud of the qualitative feedback from students. Word clouds reveal the frequencies of the different words that appear in a piece of text. An understanding of the general composition of the frequently used words allows viewers to have an overview of the main topics and the main themes in a text; and may illustrate the main standpoints held by the writer of the text.



Table 5 outlines themes emerging from the student questionnaire Section D, with response rates included and illustrative examples of comments made.

| Theme Heading | Included terms | Number of responses (total- 95) | Examples of Responses |
|----------------------------|--|--|---|
| Having fun | enjoyed, fun, not boring, hilarious, great experience, craic, liked, positive, | 74 | "It was really good. I loved it. I told all my friends about it." "I enjoyed all of it. None of it was boring and I was really excited to go. I wasn't bored at any time." |
| Importance | learned a lot, useful, important, productive, helpful, beneficial, life skills, changed my life, make you think, help yourself, helped me, good way to learn | 30 | "I think it is important for every teenager to be involved with a programme like this." "It was a very good way to develop much needed life skills." |
| Interactive elements | Music, stories, videos, activities, drawing houses, paper aeroplanes, games, | 24 | "I liked when he showed us clips and videos." "I really enjoyed the games/activities and group work." |
| Facilitator | Seamus, facilitator, teacher, guide | 16 | "Having a good/nice/funny person as your teacher/guide throughout the workshop". "talking to Seamus as he understands" |
| More | hope to have it again, like it again, more sessions, more time, should come back, come every year, don't come enough more times a year, | 14 | "we should have it more often © ©" "can you please come again because it was really good ©" |
| Programme quality | good, excellent, interesting, amazing programme, | 13 | "I think the Kerry Life Skills programme is an excellent programme that should be part of every school in Kerry." |
| Confidence/self -esteem | confidence, perfect the way I am, inspired you to be yourself, don't have to be what others want you to be, better about myself, boost your self confidence | 10 | "I really liked this programme because it helped me to realise that I am perfect just the way I am" "It really helped me to feel better about myself. Thank you." |
| Class group | class came together, get to know each other, group work games, meeting others, cooperate, accept others more | 6 | "I thought our class came together more as a group." "It reveals very important aspects to life and to accept others for who they are, where they come from and what their interests are." |
| Harold the giraffe | Harold, giraffe | 3 | "I loved it very much but maybe keep the giraffe." |

Presentation Secondary School Listowel 2015-2016

Posts of Responsibility

Assistant Principal Posts

Ger Tarrant Sports Coordinator and Year Head to 2nd Years

Margaret Daly Coordinator of School Self Evaluation

Coordinator of School Improvement Planning

Book Rental Scheme Co-ordinator

Muireann O'Sullivan Learning Support Coordinator

Year Head to Third Years

Special Duties

Elaine Keane Year Head to 1st Years

Responsibility for the School Newsletter

Mary O'Connor Exam Entry Returns to the State Examinations Commission

Responsibility for the Home Economic Rooms

Bridget O'Connor Coordinator of Mock Examinations

(Exam timetable and Staff Supervision Rota)

Kay Kennedy Liaison Teacher for Student Council

Ann Foley Coordinator of School Activities

(Theme Weeks, Choir, Musical Events)

Eileen Keane Responsibility for Science Labs and Year Head to 5th Years

Jacqueline Normile Coordinator of Library Facilities

Assistant Principal Post of Responsibility Reports 2015-2016

Gerard Tarrant.

Year Head 2nd Year.

As well as fulfilling the Leadership, Academic, Pastoral and Behaviour roles of the Year Head, I also attended the JMB Professional Development Programme held over three half days during the school year.

This initiative focused on the Role of the Year Head and the five core dimensions highlighted by the Council of the Joint Managerial Body;

- Spirit and Ethos
- Learning and Teaching
- Wellbeing
- Behavioural
- Operational.

Sports Coordinator.

The following extra curricular sports were focused on in the school this year; Badminton, Basketball, Gaelic Football and Soccer. Thanks to all the various staff members who have selflessly given of their time and expertise to ensure that pupils are given the opportunity to take part and enjoy the activities.

The emphasis for next year will be to increase participation rates among the senior students in team sports which has declined in recent years along the lines of national trends.

Annual Report – Post of Responsibly

Special Duties Post: September – November 2015

Margaret Daly

6th Year Head

- Attended Year Head Inservice in Adare 1/10/2015
- Liaised with parents of 6th year students when required
- Reiterated rules of the schools and encouraged positive behaviour in 6th year students, which had previously been delivered at assembly by the Principal Mrs Kennelly.
- Worked closely with L.C.A students to affirm positive behaviour and encourage cooperation with teachers

Green School Coordinator

- Attended an evening in-service on the Water Theme in Tralee
- Organised litter picking with TY students
- Organised Water Week 7th-11th of December with a wide variety of activities culminating with the launch of the Energy Flag by Michael O' Coilleán
- Organised four TY students to attend a Green Schools Water Forum in Cork in November
- Organised three TY students to attend an Irish Water Green School Ambassador Programme on Limerick
- Attended the Green School awards ceremony in Cork with three TY students to collect our third green flag (water)

Assistant Principal Post: November 2015 – June 2016

Assistant Principal

- School Self Evaluation and School Improvement Plan
- Attended PDST seminar in educational centre Tralee on SSE and SIP on the 11/9/2015
- Presented an account of SSE/SIP to the B.O.M
- Presented an account of SSE/SIP at a staff meeting
- Ordered relevant material on SSE/SIP from the PDST and distributed Book Mark Revision aids to students
- Attended a number of meetings with my principal and subject coordinators to discuss SSE/SIP and AFL
- Worked closely with teachers who have worked on Literacy and Numeracy school projects and AFL
- Worked closely with senior management who are very committed to SSE/SIP and AFL

Book Scheme

- Distribute books to students on a weekly basis e.g. changing novels for first years/students changing subject levels etc
- Ordering of books in consultation with my principal
- Distributing and collection of books to our foreign students
- Recycling of books which are out dated
- Attended a brief meeting with my principal and Ms Anna Brennan, accountant with the JMB to discuss the running costs of the book scheme
- Worked closely with two students who are appointed to help with the collection, distribution and bar coding of all text books
- Liaising with book reps is on going and samples are distributed to subject teachers

Learning Support Coordinator and Year Head to Third Years

Muireann O'Sullivan

Let me begin this end-of-year report by stating how much of an honour and privilege it was, and still is, for me to have been appointed to this post of responsibility on October 14th 2016. It has been a busy but rewarding seven months.

Being involved in the area of Special Needs Education wasn't going to be something new. I had worked in tandem with my predecessor, Breda Carmody, during the 2015-2016 academic year. I was also awarded a Professional Diploma in Education (Special and Inclusive Education) from St. Patrick's College, Drumcondra, in November 2015. Despite all, I am still learning! This is what makes it all worthwhile.

The needs of students nowadays are so wide-ranging that schools must be willing to make a concerted effort to cater for such diversity. To this end, I would like to thank most sincerely our Principal, Ms. Eileen Kennelly, for the continued support she gives to the SEN Department within the school. Strong leadership is so important when one is dealing with students who have additional educational needs.

I had the good fortune to attend the following courses run by the Special Education Support Service this year

- Leading Inclusive Learning for Resource Teachers [Post-Primary]
- Introduction to Deafness [Primary and Post-Primary]

The practical application of information gleaned from these two courses has proven invaluable. Inestimable also are the contacts one makes at such professional development days. It was marvelous to be able to make contact with people such as Maria Allen, Angela Martin and Rose-Marie Flanagan of the SESS when guidance on specific matters was required. I hope that 2016-2017 will prove as fruitful.

Dealing with other professionals such as occupational therapists, physiotherapists, social workers, psychologists, fellow teachers, special needs assistants and external agencies such as KIDS, CAMHS, Visiting Teacher Service, HSE, NEPS and the NCSE, to mention but a few, illustrates just how pertinent Special Education is. Central to it all is the student herself and her parent(s)/guardians. Planning for the student with additional educational needs is very much a collaborative effort here at Presentation Listowel.

Part of my brief therefore has been to meet with the various partners, read the various reports and plan to deliver a suitable and worthwhile education programme, sometimes in the broadest sense of that word, for individual students. This has been achieved through the Individual Education Plan (IEP) process. There now exists an up-to date Personal Pupil Plan (PPP) for each student in hardcopy and in electronic format. These PPPs incorporate an IEP and a Personal Care Plan (the remit of the SNA Department) where

required. The Personal Care element is regularly updated. The mainstream teacher and/or learning support teachers' contribution to the process is self-monitored and is expected to cater for the changing needs of the student should these arise. It is also hoped that all mainstream and/or learning support teachers will email me a reflective piece, based on their year's work, to help me plan so that these children's needs will be served long-term.

Applications for Reasonable Accommodations in the State Exams (RACE) have been made by me on behalf of some of our Junior and Leaving Certificate students. The majority of them have, thankfully, been granted. However, when an application is denied, it is always painful. An Appeal Process exists, but that too, unfortunately, doesn't always work out.

I worked closely with Ms. Aisling O'Dwyer, Career Guidance Counsellor, in preparing Disability Access Route to Education (DARE) applications for some of our Sixth Year girls. I'm glad to report that it all went well and that the girls were satisfied with our efforts. I wish them well for the future and trust that each and every one secures their preferred course choice.

CAT4 testing is an integral part of my post of responsibility and on Saturday, April 9th, our incoming First Years sat this test. The results of these tests will be used to support teaching and learning. It is hoped to supplement this with a Wide Range Achievement Test (WRAT IV) in September so that the SEN Department can be better informed about the needs of students. CAT4 testing was offered to our current Fifth Year cohort on Monday, April 11th. Thirty-seven students availed of the opportunity. The results of these will be given to the students during career guidance appointments, with the Guidance Counsellor, early in the next academic year. As I too have access to these results I will be in a position to use these in support of RACE applications should the need arise. Interestingly, such applications are normally made in May, prior to one's Leaving Certificate year. We have recently been notified through the JMB and DES that a stay on applications has been put in place until September 2016.

Each year applications are made through the SENO to the NCSE for resource teaching hours and/or SNA assistance for particular students. This year is no exception. As with RACE applications, some are granted while some are not. During my tenure in this post I have learned that when concessions have been denied Management has risen to the challenge. The approach here is very much guided by our Mission Statement: We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School Community is recognised, affirmed and valued.

Being Year Head to Third Years formally began when Ms. Kennelly introduced me, as such, to the Third Year groups. I was quite *au fait* with Luke Monahan's <u>The Year Head</u>. However, what gave me greater clarity of purpose were the Year Head Seminars - Year Heads Making a Difference - provided by the JMB in Adare, Co. Limerick. I attended two. It was wonderful to have had an opportunity to work with others from different

schools across the province and learn from their experience and expertise. I was reminded of the holistic nature of the role with a focus on five key areas:

- Spirit and Ethos
- Learning and Teaching
- Wellbeing
- Behavioural
- Operational

Rather than try and manage everything, I decided to concentrate on one specific area [Learning & Teaching] to help me get to know the students. Of course the other areas were also visited. My first port of call was the girls' October midterm test reports. I was able to identify strengths and weakness from these and addressed them in individual meetings with the girls. This helped break the ice and allowed me put faces to names. Most importantly, I believe, the girls were provided with a platform from which to articulate their concerns. Some spoke freely; others were reticent. The establishment of the link was important. I also reminded them of my availability each day between 8.40am and 8.55am and after school everyday should they need assistance or advice in any area. The fact that my classroom was the 3A base classroom also proved advantageous. It was at this point that I revealed that I may not be able to solve every issue but I promised do my best.

The same pattern was repeated after the Mock Exams in February. However, this time I had consulted with subject teachers where there were obvious difficulties. A hand written comment was inserted by me at the end of each girl's report. In an age where everything is technology-driven it's nice to be able to write something of worth down. The dual nature of my post afforded me an opportunity to introduce myself as Year Head to some parents whose signatures I sought for the purpose of applying to the SEC for concessions for the State Exams such as special centres, spelling and grammar waivers, scribes etc. Although something small when all is considered parents themselves felt enabled to pick up the phone and enquire about progress; in some cases parents were met by appointment, at their request, if clarity in an area was required.

Year Heads do not work in isolation. They are very much dependent on Class Tutors for support. I'm sure that Norma, Class Tutor to 3A and Bridget, Class Tutor to 3B, knew they had mine. It is very much a team effort - student, parents, Class Tutors, Year Head and School Management, all working together for the common good.

It is School Management's expectation that Year Heads will meet with students at particular times of the academic year - usually during the first week back after official school breaks - and remind them of the importance of a good routine, wearing the correct uniform, punctuality, the Code of Behaviour etc. To this end, I have fulfilled my duty and answered any queries along the way.

The pastoral nature of the role cannot be compartmentalised. It seeps through everything I do in my role as class teacher, Year Head and Learning Support Coordinator. Dealing with other people on a daily basis requires that I be objective, empathetic and realistic. I

have endeavoured to be so. When young ladies have a difference of opinion or when a particular group excludes another student or students it really is a case of standing back and looking at the bigger picture before any judgment call is made. The fact that I am part of the Pastoral Care team has helped me to deliver what I believe to be a good and solid service to this group in particular.

The Year Heads met with Ms. Eileen Kennelly, Principal, to give feedback from the inservice days and to consider some policy documents: Substance Abuse Policy, Health Policy and the Code of Behaviour. This meeting helped me better understand another facet of my role. I think it would be worthwhile to have such meetings, once a term at least, in order to keep abreast of what's current and glean ideas from one another about what has worked well and what hasn't.

The House Team initiative was introduced this year. Year heads played the role of manager. I headed the blue team. Unfortunately we didn't win any accolades but we did have great fun. And that's essentially what it was about - having fun, bonding, wellbeing. The first opportunity to do this happened during Health Promotion Week when the various teams headed off on the Sive Walk/Run or the Bog Walk/Run - depending on one's level of fitness. On Wednesday May 25th our School Sports' Day took place with the different House Teams competing against each other. The sun shone on our newly constructed track and green area; we put the stresses of school life aside and had a ball.

I believe that the Year Head role is one that cannot be taken lightly given that my role is ultimately 'to oversee the wellbeing of the year group on behalf of the school community so that learning at every level is supported.' Being a Year Head means being 'part of the leadership team of the school working with, and supporting, senior management in taking agreed delegated responsibility for [my] year group and contributing to the overall leadership of the school.'

Special Duties Post of Responsibility Reports 2015-2016

Elaine Keane

Year Head to 1st Years Responsibility for the School Newsletter

I'm First Year Year Head which affords me the opportunity to keep in touch with students regarding any problems encountered over the duration of the year. Throughout the year, I remind students of the school rules and upcoming house exams/events.

I also contribute the production of a school newsletter. I remind teachers to submit relevant articles and I proofread the same.

Mary O'Connor

Post of Responsibility: Exam Entry Returns to State Exam Commission and Responsibility for Home Economics Rooms

Department forms for Exam Entry Returns were photocopied and distributed to students . These forms were explained to the students and they were asked to check these forms carefully with parents /guardians re PPS number, date of birth, subjects being examined in June and levels being taken for the exam . I met with each student to check the forms, note any changes and sign the original forms. All forms were returned to the office for final completion by Eileen Kennelly . Leaving Certificate forms were completed and posted for the end of January 2016. Junior Certificate forms were completed and posted for March 11, 2016.

Responsibility for Home Economics Rooms:

General upkeep of rooms, pricing, purchase and replacement of equipment and sundries for the running of kitchens and dress design room. Reporting of any maintenance issues to Johnny Ryan and organising of cleaning of rooms at Christmas and summer.

Bridget O'Connor

Examination Timetabling and Teacher Supervision Timetabling Mid-term Mock exams and Summer In-house Exams:

o Set up a blank template timetable for each year group

- Liaise with secretarial staff on subject choices: which subjects could run concurrently
- Download State Examinations Timetable to establish the length of each subject for both LC and JC
- Copied each 3rd year & each 6th year class timetable for every period of everyday to see which staff members were available for each class period
- o Listed the staff members available for each of the 9 periods
- Liaise with ancillary staff re what rooms are available for each year group and the numbers each room could take
- o Liaise with secretarial staff to find class sizes
- Liaise with Johnny Ryan & Eileen Kennelly to decide what rooms are most suited to each class group
- Liaise with Muireann O'Sullivan to establish which students needed a special centre
- Liaise with M O'Sullivan to establish for which subjects each student needed a special centre
- Made out Examination Timetable for JC subjects and LC subjects keeping in mind the length of exams
- o Timetable break time & lunchtime for every centre
- Liaise with staff members re length of exams for 1st, 2nd TY and 5th year for each subject
- o Figure out which subjects could run concurrently for non exam classes
- Establish a pattern for subject timetable that suits staff and can roll on by 1 day for each exam period
- o Time tabled each centre to have a supervisor for each exam period

Kay Kennedy Post of Responsibility

♣ Setting up of student council and involvement in interview to select Deputy Head Girl.

Pat Murphy National Coordinator visited the school and spoke to the student council executive re the setting up and the running of same. Student Council Reps. present at Open Nightand drew up a notice board to highlight the presence of the Student Council and its activities.

The Executive organised the talent show at Christmas which was a huge success. Representatives from Jigsaw spoke to the girls about ideas for a Mental health theme week. They will to return to this in September 2016.

Other activities

- Involvment in sports day
 → organised house teams walks and other events.
 → Student council lunch to discuss end of year activities.
 → Regular meetings to discuss areas of concern raised by pupils during the year toilets dustbins refuse hand dryers being the main issues.

ANN FOLEY

POST OF RESPONSIBILITY

- Prayer Service new school year 1.
- Open Night organise rooms, subjects and liaise with Eileen Kennelly 2.
- 3. Nano Nagle Mass Church
- 4. Christmas Carol Service Church
- 5. Christmas Concert for Primary Schools School
- 6. Awards Day
- 7. T.Y. Musical
- 8. L.C. Graduation Mass

Theme Weeks:

- October $12^{th} 16^{th} Maths Week$
- November $16^{th} 20^{th}$ Science Week
- November 23rd November 27th Home Economics Week
- November 30^{th} December 4^{th} Student Council Theme Week December 7^{th} December 11^{th} Water Week
- December 14th December 18th History Week
- January 4th January 8th French & German Week (modern languages)
- February 1st February 5th Catholic Schools Week February 29th March 4th Literacy Week March 7th March 11th Art & Music Week

- March 14th March 16th Irish Week
- April 25th April 29th Health Promotion Week May 16th May 20th Sports Week
- May 30th June 3rd English Week

6th Yr Year Head + Science Coordinator Summary

Year Head Meetings:

August 28th Met with Class Teachers Re:

- C.O.B. Attendance; Punctuality; Uniform
- Office opening hours
- Contacting home during school hours
- Use of school journal
- High expectations
- Respect and dignity
- Pastoral Care referral forms
- Positive affirmation and merit cards

Oct. 1st JMB Year Head Seminar Adare

Nov. 17th JMB Year Head Seminar Adare

Nov. 25th Year Head Meeting

- Substance abuse policy to be reviewed and ratified by Feb. 2016
- Pastoral Care issues
- Feedback on JMB In-service

Jan. 18th JMB Year Head Seminar Adare

Jan. 27th Year Head Meeting

- Current BOM ends Oct. 2016
- Reviewed results of last years surveys and action plans arising from them
- Fire safety procedures
- Summer works
- Mock exams and reports
- Visiting student policy
- Flexible Croke Park hours ICT in-service
- Anti bullying policy House teams

Feb. 24th Year Head Meeting

- Substance abuse policy completed
- Visiting student policy

April 7th Year Head Meeting

- House team events
- Health Promotion week events

6th Year Student Review:

| Aug 28 | Met with Class Teachers: Code of Behaviour; Punctuality; Merit Cards and stamps; Study skills |
|---|---|
| September 2 | Whole school assembly and prayer service |
| September 3 | 5th Year Assembly: ~ Inform students of Head Girl duties and selection process ~ Mentoring process, training and applications ~ Availability of Pastoral Care Team |
| September 23 | Met students Re: mentoring applications |
| September 29 | Met Mentors Re: Training with Pat Murphy on Oct 1st |
| Oct. 2nd | Met students to organise activities for open night |
| Oct. 5th | Assembly: ~ Uniforms (scarves) ~ Absent notes / signing out |
| Oct. 19th | Distributed merit cards to students who helped on open night |
| Oct. 22 nd | 5 th Year assembly with E.K. |
| Nov. 5 th | 5 th and 6 th Parent Teacher meeting |
| Nov. 5 th – 12 th | Met with individual students re: report cards and teachers comments |
| Nov. 12 th | 5 th and 6 th Art students visit to gallery in Cork |
| Nov. 19 th | Met Mentors to set up meetings with their groups and writing a report afterwards |
| Dec. 2 nd | 5 th Year Team Building - Cappanalea outdoor education group in town park |
| Dec. 3 rd | Presentation by AWARE to 5 th year students |
| Dec. 10 th | Presentation by Humour Fit Theatre to 5 th Yr students |
| Dec. 14 th | Assembly: ~ Teacher folders on student shared drive ~ Computer in social area for student access ~ Student email addresses |

| Jan 6 th & 7 th | Assembly: |
|---------------------------------------|---|
| Jan O & / | ~ Attendance |
| | |
| | ~ Exams upcoming |
| | ~ Punctuality |
| T 10th | ~ Respect and Dignity |
| Jan. 12 th | 5 th Ag. Science trip to Pallaskenry |
| Jan. 21 st | Cont Monton to mark an arrangement is at all air and in a |
| Jan. 21 | Sent Mentors to meet groups re: subject choice options |
| Feb 5 th | Individual discipline issue dealt with |
| 1603 | marviduai discipime issue deait with |
| Feb 5 th | Met Mentors – sent to meet with groups re: upcoming exams |
| 1003 | vice with groups ie. upcoming exams |
| Feb 9 th -12 th | House Exams |
| 100 / 12 | Trouse Ename |
| Feb. 22 nd | Individual discipline issue |
| | 1 |
| Feb. 23 rd | 5 th Year Assembly: |
| | ~ Lockers |
| | ~ Leaving school premises during school hours |
| | ~ Litter |
| | ~ Lunchtime activities |
| Feb. 25 th | Year Head Meeting re: substance abuse policy |
| | |
| April 4-8th | Met individual students re: reports and teacher comments |
| | |
| April 5th | Organised lunchtime activities between mentors and groups |
| | |
| April 11 th | CATS test for 5 th Years |
| | |
| April 13 th | Assembly: |
| | ~ Code of Behaviour |
| | ~ School fund raiser (Bingo April 24 th) |
| April 20th | House Teams Meetings – Organise Bog Walk next Tuesday |
| 1 | |
| April 25th | Health Promotion Week |
| r | |
| May 12th | 5th Years attended UCC open day |
| | |
| May 20th | Assembly: |
| 1.14, 2011 | ~ Exams |
| | ~ Summer Revision |
| | CAO Applications for next year |
| | CAO Applications for flext year |

| June 2 nd | Writers Week Events – Operation Education |
|----------------------|---|
| | |

Individual discipline issues dealt with on:

| 12/Feb; | 24/ Nov | 30/ Sept | 15/Oct | 18/Sept | 12/Feb |
|---------|---------|----------|---------|---------|---------|
| 21/Jan | 27/Jan | 22/ Feb | 30/Sept | 8/ Oct | 14/Mar |
| 13/Nov | 16/Oct | 12/Feb | 21/Jan | 8/Dec | 25/ Feb |
| 13/ Oct | 21/Jan | 16/Nov | 22/Feb | 5/Feb | 12/Feb |
| 8/Oct | 4/Nov | 3/Dec | 27/Jan | 2/ Mar | 5/May |

JMB Seminar:

The aspect of these seminars that I focused on with my year group was 'Double Loop Learning'. This is related to behaviour management and the implementation of the Code of Behaviour.

The first loop uses the goals or decision-making rules, the second loop enables their modification, hence "double-loop". Double-loop learning recognises that the way a problem is defined and solved, can be a source of the problem i.e. by continually handing out prescribed sanctions for repeated misbehaviours (single loop learning), the problem may be temporarily solved but one may miss out on identifying the real underlying problem at hand. The second loop involves further investigations to identify the root of the problems with the aim of solving them permanently. I found this particularly useful when dealing with pupils who were regularly late for school in the morning.

Post of responsibility: School Librarian

Name : <u>Jacqueline Normile</u> Library Report: 2015 - 2016

THERE IS MORE TREASURE IN BOOKS THAN IN ALL THE PIRATE'S LOOT ON TREASURE ISLAND."

- WALT DISNEY

Reading for just ten minutes a day can make a huge difference to a young person's future. Literature and books play a fundamental role in developing young peoples' academic engagement, development and life choices, providing the framework and stimulus through which to deepen their understanding of themselves and the world around them, through empathising with characters and situations in high quality stories.

2015 - 2016

- A selection of titles, reflecting the broad choices revealed in our latest survey were purchased. At the beginning of the present school year, all these books were covered and categorised with the cooperation of students who have been dedicated supporters of our school library. In this regard, I want to give a special mention to one student in particular, Karolina Kowalczyk, for her help and support
- A large project undertaken this year and completed in December, saw a wonderful expansion to our school library. This larger, brighter space is much more welcoming and inviting and is now used by the book club every Thursday run by Miss O Loughlin to encourage recreational reading. Also, since the recent expansion, the library is now open to the entire school body every lunch time, five days a week (instead of the previous two) due to the help and support of the aforementioned dedicated group of volunteers.
- Literacy week, which took place from the 29th of February to the 4th of March, featured world book day on the Thursday of that week. During the week, an appeal to the student body for donations of books, was very successful. We will gladly continue to accept any further donations.
- The week also helped highlight the many lifelong benefits we can all gain from spending a little more time reading. During the week, all departments played a role in promoting literacy throughout the school. Students made trips to the school library as well as the public library. Some students took part in a literacy quiz and a writing workshop conducted by Gabriel Fitzmaurice. Students also engaged with reading through the 'drop everything and read' week. Initiatives like this can help reintroduce young people to a world where the wonders of reading just might displace the TV set or iPhone, if only for a little while.
- To free up space for more relevant/contemporary titles, Ms. Kennelly's contacted the archive section of Kerry County Council to discuss the removal of some older books. Subsequently, officials from Kerry County Council Library came to the school in January of this year and they were very happy to receive a valuable set of Canon Sheehan encyclopedias.
- On Friday, the 27th of November, I met with Ms. Daly regarding School Self Evaluation, a Review of Literacy Initiatives and Library Improvements. During this meeting we discussed some of the following topics;
 - The expansion of the school library.
 - Increasing the opening times of the library.

- Ways of encouraging/motivating 1st years to use the library.
- Library as a 'cool' place.
- Surveying 1st and 2nd year students re. book choices

In conclusion, we made the following suggestions;

- the introduction of music and earphones to the library
- the reintroduction of a 'reading' class for first year students
- encourage uptake of the MS Readathon
- that 1st year English teachers take their class to the Library once/twice a month to get books.
- canvas the opinion of 1st years on book preferences with the aim of purchasing the most popular titles identified by the survey.

We have tried over the past year to make our library and its books more relevant to all our students and we hope that our students will engage with and benefit from it. The library is open to all staff and students during lunch time.

Our library is very much a work in progress and we will continue in our endeavours to create a warm, vibrant space where students can relax, unwind and escape into the world of a good book.

Section Three

Subject Department Reports 2015-2016

Art Department

Members of the department Ms. C O'Riordan

Analysis of state results at 6th year above average and I am happy students are reaching their potential even though issue of achieving 'A' grade in art still a problem overall. Changes to the leaving certificate curriculum are being brought in as of the academic year 2016-2017 with 5th year art students. During this academic year we as Art teachers have received two half day in-service days in the Tralee education centre to be briefed on these changes. While there still are many concerns and unanswered questions re: the implementation of these changes one positive change is the fact that with the new curriculum all practical will be graded by one person. This change is positive and shall hopefully impact on more positive and fairer grades and leaving certificate art will then be graded by two separate people as opposed to three people currently.

Junior certificate results appear to have been graded quite harshly within an unprecedented amount of D grades. The standard in Junior certificate is expected to be quite high and this year even after encouraging some students to complete ordinary level they have remained at higher level. Project work at Junior Certificate level is worth 75% so it is crucial to have a good work ethic and high attendance. Students who haven't completed project as well as not attending exam which is worth 25% often affect averages within art therefore not giving a clear picture of the subject.

Theme week worked well this year and I hope to build on this next year. Activities included an exhibition of leaving certificate art work and other various artworks created for this week and also prizes from the art department. I would like to introduce some workshops next year from a visiting artist and possibly develop the idea of a more formal exhibition. TY students also this year put on a performance where they had painted their faces and at lunch time they acted as a 'walking exhibition'. This year Art week was linked with Music week which I believe worked well and perhaps we can build more on this next year Cross curricular links with art including with Music in preparation for the Ty show 'Hannah Montana & Camp Rock' for example props. Links with various projects and subjects including C.S.P.E, YSI, Green School, Religion etc. Competitions entered including the Credit Union (two winners from TY, Doodle for Google and the Mental Health Ireland photography competition.

Links with the community- In the past links with the Nano Nagle school in Listowel have happened. Last year the Art department successfully linked with the KPAF (Kerry Parents & Friends) for a number of weeks during a free class of mine to enable two students to engage in Art projects. These classes went very well and I hope to form this link again next year.

This year we visited the Crawford gallery in Cork city with 5th and 6th year students as part of the appreciation section on their art history course. I would like to next year maybe undertake a more extensive trip possibly to Dublin to visit more galleries. I believe this again could work well linked with art for 5th and possible 6th year students as a means to help with the subject and also as a culture visit.

CPD opportunities for Art can be quite sparse or not relevant but I am interested in attending workshops where possible which can be quite helpful and are sometimes organised through the ATAI Cork Branch or the Art Teachers Swap Group forum. CPD is constantly ongoing within the Art Teachers forum which acts as a great resource or support and is highly beneficial in terms of sharing resources, networking and for trouble shooting.

With the oncoming changes to the Art Curriculum more immediately at Leaving Certificate level I am hopeful there will be further in-service training in the coming academic year.

I have been involved as part of the literacy team within the school and as a result I have begun to research ways of linking literacy within my subject of Art. Last year I focused mainly on including literacy strategies with 2nd years, they executed a project on different artists to make a display this included, research and written expression. I also developed a project based on 2nd years finding an unusual word and using different styles of typography together with an image to write the word and include its meaning. With 5th years we began a project based on using typography along with an image either lyrics from a song or poem.

This year the focus has been looking at learning intentions and success criteria focusing mainly with first years but I have been highlighting this with all subject groups. For the summer exams I have given students access to copies of the marking schemes prior to the exam to enable them to reach their highest potential. This has been very positive thus far and is ongoing through the learning school project as part of our school improvement planning.

Students studying Art at leaving certificate are generally completing the higher level paper. At times students can be advised to take the ordinary level. Students studying Art for Junior Certificate all have completed the higher level this year though some were advised to take the ordinary level for various reasons.

The focus on numeracy needs to be improved within the art department. I have begun to highlight this more within art for example through timelines in art history, measuring, scale, proportion etc. I have completed a display on the notice board outside of the art room and also created posters linking with art history which will be displayed in the art room.

Uptake of art is reasonably high especially at junior cycle level but as always is dependent on option groupings. Interest from St. Michael's are slightly lower for next year and I believe this could be due to first years not having a taster block of art

facilitated. Uptake of art at leaving certificate quite good always will be smaller numbers as it is such a specialised subject and needs to be considered carefully if going to take Art for leaving certificate.

In relation to the subject department plan all these will be reviewed before commencing the academic year 2016-2017. The subject plan for first years needs to be reviewed if continuing with only one single class to get more done as this year I was caught for time especially with the 35 minute classes. The structure for art in TY I believe is being altered for the academic year 2016-2017 therefore this will also be reviewed.

The action plan for the Art department includes increased use of highlighting numeracy within art, increased use of email as a mode of communication, more possible links with the community possibility of an art exhibition outside of the school or inviting the public in and the development of Art week linking with Music week.

Resources bought as part of the Art budget are as standard the only really new addition was face paints which I will look at integrating and using more with TY years. ICT use in the Art department involves the constant use of visual aids and the use of YouTube for Art History lessons. The new school email will enable quicker and efficient use of sharing resources online. Even though I am aware that we as a school are trying to reduce printing costs at times this is impossible due to the emphasis put on support study images so this year having the art room linked to a printer has been a great help perhaps the inclusion of a colour copier/printer in the art room might be a possibility in the future. E-portal has proven very effective in terms of reviewing results and keeping track of attendance. Attendance and results in teacher folder also as still seems more secure and reliable.

Overall for the academic year 20145-2016 we have seen lots of exciting projects begin and reach completion and I look forward to lots more in 2016-2017.

BUSINESS DEPARTMENT

Members of the department

Teresa Culhane, Marguerite McSweeney, Elaine Hickey

Use of ICT in the Department

We continue to use the overhead projector, laptops, desktops. The quality of the internet access has improved over the last year in the Meabh room. Access to the computer room for Junior Business Studies classes would be welcome occasionally.

The use of varied websites and powerpoint presentations continue to be very helpful in

the classroom.

Review of the Subject Department Action Plan 20152016

(Find attached)

Details of Subject Department Action Plan 2016-2017

(Find attached)

General Analysis of State Exams 2015

Theme weeks and Activities organised for students outside the classroom L.C.V.P.

Activities

- · Mini company
- · Visit to the Lartigue Monorail
- · Work experience

Visit to Kearneys Bakery, Ballyhahill, Co.Limerick in conjunction with the Home Economics department.

Visit in from Mr Tony Carroll of S.I.P.T.U.

Visit out to North Kerry Ingredients, Listowel.

Transition Year Visit in from Mr. Tom O'Leary of Student Enterprise Awards Ms Denise Fitzpatrick, Manager of Bank of Ireland, Listowel interviewed students in T.Y. for positions in the School Bank. Seven students of the twenty students interviewed were given positions in the bank. There is one Manager, 2 Operations and Audits specialists, 2 Sales and Marketing Managers and 2 Customer Advisors

The class had two finance field trips to the local Bank of Ireland branch. Trip to Student Enterprise Awards Final in Tralee on 4/3/2016 where we had 4 students who won a social enterprise award for their publication 'Gifted'.

The students were also involved in the 'LearntoEarn Programme' provided by Bank of Ireland. It involved a six week programme on Wednesdays between the February midterm and Easter. Students were awarded a certificate on completion.

Theme Week

The Business department did not lead a theme week but felt that through L.CV.P. and Transition year in particular that there was a visible presence of the department throughout the school ie. School bank and the Mini companies.

Cross Curricular Links

L.C.V.P. is linked to Guidance, English, Maths and normally to optional subjects as well. Normally the optional subjects chosen by students, their career investigation and work experience are linked to their career choices. As mentioned earlier, the visit to Kearneys Bakery was linked with the Home Economics department for Leaving Cert.

L.C.V.P. students.

Accounting – linked to Maths, Business

Business – linked to Maths, Accounting and Home Economics

Transition Year Business – linked to Maths, English and Communications,

Enterprise, Art and Information Technology and DCG.

Junior Certificate Business Studies – linked to Home Economics, Maths, English, Art and Information Technology.

Competitions

Ms. Culhane entered five of the Fifth Year students in 'The Bond Trading Challenge' with Bank of Ireland which was held in Killarney on April 20, 2016. Ms McSweeney entered Transition Year students in the Student Enterprise Awards

competition and won the Social Enterprise award.

Department members C.P.D.

Teresa Culhane

– attended a course in the Tralee Education Centre on April 13 from 7-9pm about the 'Case Study 2016' for L.C.V.P.

Attended an Accounting conference in Athlone in September 2015.

School based ICT in service on use of Google Docs. and Google Drive on 13/4/2016 and 21/4/2016

Marguerite McSweeney

- School based ICT in service on use of Google Docs. and Google Drive on 13/4/2016

and 21/4/2016

Leaving

Cert. Business In-service in Limerick Education Centre on 14/10/2015 Elaine Hickey

Attended a Business Studies refresher course on Thursday 10th September 2015 at the Laois Education Centre, from 9.30am until 3.30pm.

School based ICT inservice on use of Google Docs. and Google Drive on 13/4/2016 and 21/4/2016

C.P.D. plans for 2016/2017

The courses we will do will depend on what is available and on what our timetable will require.

Links with PDST

The PDST website is very helpful for information on programmes like L.C.V.P., Transition Year and L.C.A.

We use it a lot for resources like Powerpoints, Quizzes, Crosswords, Word Searches etc.

We use it to see what CPD is available.

We contact it if we have any queries that we cannot find the answers to on the

website.

New resources purchased in 2015-2016

We did not purchase this year as we were waiting to evaluate our needs the new syllabus in Business Studies in September 2016.

Literacy and Numeracy Initiatives in the Department

The department has been very active throughout the school year to promote literacy among our students through –

The successful use of Word Walls

Use of graphic organisers

KWL

Word Searches

Crosswords

Quizzes

Worksheets

Encouraging the students to read the business pages in the newspapers

Reading the text book

Making posters etc.

The department has also been very active throughout the school year in promoting numeracy among our students through –

Generally using the cover page for all tests.

Use of the calculator in class regularly.

Accounting and Junior Cycle Business studies requires students to continually practice

their numeracy skills.

Links with the School Self Evaluation and School Improvement Planning Structure

Numeracy Year 1

Literacy Year 2

We continue to implement strategies suggested in the plan.

Use of AFL with first years

Any other issues that the Department wants to highlight

A new book is required for Leaving Cert. Business to keep abreast of changes in the business world and with legislation.

Presentation Secondary School Listowel Subject Department Action Plan 2016-2017

Subject: Business Priority to be addressed: New Junior Cycle Business Studies Syllabus

| What do we want to achieve? (TARGETS) | What needs to be done? (TASKS) | When? (TIMEFRAME) | Who? (REMITS) | Desired Outcomes? (SUCCESS CRITERIA) |
|--|---|--------------------|---|---|
| - Successful implementation of the new JC. Business Studies Syllabus | - Choose the most suitable textbook - Research all textbooks including consultations with teachers in other schools Attend relevant in-service pending ASTI approval. | May - Dec. 2016 | Junior Cycle Business Studies Teachers | Teachers feel fully competent in teaching the new syllabus. The students are successfully engaged with the new syllabus. |

AGREED MONITORING PROCEDURES:

- Textbook purchased for 1st years by Jan. 2017
- Teachers engaging with in-service.

AGREED EVALUATION PROCEDURES :

- Teacher feedback
- Student survey

BUSINESS DEPARTMENT ACTION PLAN ON NUMERACY FOR 2015/2016

| PLANNED | BY WHOM | TARGET | EVALUATION |
|------------------------|----------------|----------------------|-----------------------|
| ACTION | | DATE | |
| To continue with the | Teresa Culhane | This will be ongoing | 1st Years - Cover |
| use of the Cover | Marguerite | throughout the | sheets were used |
| Sheet for tests in all | McSweeney | school year. | for tests and |
| class groups. | Elaine Hickey | | students estimated |
| | | | and calculated their |
| | | | percentages. |
| | | | 2nd and 3rd |
| | | | business studies as |
| | | | above |
| | | | |
| | | | Accounting students |
| | | | - found the use of |
| | | | the cover |
| | | | pageuseful. |
| To ensure that all | Teresa Culhane | By the end of | 1st Years - Yes, all |
| the students will | Marguerite Mc | September 2015 | students have the |
| have the same | Sweeney | | same calculator, this |
| calculator and can | Elaine Hickey | | was great when |
| use it properly. | | | explaining new |
| | | | calculator |
| | | | operations. |

| | | | All other business students continue to use standard calculators |
|--|--|----------------|---|
| | Tanan Calliana | 70 | Accounting students - the students were well able to carry out all calculations easily so having the same calculator was not necessary. |
| Organisation of the Department to promote our Business subjects for the school Open Night. | Teresa Culhane Marguerite McSweeney Elaine Hickey | 7 October 2015 | First Year students put together booklets to promote Business Studies and to show what they had learned. |
| | | | The students and teachers who helped out on the night did a great job in promoting the department. |

| PLANNED | BY WHOM | TARGET | EVALUATION |
|---|--|---------------|---|
| Help students to develop their basic maths skills relevant to Business subjects eg. how to calculate percentages etc. | Teresa Culhane Marguerite McSweeney Elaine Hickey | December 2015 | 1st years - Yes, basic calculator skills were developed through the use of the cover sheet, questions in class and homework questions. As students all have the same calculator this helped greatly. Business students at all levels exercise maths skills on a daily basis, thus improving their numeracy ability. Accounting students - These students were constantly using their calculator to carry out all required computations. They were encouraged to use mental maths as much as possible. |

| Pay particular attention to short calculating questions by giving them practice tests intermittently throughout the school year. | Teresa Culhane Marguerite McSweeney Elaine Hickey | August 2015 – May 2016 | 1st Years -Where calculations were involved in questions, the students practiced, paired and shared and made up their own calculation questions to further develop numeracy skills. Accounting students - had regular tests which involved many computational |
|--|--|---------------------------|---|
| To produce and use posters to reinforce the learning of formulas in the business studies course. | Teresa Culhane Marguerite McSweeney Elaine Hickey | December 2015 | skills. 1st years - Yes. Relevant posters and displays were used - sometimes as powerpoint slides. A numeracy rich environment was present within lessons. 2nd & 3rd years -as above. Accounting - Posters were displayed on the classroom wall to help students calculate figures for accounts. |

| L.C.V.P. Mini company (fifth years) We plan to encourage all students to be involved in the financial side of running the mini company. | Teresa Culhane | December 2015 | Throughout the year the mini company groups were required to have two team members in charge of finance. They were in charge of organising a float, collecting entry fees/counting the takings and accounting for all money taken in/spent. |
|--|--|-----------------------------|---|
| We plan to give the second year Business Studies students plenty of computational practice during the double class. | Marguerite McSweeney | Throughout the school year. | Double class on Thursday was always effectively used for book-keeping |
| To encourage Transition Year students to enter the Young Entrepreneur competition where they will have to prepare a set of accounts. | Marguerite McSweeney | December 2015 | TY students prepared financial accounts as part of their enterprise business plans. |
| Teach students how to open a bank account. | Marguerite McSweeney Elaine Hickey | March 2016 | Students were introduced to current accounts, how to open a current account, lodging and |
| | - | | |
| | | | withdrawing money from this account in first year. Students who are existing account holders got to revisit their accounts. |

DCG & TG Department

Members of the department **Brian Coffev**

- Through the funding for DCG we received 12 new computers for the DCG room. This has made a massive difference for leaving cert projects as all students completed their assignment for 2016 on time and without any IT difficulty. We now have a total of 24 computers now in the room but only 12 of these can run the solidworks programme which means any class with a greater number than 12 cannot properly be introduced to solidworks. I introduced 2nd years to solidworks and the transition year group were split for modules on it.
- o It was decided to start Edmodo with 2nd years on a trial basis to see if students would be interested in receiving homework, sample questions and recorded video of classwork to use at home. Student were very interested and enjoyed this new method of teaching. Homework questions and links with video clips from you tube were up loaded so as students could study the topics at home themselves. Enquired about buying a Visualiser which would record questions being drawn in class by teacher so student could watch at home to cement method and techniques in place. This would also be of huge benefit to absent students to catch up on missed work. This something I'm seriously thinking of investing in over the summer as there is no funds available from school. This would become part of my action plan for 2016 − 2017 to help and promote the subject for students. The make and model visualise is Elmo L12iD at a cost of approx €825.
- Subject department plan for 2015 2016 involved the use of more Solid works with each class group. This was possible with 2nd Years, Transition Years and 5th Years. 1st year groups had too many students for the mount of computers in room. Developing a better understanding between paper drawing and computer aided design. Students really enjoy solid works and it is of huge benefit to them.
- Junior cycle results were very good. Some students who achieved a B in Higher level may have been closer to an A on another day. Leaving cert results were also excellent with 100% achieving Honours A & B at Higher Level. Only 3 students received A's this year which was disappointing as there was some students very capable of getting A's and didn't. The delay with projects that year would have a huge factor in this.
- o There is cross curricular links with Math's, Computers, Geography, Art and Science.
- There was DCG in-service for the term 2015 2016 because of the new edition of solid works being used. This was given as a half day session in the education centre Tralee combined with online tutorials which teachers could work on in their own time. I would have a strong interest in IT so would continuously look for courses in

this field. I would use you tube video clips on solid works and on paper drawing for research and as teaching aids.

- Web Design
- Photoshop
- ECDL

DCG

Subject:

- 42 students opted for Technical Graphics at 2nd Year. This number is well up on other years mainly due to big numbers in first year. The school is giving two classes of TG for 2nd year which is great for the subject going forward. This year's first group were surveyed on reasons for keeping on TG and what they would like covered in class.
- o Uptake for DCG is similar to other years with 9 looking study it at senior cycle.
- All students are encouraged to take Higher level at both Junior and Senior cycle.
 All current sixth years are doing higher level and in junior cert all but 3 are doing higher level. The three lower level students have had prolonged absence from school.

Presentation Secondary School <u>Listowel</u> Subject Department Action Plan 2016-2017

Priority to be addressed : _

| What do we want to achieve? (TARGETS) | What needs to be done? | When? | Who? | Desired Outcomes? (SUCCESS CRITERIA) |
|--|---------------------------------|-----------------------------|---|---|
| Using visualiser in class to show students solutions to questions. Students will be able to use recorded class solution to revise at home. | Need to buy a <u>Visualiser</u> | Before September 2016 | Teacher needs to buy it as there is no funds available. | All students will be able to access class work solutions and revise\learn at home at their own pace. Also any student absent can use this to catch up on missed work. It will be a great revision tool. |
| | | | | |

| AGREED MONITORING PROCEDURES: students on line activity by giveg homework through this process. | ask students op | RES: Survey in October to ts between 2015 - 2016 and rence. |
|---|-----------------|---|

English Department:

Members of the department

Ger Tarrant, Elaine Keane, Muireann O Sullivan, Gemma O Loughlin and Michael Daly.

Use of ICT in the Department:

All teachers in the English department strive to integrate ICT in our lessons. The provision of projectors, computers and laptops facilitates this process and allows teachers to enhance their teaching pedagogical approaches. Eportal is used to facilitate teacher discussion and continues to enable our lessons.

Review of the Subject Department Action Plan 2015-2016:

A more cohesive approach to the promotion of literacy within the school was discussed for the Action Plan. Each teacher was responsible for his/her own promotion of this whether through the enhanced use of keywords, the promotion of the reading corner, proposed by the literacy committee and set up by Gemma O'Loughlin, the very visible use of dictionaries in the classroom (provided on request by Eileen Kennelly, Principal), library visits, spelling, digital literacy, oracy etc. This was continued and flourished throughout this academic year. The issue of competition entry, debating and public speaking arose during our discussion on Action Plan. Students have in the past been advised about competitions – what's required, dates, prizes etc. Breda Carmody's contribution to training and managing different students over the years in the area of public speaking was recognised. It is hoped that this worthwhile project be looked at again. This was a goal set out in September which we completed through engagement with the Concern Debates and competitions such as Poetry Aloud. The subject department action plan for 2015-2016 incorporated a fresh look at feedback in the classroom. Teachers of Fifth Year students encorporated self assessed feedback into their learning to afford students with the oppurtunity to engage in some self directed reflection. This was set about to encourage students to take ownership in their learning. In addition, teachers of First Year students followed the Learning Schools Project initative which aimed at incorporating learning intentions and success criteria into their lessons.

General Analysis of State Exams 2015:

The English department prides itself on the results obtained by all students, at all levels. We endeavour at all times to help the girls in our charge and encourage them to reach their full potential. Having analysed the examination results at senior and junior level we are satisfied that we are fulfilling this obligation. Junior Certificate: The English department was pleased with the Junior Certificate results. 77% of the cohort undertook a higher level paper which is slightly higher than the national average of 75%. In addition, 8% of students achieved an A grade which is higher than the national average. 58% of students received an honour in English which is similar to the National average of 57%. In regards to the ordinary paper, 7% of students received an A grade which is significantly higher than the national average of 1%. A further 9% received a B grade. 20% of the ordinary level students were awarded an OL Honour which was higher than the

national average of 18%. 1 student failed ordinary level English as a result of persistent absenteeism.

Overall, we felt that the English grades were down this year. As English is corrected by impression, this can hinder results.

Leaving Certificate: We were pleased to learn that 86% of our students take an honours level paper when the national average is 68%. As a result of this 14% take the ordinary level paper which is significantly lower than the national average of 32%. Although the results were good, my belief is that the general student body was down a grade. English is corrected by impression and this is a mitigating factor sometimes. In regards to the OL paper, 100% of students who sat ordinary level English received an OL Honours. 22% of students were awarded an A grade, 44% were awarded a B and the remaining 33% were awarded a C grade. No student received a D or fail.

Theme weeks and Activities:

Throughout the year, the English department engaged with multiple activities and trips to enhance student understanding of English. These activities were extremely rewarding.

Eight students took part in the regional Poetry Aloud competition where Mary Kate Reidy, a Second Year student, was selected to compete in the National Semi-final where she was again successful. Mary Kate received a certificate for her performance in the National Final where she represented the school admirably. In addition, St John's provided a fitting venue for the Outreach Gaiety Theatre Production of 'Romeo and Juliet' and 'King Lear'. It was a tremendous experience and we look forward to 2016. Moreover, the Junior Cycle students rose to the MS reading challenge and raised €1240 in aid of the charity. After Christmas, students took part in a literacy themed week which included, but not limited to, trips to the library, a literacy quiz and a writing workshop conducted by Gabriel Fitzmaurice. We also engaged with reading through the drop everything and read week. Moreover, Miss O Loughlin introduced and ran a book club every Thursday to encourage recreational reading. Whilst Mr. Daly, Miss O Loughlin and Mr Hilliard ran a debate club who participated in the Concern Debates which undoubtedly enhanced their English. We have supported Operation Education, a Writers' Week initiative, since its inception. It continues to flourish and it is our intention to participate in Operation Education 2016 in May.

Cross Curricular links:

Cross Curricular links were forged between the English department and the History department through the successes of the debating team. In general, English is a department that works collaboratively with numerous subjects due to the content of the subject including history, geography, business, Irish and the modern languages.

Staff CPD within the Subject Department:

Individual teachers were to be responsible for their own CPD. Muireann O Siullivan regularly engages with the iNote conferences whilst Gemma O Loughlin attended the Senior Cycle Comparative CPD in the Tralee Education Centre. It's advisable that we sign up for CPD whenever this is possible. At least one member

of the English Department is a member of INOTE. Others are encouraged to join. The INOTE Conference will take place on October 3rd. 2015, in Hotel Kilkenny. Bookings can be made through the following link:

http://www.eckilkenny.ie/coursebooking/other-courses.html

Other opportunities for CPD will be made known to members of the English Department as and when information is received.

New Resources purchased

A programme of work was decided for senior cycle students. At higher level emphasis was to be placed on the single text, King Lear for Sixth Year and Hamlet for Fifth Year. The three comparative texts were to be studied and it was envisaged that the poems of four of the prescribed poets be studied. Language, in terms of comprehension and/or composition, was to be introduced. A schedule of work was also put in place for Ordinary level students. Poetry, single text and comparative works were to be studied in conjunction with language development. At Junior cycle work was to continue in preparation for the Junior Certificate examination. Different teachers have opted to cover different material in preparation for the Junior Cert exam. However, the end goal is the same. Preparation of our current First and Second Year students would be a little more problematic given the unrest surrounding the implementation of the new Junior Cycle. Following on from the success of the use of 'Great Expectation' with first years, 'Great Expectations 2' was purchased for the second year students. This text follows the new junior cycle guidelines closely.

As a result of the increased volume of students in TY, new text books are to be purchased for the following academic year.

Literacy and Numeracy Initiatives in the Department

The aforementioned literacy theme week was conducted in accordance with improving recreational reading. The English Department has been to the forefront in the promotion of literacy in the school. This year was no exception. As part of Literacy Theme Week we actively promoted 'Drop Everything and Read'. It was a phenomenal success and got many of the lazy readers reading. Literacy is never a once off in the English department. It's part and parcel of what we are. This was one such literacy initiative carried out by the English Department. In addition, we set up word walls and provided dictionaries to all English base classrooms.

Numeracy is also there. We tend to use it in the area of functional writing and when using the information and argument genres. This is often noted in references to statistics, percentages etc.

Timelines were constructed and placed on the walls of English classrooms.

Links with the School Self Evaluation and School Improvement Planning structure

As we are on our second year of implementing the literacy improvement plan and our first year of implementing the numeracy improvement plan; we are constantly striving to improve on the level of literacy and numeracy taught in our Department. We have engaged with all aspects of the improvement plans and one

member of our Department, Gemma O Loughlin, was part of the AFL School Self Evaluation plan identified as our target for improvement this year.

Presentation Secondary School <u>Listowel</u> Subject Department Action Plan 2016-2017

Subject: English Priority to be addressed: Student self assessment for fifth and sixth year.

| What do we want to achieve? (TARGETS) | What needs to be done? (TASKS) | When? (TIMEFRAME) | Who? (REMITS) | Desired Outcomes? (SUCCESS CRITERIA) |
|---|--|---|----------------------|--|
| - Students learn to have realistic expectations to what their work is worth Students involved in self assessment Students reflect on their work and learn to improve. | Teachers of Senior Cycle English need to emphasise the importance and worth of self assessment. Teachers will ask student to self assess prior to submitting work for correction. This is to be recorded at the end of the exercise. Teacher will then correct and give a final assessment. Student will then be asked to reflect on the grade awarded. | Three pieces per term. | Student and teacher. | Students are able to ascertain their own result to help them understand marking scheme. Encourage communication between teacher and student regarding results. Give them a sense of ownership of their work. |
| AGREED MONITORING Task will be conducted to subject teacher meeting | three times a term and discussed at | AGREED EVALUATION PROCEDURES: A survey at the end of term one prior to continuation in term two to see how students are finding the target and to reevaluate. | | |

French Department

Members of the department

Muireann O'Sullivan, Muireann O'Connor

Use of ICT in the classroom

The school laptops which we received last year were a huge asset to all staff members. The laptops teamed with the overhead projectors have enabled us to use IT in the classroom to enhance both teaching and learning. They add a new dimension to the experience and given that most students are familiar with this form of technology it's quite appreciated. E-Portal relies heavily on the IT system. It is a great tool for communication of all sorts — roll calls, notice board, assessment records etc.

Subject Department Action Plan 2015-2016

Having met and consulted at the beginning of the academic year we put in place plans of work for the different year groups (see subject file). Preparations for modern languages theme week were put in place. We discussed the area of assessment for February and summer exams and decided to work on the themes covered. We committed to availing of CPD if this was available. We employed the services of Stephan for mock oral exams during the Easter Holidays.

Details of Subject Department Plan 2015-2016

We intend on holding another Modern Languages Theme again next year. We hope to introduce French Oral as part of the Junior Certificate exam. This would highlight the importance of language as communication. We will review our yearly plans and make changes where and if necessary.

General Analysis of State Exams 2015

Leaving Cert - 78% of our students took French at higher level in comparison to the national average of 54%. 4% of those students got A's, just below the national average. There was no fail at higher level. At ordinary level 2% of our students scored an A in comparison to the national average of 1%. Overall, we are very pleased with our 2015 results.

Theme weeks and Activities

Languages week was held in January. International students were a great help in organising the week. They prepared a board in the social area where they spoke about themselves, their home countries and cultures. The school community really got involved and enjoyed the week.

Literacy and Numeracy Initiatives in French

The French department aims to assist students in improving and developing their literacy and numeracy skills.

With regard to literacy, the French department regularly use key words to strengthen the student's knowledge of vocabulary. Key words from each topic are written on the board daily and revised the following day to develop student's literacy skills.

We also aim to improve student's numeracy skills in French class. Each day, numeracy is used in relation to page numbers, dates and time. Moreover, patterns are used with regard to verbs and verb endings.

Cross Curricular links

The French Department has cross curricular links with the following subjects in the school:

- o Music: French composers
- o Art: French artists
- o Home Economics: Ethnic cuisine
- o Religion: French philosophers
- English: French expressions that have been incorporated into the English language and film studies
- o Science: French scientists and their discoveries
- o Geography: Study of the Paris Basin
- o Maths: Dates, page number and time

Staff CPD within the Subject Department

Muireann O'Sullivan attended a FTA meeting in Tralee.

CPD plans 2016-2017

All department staff will attend any in-service development provided by Education Centres or the French Teachers Association of Ireland.

Links with PDST

We utilised the PDST website to assist with our teaching of French.

New Resources purchased

New text books were purchased for this year's second years. There are also more to be purchased for those going into second year in September.

Learning Schools Project

This year's learning schools project focused on AFL. Within AFL we focused on Learning Intentions and Success Criteria. Posters were created to aid teachers when presenting Learning intentions and Success Criteria to students. They have proven to be an excellent tool and we will continue to use them with all Junior Cycle classes in the coming year.

Links with School Self Evaluation and School Improvement Plan

The French Department are currently in year 2 of the literacy initiative and year 1 of the numeracy initiative. In addition, a member of the French Department was part of the LSP which is part of the school self evaluation.

Geography Department

Department Members:

Margaret Daly, Eoin Hilliard

Use of ICT in the Department

Continuous use of desktop computer and OHP for Junior and Senior Cycle geography.

Extensive use of You tube and Google maps.

Use of student e- mails to forward mock papers and notes.

Use of Powerpoint at Senior and Junior level as a teaching aid.

Review of the Geography Department Action Plan 2015/2016

The planned Theme Week was very successful and the decision to link it in with the religion, art and science departments was very beneficial and further enhanced cross curricular links.

The Assessment For Learning for all first years was teaching through the use of Learning Intentions and Success Criteria. This has proved very worthwhile.

Continuous use of word walls/word banks have helped to further develop literacy in the department.

Display of student project work on classroom walls gives positive affirmation to the students.

Planned Open Night was very successful particularly with the invaluable help of students.

Regular meetings within the department both formally and informally are invaluable to the successful running of the department.

The organisation of the Leaving Certificate fieldtrip and completion of booklet is always a priority.

Green Schools TY outings are beneficial to students who opt to take geography at senior cycle.

Details of Geography Department Action Plan 2016/2017

Targets:

To ensure that all students achieve the highest academic progress by liaising with the Special Needs co-ordinator in the school.

To develop a positive attitude towards caring for their environment.

Tasks:

To encourage independent learning through use of media outside of classroom, e g newspapers, news bulletins and weather forecasts.

To continue to have regular formal and informal meetings. In addition to encourage the use of common modular tests to supplement the February and Summer tests.

When:

The above tasks will be carried out by members of the department throughout the academic year.

Who:

Margaret Daly

Success Criteria:

To ensure that all students reach their full potential with regard to achieving highest grade possible for their ability in geography.

Due to the link between Geography and the Green School Programme students develop an appreciation of their environment and develop a sense of stewardship towards the earth.

Agreed monitoring procedures:

Ensuring that learning intentions are stated at start of every class.

To allow a class slot for a discussion of what they heard in the news and various media sources with regard to geography.

To have a section of the room dedicated to newspaper cuttings collected by students.

Agreed Evaluation Procedures:

Higher and Lower order questioning techniques.

Written class tests.

February/Summer Tests.

General Analysis of State Exams 2015

Junior Certificate

As a department we were pleased with the 2015 Junior Certificate results. 92% of students took higher level which is higher than the national average of 84%

Those who achieved an "A "grade represented 7% of the cohort which equals the national average.

In relation to the higher level, 70% received an Honours grade which is 7% higher than the national average.

We were disappointed with the two students who failed the higher paper as this didn't match the effort of the two students in class.

I would like to note that this is the first time that this has happened in this school but the national trend is 3% which matched out results.

Of the 6 students who took Ordinary Level one received an "A" grade, one a "C" grade, 2 "D" grades and two" E"s. The two students who were awarded the "E" grade were hindered with constant absenteeism and this was reflected across all subjects.

Leaving Certificate

As a geography department we were pleased with the 2015 geography Leaving Certificate results.

91% sat the higher level paper which is significantly higher than the 70% national average. The number awarded an" A "was slightly lower than the national average. However, the number who received a B grade (many with B1) accounted for 70% which compared to 24% nationally. Overall 87% received an honours grade compared to 60% of the national cohort. Only two students sat Ordinary Level and both received an honours grade. No student failed.

Theme Weeks and Activities

24 November –

4 TY students attended Cork city Green Schools Water Forum.

7-11 December

Theme week

Water Week

Water experiment demonstration (Mr. Kiely)

Talk on Climate Justice – Fr. Maurice Henry

9 December

Launch of the Green Flag by Michael O Coilean

10 December

Break time bake sale raised €130 for African Water Project

11 December

Litter picking in the race course

7 January

TY students visited Ardnacrusha Power station

4 March

Three TY students attended Irish Water Schools Ambassador Programme in Limerick.

17 March

Three TY students collected the Water Green Schools Flag at a ceremony in Cork City.

Cross Curricular links

We linked up with the Science Department with regard to the water demonstration for Water Week.

Religion - climate justice

CSPE - Environmental issues

History - population studies

Maths - interpretation of graphs

Art - poster competition

Music - students provided entertainment at the launch of Green Flag

Staff CPD within the Geography Department

Seamus Whitty work shop

Orla Griffin - Self harm and school response to suicidal behaviour

Sinead Mc Menamin- Eating Disorders

Dr Maureen Griffin - Forensic Psychologist

Mind Mapping -Tony Buzan

Dyslexic Seminar

CPD Plans 2016/2017

We will attend any available or suitable in- service for the forthcoming academic year.

We plan to join the Cork Geography Teachers Association.

Links with the PDST

Online information on Numeracy and Literacy

Graphic Organisers from PDST site

Revision aids from PDST and distributed to all students

New Resources Purchased

Revision aids (bookmarks) purchased from PDST Book samples from book company reps and workbooks

Literacy and Numeracy initiatives in the Department Literacy:

Word banks/word wall

Posters to aid numeracy/ literacy

Information provided on numerous websites throughout the year for students to access and read through e.g. leavingcertgeography.ie, khan academy etc Mocks papers made available to students via their school e mails

Numeracy:

Numeracy posters displayed in class

Cover sheet for exams to convert scores into percentages and decimals Constant reference to graphs and interpretation of data through tables etc Links with school Self Evaluation and School Improvement planning structure.

We strictly adhered to the Learning Intentions and Success Criteria as recommended in the Assessment For Learning Initiative.

These have proved to be very worthwhile as was identified through the results of the students via a questionnaire. We have also introduced the Learning Intentions throughout our classes and find it very beneficial.

The school Self Evaluation plan is about developing Literacy and Numeracy skills across the subject and school. As geography teachers we are now more aware of this.

Any other issues that the department wants to highlight

We would like to highlight the possibility of in- service which could be done on staff days with regard to Differential Learning and possible resources being made available to help students with learning difficulties.

Presentation Secondary School <u>Listowel</u> Subject Department Action Plan 2016-2017

Subject: Geography Priority to be addressed :

| - |
|---|
| |
| |

| What do we want to achieve? (TARGETS) | What needs to be done? (TASKS) | When? | Who? (REMITS) | Desired Outcomes? (SUCCESS CRITERIA) |
|---|---|--|---------------------------------|--|
| To ensure that all students achieve the highest academic progress by liaising with the Special Needs co-ordinator in the school. To develop a positive attitude towards caring for their environment. | To encourage independent learning through use of media outside of classroom, e g newspapers, news bulletins and weather forecasts. To continue to have regular formal and informal meetings. In addition to encourage the use of common modular tests to supplement the February and Summer tests. | The above tasks will be carried out by members of the department throughout the academic year. | Margaret Daly Eoin Hillliard | To ensure that all students reach their full potential with regard to achieving highest grade possible for their ability in geography. Due to the link between Geography and the Green School Programme students develop an appreciation of their environment and develop a sense of stewardship towards the earth. |

| AGREED MONITORING PROCEDURES: | AGREED EVALUATION PROCEDURES: |
|--|--|
| Ensuring that learning intentions are stated at start of every class. | Higher and Lower order questioning techniques. |
| To allow a class slot for a discussion of what they heard in the news and various media sources with | Written class tests. |
| regard to geography. To have a section of the room dedicated to newspaper cuttings collected by students. | February/Summer Tests. |

German Department

Members of the Department:

Kay Kennedy

Use of ICT in the Department:

Laptops and overhead projectors in classrooms have enabled us to use IT in the classroom to enhance both teaching and learning. They add a new dimension to the experience and given that most students are familiar with this form of technology it's quite appreciated. They, unfortunately, tend to be troublesome at times and when this happens it can interfere with the process. E-Portal relies heavily on the IT system and can be precarious. It is a great tool for communication of all sorts — roll calls, notice board, assessment records etc.

Review of Subject Department Action Plan 2015-2016:

Updating the folder has been completed. I prepared for modern languages theme week. I outlined areas of teaching and learning for assessment purposes.

Details of Subject Department Plan 2016-2017:

Yearly plans to be reviewed in accordance with make up of class groups. Changes will be made where necessary.

General Analysis of State Exams 2015:

Leaving Cert: Higher level take up 9% above the National average. Ordinary level 9% below

National average. Leaving Cert 13% B grade at higher level. 88 % C grade at higher level.

100% B grade at ordinary level.

Junior Cert: 33% B grade at higher level. 28% C grade aat higher level. 33% D grade at higher level. 6% E grade at higher level 33% B grade at ordinary level. 67% C grade at ordinary level. The number of students scoring B and C grades at both levels above the national average.

Theme weeks and Activities:

Languages week was held in January. International students were a great help in organising the week. They prepared a board in the social area where they spoke about themselves, their home countries and cultures. The school community really got involved and enjoyed the week.

Cross Curricular links:

The German Department has cross curricular links with the following subjects in the school:

• Music: German composers

• History: Study of Berlin

• Home Economics: Ethnic cuisine

Staff CPD within the Subject Department:

Attendance at oral conference.

CPD plans 2016-2017:

Attendance at oral conference.

Links with PDST:

I utilised the PDST website to assist with our teaching of German.

New Resources purchased:

New books purchased for first years.

Impact of visiting students:

The visiting students have made a great contribution to our classrooms. As teachers we have a very important role to play when a foreign national comes into our classroom. The integration of a student can be encouraged by referring to examples from her country if relevant. We encouraged student to perhaps bring in examples of their culture (e.g. food) which could be beneficial to all. We appreciated and acknowledge language and cultural differences. In addition, we identified key words/key concepts that need to be pre-taught if English is not the student's first language. The visiting students were a great help to the girls in their class in relation to pronunciation and oral work which assists students with peer mentoring. Finally, the visiting students were a huge asset to the school during our Modern Languages week.

Literacy and Numeracy Initiatives in German:

Key words written on the board in every class. I introduce each lesson with day, date, time and weather temperature.

Links with the School Self Evaluation:

I have implemented the AFL initiative which began this year. In addition, I have made efforts to continue the use of Literacy and Numeracy based on previous SSE goals.

Home Economics Department:

Members of the department

Mary O'Connor and Lisa Whelan

Use of ICT in the Department

Our ICT resources in the Home Economics Department include:

2 laptops for individual teachers purchased by the School for the use of teachers plus 2 more laptops

1 computer and printer for student use to support project work.

1 interactive data projector and 2 other data projectors

Staff and student share drive, electronic folder system to share resources and data. Annual report and analysis of results are saved on staff share drive.

E portal system to record attendance and results. It's beneficial for conveying notices to all staff.

The following resources have been uploaded to Home Economics folder on the staff share drive: PDST resources CD's, Farmers Journal CD's, Lifelines and Learning for Life CD's.Recipes are saved to Home Economics folder on staff share drive.

Students are encouraged to use computers for craft/optional study and research for journal work. Computers are used on a regular basis by Home Economoics Department to type handouts, worksheets, tests etc. Google forms are used for evaluation purposes within the department. Research has shown that the typed word is easier to read than the hand written word by those with learning difficulties in particular dyslexia. Work is emailed to students using school g mail accounts and work is also uploaded to the student share drive when necessary. Learning intentions and success criteria are shared in the Home Economics folder on the staff share drive.

Review of the subject Department Action Plan 2015 – 2016

Refer to 2015 – 2016 Action Plan attached.

Detail of Subject Department Plan 2016 - 2017

Refer to 2016 – 2017 Action Plan attached.

2015 Subject Analysis – Home Economics

Leaving Certificate

Higher level:

Our students are encouraged to take Higher level. The number of students who took the Higher level paper is 16% above the national average which is excellent. As a result of this our Ordinay level uptake is 16% below the national average. Higher level results: A's are 8% above the national average, B's are 29% above the national average and C's are 6% below the national average. This is as a result of the excellent grades in A's and B's.

Ordinary level:

The B results are on a par with the national average at 7%. 3% got C's at ordinary level which is 8% below the national average and this is due to the high uptake and excellent grades in Higher level Home Economics.

Junior Certificate

Higher level:

At higher level 26% got A's which is 12% above the national average. 66% got B's which is 18% above the national average. 8% got C's which is 23% below the national average. This is because of the high percentage of A's and B's. 100% of Junior cert higher level students achieved an honours grade.

Ordinary level:

At ordinary level 2% got A's which is above the national average. 13% got B's which is 7% above the national average and 2% got C's which is below the national average due to the high percentage of A's and B's at ordinary.2% of the cohort got D's. 17% of those taking ordinary level got honours which is 3% above the national average. 2% got an F as this student did not do a practical cookery exam.

Theme Week and Activities:

Home Economics Week ran from the 23rd to the 27th of November. Our week involved:

Sid Sheehan of "Nourish by Nature" delivered a presentation on "The Effects of Diet on Health" to TYs and 5th Years.

Margaret Crean of "That's Life Education Programme" delivered a presentation on Healthy Living and Well Women Issues to First Years, Third years and LCA students.

Our 6th Year Home Economics students visited Kearney's Home Bakery Ltd, Ballyhahill as part of an investigation of a local food industry.

Supervalu, Listowel, kindly sponsored fresh fruit for the students for morning break for a day.

Competitions entered:

30/11/15 Keelings Love to Grow – create a recipe using Bramley apples & Irish eating apples. Laura Sheahan & Kaylene Chute entered.

04/03/16 Ceist All Ireland Bake Off sponsored by Odlums. Adi Canty was a finalist.

Cross curricular links:

Cross curricular planning occurs between Home Economics and the following subjects:

Science: Nutrition; Human Physiology; Micro-biology

Business Studies: Consumer Studies; Budgeting; Finance

Geography: Global Interdependence, Environmental Awareness, Culture & Identity, Green Schools, Waste reduction, Water conservation, water treatment & pollution.

Religion: Food choice, Social & Health

S.P.H.E.: Food choice, Health Hazards, health and hygiene and Relationships and Sexuality Education.

C.S.P.E.: Environmental awareness

Biology: Human Physiology, Micro-biology

Chemistry: Chemical structure of nutrients, Fermentation, Respiration

History: Irish diet, Historical development of Housing styles, Food industry,

Industrial Revolution, 20th Century Social History.

IT: research and typing TY projects, journal assignments, optional studies projects.

Maths: Recipe costing calculations

LCVP,LCA,CSPE: Baking mini enterprises or fund raisers for charity

Staff CPD within the subject department

27/08/15 Anne O'Brien PDST, Assessment for Learning Teaching Methodologies

Sept 2015 Michael O'Leary, Transition Year Planning
17/10/15 ATHE National Conference, Athlone
19/10/15 Una O Neill: Visiting teacher for the Deaf
1/03/16 PDST Home Economics In service, Tralee Education Centre

10/03/16 Justin McCarthy, ICT in Education, Google drive & Google forms

CPD Plans for 2015 – 2016

Will attend PDST Home Economics in service if provided for 2016 – 2017 school year.

Links with PDST

Refer to staff CPD above

New Resources purchased:

Printer replaced in Dress Design Room.

Drier replaced in Kitchen 1.

2 hand held beaters & 1 hand blender in Kitchen

Literacy & Numeracy initiatives in the Department:

Refer to Literacy & Numeracy Action Plans attached.

Links with the School Self Evaluation & School Improvement Planning structure:

Our Department is updated about School Self Evaluation at staff meetings. We completed 2 surveys on Assessment for Learning as part of our School Self Evaluation. We share our learning intentions and success criteria at the beginning of each lesson with First Years. Next year this will be continued with 2nd & 3rd Years. Please refer to our Numeracy and Literacy action plans for School Improvement planning for 2016 -2017.

Merit cards:

Merit cards are given to students who help in Home Economics area throughout the year especially on Open Night and Orientation Day for incoming First Years.

Action Plan for Home Economics Department 2015/2016

| PLANNED ACTION | BY WHOM | TARGE | EVALUATI |
|--|---|--------------------|--|
| | | T DATE | ON |
| Address IT issues: ower data projector in kitchen(room 18) | Martin Hayes/ Jonny Ryan Noel White | Septemb er 2015 | Completed and has improved. |
| ix data projector in Lille room ew printer in Dress Design room | | | Completed and working well. |
| | | | Very useful for students who don't have access to a computer/prin ter at home. |
| Develop numeracy in Home Economics department in line with whole school policy. ontinue to use cover page for tests. evelop a pricing learning centre. | Mary O'Connor Lisa Whelan | Decemb er 2015 | Gives students an opportunity to convert fraction to a percentage at intervals throughout the year. |
| | | | Use with 3 rd Years and |

| | | | LCA next year. |
|---|--|---------------|--|
| Participation in school Theme weeks-Home Economics Week | TY/First Years/Second Years/Fifth Years under direction of Mary O'Connor Lisa Whelan | First term | Visit to Kearneys Bakery was very beneficial for Leaving Certs to learn about a small business. Sid Sheehan "Healthy eating" — students found the talk very informative and food for thought. Margaret Crean — 15.4% of 2 nd Years felt that they did not benefit from this talk. We need to research other speakers for this area. |
| Organisation of posters for Home Economics Week | Junior/Senior students under guidance of Home Economics teachers | First term | 1 st Years: Design a healthy lunch competition had very few entries and had little |

| | | | impact this year. Next year we will run the competition within practical cookery class. 2 nd Years: Healthy Living posters went well, continue next year. |
|---|------------------------------|------------------------------|--|
| Organisation of Open Night to promote Home Economics department | Mary O'Connor Lisa Whelan | 7 th October 2015 | Adi Canty displayed her lemon meringue cake and discussed her experience in the Aldi All Ireland Junior Baking competition. Distribution of portions of fresh fruit salad created awareness around eating 5 portions of fruit/veg a day. |
| Organisation of out of school activity: Visit a local food producer Visit local tourist site Visit a hotel(LCA) | Mary O'Connor Lisa Whelan | First term | Visit to Kearneys Bakery was very beneficial for Leaving Certs to learn about a small business. Visit to local tourist site and a hotel is to be |

| | | | carried forward to LCA 2 next year. |
|---|------------------------------|-------------------------------------|--|
| Submission of articles for Christmas & Summer newsletter from Home Economics Department | Mary O'Connor Lisa Whelan | Decem ber 2015 May 2016 | Christmas newsletter was completed. We will work on the Summer newsletter. |
| Organisation of speakers to visit school: inance ealth awareness | Mary O'Connor Lisa Whelan | First term | We will organise a finance speaker for 6 th Years next year. Margaret Crean – 15.4% of 2 nd Years felt that they did not benefit from this talk. We need to research other speakers for this area. Sid Sheehan "Healthy eating" – students found the talk very informative and food for thought. |

| Action Plan for Home Economics Department 2016/2017 | | | | |
|--|---|-----------------------|----------------|--|
| PLANNED ACTION | BY WHOM | TARG ET DATE | EVALUAT ION | |
| Address IT issues: e-align data projector in kitchen 1 ddress issues with lap top in Kitchen as it does not play CD/DVD's peakers required for kitchen 2. | Martin Hayes/ Johnny Ryan Noel White | Septem ber 2016 | | |
| Participation in school Theme weeks- Home Economics Week | TY/First Years/Se cond Years/Fif th Years under direction of Mary O'Conno r Lisa Whelan | First term | | |
| Organisation of posters for Home Economics Week | 2 nd Year students under guidance of Home Economi cs teachers | First term | | |
| Continue to develop programmes of work to include learning intentions. | Mary O'Conno | On going | | |

| | r 2 nd /5 th Yr Lisa Whelan 3 rd /6thYr | 2016- 2017 | |
|--|--|--|--|
| Incorporate a greater variety of co-operative learning strategies: lacemat igsaw hink pair share | Mary O'Conno r Lisa Whelan | On going 2016- 2017 | |
| Students will be further empowered in practical food studies lessons to work in a more self directed and independent manner. | Mary O'Conno r Lisa Whelan | 2 nd /3 rd Term 2017 | |
| Organisation of out of school activity: Visit a local food producer Visit local tourist site Visit a hotel(LCA) | Mary O'Conno r Lisa Whelan | First term | |
| Organisation of speakers to visit school: inance ealth awareness | Mary O'Conno r Lisa Whelan | First term | |

Action Plan for Literacy 2015/2016

| PLANNED ACTION | BY WHOM | TARGET DATE | EVALUATION |
|---|--------------------------------|-------------|--|
| To continue to improve and share our literacy teaching resources | Lisa Whelan / Mary O'Connor | Ongoing | We have shared resource folders and the benefit of this is they are available and easily accessed at any time. |
| To use Assessment for Learning with first years | Lisa Whelan / Mary O'Connor | Ongoing | School Learning Project results show AFL is very beneficial to teaching and learning |
| To use crosswords / word searches / quizlet as part of literacy initiative | Lisa Whelan / Mary O'Connor | Ongoing | Effective way of checking literacy and vocabulary |
| To develop wordbank worksheets | Lisa Whelan / Mary O'Connor | Ongoing | Wordbanks in copies/walls is working well |
| To use "DEAR" in class – drop everything and read | Lisa Whelan / Mary O'Connor | Ongoing | Student enjoy" DEAR" at the end of term |
| To consult with the English and Business departments to develop a common format for a letter of complaint | Lisa Whelan / Mary O'Connor | Ongoing | Incomplete ,to be completed in 2016/2017 |

Action Plan for Literacy 2016/2017

| PLANNED ACTION | BY WHOM | TARGET DATE | EVALUATION |
|---|--|-------------|------------|
| To continue to improve and share our literacy teaching resources | Lisa Whelan / Mary O'Connor | Ongoing | |
| To use Assessment for Learning with first ,second and third years | Lisa Whelan / Mary O'Connor | Ongoing | |
| Continue to use crosswords / word searches / quizlet as part of literacy initiative | Lisa Whelan / Mary O'Connor | Ongoing | |
| Continue to develop wordbank worksheets | Lisa Whelan / Mary O'Connor | Ongoing | |
| To use "DEAR" in class – drop everything and read | Lisa Whelan / Mary O'Connor | Ongoing | |
| To consult with the English and Business departments to develop a common format for a letter of complaint | Lisa Whelan / Mary O'Connor | Ongoing | |
| Students will print flashcards for wordbank topics | Students in co- operation with Lisa Whelan/Mary O'Connor | Ongoing | |

Action Plan for Numeracy 2015/2016

| PLANNED ACTION | BY WHOM | TARGET DATE | EVALUATION |
|---|--------------------------------|-------------|--|
| Continue to use percentage conversion "cover page" as part of our numeracy initiative | Mary O'Connor / Lisa Whelan | 2015 / 2016 | Effective method of promoting numeracy in the classroom. Gives students an opportunity to convert fraction to a percentage at intervals throughout the year. |
| Develop a pricing learning centre for practical cookery | Mary O'Connor / Lisa Whelan | 2015 / 2016 | Use with 3 rd Years and LCA next year. |
| Display fractions chart in each kitchen | Lisa Whelan | First term | On display and available if required in each Home Economics room. |
| Develop and display weighing scale number line | Mary OConnor | First term | On display and available when required in each Home Economics room. |
| Enlarge and display spoon measurements | Lisa Whelan | First term | On display and available when required in each Home Economics room. |

Action Plan for Numeracy 2016/2017

| PLANNED ACTION | BY WHOM | TARGET DATE | EVALUATION |
|---|--------------------------------|-------------|------------|
| Continue to use percentage conversion "cover page" as part of our numeracy initiative | Mary O'Connor / Lisa Whelan | 2016 / 2017 | |
| Update & continue to use pricing learning centre for practical cookery | Mary O'Connor / Lisa Whelan | 2016 / 2017 | |
| Develop pastry ratio chart & display. | Lisa Whelan | First term | |
| Develop roux sauce ratio chart & display. | Mary O'Connor | First term | |
| Laminate margarine measuring chart & display. | Mary O'Connor | First term | |
| Laminate spoon measurements charts & display. | Lisa Whelan | First term | |

History Department

Members of the department

Eoin Hilliard

Use of ICT in the department

Eportal: Recording of attendance, results and overview of student profile and performance.

Student information and attendance can be found with a few clicks and results data can be collated and analysed much more easily. I can also see if the history grades of a student are reflective of their academic progress as a whole.

Information from management and S & S classes are displayed clearly and can be checked when completing the class roll.

Laptop: Used for classwork, powerpoints, word documents, searching and showing extra information on various topics, provision of notes via drives and email.

I have all my current work available on one workstation and can continue and edit the materials used when at home. Lesson plans have undoubtedly benefitted from this ability to be increasingly organised for the various topics covered from 1st to 6th year. The use of eportal both within the classroom and at home has been facilitated greatly by their purchase.

Projector: Displaying of IT information in class.

Photocopiers: For printing subject department paperwork, paperwork for other various roles and administration work in the school and notes for students when needed.

Evaluation of 201/2016 Subject Action Plan:

The History Room (as an ongoing work in progress from year to year) has progressed well with additional materials provided by both the students and the department itself. Additional storage has been provided by a large bookcase purchased the department.

All trips went well and had positive feedback from the participants. The one off Banna Beach centenary event was due to the 1916 celebrations. Due to time constraints, it might be advisable to extend Dublin/Belfast trips to 2 nights next year. History Week and its various components was a success.

Subject Department Action Plan 2016/2017 (Provisional):

Planning of trips; 5th and 6th Years to Dublin for 2 days, 2nd years to Limerick or Cork for day trip, 2nd Years to Famine Graveyard, and 1st years to Listowel Castle if possible. More trips to be possibly added depending on availability and supervision.

Planning and organisation of History Week; similar approach to last year but would like to get in some guest speakers to coincide with the week itself. The county archaeologist in the heritage section of K.C.C. was unavailable this year but would be a good option if available.

Further work on the History Room; more displays around the room and building up the mini library of history sources is needed. A History noticeboard is a possibility in the hall outside the room.

Further possible points of action will be discussed in September.

Reflection on 2015 State Examinations:

Junior cert. results were mixed as a whole for last year. While a large percentage achieved high honours grades, a number of fails at Higher Level (around the national average) was disheartening and can be put down to two reasons; the paper was marked very hard nationally compared to previous years and some student's refusal to drop to ordinary level in light of lack of preparation and previous results. Leaving cert results were generally good with most students receiving high honours grades. Again the paper was marked hard with anyone rechecking (just like at JC level) going up a grade or more.

Theme Weeks:

The department held a History week in the school in December that culminated with the trip to Dublin for senior cycle students. The first year trip to Tralee occurred on the Wednesday of the week. Initiatives such as poster competitions, displays, quizzes and classroom activities helped to make the week a success.

Trips and activities:

The 5th and 6th year groups went to Dublin by train as part of History Week for a two day trip in December, taking in a trip to Collins Barracks, Glasnevin Barracks, an authentic 1916 tour of the Easter Rising's locations and taking in other landmarks around the city centre, Overall, it was very enjoyable experience with excellent feedback from the group. I plan on alternating these trips with a visit to Belfast each year if possible as I've done for the past couple of years. Senior cycle students will benefit from as much access as possible to primary sources and sites for studying the two Irish topics. Local attractions visited included the Famine Graveyard in Listowel. The entire first year group were taken to the Kerry County museum to experience an archaeology workshop and a museum tour of Kerry's unique history. 2nd Years also visited Cork Jail and Blarney castle with a very enjoyable day had by all. Thank you to Ms. O'Connor, Ms. O'Loughlin and various SNA's for helping to chaperone these trips.

Cross – curricular links:

History/Geography e.g. Voyages of Discovery, World War 2 map reading

History/English e.g. William Shakespeare, Printing Press

History/Science e.g. Copernicus, William Harvey

History/Irish: Celtic language and culture

History/Maths: Timelines, dates

History/CSPE: Political History, Dictatorship vs. Democracy

Links with local community:

Completed and planned visits to local attractions and use of local businesses for transport. A possible idea mooted last year would be getting local elderly people to come in and talk about how Ireland has changed during their lifetimes (relevant to Social change topic in 3rd year). Was planned for this year but with department and other roles, it didn't become a reality. Will be giving priority to this next year as it's a nice way to strengthen bonds with the community and build on the social justice programme already in place for transition years.

Staff CPD:

IT in-service for two sessions focused on Google drive, sharing of info and online surveys.

2015 HTAI Conference Limerick

2016 Cork HTAI branch in-service on Leaving Cert History

Various Croke Park in-services and training sessions

CPD Plans 2016 -2017:

Will attend any available or suitable in-service for the subject during the forthcoming academic year

2016 HTAI conference in October

Holocaust Education in-service possibly if availability and timing suits Interest in looking into Higher Education qualifications in guidance counselling and IT in Education e.g. Google funded post graduate diploma in Trinity College, Dublin

Links with PDST:

Use of resources e.g. new document study guides on the Show Trials in Russia, the Nuremberg Rallies and the Jarrow March

Online information on Literacy and Numeracy in History

New Resources purchased:

Some written materials on various relevant subjects e.g. The Provisional IRA, Making Sense of the Troubles: A History of the Northern Ireland conflict Materials for the classroom e.g. Maps, Leonardo ad Vinci Calendar, various posters, stationary

A number of new books for LC History due to lost and unreturned stock e.g. Northern Ireland textbooks

Literacy initiatives:

Word Banks/ key words used in class

Small subject based multimedia library in classroom for students to peruse and borrow

Word wall being updated on continuous basis

Promotion of Reading Corner in school

Debating team set up in school in conjunction with English Department Information provided on numerous websites throughout the year for students to access and read through e.g. Kahn Academy, Leavingcerthistory.net, Britannica etc.

Numeracy Initiatives:

Timelines

Teacher and student provided posters depicting dates, statistics, graphs and charts in relation to various events.

Links with the School Self-Evaluation and School Improvement Plans

Literacy and Numeracy initiatives as outlined above.

AFL initiatives used in class e.g. Learning Outcomes and Success Criteria in first year classes both verbally and visually. The department will expand across other classgroups in the forthcoming academic year.

Uptake at Leaving Cert. level:

Around 10 students (depending on final decisions in September) have decided to keep on the subject for the Leaving Cert. (2015-2017). Outside of the three mandatory subjects, it is still one of the most popular choices for students. These are solid numbers going forward and can hopefully be maintained and improved in the forthcoming years by the department.

Higher Level/Ordinary Level uptake in state examination classes:

All 8 students in the Leaving Cert. Class will sit the higher level paper in June 2016.

The majority of Junior Cert. students will sit the higher level paper this year with a large number taking ordinary level (especially in 3A) due to past academic results and advice from the department.

Presentation Secondary School Listowel Subject Department Action Plan 2016-2017

Subject: History

Priorities to be addressed: History Week, Trip Planning and AFL

implementation

| What do we want to achieve? (TARGETS) | What needs to be done? | When? (TIMEFRAME) | Who? (REMITS) | Desired Outcomes? |
|---------------------------------------|------------------------|-------------------|---------------|-----------------------|
| | | | | (SUCCESS CRITERIA) |

| | | | 1 | |
|--|---|---|--|---|
| Planning of Junior Cert Trips e.g. 1 st years to Tralee, 2 nd years to Cork/Limerick Planning of Senior Cycle trip to Belfast | Planning, booking, organising, permission slip, cover etc. | Term 1 and 2 2015-2016 Term 1 2015- 2016 Term 1 2015- 2016 | History Department History Department History Department | Successful completion Successful completion |
| History Week planning | booking, organising, permission slip, cover | All terms 2015- 2016 | History Department | Successful completion |
| Initiation of AFL across all JC classes for forthcoming academic year Guest Speakers for Social Change section in 3 rd Year / History Week | Planning, production of materials, enlistment of help from students and school office Planning, integration in topic schemes | Term 2 2016 | History Department | Successful implementation and completion Successful completion |
| | Planning, making contact with individuals, liason with school office for suitable | | | |

| times | |
|--|--|
| AGREED MONITORING PROCEDURES: Department and Management overview | AGREED EVALUATION PROCEDURES: Department and Management evaluation |

Maths Department

Members of the department

Eimear White, Bridget O' Connor, Norma Dowling, Jacqueline Normile, Elaine Hickey

Use of ICT

The use of teacher laptops has continued to enhance ICT methodologies. Laptops allow teachers to prepare their lessons at home or in school, with the benefit of printing from the classroom.

Eportal is great as it helps monitor each students attendance and academic progression. It is easy to access and user friendly. All staff are kept up to date with all school activities through the events noticeboard on eportal.

Review of Subject Department Action Plan for 2015-2016

We succesfully implemented the following:

AFL – learning intentions displayed at the beginning of each lesson

Keywords on individual topics given to first and second year students.

Print rich environments in every Maths classroom

Cover sheet available for each class test which includes assessment for learning e.g. 2 stars and a wish

Cover sheet available for class tests which involves students predicting their own grade as well as calculating their actual percentage and grade.

Music Department

Members of the department

Ann Foley

USE OF ICT

I use the computer in the music room daily.

YouTube – for songs and backing tracks

Google – for information

EPortal – roll call and notices

– information on students

Review of the Subject Department Action Plan 2015-2016

Literacy – more charts containing main words on the Junior Cert music programme.

Words linked with numbers (numeracy)

Details of Subject Department Plan 2015-2016

I updated the Music Department Plan last year. I updated the T.Y. Music Department Plan this year, after the T.Y. in-service in school.

General Analysis of State Exams 2015

■ L.C. – Higher Level – Mostly Bs

− Ordinary Level − 1 A
 J.C. − Higher Level − Mostly Bs

-2 As

Ordinary Level – One student failed as she never sat her written paper

Theme Weeks and Activities

Music Week

Lunch time concerts were held every day in the social area. A different year group performed each day. It was beneficial to exam years as it was practice for their practicals, held after Easter.

Activities

August:

Music played at opening of the new school year, prayer service.

T.Y., 5th and 6th year students performed.

November:

Nano Nagle Mass – All year groups played and sang in the Parish Church. First Year trip to Limerick University Concert Hall – Cork Pops Orchestra

December:

Christmas concert for primary schools.

Christmas concert in the Church.

Singing carols in the Bank of Ireland.

March:

Music Week

May:

Awards Day

A.M.

T.Y. Musical – Hannah Montana

P.M.

Musical prelude to the Awards

1st year choir sang

Solos and groups performed from all year groups

Leaving Cert Mass

Cross Curriculum Links

I.C.T., Art, Irish, French and History.

Staff CPS within the Subject Department

I attended the PPMTA Conference in Sligo in October and a PSTD workshop on music inspections in Cork in January.

CPD Plans 2016-2017

I hope to attend the PPMTA Conference in October and to do a course in ICT in September.

Links with PDST

Attended a workshop in January.

New Resources Purchased

A new sound system and mics.

A set of J.C. books for 2nd and 3rd years.

Workshops for Leaving Cert on melody and harmony purchased at the Conference.

Links with Literacy and Numeracy in the Department

Words and numbers updated on charts in the Music Room.

Links with School Self Evaluation and School Improvement Planning

Use of chart from School Self Evaluation Team.

Use of Questionnaire.

Presentation Secondary School Listowel Subject Department Action Plan 2016-2017

Subject: MUSIC Priority to be addressed:

| What do we want to achieve? | What needs to be done? (TASKS) | When? | Who? (REMITS) | Desired Outcomes? (SUCCESS CRITERIA) |
|---|---|-------------------------|------------------|--------------------------------------|
| Numeracy | NotationTime SignaturesOrchestral Works | September - November | Ann Foley | Recognition of numeracy in music |
| AGREED MONITORING | PROCEDURES: | AGREED EVAL | UATION PROCEDU | RES: |
| Numeracy up to J.C. 1st years to 3rd years | | Questionnaire | | |

Physical Education Department.

Members of the department

Gerard Tarrant

The completion of the walking/running track on the school grounds also opened up many new possibilities for various P.E. activities. Despite the narrow width to the track and limitations on the number of students who can safely run on it at the same time it has been utilized extensively by students during morning break and lunch time which is encouraging to note as well.

The Sports/Fun Day was held in May on the school premises with the majority of students actively taking part on the day either individually or as part of a House teams. For the highly competitive there was the 8k Bog Run as well as the shorter 4k Sive Walk and for the remainder a novel "Round the School" sprints which proved highly popular. Participation and fun were the main objectives of the day that also featured the standard Tug O' War, Sack Races, 3 Legged Race plus many other novelty events, The PE Dept along with other departments and lunch time clubs have all actively promoted walking as a health and lifestyle option during the school year and it has proved very popular among all the students.

For a second successive year the school availed of the services of Cappanalea teambuilding group and all events were held in the Town Park in October for each year group. Hopefully for the coming year it will be possible to hold the activities on the school grounds and have staff and students run the event themselves as part of our House activities. Plans are advanced to source some extra materials and equipment to facilitate this.

The Kerry Schools' Orienteering day was held on an earlier date in October to avail of the better weather conditions at that time of the year. Our 2nd Year students used the event as a Rich Task for their JCPE syllabus module. The event saw our students record a perfect 100% completion rate for the first time ever. A priority going forward is to have the whole school mapped professionally so that in House orienteering events can be run on campus. The PE Dept is also looking at the opotion of Urban Orienteering for Senior Cycle student s next year.

In extra curricular team sports the school fielded teams in Badminton, Basketball, Gaelic Football and Soccer. Most participants tended to be drawn from the ranks of the Junior Cert pupils but this is symptomatic of national and international trends whereby older teenage females are opting out of team sports. There is a need to encourage more students to keep playing team sports purely for social and health reasons as well as availing of the individual physical activities such as Tae Kwan Do , Zumba , Aerobics and Circuit Training which are all on offer in the school.

Religious Education Department

Members of the department Joanne O'Connor, Lisa Whelan, Margaret Daly

Use of ICT in the department

I use power point presentations for all of my RE lessons.

I insert hyperlinks in my power points which allow me to use YouTube to deliver my lessons where appropriate.

I share resources on the shared staff drive.

I use email to communicate with staff and students when necessary.

I use e-portal to monitor attendance and to track academic progress.

Review of subject department action plan 2015-2016

We use AFL. We display learning intentions at the beginning of each class.

Details of subject department plan 2015-2016

Joanne O'Connor is the junior cycle teacher. In preparation for the Junior Certificate examination I follow the prescribed syllabus and prepare students for the journal which was completed this year by April 29th.

Margaret Daly and Lisa Whelan are the senior RE teacher. They follow the non-exam syllabus for senior RE.

Theme weeks and activities

The RE department has been busy since over the last two terms. Catholic schools week was marked in January. Pupils from each year read a daily reflection on the theme of 'mercy' and a visual display on the theme was created and on view in the social area for the duration.

The beginning of Lent, which began on Ash Wednesday, was marked by staff and pupils with the wearing of the ashes. A group of pupils from Presentation Secondary led the Stations of the Cross in St Mary's Church on Friday 26th of February. Many parishioners attended this event.

Pupils from first year made a great effort for Trocaire and raised over €200 by selling blue ribbons before the Easter break. Our three first year groups also organized and prepared their own class Masses which were celebrated by Fr Declan O'Connor. They participated in a candle ceremony again with the sixth year cohort; this time offering the same candle they received in September as a sign of welcome to secondary school, now, as a gift and gesture of goodwill for the pupils about to graduate.

Finally, our sixth year group celebrated their graduation Mass on Thursday 26th of May. Pupils participated in the Liturgy of the Word as well as the music.

Cross Curricular Links

RE has several cross curricular links. These include history, geography, SPHE, and CSPE.

It is important to highlight these links in order to allow students to develop their thinking and apply learning to different context.

Staff CPD within the subject department

The RE department members attended two in services which were provided by the Diocese and were held in John Paul II centre in Killarney during the academic year.

CPD plans 2016-2017

All departments will attend any in service provided to staff members during the year.

Links with PDST

I refer to PDST in preparation of lessons

New resources purchased

A class set of the Senior RE book by VERITAS was purchased at the beginning of the academic year.

Literacy and numeracy initiatives in the department

Keywords are used and highlighted at the beginning of new lesson material. Students are invited to paraphrase new concepts verbally in class which allows them to internalise the meaning of new words and phrases. This also allows peer teaching to flourish in class. Dates are represented on timelines to give students a visual display of time. This allows them to calculate how old things are and how long ago did certain people live etc.

Links with the school self evaluation and school improvement planning structure

Students are encouraged to strive to take the higher lever RE paper for Junior Cert

Science Department

Members of the department

Eileen Keane, Christopher Kiely, Jacqueline Normile

Science week Nov 9th – 13th

Consisted of:

- (a) Science demonstrations over break times during the week
- (b) Science quiz for 1st years
- (c) National school quiz conducted for different national schools in the area.
- (d) Daily quiz questions on screen

Open night for the school (TY students helped out and assisted on the night)

Collaborated with the Geography Department during water week (Dec $7^{th} - 11^{th}$) with some demonstrations in water purification over break times.

TY students attended the BT Young Scientist competitions in the RDS in first week of January.

5th & 6^{th} Year Agricultural Science students attended Pallaskenry Agricultural College as part of their farm visit for their projects.

Egg drop challenge was conducted in the school for 1st, 2nd & 3rd year students on March 11th and for senior cycle students on March 16th.

5th & 6th Year Agricultural Science students visited a potato farm in Moyvane on the 8th of March as part of their practical experience for project.

6th year science students attended a senior science quiz in Tralee IT.

TY, 5th & 6th year Agricultural Science students planted potatoes in the school on the 19th of April as part of their practical experience for project.

5th Year Biology students attended an ecology field trip in Killarney National Park as part of their leaving cert course.

On behalf of the science department, attached is a list of what was done in the science department over the year from 2015-2016.

Also our 5th and 6th year agricultural science students visited a potato farm in Moyvane belonging to Neilus O'Connor as part of their agricultural science project for leaving cert. Neilus was very welcoming to us and showed us the different types of seed potatoes that he stores. It was a very informative trip.(attached is a group photo)

Enthused by this potato farm visit we decided as a group (5th & 6th years) that we would plant our own potatoes in the school. The TY students also helped out.

The potatoes are doing well and have started to sprout up. They will grow over the summer months and be ready for harvesting when we come back to school the end of August early September. (pictures attached)

We will have more news and pictures on the potatoes when we get back. So hopefully they will be ready for eating!

SPHE Department:

Members of the department

Mary O'Connor, Lisa Whelan

Use of ICT in the Department

Our ICT resources available for use in the SPHE Department include:

2 laptops for individual teachers purchased by the School for the use of teachers plus 2 more laptops

1 computer and printer for student use.

1 interactive data projector and 2 other data projectors

Staff and student share drive, electronic folder system to share resources and data.

E portal system to record attendance and results. It's beneficial for conveying notices to all staff.

The following resources have been uploaded to SPHE folder on the staff share drive: SPHE The Collection CD's.

Google forms are used for evaluation purposes within the department.

Detail of Subject Department Plan 2016 - 2017

Refer to 2016 – 2017 Action Plan attached.

Theme Weeks and Activities

Sid Sheehan of "Nourish by Nature" delivered a presentation on "The Effects of Diet on Health" to TYs and 5^{th} Years.

Margaret Crean of "That's Life Education Programme" delivered a presentation on Healthy Living and Well Women Issues to First Years, Third years and LCA students.

Supervalu, Listowel, kindly sponsored fresh fruit for the students for morning break for a day.

December was Mental Health Awareness month. Dr. Julie O'Connor gave a talk to 6^{th} Years.

Brenda Morgan delivered a study skills seminar to interested students.

Humourfit performed a play on the theme of Alcohol and Substance Mis-use for 3^{rd} , TY, 5^{th} and LCA. 1^{st} and 2^{nd} Years theme was Bullying. 'The Mighty Bully Brady' is a 90 minute play where the bully and victim are seen through the eyes of one actor.

Aware gave a talk to 5th & 6th Years on Positive Thinking and Resilience. 1st, 3rd and 5th Years had Team building with instructors from Cappanalea Outdoor Pursuit centre in Listowel Town Park.

2nd Years did orienteering as team building exercise.

Seamus Whitty, Kerry Lifeskills delivered two workshops to most Year Groups this year.

As part of Health Promotion week students participated in The Sive Walk and The Bog Walk. Team building activities took place also to encourage cooperation and team work in the form of "House Groups". The "House Groups" were a mix across the year groups.

Transition Years and 5th Years climbed Carrauntoohill.

First and Second Years participated in AIB 5 Km Schools Fitness Challenge on 27th April.

Killian Young delivered a Health and Wellbeing Talk to 5th Years.

Sports Day took place on the 25th May continuing the House Group theme to encourage co-operation and team building amongst students. Activities included the following: Sive walk, Bog walk, Rounders, Plank race, penalty shoot out, wellie throwing, sack race, three legged race, tug of war, treasure hunt, circuits etc.

Cross curricular links:

Cross curricular planning occurs between SPHE and the following subjects:

Science: Nutrition; Human reproduction

Business Studies: Consumer Studies; Budgeting

Geography: Global Interdependence, Environmental Awareness, Culture & Identity, Green Schools, Waste reduction, Water conservation, water treatment & pollution.

Religion: Food choice, Social & Health, Morality, Decision making

Home Economics: Food choice, Health Hazards, Health and hygiene and Human reproduction

reproduction

C.S.P.E.: Environmental awareness

Biology: Human Physiology

Maths: Statistics

Staff CPD within the subject department

27/08/15 Anne O'Brien PDST, Assessment for Learning Teaching Methodologies

17/10/15 Professor Donal O'Shea, ATHE National Conference, Athlone
19/10/15 Una O Neill: Visiting teacher for the Deaf
14/12/16 Friends for Life Training, NEPS, Tralee Education Centre
15/12/16 Friends for Life Training, NEPS, Tralee Education Centre

10/03/16 Justin McCarthy, ICT in Education, Google drive & Google forms

CPD Plans for 2015 – 2016

Will attend PDST SPHE in service if provided for 2016 – 2017 school year.

Links with PDST

Refer to staff CPD above

New Resources purchased:

Printer replaced in Dress Design Room.

Literacy & Numeracy initiatives in the Department:

Refer to Literacy & Numeracy Action Plans attached.

Links with the School Self Evaluation & School Improvement Planning structure:

Our Department is updated about School Self Evaluation at staff meetings. We completed 2 surveys on Assessment for Learning as part of our School Self Evaluation. Next year we will continue to share learning intentions with 1st, 2nd & 3rd Years. Please refer to our Numeracy and Literacy action plans for School Improvement planning for 2016 -2017.

Details of Subject Department Action Plan 2016-2017

For the coming academic year we will implement the following:

AFL – continues to outline learning intentions at the beginning of lessons.

Continue to teach problem solving skills.

Common teaching methodologies and common tests.

We will strive to increase the uptake of the higher level paper.

General Analysis of State Exams 2015

Student uptake of Leaving Cert Higher Level was 45% which was considerably above the National Average of 27%.

Student uptake of Junior Cert Higher Level was 77% with the National Average at 55%. We strive to maintain this figure in our school.

Student uptake of Junior Cert Foundation Level was 0%.

Theme Weeks and Activities

Maths Week was held in November, with daily puzzles, a maths trail and local primary school involvement it was a great success. We were delighted with the number of student who got involved in these events.

Throughout the year senior cycle students participated in the annual Irish Olympiad maths quiz.

Junior cycle students competed in the regional Pi Quiz and The Irish Junior Maths Competition.

Cross curricular links

Science, Business Studies, Geography, History, Accounting, Economics / Business.

Physics / Chemistry / Applied Maths / Biology/Design & Communication/English are very important.

The advantages of cross-curricular planning is that it provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts. Many of the important concepts, strategies, and skills taught in the Maths subjects are portable. They transfer readily to other content areas. In cross-curricular teaching it is highlighted to the students the topics that are covered in a particular subject are also covered and relevant in another subject. Teaching methodologies are shared between teachers in departments and between departments for teaching a range of different topics. When similar topics are being covered by teachers there is a discussion between those particular teachers as to what teaching methodologies and strategies they employ and which are best suited to a class.

Staff CPD 2015-2016

All department staff attended an in-school in-service provided by the Project Maths Development Team. Other professional development courses included a Learning School Conference where our Numeracy Research Project was showcased.

Staff CPD 2016-2017

All department staff will attend any in-service development provided by Education Centres or the Project Maths Development Team.

Links with PDST

PDST Numeracy link days were attended in the previous academic year and will be attended in the coming academic year if provided by the PDST.

New resources purchased

No new resources were purchased. Educate ie provided the school with 70 Maths textbook – Maths in Action, free of charge.

Literacy and Numeracy Initiatives in the Department

Literacy and numeracy are two essential skills required by students of Maths. The Maths department aims to assist students in improving and developing their literacy and numeracy skills. Keywords are used for each topic to develop literacy skills as students need to be able to comprehend and use mathematical language. As part of problem solving strategies students should be able to explain findings and justify conclusions. Students should also be able to communicate mathematics verbally and in written form, analyse information presented verbally and translate it into mathematical form.

Students who may have difficulties with numeracy are given assistance through special needs classes to improve and develop their numeracy skills.

Each individual Maths teacher in the school contributes to student's literacy and numeracy in each class. All Maths teachers in the department also share ideas and resources for the development of students' literacy and numeracy skills.

Links with the School Self Evaluation and School Improvement Planning structure

Linking with the School Self Evaluation/School Improvement Planning the following areas were prioritised for improvement:

The levels of Higher Level Maths uptake at Junior Cycle were monitored.

Numeracy skills of students were reviewed as they progressed in Junior Cycle.

Numeracy initiatives were implemented.

AOB

Reflecting on the year to date, we feel that due to the lengthy maths syllabi any additional maths classes would be of great benefit to the students.

Gaeilge Department

Ceannaire na roinne:

Norma Dowling

Baill na roinne: Elaine Keane

Bridget O'Connor Margaret Walsh

Úsáid teicneolaíocht sa roinn:

Ríomhaire sa seomra ranga Seó 'powerpoint' Úsáid scannan e-leathanach Gaelchultúr

Athbhreithniú ar phlean gníomhaíochta na bliana:

D'eagraíomar seachtain na Gaeilge, céilí, tráth na gceist, ciorcal cainte, comórtas póstaer.

Anailís na scrúduithe stáit:

Déanta againn agus sábháilte ar an comhad roinnte

Seachtain na Gaeilge: Rinne an Idirbhliain póstaeir, aonach na Gaeilge sa halla, imeachtaí éagsúla don chéad bhliain agus bronnadh duaiseanna ar na buaiteoirí

Nascanna traschuraclaim:

Tá nasc idir na hábhair éagsúla agus déanann na múinteoirí iarracht béim a chur ar seo. Tá comh-oibriú na múinteoirí sna hábhair eile tábhachtach. Is é an buntáiste a bhaineann leis an modh múinteoireachta seo ná gur féidir leis na daltaí eolas a fhoghlaimítear i gcomhthéacs amháin a úsáid i gcomhthéacsanna eile. Is ceacht luachmhar é seo.

I mbliana mar shampla bhí nasc láidir idir sinn an roinn na staire agus an roinn cheoil mar gheall ar chomóradh éirí amach 1916. Bhí ceiliúradh againn i gclós na scoile. Seinneadh ceol traidisiúnta, léadh an forógra agus filíocht.

Forbairt ghairimiúil 2015/2016:

Cuairt scoile le Susan Ormond. Rinneamar staidéar ar an mbéaltriail, cruinneas as Ghaeilge agus úsáid cártaí sa seomra ranga.

Forbairt ghairimiúil 2016/2017:

Cuairt scoile eile le Susan Ormond

Nascanna leis an Seirbhís um Fhorbairt Ghairmiúil do mhúinteoirí:

Susan Ormond

Acmhainní nua:

Cheannaíomar leabhair Ghaeilge don leabharlann, cartaí oideachais agus postaeir don rang.

Tionscnaimh litearthachta agus uimhearthachta:

Bhaineamar úsáid as Beatha le Bua ar an idirlíon sa rang. Roinneamar an nasc leis na daltaí. Chuireamar leabhair sa leabharlann. Rinneamar postaeir don rang ag

fógairt achmainní nua: Gaeilge le glam, Nós, Úsáidim Facebook as Gaeilge, tuairisc. Chuireamar na daltaí ar an eolas faoi na rudaí thuas luaite.

Nascanna le Féin-mheasúnú agus le pleanáil fheabhsú na scoile:

Rinneamar ár ndicheall na torthaí foghlama agus na heochairfhocail a scríobh suas ar an gclár bán ag tús gach ranga.

SNA Report 2015-2016.

The following is a report from the SNA department.

20th August we returned to school.

- ♣ Did 6 hours SEN work organising names and timetables for our students.
- First years students in school gave them out timetables, books and lockers.
- ♣ Met with our students and coloured coded their timetables. Complied plan B to be used when our main students are absent
- Assisted with Recourse Teaching hours timetables.
- **↓** Liaised with Speech Therapist for a student.
- Team meeting re First year student.
- Assisted with SEN department an Open Night.
- ♣ Assisted with SEN students at activities in Town Park.
- ♣ Attended Musical In Limerick with a Sen Student.
- ♣ Assisted with choir on Presentation Day in Church.
- **♣** Down syndrome in-service with Patricia Griffin.
- ♣ Attended performance and workshops on Romeo and Juliet in St John's Theatre.
- ♣ Attended SEN meeting with SEN Co-Ordinator and other staff members.
- **↓** Updated Care Needs reviews each term.
- ♣ Attended general staff meetings.
- **♣** ICT In-service for two weeks.
- ♣ Assisted SEN students with Home Economics projects.
- Read and scribed for SEN students in Mock Exams.
- ♣ Attended Killarney with the school for the 5kn walk for Health Promotion week with SEN Students.
- ♣ Accompanied SEN students on Bog Walk.
- ♣ Assisted with Hair and Beauty day with LCA students.
- **♣** Facilitated Reading Assessments for SEN student.
- ♣ Assisted in the Fundraiser Bingo for the school.

- ♣ Attended German Oral with LCA SEN student.
- ♣ Attended Choir practice for Graduation Ceremony.
- **♣** Went on 2nd year History outing to Cork.
- ₩ Went to Music recording event in Killarney with LCA students.
- ♣ Assisted with school Sports day.
- ♣ Assisted with reading and supervision of House and State exams.

Transition Year Evaluations 2015-2016

EVALUATION OF TRANSITION YEAR BY PARENTS

1. What did your daughter gain from Transition Year?

Confidence increased.

Made more friends.

Knowledge on career options.

Independence increased.

Variety of out of school activities has been valuable learning opportunities ef interacting with the elderly.

Maturity and more self esteem

Gained valuable information from seminars.

Enjoyed the physical activities.

New experience

Work experience allowed her to explore a few different careers. 'Gifted' was a great achievement. Time to become involved with local drama group, guitar lessons, achieve a lifeguard qualification. Playing scrabble with a 90 year old gentleman while on placement.

2. What were the main advantages for your daughter in participation in Transition Year?

Group Activities.

Learning skills and work placement experience.

Not afraid to take on a challenge ie Rock climbing, ab-sailing etc

Experience new things ie Sports and varied activities.

Learning to work as part of a team.

Decision making and planning is important in enterprise.

Working with the community (Cooking with Down Syndrome teenagers & The elderly)

A break from study, and a year to mature and achieve personal goals. Expand

her circle of friends.

Career focus

More time in specific classes.

3. What were the disadvantages of participation?

Motivation to study decreased.

Some modules weren't as good as others, ie Nutirtion was done in Home Ec and they did not have enough Chinese classes for it to be beneficial.

An extra year in school.

No opportunity to go on a foreign trip as another learning experience.

Did not seek summer employment from chosen work experience.

Too much focus on classes and schedules, projects and homework clashed too often. She could have gone straight to 5th year.

Will it be difficult for students to settle back into normal school life and study in September.

4. Any suggestions for next year?

Book rental scheme waste of money for parents as books not used.

Do more modules that the TYS will use in the future such as first aid and photography.

Make the most of it and enjoy every moment as the year will fly by.

Intercultural school, exchange programme and a monthly check on the diary of activities.

Let the students have a greater voice

Students should pick their own modules. Bring back adventure trip at the start of the year.

5. Any useful advice to students starting the programme next September?

Be patient and remember you will not get everything you want but everything you need.

Make use of the spare time outside of school by learning new things. Plan out what you want to do for the year and make a list to ensure that is what you get.

Encourage students to have many out of school opportunities to learn new skills.

Enjoy TY, do things out of your comfort zone.

Push for a bucket list.

TY is about setting goals. Students need to put in their own efforts for this year to be successful.

<u>Transition Year Teacher Evaluation Analysis – May 2016.</u>

What are the main strengths of the Transition Year Programme in this school?

Wide range of subjects and varied activities to enrich development and aid in making choices for leaving cert

The openness to change and the way the programme is ran. The use of YSI and Enterprise.

The programme is varied and offers a good range of modules. Work experience and social justice work well.

It gives students an opportunity to experience more than the academic. It enables them to make more informed subject choices for Fifth Year.

Wide variety of modules offered - Enterprise, work experience, Social Justice, Young Social Innovators, Photography, Chinese, Hair & Beauty, Tae Kwon Do, Sign language, Scratch. Activities: Black valley, Carrauntoohill, swimming, surfing

Students given every opportunity with career choice, modules and extra curricular.

Students do a lot of project work.

Variety in terms of modules, subjects, experiences, work placement and social justice.

Our TYs are offered a wide ranging and comprehensive curriculum with Enterprise ,Work experience ,Social justice ,Young Social Innovator ,Photography, Scratch , Safe Food and Practical Home Economics along with outdoor activities and core subjects .They are given many opportunities throughout the year

Students are given the opportunity to experience a broad range of learning opportunities beyond academics in the strict sense

The students become more confident

It is very inclusive and supportive for all students to develop and grow socially, academically. Great support from principal and teachers.

Work experience is a huge strength for the TY girls. YSI is also brilliant.

What aspects of TY in this school would you most like to see improved?

more links with the community and varied activities linking all subjects

n/a

Perhaps a more cross-curricular approach to competitions would help.

Consolidate all costs involved so that the overall cost of the year is clear to TY parents and students. More work on group dynamics as larger class requires this. Re-introduce TY specific staff meeting with the TY core team.

A more definite calendar of events so both staff and students have a clearer picture.

Longer modules (6 weeks is not long enough)

Not much. Hard to fit in to timetable but maybe some further modules / tasters on subjects like geography, history, politics etc.

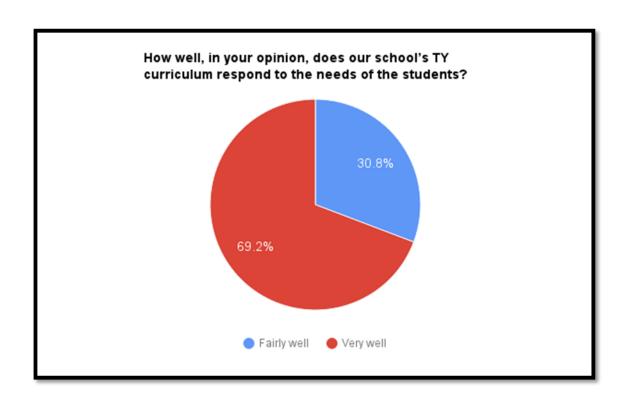
TYs need a full costing of all trips, speakers etc and made aware that other cost can and will arise throughout the year and sometimes this is inevitable

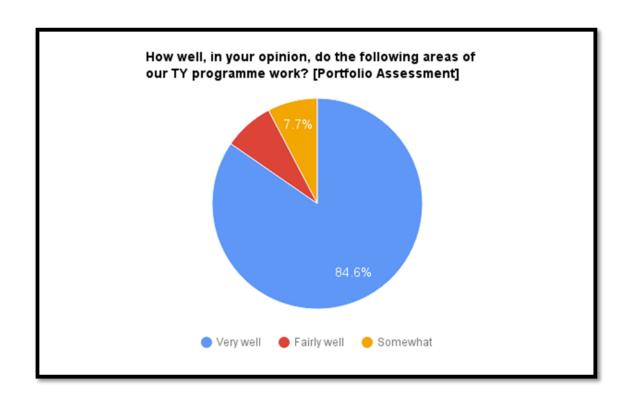
If a teacher assigns work it should be done in his/her own class time as opposed to expecting other teachers to give up their class time for another teachers work

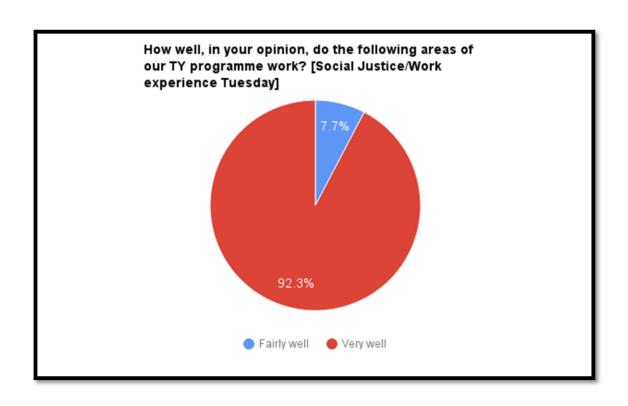
The academic subjects can suffer at times due to interruptions to timetable

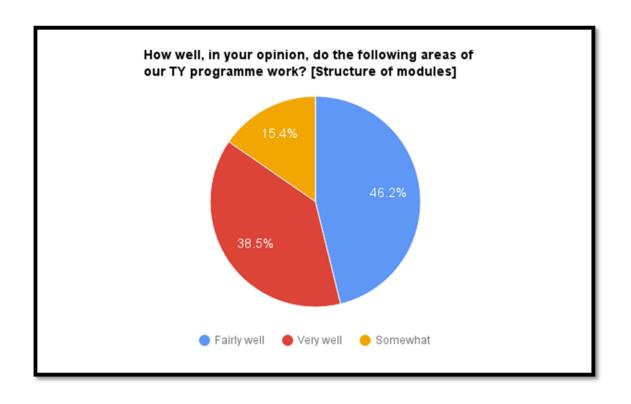
Difficult to teach TY over two single classes, would be better if had a double class with them per week.

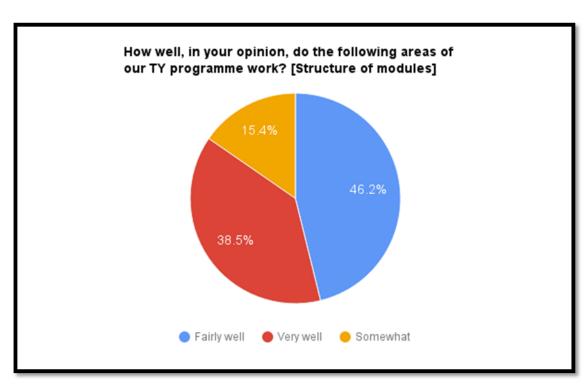
TY is run very well in this school

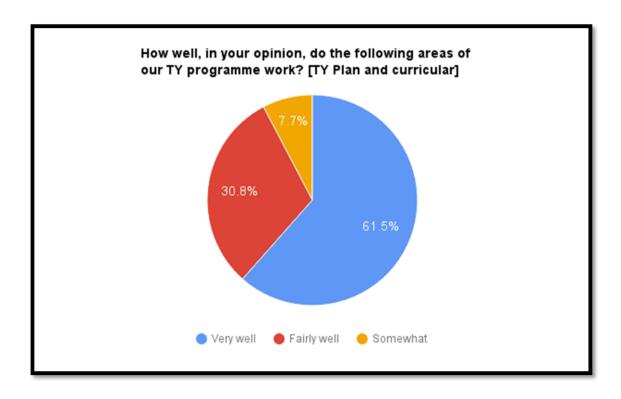












Transition Year Activities 2015-2016 2015

- Friday, 28th August Surfing module day 1
- ₩ Wednesday, 16th September TY Expo & Kilkenny Castle
- ♣ Monday, 21st September Swimming module day 1
- ♣ Thursday, 24th September Ploughing
- ♣ Monday, 28th September Swimming Module day 2
- Friday, 25th September Surfing module day 2
- ♣ Thursday, October 1st Sign Language module day 1
- **♣** Thursday, October 1st Chris Fitzgerald in for Drama
- ♣ Monday, 5 October Swimming module day 3
- ₩ Wednesday, 7th October Tom in for enterprise education
- **♣** Thursday, 8th October Sign language module day 2
- ♣ Monday, 12th October Swimming module day 4
- **♣** Thursday, 15th October Sign language module day 3
- ♣ Monday 19th October Swimming module day 5
- ♣ Thursday, 22nd October Sign language module day 4
- ₩ Wednesday, 4th November Bank module day 1
- ♣ Thursday, 5th November Sign language module day 5
- ♣ Monday, 9th November Badminton module day 1

- ₩ Wednesday, 11th November Bank Module day 2
- ♣ Monday, 16th November Badminton module day 2
- ₩ Wednesday, 18th November Bank module day 3
- ₩ Wednesday, 18th November Florist in for last three classes
- ♣ Monday, 23rd November Sid in talking to us about Health & diets
- ♣ Monday, 23rd November Badminton module day 3
- ₩ Wednesday, 25th November Nutritional module day 1
- ♣ Monday, 30th November King Lear play in St.Johns Theater
- ₩ Wednesday, 2nd December Nutritional Module day 2
- ₩ Wednesday, 9th December Nutritional Module day 3
- Wednesday, 16th December Nutritional Module day 4

2016

- Wednesday, 6th January Ard na Crusha, Glasnevin, Out for dinner
- **↓** Thursday, 7th January Shopping, IFI cinema, Ice Skating
- Friday, 8th January BT Yound Scientist, Croke Park skyline walk
- **♣** Thursday, 14 January Law Day
- ₩ Wednesday, 27th January Creative Dance Module day 1
- Wednesday, 3rd February Creative Dance Module day 2
- ₩ Wednesday, 10th February Creative Dance Module day 3
- ♣ Wednesday, 2nd March Creative Dance Module day 4
- **↓** Wednesday, 2nd March Visiting Bank of Ireland
- **♣** Thursday, 3rd March YSI Trip to Limerick
- Friday, 4th March Enterprise Trip to Tralee
- **↓** Thursday, 7th April Chinese Module day 1
- **↓** Thursday, 7th April Hair and Beauty Module day 1 (group 1)
- **↓** Thursday, 14th April Chinese Module day 2
- **↓** Thursday, 14th April Hair and Beauty day 2 (group1)
- Monday, 18th April Tae Kwan Do Module day 1
- **↓** Thursday, 21st April Hair & Beauty Module day 1 (group 2)
- ♣ Thursday, 21st April Chinese Module day 3
- ₩ Wednesday, 27th April Dance Class Module day 1
- ♣ Thursday, 28th April Chinese Module day 4
- ♣ Thursday, 28th April Hair and Beauty day 3 (group 1)
- ♣ Monday, 25th April Tae Kwan Do Module day 2
- ♣ Monday, 2nd May Tae Kwan Do Module day 3
- ₩ Wednesday, 4th May Dance Class Module day 2
- ♣ Thursday, 5th May Hair and Beauty day 3 (group 2)
- ♣ Monday, 9th May Tae Kwan Do Module day 4
- ₩ Wednesday, 11th May Seamus Whitty Talk
- ₩ Wednesday, 11th May Dance Class Module day 3
- Monday, 16th May Tae Kwan Do Module day 5
- ♣ Thursday, 19th May Black Valley (Gaisce Trip)
- Friday, 20th May Black Valley (Gaisce Trip)
- ♣ Monday, 23rd May Surfing Module day 3

Presentation Secondary School Listowel Portfolio Assessment Summer 2016

| Name: | Los Tuathall | | |
|------------|--------------|--|--|
| Ivaille: | | | |
| Assessors: | | | |

| Criteria | Mark | Comment |
|---|------|---------|
| Curricular Studies (40m) | | |
| 1.Evidence of engagement with the work in | | |
| subject/classes | | |
| 2. Notes/Handouts/Exam results to be presented | | |
| 3.Projects completed | | |
| 4. Reflections on Modules completed | | |
| Quality of Presentation (10m) | | |
| 1.Clearly presented/organised | | |
| 2. Method of presentation: Powerpoint/Scrap | | |
| book/Photos | | |
| 3. Oral skills/Engagement with Assessors | | |
| 4. Students reflections on their experiential | | |
| learning | | |
| Evidence of Participation (10m) | | |
| 1.Teacher Comments about this student | | |
| 2. Volunteering in the locality | | |
| 3. How the student is using her time effectively | | |
| this year? | | |
| 4. Any individual activities undertaken this term | | |
| for personal development outside of school? | | |
| | | |
| Self-evaluation (10m) | | |
| 1. Ability to be self aware | | |
| 2. Understanding of success criteria used in | | |

| TDX / | |
|---|-----|
| TY | |
| 3. Goals for term one achieved? | |
| 4. Personal goals for from now until the end | |
| of the year?? | |
| Evidence of Diary (10m) | |
| 1. Has the diary been kept on a daily basis | |
| 2. Genuine reflections as opposed to just | |
| keeping records of events | |
| Work Experience Evaluation sheet (10m) | |
| 1. Employers evaluation | |
| 2. What has the student gained from the | |
| experiences? Positive/negative | |
| Reflections on Social Justice Project | |
| 1. Student's observations/reflections | |
| 2. Will the student continue to engage in | |
| some capacity (if so reflections will be | |
| considered at the end of year 2 Portfolio | |
| Assessment) | |
| Personal input into TY (10m) | |
| 1. Overall assessment of student's contribution | |
| 2. Leadership opportunities availed of? | |
| 3. The question to be asked of the student | |
| 'Are you benefitting from TY?' | |
| Why and how? | |
| Are you any clearer about your Senior Option | |
| choices? | |
| 4. Final comments to the student: What did they | |
| think about the assessment? | |
| | |
| | |
| | |
| TOTAL | |
| | |
| Comments: | I I |

Signed: _____

Student Survey Analysis: May 2016

| V | Vhat three aspects of the TY did you most benefit from? *(actual |
|----|--|
| st | tudent responses) |
| N | Modules, Y.S.I., trips |
| Е | Interprise, YSI and the Ploughing |
| V | Vork Experience, home ec, scratch |
| Y | YSI, surfing, drama. |
| V | Vork experience, Gaisce trip and TY musical |
| T | rips, Y.S.I, TY show |
| I | benefited from doing social justices, YSI the Musical |
| V | Vork Experience YSI Public speaking |
| S | ocial justice, YSI, trips |
| S | ocial justice, YSI and trips |
| V | Vork Experience, YSI and trips such as Black Valley, Dublin and Carrantuohill. |
| W | vork experience, black valley trip, social justice |
| E | Interprise, Work Experience, YSI |
| T | rips, Social Justice and Work Experience |
| Е | Interprise, Work experience, YSI, |
| V | Work Experience, Spare time outside school, The Musical |
| ", | work experience |
| S | ocial justice |
| | |

| volunteering" |
|---|
| "Work experience |
| The TY end of year musical |
| Home Ec cooking" |
| Work Experience. Social Justice. YSI |
| Enterprise, work experience, YSI |
| Work Experience, Social Justice and Computers |
| Dublin trip, modules, visiting speakers. I also accomplished a lot of my own goals |
| outside of school. I had a part time job which was of great benefit to me and was something that I couldn't do any other year because of lessons. |
| "Work Experience, |
| Social Justice, |
| Enterprise." |
| Work experience, more outdoor activities after school and more confident |
| |

| What three aspects of TY did you least benefit from? | *(actual |
|---|----------|
| student responses) | |
| | |
| English, Chinese | |
| Nutrition module, Taekwando and the Ty expo | |
| modules, didn't go on enough trips, | |
| Chinese, Walking, Creative dance | |
| Creative dance (module), TY expo and nutrition (module) | |

| Modules, Enterprise, Safe Foods (Home Ec) |
|---|
| I least benefited from Enterprise |
| Chinese Computers-scratch |
| Chinese, taekwondo, work experience |
| enterprise, the portfolio assessment and creative dance |
| I enjoyed most aspects of TY and don't know what I least benefitted from. |
| nutrition module, Chinese module, creative dance module |
| Chinese, Creative Dance, Environmental Science |
| Portfolio Assessment, Creative Dance |
| Chinese, creative dance, portfolio |
| Enterprise, Social Justice, YSI |
| "chinese |
| creative dancing |
| "Nutrition module |
| Educational aspects |
| English. Modules. DCG |
| Creative dance, Nutrition module, guest speakers from areas that are of no interest |
| AT ALL to me. |
| creative dance, chinese, taekwando |
| Enterprise and Creative Dance |
| Enterprise, projects, paintballing, surfing. |
| |

| "Chinese Module, | |
|------------------------|--|
| Creative Dance Module, | |
| Educational Aspects." | |
| none | |

| For you personally, what would you consider to have been your greatest success |
|--|
| this year? |
| |
| |
| *(actual student responses) |
| volunteer work |
| volunteer work |
| Taking part in the One Good Idea program as we got through to the top 50 |
| |
| Getting through into the scratch competition final. |
| The Dublin trip |
| The Buomi uip |
| Climbing Carrantuohill |
| |
| Getting do things I enjoy outside of school without having the pressure of |
| homework and study on my back. |
| That I was more confidant in myself. |
| That I was more confidant in mysen. |
| I feel that I am more confident speaking in front of others and in large groups |
| |
| Climbing Carrantuohill/making new friends |
| Getting actual work out of work experience |
| Getting actual work out of work experience |
| I had time to do extra curricular activities such as volunteering and completing |
| |

| N | Nail Tech course. I feel this year has prepared me for starting the Leaving Year as |
|---|---|
| I | have a better understanding of what I would like to do in college. I also really |
| e | njoyed the TY show and modules. |
| S | tarting new things outside of school |
| E | Enterprise |
| C | Going to Westport with Bonita on work experience |
| E | Enterprise! |
| V | Work Experience |
| g | going on work experience to tallaght hospital as it has helped me with a career |
| c | hoice |
| I | got more confidence |
| P | Picking up new hobbies, gained people and communication skills |
| I | found out which career path I want to follow due to a TY event outside of |
| S | chool. |
| L | ifeguard course |
| I | tried everything that was put in front of me and it made me more outgoing and |
| c | onfident. |
| C | One of my goals from this year was to get my Grade 8 piano exam done. I did it |
| o | on Wednesday and it was a great opportunity to do it when I didn't have the |
| p | pressure of homework and exams. My part time job was a great opportunity to |
| h | ave throughout this year. |
| P | Personally my greatest success this year was becoming my own person and |
| | becoming more confident. |

more confidence in myself

| | What aspect(s) of TY would you most like to change? *(actual |
|---|--|
| | student responses) |
| | |
| | more trips |
| | I think Italian would be more fun to learn than Chinese because Chinese was |
| | really boring and difficult and the teacher wasn't very helpful |
| | Go on more trips and do different modules. |
| | Work experience, have it all in one week instead of every Tuesday. More Social |
| | Justice. More modules, dancing, yoga, and more trips away and FOREGN trip!!! |
| | Less academic more trips |
| | Do more trips, Get to decide what modules we want to ourselves. |
| | The portfolio's |
| | More trips to places like the Maherees, the Wetlands etc. |
| | having a week of work experience instead of one day a week as it is hard to get a |
| | feel for a placement, getting rid of the book scheme as we don't use any books and |
| | its a waste of money. |
| | getting rid of the portfolio assessment |
| | I personally think the Book Rental scheme this year was a waste of money as we |
| | did not use one single book this year. |
| | modules that would be more important like first aid |
| | The lack of trips and I would make it more flexible. I would also change social |
| | justice and have more of a student input into trips, speakers and modules. |
| _ | |

| That the portfolio wouldn't be taken so seriously and more trips |
|--|
| Social justice, more trips, more student choice with regards to activities and guest |
| speakers, more freedom. |
| More outside school trips, Change modules to suit students |
| "-consult the students before bringing someone into the school in case the |
| students dont want to do this activity and it would be a waste of money |
| -More trips and outings instead of in school activities |
| -spend money on things we want to do " |
| "TYs should do more things outside of school and we shouldn't have to organize |
| it ourselves |
| The cost of things could be cheaper |
| Ask the students what modules and things they want to do before organizing it |
| because they might want to do something else |
| Don't be so strict on the education." |
| Less academic, most of our year was spent in classrooms. More trips and a more |
| welcoming environment to suggestions of trips, the majority of our suggestions |
| were turned down straight away. A more straight forward view of TY for the |
| incoming transition years as last years orientation about TY for us was very miss |
| leading, promises were made that were not kept. |
| Less time in classroom, more trips. Flexible timetables. The constant asking for |
| money from the students anytime we want to go anywhere. The whole point of |
| TY is to pay a lump sum for the whole year, not to have a kick-starter and keep |
| adding to it. TYs shouldn't have exams AND their portfolio, it's too much stress |
| The timetables could be more flexiable. Work experience could be of more |
| benefit in 5 day blocks. The modules should be chosen by the students. More |

| things should be done outside of school. |
|--|
| Modules of higher benefit to students as Chinese was a slightly difficult to learn |
| and creative dance was of little benefit as it taught is nothing. |
| I would have loved to go on a foreign trip. I would also have liked to do some |
| more modules. |
| "Don't have it mainly academic, |
| More trips that we want, |
| Listen to what we are saying when it comes to trips etc, |
| Consult the students before bringing in a guest speaker, |
| Plan more activities outside the school, |
| Make timetable more flexible ie. that we can go to other schools for activities |
| without it being so much hassle, |
| Have one week that is solely dedicated to activities outside the school, |
| Spend money wisely ie. don't bring in guest speakers if the students do not want |
| it, |
| Plan a foreign trip in advance." |
| More activities and mix with St.Michaels more |
| |

| What one piece of advice would you offer to a third-year student about to go into | |
|---|--|
| TY? | |
| | |
| *(actual | |
| student responses) | |
| | |
| volunteer as much as possible and make the most of the year because it goes | |

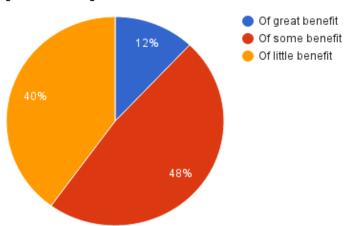
| extremely | y fact |
|-------------|--|
| CAUCINCIS | last |
| Plan your | trips ages in advance and never take for granted the teachers will know |
| you want | to go somewhere, also take part in as much things outside of school as |
| you can b | ecause you'll be bored without it |
| D 1. | |
| | of things outside of school to make the most of the year and try go on as |
| much trip | s as possible. |
| Get stuck | in and don't get lazy, get grinds in subjects you may find difficult so |
| you don't | become brain dead by the end of TY! |
| | |
| Get invol | ved in as much as you can |
| Do your v | work when given to you, Don't procrastinate and leave it til the last |
| minute! C | Get involved in all the activities even if it is something you wouldn't |
| normally | do. |
| | |
| Make the | most of the year |
| I would to | ell them to get involved in everything that they can and to start planning |
| the year e | arly. |
| | |
| Don't go | into the year with a certain idea of what it will be like. |
| don't stres | ss over little things |
| | |
| | Transition Year and get the most you can out of it. Enter TY with an |
| open min | d and try and do as many extra curricular activities as you can. |
| start pract | ticing for the end of year musical early to avoid stress |
| _ | |
| | have to really push for things that you want and that most of the things |
| you are p | romised at the beginning of the year wont actually happen. You also |
| have to ge | et involed in organising trips etc. I would also inform them that although |
| it mightn' | t seem like it, TY is mostly academic. You have to be really careful |
| about you | pick to be in a group with for projects, especially projects involving a |
| 1 | |

| lo | t of work such as Enterprise, and you have to be assertive in order to get what |
|-----|---|
| yo | ou want. |
| M | ake friends with the residents of Áras Mhuire when on Social Justice |
| Pı | ush for the things you want to do, from the day you start TY. Organise trips, as |
| m | any as you can, or you won't get to go on them. Let your opinions be heard from |
| th | e beginning. Say yes to as many things as you can. |
| De | o not be afraid to stand out and put yourself out there |
| m | ake the most of the year and do lots of new things most of all enjoy the year!! |
| G | o in ready to be willing to try everything and its good to get out of your comfort |
| zc | one because its the one year that you really can try endless new things you have |
| al | ways wanted to try |
| G | et your ideas out there at the beginning of the year, and definetly have a few |
| go | oals you would like to have completed by the end of the year. |
| Н | ave a plan of what you want to do every week, you wont be listened to if you |
| de | ecide on a Friday that you want to go paintballing a week later. Do your diary. |
| G | et involved in EVERYTHING whether you want to or not; It's worth giving |
| yo | our 110% in the end. Keep stuff from all the events that you go to for your |
| po | ortfolio. |
| Iv | would advise them to take up things outside of school. During TY you will have |
| a l | lot more free time so you might as well take up a few new things. |
| Ιv | would tell them to use their time wisely and do as much as they can with the |
| ye | ear. |
| Н | ave a bucket list and get going at it in the first term because after that the year |
| fli | es and projects start to pile up. |
| Pı | ish the teachers if you want to go on a trip, and keep telling them that you want |
| | |

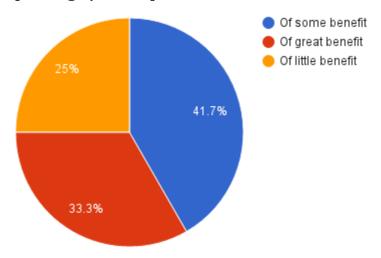
to go to this place otherwise they wont end up going.

keep up to date with diaries

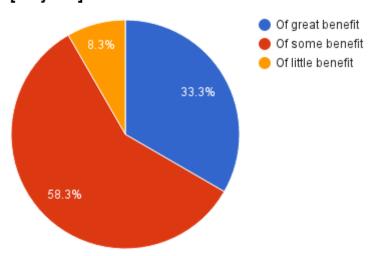
How would you rate the following aspects of TY? [Orientation]



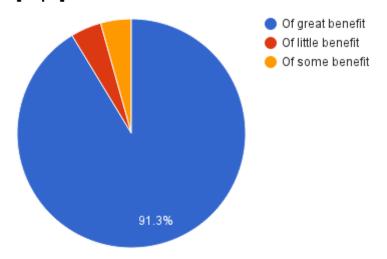
How would you rate the following aspects of TY? [Visiting speakers]



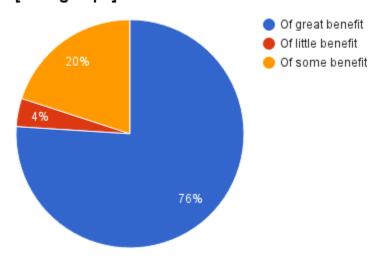
How would you rate the following aspects of TY? [Projects]



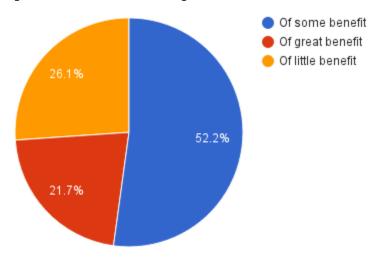
How would you rate the following aspects of TY? [Trips]



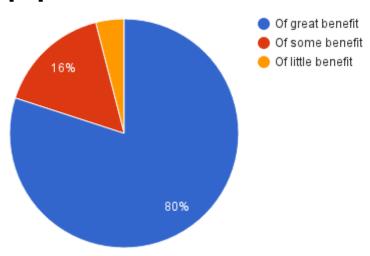
How would you rate the following aspects of TY? [Hiking Trips]



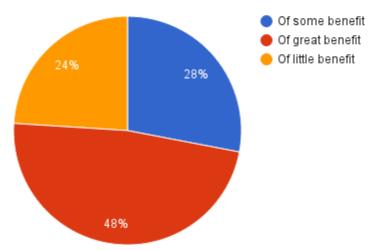
How would you rate the following aspects of TY? [Portfolio Assessment]



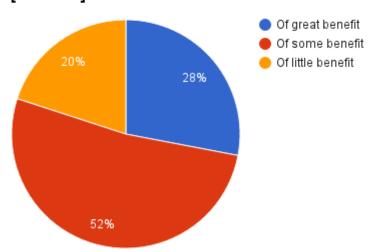
How would you rate the following aspects of TY? [YSI]



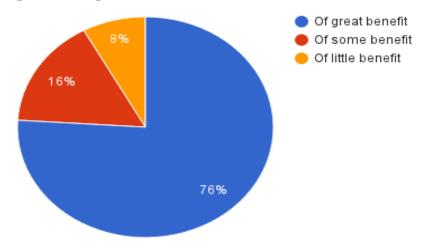
How would you rate the following aspects of TY? [Enterprise]



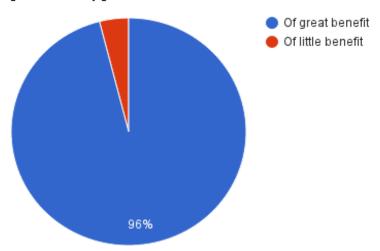
How would you rate the following aspects of TY? [Modules]



How would you rate the following aspects of TY? [TY show]



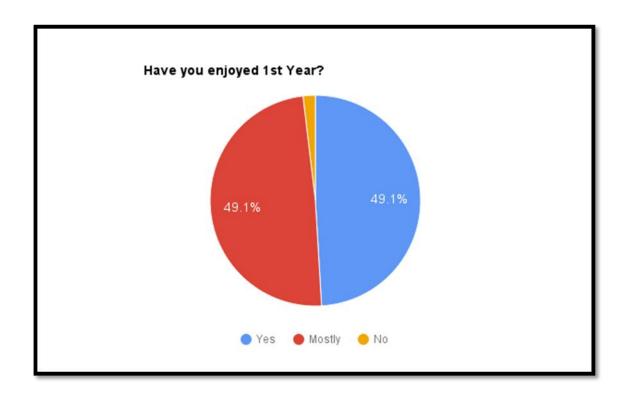
How would you rate the following aspects of TY? [Dublin Trip]



Evaluation of First Year May 2016

Evaluation of 1st Year Questionnaire May 27th 2015 1. Have you enjoyed 1st Year?

| | Yes | Mostly | |
|-------------------|--|---------------------------------|--|
| | No | | |
| 2. 4 4 4 | What have you enjoyed mostly | about being in 1st Year? | |
| 3. 4 | What did you find difficult abou | t being in 1 st Year | |
| 4. | Did you find it easy to make frie | nds? | |
| | Yes No | | |
| 5. | Did you experience any bullying | this year in school? | |
| | Yes No | • | |
| 6. | If you did experience bullying in bullying did you experience? | school, what kind or type of | |



What have you enjoyed mostly about being in 1st Year? *(actual student responses)

the different subjects and teachers

being more independent and being in school with all my friends

different classes for different subjects

more friends

MORE SUBJECTS

meeting new peoplemaking new friends

making new friends

making new friends and becoming more independent

meeting new people

having the chance to learn new subjects, making new friends and to be able to go from class to class for the subjects

New Subjects

you have much more freedom than what you have in primary school and I like moving from class to class because its better then being stuck in the

same class everyday Probably just making friends and learning obvisouly I have loads of friends and like all the subjects Being with my friends meeting new people football the football matches and soccer and some subjects are interestings the different classes and breaks and teachers The different classes and teachers friends its a change from primary school new friends and subjects making new friends going on trips making new friends and doing new subjects Making new friends and attempting new subjects meeting new people I have enjoyed that I wasn't in one classroom all year. new subjects to try and new friends to make. HAVEN THE CRAIC making new friends learning new subjects and making new friends my new class mates trying new subjects. Trying new subjects. Quizzes. having to go to different classes having to go to different classes new friends getting to know new people the food and moving around but the canteen should bring back the brown bread they had woth mai fitzes nothing really I enjoyed making new friends and new subjects.

new friends

having different subjects

all of the different subjects

different classes

not being stuck in the same place

lockers

new friends

free classes

free classes, teacher based classrooms, double classes

I enjoyed the art, music, English, computers, history, geo, PE and TG.

Book Club, History, French, Science, Basketball and events.

What did you find difficult about being in 1st Year? responses)

*(actual student

trying to make new friends

more classes and adjusting to the harder studying

the amount of homework and all of the different subjects

getting orgainized

learning new languages

more subjects more homework and you have to do everything yourself

all the new subjects and homework on Friday nights

all the books

going to different classes

studying all the different subjects

More pressure from some teachers to do well.

all the different subjects

I didn't find anything hard except like some subjects mostly Irish

maths and science wa too much test

The subjects and the Teachers

the subjects

the teachers underestimating me always and excepting us to be as good as the students who they prefer, because we are not all the same and i am not the best at academics teachers exceeding us to me as good as the students that they prefer all the remembering of all the subjects we have to learn and the tests especially the big February and summer tests and the some certain people in my class can be very annoying The different tests maths and science the new subjects certain subjects leaving my 2 best friends different to primary when some teacher don't make sense and don't explain things properly making new friends and trying to keep the old friends The exams I thought it was difficult adapting to a new style of exams being a 1st year is difficult because you have to study hard for febraury exams and summer exams. THE EXAMS AND ORALS having every subject exams, studying, irish, german, french, doing all the subjects we are not keeping on for the summer test studying for exams and tests. Studying for tests and exams. Irish, French & Science were difficult. the exams the exams more subjects the exams exams February and summer tests and learning 3 languages at the same time the transition from a small mixed primary in to an all girls secondary There was so many subjects. so any subjects exams

exams

exams

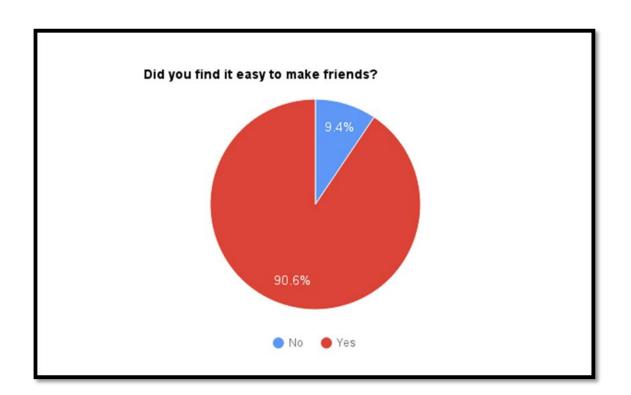
tech-graph

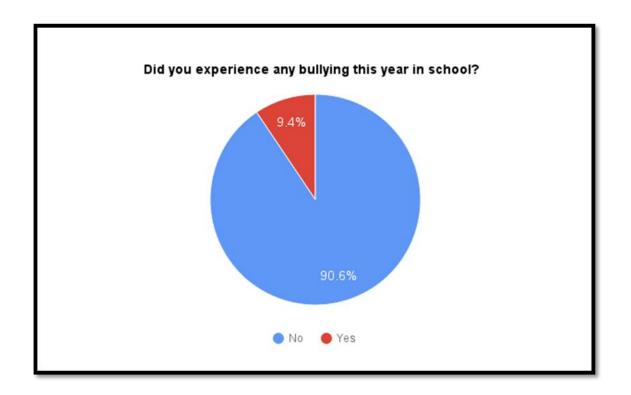
nothin really, some girls starting fights with everyone in the class

some subjects were a bit difficult, not being with the same friends from primary was a bit diffucult

I found difficult sometime was the noise, science, choir and rel.

Bullying and changion from 12 subjects to 19





If you did experience bullying in school, what kind or type of bullying did you experience? *(actual student responses)

Some people talked badly about me but I think we sorted it. Theres sometimes a lot of tension in our class.

I didn't

didn't mean to write yes on other survey that I first sent

none

none

N/A

none...

girls going through my private things and reading it out to the class for a few weeks and making fun of it . then my bestfriends made up stuff about me and were calling me stuff and that hurt me . this was at the start of the year and ive moved on and I have new friends

Decrete verbal bullying

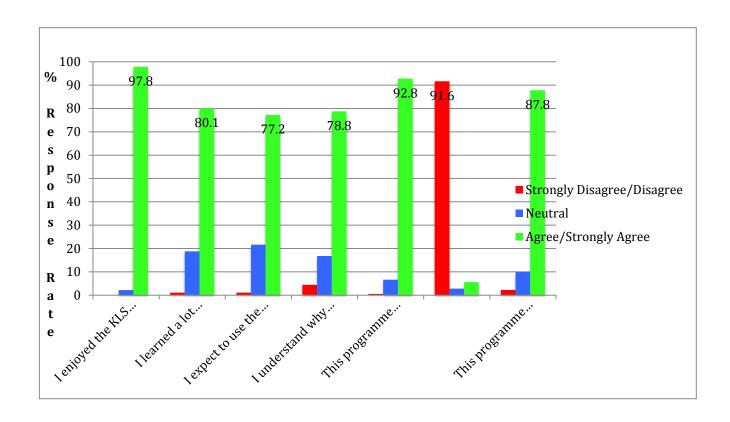
Wellbeing Initiatives Kerry Life Skills Seamus Whitty

Abstract

Mental health has been reported as the number one issue for young people in Ireland with schools considered to play an important role in supporting adolescent well-being. This is an exploratory case study of the Kerry Life Skills (KLS) post-primary school programmes. The study employs a mixed methods approach, with student questionnaires (n=182) functioning as the primary source of data, and school staff interviews (n=4) providing additional context for the data gathered. This student and school experience is considered within the context of social validity; a measure of an interventions acceptability, viability and the perceived social significance of its goals, processes and outcomes. Social validity studies carry considerable potential for bridging the gap between research and practice, empower participants and can assist in responding to calls for mental health services to become more youth-focused. The findings of this study suggest high social validity for the KLS programmes. The data suggests they are perceived to be important and to impact meaningfully on positive well-being outcomes for students, particularly in the area of student self-esteem and confidence. The KLS programmes are deemed to be supportive of, and integrate well with, the whole-school approach to supporting student well-being, in particular the SPHE curriculum. The process of programme delivery, in particular youth-friendly aspects (music, video, activities, stories and a sympathetic facilitator) are considered by students themselves to be critical for programme acceptability and social validity. This study submits that, in order for mental health and well-being programmes in schools to be acceptable to young people themselves, they need to be engaging and fun with the qualities of empathy, genuineness and respect central to their successful facilitation. This research suggest that these process elements, rather than solely programme content, may be central to programme effectiveness itself, as they may directly influence student buy-in.

The following figures and tables present the findings of this study. Listowel Presentation Secondary School was one of four schools in Kerry participating in this study.

Overall Responses to Social Validity Measure Questions 1-14



Programme Elements

Section C of the questionnaire explored which programmatic elements of the KLS interventions ranked highest for the students. Figure 2 illustrates the findings for this section for the fifth year students in Listowel Presentation Secondary School. Responses in figure 2 are presented as a percentile of the total number of participants

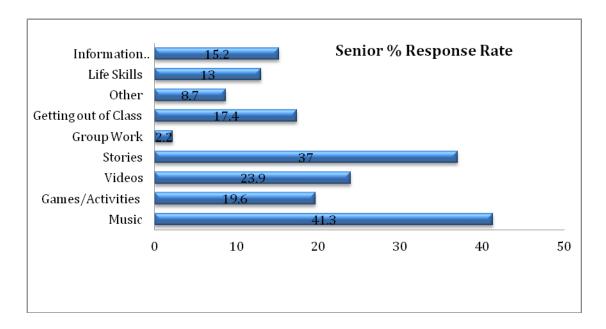


Figure 3 Senior Cycle Programme Aspect Ratings

Figure 4 represents a word cloud of the qualitative feedback from students. Word clouds reveal the frequencies of the different words that appear in a piece of text. An understanding of the general composition of the frequently used words allows viewers to have an overview of the main topics and the main themes in a text; and may illustrate the main standpoints held by the writer of the text.



Table 5 outlines themes emerging from the student questionnaire Section D, with response rates included and illustrative examples of comments made.

Health Promotion Initiatives Anti- Bullying Drama production

HUMOURFIT THEATRE IN EDUCATION

Thursday 10th December 2015

Year Group:

1. Did you enjoy the drama

| | Yes | No |
|----------------------|-----|----|
| 1 st year | 56 | 1 |
| 2 nd year | 31 | 5 |
| Total | 87 | 6 |

2. What did you enjoy/not enjoy about the drama

| Enjoy | 1 st year | 2 nd year | Total |
|--------------|----------------------|----------------------|-------|
| Funny | 13 | 4 | 17 |
| Acting | 13 | 9 | 22 |
| Reality | 4 | 0 | 4 |
| Emotion | 2 | 0 | 2 |
| Introduction | 2 | 0 | 2 |
| Story | 2 | 8 | 10 |
| No class | 2 | 0 | 2 |
| Information | 1 | 9 | 10 |

| Not Enjoy | 1 st year | 2 nd year | Total |
|------------------|----------------------|----------------------|-------|
| Start was Boring | 8 | 1 | 9 |
| Repetition | 1 | 0 | 1 |
| One person show | 1 | 0 | 1 |
| Very Long | 0 | 0 | 0 |
| Seen Before | 0 | 12 | 12 |

3. What did you learn about bullying?

| Don't put everything on social media | 4 | 0 | 4 |
|--------------------------------------|----|----|----|
| Anyone can be a bully | 15 | 2 | 17 |
| How it can hurt a victim | 9 | 15 | 24 |
| Types of Bullying | 3 | 3 | 6 |
| Don't Bully | 1 | 4 | 5 |
| Respect others | 1 | 5 | 6 |
| Never Bully | 12 | 1 | 13 |
| How to deal with a bully | 1 | 5 | 6 |
| How serious an issue it is | 0 | 4 | 4 |

4. How do you think the School can do about bullying?

| More Workshops | 0 | 2 | 2 |
|--|---|----|----|
| Approachable Teachers to deal with issue | 0 | 10 | 10 |
| Awareness | 9 | 5 | 14 |
| Follow up on bullying cases | 0 | 7 | 7 |
| Team Building – Get rid of Divide | 0 | 2 | 2 |
| Show what bullying is | 0 | 1 | 1 |
| Yard Supervision | 2 | 1 | 3 |
| Anonymous Survey | 0 | 1 | 1 |
| No Bullying Policy | 3 | 1 | 4 |

| Nothing | 3 | 0 | 3 |
|--|---|---|---|
| Make sure no bullying taking place/Stop Bullying | 9 | 0 | 9 |
| Create a committee | 1 | 0 | 1 |
| Have a bullying box | 1 | 0 | 1 |

Presentation Secondary School Mental Health Awareness Month Survey 6th Years

| Q1 As part of a Mental Health Awareness Month we are looking to organise a series |
|---|
| of guest speakers to visit the school on various topics of interest to senior cycle |
| students. Could you suggest below 5 areas of interest to you in order of priority: |
| |
| |

1.

2.

3.

4.

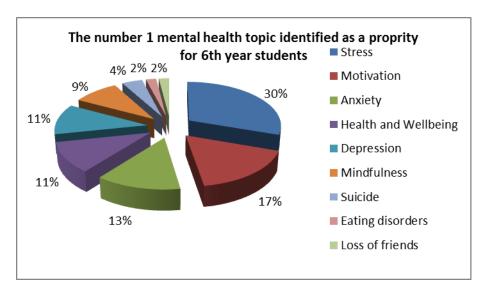
5.

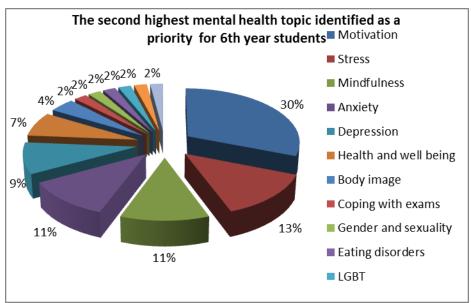
Issues / topics could include some of the following:

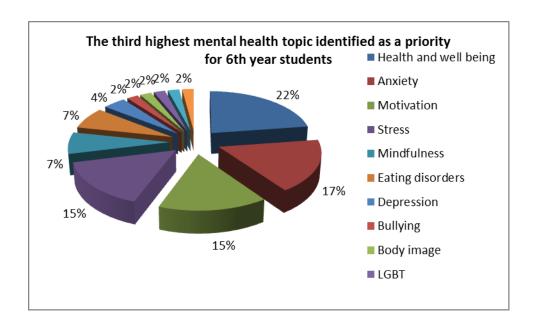
(Stress, Anxiety, Depression, Health and Well Being, Mindfulness, Bullying, Eating disorders, Motivation, Grief, loss and bereavement, Parental separation, Body image, LGBT....... Please add your own topics if none are listed here.)

$\frac{Results\ of\ Mental\ Health\ Questionnaire\ with\ 6^{th}\ years-12^{th}}{November\ 2015}$

| #1 | |
|----|--------------------------------------|
| | Stress 14/46 = 30% |
| | Motivation $8/46 = 17\%$ |
| | Anxiety $6/46 = 13\%$ |
| | Health and Wellbeing 5/46 = 11% |
| | Depression $5/46 = 11\%$ |
| | Mindfulness $4/46 = 9\%$ |
| | Suicide $2/46 = 4\%$ |
| | Eating disorders $1/46 = 2\%$ |
| | Loss of friends $1/46 = 2\%$ |
| #2 | |
| | Motivation 14/46 = 30% |
| | Stress $6/46 = 13\%$ |
| | Mindfulness 5/46 = 11% |
| | Anxiety $5/46 = 11\%$ |
| | Depression $4/46 = 9\%$ |
| | Health and well being $3/46 = 7\%$ |
| | Body image $2/46 = 4\%$ |
| | Coping with exams $1/46 = 2\%$ |
| | Gender and sexuality 1/46 = 2% |
| | Eating disorders $1/46 = 2\%$ |
| | LGBT 1/46 = 2% |
| | Bullying $1/46 = 2\%$ |
| | How to be happy $1/46 = 2\%$ |
| #3 | |
| | Health and well being $10/46 = 22\%$ |
| | Anxiety $8/46 = 17\%$ |
| | Motivation $7/46 = 15\%$ |
| | Stress 7/46 = 15% |
| | Mindfulness $3/46 = 7\%$ |
| | Eating disorders 3/46 = 7% |
| | Depression $2/46 = 4\%$ |
| | Bullying $1/46 = 2\%$ |
| | Body image $1/46 = 2\%$ |
| | LGBT 1/46 = 2% |
| | Grief $1/46 = 2\%$ |
| | Balancing life $1/46 = 2\%$ |
| | |







Section Four

State Exams Results Analysis Gaeilge Junior Cycle

2015 2014

| | Group | Nationally | y Group | Natio | |
|-------------|---------|------------|---------|-------|--|
| HL A | 10% | 11% | 15% | 12% | |
| HL B | 50% | 35% | 54% | 33% | |
| HL C | 33% | 38% | 31% | 37% | |
| HL Honours | 94% | 85% | 100% | 82% | |
| HL D (Pass) | 6% | 14% | 0% | 16% | |
| HL Fail | 0% | 1% | 0% | 2% | |
| OL A | 0% | 2% | 20% | 4% | |
| OL B | 39% | 29% | 70% | 32% | |
| OL C | 50% | 43% | 10% | 40% | |
| OL Honours | 89% | 74% | 100% | 76% | |
| OL D (Pass) | 11% | 22% | 0% | 20% | |
| OL Fail | 0% | 4% | 0% | 4% | |
| FL A | #DIV/0! | 13% | #DIV/0! | 11% | |
| FL B | #DIV/0! | 32% | #DIV/0! | 33% | |
| FL C | #DIV/0! | 35% | #DIV/0! | 34% | |
| L Honours | #DIV/0! | 79% | #DIV/0! | 78% | |
| FL D (Pass) | #DIV/0! | 17% | #DIV/0! | 19% | |
| FL Fail | #DIV/0! | 4% | #DIV/0! | 4% | |

CSPE Junior Cycle

| | School | Nation | Difference |
|----------|--------|--------|------------|
| Α | 35% | 21% | 14% |
| В | 51% | 43% | 8% |
| С | 51% | 25% | 26% |
| Honours | 138% | 89% | 48% |
| D (Pass) | 1% | 8% | -7% |
| Fail | 0% | 3% | -3% |

English Junior Cycle 2015

| | Among School | | И | Within each level | | |
|--------------------------|---------------|--------|------------|-------------------|----------|------------|
| | Cohort/Nation | | | | | |
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 77% | 75% | 2% | | | |
| Taking Ordinary Level | 23% | 23% | 0% | | | |
| Taking Foundation | 0% | 2% | -2% | | | |
| HL A | 8% | 7% | 1% | 11% | 9% | 1% |
| HL B | 14% | 19% | -6% | 18% | 26% | -8% |
| HL C | 36% | 30% | 6% | 47% | 40% | 7% |
| HL Honours | 58% | 57% | 2% | 75% | 75% | 0% |
| HL D (Pass) | 18% | 17% | 0% | 23% | 23% | 0% |
| HL Fail | 1% | 0% | 1% | 2% | 2% | 0% |
| OL A | 7% | 1% | 5% | 29% | 6% | 23% |
| OL B | 9% | 7% | 3% | 41% | 29% | 12% |
| OL C | 4% | 10% | -6% | 18% | 42% | -25% |
| OL Honours | 20% | 18% | 2% | 88% | 78% | 11% |
| OL D (Pass) | 1% | 5% | -3% | 6% | 20% | -15% |
| OL Fail | 1% | 0% | 1% | 6% | 2% | 4% |
| FL A | 0% | 0% | 0% | ###### | 10% | #DIV/0! |
| FL B | 0% | 0% | 0% | ###### | 26% | #DIV/0! |
| FL C | 0% | 1% | -1% | ###### | 37% | #DIV/0! |
| FL Honours | 0% | 1% | -1% | ###### | 73% | #DIV/0! |
| FL D (Pass) | 0% | 0% | 0% | ###### | 21% | #DIV/0! |
| FL Fail | 0% | 0% | 0% | ###### | 6% | #DIV/0! |

| | 2015 | | |
|--------------------------|--------|--------|--|
| | Cohort | Nation | |
| Taking Higher Level | 77% | 75% | |
| Taking Ordinary Level | 23% | 23% | |
| Taking Foundation | 0% | 2% | |
| HL A | 8% | 7% | |
| HL B | 14% | 19% | |
| HL C | 36% | 30% | |
| HL Honours | 58% | 57% | |
| HL D (Pass) | 18% | 17% | |
| HL Fail | 1% | 1% | |
| OL A | 7% | 1% | |
| OL B | 9% | 7% | |
| OL C | 4% | 10% | |
| OL Honours | 20% | 18% | |
| OL D (Pass) | 1% | 5% | |
| OL Fail | 1% | 0% | |
| FL A | 0% | 0% | |
| FL B | 0% | 0% | |
| FL C | 0% | 1% | |
| FL Honours | 0% | 1% | |
| FL D (Pass) | 0% | 0% | |
| FL Fail | 0% | 0% | |

Home Economics Junior Cycle 2015

| | | Among Sc Cohort/No | | Within each level | | |
|--------------------------|--------|-----------------------|------------|-------------------|----------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 79% | 83% | -4% | | | |
| Taking Ordinary Level | 21% | 17% | 4% | | | |
| HL A | 21% | 12% | 9% | 26% | 14% | 12% |
| HL B | 52% | 40% | 12% | 66% | 48% | 17% |
| HL C | 6% | 25% | -19% | 8% | 31% | -23% |
| HL Honours | 79% | 77% | 2% | 100% | 93% | 7% |
| HL D (Pass) | 0% | 6% | -6% | 0% | 7% | -7% |
| HL Fail | 0% | 0% | 0% | 0% | 1% | -1% |
| OL A | 2% | 0% | 2% | 10% | 1% | 9% |
| OL B | 13% | 6% | 7% | 60% | 33% | 27% |
| OL C | 2% | 8% | -6% | 10% | 45% | -35% |
| OL Honours | 17% | 14% | 3% | 80% | 80% | 1% |
| OL D (Pass) | 2% | 2% | 0% | 10% | 14% | -4% |
| OL Fail | 2% | 1% | 1% | 10% | 5% | 5% |

| | Cohort | Nation | Cohort | Nation | Cohort |
|--------------------------|--------|--------|---------|--------|---------|
| Taking Higher Level | 79% | 83% | 86% | 82% | #DIV/0! |
| Taking Ordinary Level | 21% | 17% | 14% | 18% | #DIV/0! |
| HL A | 21% | 12% | 21% | 11% | #DIV/0! |
| HL B | 52% | 40% | 61% | 40% | #DIV/0! |
| HL C | 6% | 25% | 0% | 25% | #DIV/0! |
| HL Honours | 79% | 77% | 82% | 77% | #DIV/0! |
| HL D (Pass) | 0% | 6% | 4% | 10% | #DIV/0! |
| HL Fail | 0% | 1% | 0% | 1% | #DIV/0! |
| OL A | 2% | 0% | 4% | 0% | #DIV/0! |
| OL B | 13% | 6% | 7% | 7% | #DIV/0! |
| OL C | 2% | 8% | 4% | 8% | #DIV/0! |
| OL Honours | 17% | 14% | 14% | 15% | #DIV/0! |
| OL D (Pass) | 2% | 2% | #VALUE! | 2% | #DIV/0! |
| OL Fail | 2% | 1% | 0% | 1% | 0% |

German Junior Cycle 2015

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 86% | 90% |
| Taking Ordinary | 14% | 10% |
| Level | | |
| HL A | 0% | 10% |
| HL B | 29% | 10% |
| HL C | 24% | 20% |
| HL Honours | 52% | 40% |
| HL D (Pass) | 29% | 50% |
| HL Fail | 5% | 0% |
| OL A | 0% | 0% |
| OL B | 5% | 10% |
| OL C | 10% | 0% |
| OL Honours | 14% | 10% |
| OL D (Pass) | 0% | 0% |
| OL Fail | 0% | 0% |
| | | |

| | 20 | 15 | 2014 | | |
|----------------------------|--------|--------|--------|--------|--|
| | Cohort | Nation | Cohort | Nation | |
| Taking Higher Level | 86% | 79% | 90% | 77% | |
| Taking Ordinary | 14% | 21% | 10% | 23% | |
| Level | | | | | |
| HL A | 0% | 9% | 10% | 10% | |
| HL B | 29% | 24% | 10% | 23% | |
| HL C | 24% | 24% | 20% | 24% | |
| HL Honours | 52% | 58% | 40% | 58% | |
| HL D (Pass) | 29% | 17% | 50% | 14% | |
| HL Fail | 5% | 4% | 0% | 3% | |
| OL A | 0% | 1% | 0% | 1% | |
| OL B | 5% | 7% | 10% | 8% | |
| OL C | 10% | 8% | 0% | 8% | |

| OL Honours | 14% | 16% | 10% | 17% |
|-------------|-----|-----|-----|-----|
| OL D (Pass) | 0% | 4% | 0% | 4% |
| OL Fail | 0% | 1% | 0% | 2% |
| | | | | |
| | | | | |

Maths Junior Cycle 2015

| | Among School Cohort/Nation | | Wi | ithin each le | evel | |
|--------------------------|-------------------------------|--------|------------|---------------|----------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 78% | 55% | 22% | | | |
| Taking Ordinary Level | 22% | 39% | -16% | | | |
| Taking Foundation | 0% | 6% | -6% | | | |
| HL A | 4% | 6% | -2% | 6% | 11% | -5% |
| HL B | 16% | 17% | -1% | 21% | 31% | -10% |
| HL C | 24% | 18% | 6% | 31% | 32% | -1% |
| HL Honours | 45% | 41% | 3% | 58% | 75% | -17% |
| HL D (Pass) | 27% | 12% | 15% | 35% | 21% | 14% |
| HL Fail | 6% | 0% | 6% | 8% | 4% | 3% |
| OL A | 0% | 3% | -3% | 0% | 7% | -7% |
| OL B | 10% | 11% | -1% | 47% | 28% | 18% |
| OL C | 6% | 13% | -7% | 27% | 35% | -8% |
| OL Honours | 16% | 27% | -11% | 73% | 70% | 3% |
| OL D (Pass) | 6% | 9% | -3% | 27% | 24% | 3% |
| OL Fail | 0% | 2% | -2% | 0% | 6% | -6% |
| FL A | 0% | 1% | -1% | ###### | 15% | #DIV/0! |
| FL B | 0% | 2% | -2% | ###### | 36% | #DIV/0! |
| FL C | 0% | 2% | -2% | ###### | 30% | #DIV/0! |
| FL Honours | 0% | 5% | -5% | ###### | 81% | #DIV/0! |
| FL D (Pass) | 0% | 1% | -1% | ###### | 16% | #DIV/0! |
| FL Fail | 0% | 0% | 0% | ###### | 3% | #DIV/0! |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 78% | 51% |
| Taking Ordinary | 22% | 44% |
| Level | | |
| Taking Foundation | 0% | 5% |
| HL A | 4% | 9% |
| HL B | 16% | 9% |
| HL C | 24% | 21% |
| HL Honours | 45% | 40% |
| HL D (Pass) | 27% | 12% |
| HL Fail | 6% | 0% |
| OL A | 0% | 2% |
| OL B | 10% | 30% |
| OL C | 6% | 7% |
| OL Honours | 16% | 40% |
| OL D (Pass) | 6% | 5% |
| OL Fail | 0% | 0% |
| FL A | 0% | 0% |
| FL B | 0% | 2% |
| FL C | 0% | 2% |
| FL Honours | 0% | 5% |
| FL D (Pass) | 0% | 0% |
| FL Fail | 0% | 0% |
| | | |

| | 20 | 15 | 2014 | | |
|----------------------------|--------|--------|--------|--------|--|
| | Cohort | Nation | Cohort | Nation | |
| Taking Higher Level | 78% | 55% | 51% | 54% | |
| Taking Ordinary | 22% | 39% | 44% | 40% | |
| Level | | | | | |
| Taking Foundation | 0% | 6% | 5% | 6% | |
| HL A | 4% | 6% | 9% | 6% | |
| HL B | 16% | 17% | 9% | 15% | |
| HL C | 24% | 18% | 21% | 18% | |
| HL Honours | 45% | 41% | 40% | 39% | |
| HL D (Pass) | 27% | 12% | 12% | 10% | |
| HL Fail | 6% | 2% | 0% | 2% | |
| OL A | 0% | 3% | 2% | 3% | |
| OL B | 10% | 11% | 30% | 13% | |
| OL C | 6% | 13% | 7% | 14% | |
| OL Honours | 16% | 27% | 40% | 30% | |
| OL D (Pass) | 6% | 9% | 5% | 8% | |

| OL Fail | 0% | 2% | 0% | 2% |
|-------------|----|----|----|----|
| FL A | 0% | 1% | 0% | 1% |
| FL B | 0% | 2% | 2% | 2% |
| FL C | 0% | 2% | 2% | 0% |
| FL Honours | 0% | 5% | 5% | 3% |
| FL D (Pass) | 0% | 1% | 0% | 1% |
| FL Fail | 0% | 0% | 0% | 0% |
| | | | | |

Music Junior Cycle 2015

| | Among School Cohort/Nation | | Within each level | | | |
|--------------------------|-------------------------------|--------|-------------------|-------|----------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 77% | 84% | -7% | | | |
| Taking Ordinary Level | 23% | 16% | 7% | | | |
| HL A | 9% | 12% | -2% | 12% | 14% | -2% |
| HL B | 45% | 36% | 10% | 59% | 43% | 16% |
| HL C | 23% | 26% | -4% | 29% | 31% | -2% |
| HL Honours | 77% | 74% | 3% | 100% | 88% | 12% |
| HL D (Pass) | 0% | 9% | -9% | 0% | 11% | -11% |
| HL Fail | 0% | 0% | 0% | 0% | 2% | -2% |
| OL A | 0% | 0% | 0% | 0% | 2% | -2% |
| OL B | 0% | 4% | -4% | 0% | 27% | -27% |
| OL C | 14% | 7% | 7% | 60% | 41% | 19% |
| OL Honours | 14% | 11% | 3% | 60% | 70% | -10% |
| OL D (Pass) | 5% | 3% | 1% | 20% | 22% | -2% |
| OL Fail | 5% | 1% | 3% | 20% | 8% | 12% |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 77% | 100% |
| Taking Ordinary | 23% | 0% |
| Level | | |
| HL A | 9% | 7% |
| HL B | 45% | 57% |
| HL C | 23% | 29% |
| HL Honours | 77% | 93% |
| HL D (Pass) | 0% | 7% |
| HL Fail | 0% | 0% |
| OL A | 0% | 0% |
| OL B | 0% | 0% |
| OL C | 14% | 0% |
| OL Honours | 14% | 0% |
| OL D (Pass) | 5% | 0% |
| OL Fail | 5% | 0% |

History Junior Cycle 2015

| | Among School Cohort/Nation | | | Within each level | | | |
|--------------------------|-------------------------------|--------|------------|-------------------|----------|------------|--|
| | Cohort | Nation | Difference | Group | National | Difference | |
| Taking Higher Level | 88% | 74% | 14% | | | | |
| Taking Ordinary Level | 13% | 26% | -14% | | | | |
| HL A | 7% | 11% | -4% | 8% | 15% | -7% | |
| HL B | 15% | 20% | -5% | 17% | 28% | -10% | |
| HL C | 28% | 21% | 7% | 32% | 28% | 3% | |
| HL Honours | 50% | 52% | -2% | 57% | 71% | -13% | |
| HL D (Pass) | 26% | 16% | 11% | 30% | 21% | 9% | |
| HL Fail | 11% | 0% | 11% | 13% | 8% | 5% | |
| OL A | 0% | 3% | -3% | 0% | 10% | -10% | |
| OL B | 3% | 9% | -6% | 22% | 33% | -11% | |
| OL C | 3% | 9% | -6% | 22% | 34% | -11% | |
| OL Honours | 6% | 20% | -15% | 44% | 77% | -33% | |
| OL D (Pass) | 4% | 5% | -1% | 33% | 20% | 13% | |
| OL Fail | 3% | 1% | 2% | 22% | 3% | 19% | |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 88% | 72% |
| Taking Ordinary | 13% | 28% |
| Level | | |
| HL A | 7% | 19% |
| HL B | 15% | 19% |
| HL C | 28% | 23% |
| HL Honours | 50% | 60% |
| HL D (Pass) | 26% | 7% |
| HL Fail | 11% | 5% |
| OL A | 0% | 5% |
| OL B | 3% | 5% |
| OL C | 3% | 5% |
| OL Honours | 6% | 14% |
| OL D (Pass) | 4% | 12% |

OL Fail 3% 2%

| 20 | 15 | 20: | 14 |
|--------|--------|--------|--------|
| Cohort | Nation | Cohort | Nation |
| 88% | 74% | 72% | 73% |
| 13% | 26% | 28% | 27% |
| 7% | 11% | 19% | 12% |
| 15% | 20% | 19% | 20% |
| 28% | 21% | 23% | 20% |
| 50% | 52% | 60% | 52% |
| 26% | 16% | 7% | 14% |
| 11% | 6% | 5% | 6% |
| 0% | 3% | 5% | 3% |
| 3% | 9% | 5% | 8% |
| 3% | 9% | 5% | 8% |
| 6% | 20% | 14% | 19% |
| 4% | 5% | 12% | 6% |
| 3% | 1% | 2% | 1% |

Geography Junior Cycle 2015

| | 2015 | 2014 | 2013 | 2012 | 2011 |
|----------------------------|------|------|------|------|------|
| Taking Higher Level | 92% | 56% | 53% | 56% | 53% |
| Taking Ordinary | 8% | 44% | 47% | 44% | 47% |
| Level | | | | | |
| HL A | 7% | 4% | 3% | 4% | 3% |
| HL B | 23% | 11% | 16% | 11% | 16% |
| HL C | 40% | 15% | 18% | 15% | 18% |
| HL Honours | 70% | 30% | 37% | 30% | 37% |
| HL D (Pass) | 19% | 12% | 11% | 12% | 11% |
| HL Fail | 3% | 14% | 5% | 14% | 5% |
| OL A | 1% | 5% | 4% | 2% | 3% |
| OL B | 0% | 4% | 12% | 12% | 13% |
| OL C | 1% | 12% | 16% | 17% | 18% |
| OL Honours | 3% | 21% | 32% | 32% | 34% |
| OL D (Pass) | 3% | 10% | 11% | 7% | 8% |
| OL Fail | 3% | 14% | 5% | 5% | 5% |

| 20 | 15 | 20 | 14 | 20 | 13 | 20 | 12 | 20 | 11 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Cohort | Nation |
| 92% | 84% | 56% | 84% | 53% | 83% | 56% | 82% | 53% | 80% |
| 8% | 16% | 44% | 16% | 47% | 17% | 44% | 18% | 47% | 20% |
| 7% | 7% | 4% | 7% | 3% | 7% | 4% | 7% | 3% | 7% |
| 23% | 26% | 11% | 26% | 16% | 26% | 11% | 23% | 16% | 26% |
| 40% | 30% | 15% | 27% | 18% | 30% | 15% | 27% | 18% | 27% |
| 70% | 63% | 30% | 61% | 37% | 63% | 30% | 57% | 37% | 61% |
| 19% | 19% | 12% | 15% | 11% | 15% | 12% | 15% | 11% | 18% |
| 3% | 2% | 14% | 4% | 5% | 4% | 14% | 3% | 5% | 3% |
| 1% | 1% | 5% | 1% | 4% | 1% | 2% | 2% | 3% | 2% |
| 0% | 6% | 4% | 6% | 12% | 6% | 12% | 6% | 13% | 7% |
| 1% | 5% | 12% | 5% | 16% | 6% | 17% | 6% | 18% | 7% |
| 3% | 12% | 21% | 12% | 32% | 13% | 32% | 14% | 34% | 15% |
| 3% | 3% | 10% | 3% | 11% | 3% | 7% | 3% | 8% | 4% |
| 3% | 1% | 14% | 1% | 5% | 1% | 5% | 1% | 5% | 1% |
| | | | | | | | | | |

Generally, we in the geography department were pleased with the 2015 JC geography results. 92% took the higher level which is higher than the national average of 84%.

Those who achieved an A grade represent 7% of the cohort which equals the national average. In relation to the higher level honours 70% received an honours grade which is 7% higher than the national average. We were dissappointed with the 2 students who failed the higher level paper as this did not match the effort of those students in class. I would like to note that this is the first time that this happened in this school but the national trend is 3% which matched our results. Of the 6 students who took the ordinary level paper, one received an A grade. one a C grade, 2 D grades and 2 E's. The 2 students who were awarded the E grade were hindered by constant absenteeism accross the school.

Leaving Cert English 2015

| | Cohort | Nation | Difference | Group | National | Difference |
|--------------------------|--------|--------|------------|-------|----------|------------|
| Taking Higher Level | 86% | 68% | 18% | | | |
| Taking Ordinary Level | 14% | 32% | -18% | | | |
| HL A | 5% | 6% | -1% | 6% | 9% | -3% |
| HL B | 27% | 18% | 9% | 31% | 27% | 4% |
| HL C | 41% | 27% | 14% | 48% | 40% | 8% |
| HL Honours | 73% | 52% | 21% | 85% | 76% | 9% |
| HL D (Pass) | 13% | 16% | -3% | 15% | 23% | -8% |
| HL Fail | 0% | 1% | -1% | 0% | 1% | -1% |
| OL A | 3% | 2% | 1% | 22% | 7% | 15% |
| OL B | 6% | 9% | -3% | 44% | 29% | 15% |
| OL C | 5% | 13% | -8% | 33% | 40% | -6% |
| OL Honours | 14% | 24% | -10% | 100% | 76% | 24% |
| OL D (Pass) | 0% | 7% | -7% | 0% | 20% | -20% |
| OL Fail | 0% | 1% | -1% | 0% | 4% | -4% |

| | 20 | 15 | 20: | 14 |
|----------------------------|--------|--------|--------|--------|
| | Cohort | Nation | Cohort | Nation |
| Taking Higher Level | 86% | 68% | 85% | 67% |
| Taking Ordinary | 14% | 32% | 15% | 33% |
| Level | | | | |
| HL A | 5% | 6% | 3% | 6% |
| HL B | 27% | 18% | 27% | 18% |
| HL C | 41% | 27% | 37% | 27% |
| HL Honours | 73% | 52% | 68% | 51% |
| HL D (Pass) | 13% | 16% | 18% | 15% |
| HL Fail | 0% | 1% | 0% | 1% |
| OL A | 3% | 2% | 0% | 2% |
| OL B | 6% | 9% | 6% | 10% |
| OL C | 5% | 13% | 6% | 13% |
| OL Honours | 14% | 24% | 13% | 25% |
| OL D (Pass) | 0% | 7% | 0% | 7% |
| OL Fail | 0% | 1% | 2% | 1% |
| | | | | |

In regards to the OL paper, 100% of students who sat ordinary level English received an OL Honours. 22% of students were awarded an A grade, 44% were awarded a B and the remaining 33% were awarded a C grade. No student received a D or fail.

Maths Leaving Cert 2015

| | Among School Cohort/Nation | | | Within each level | | |
|--------------------------|-------------------------------|--------|------------|-------------------|----------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 49% | 27% | 22% | | | |
| Taking Ordinary Level | 39% | 62% | -24% | | | |
| Taking Foundation | 12% | 10% | 2% | | | |
| HL A | 2% | 3% | -1% | 4% | 11% | -7% |
| HL B | 12% | 7% | 5% | 25% | 25% | 0% |
| HL C | 25% | 9% | 15% | 50% | 35% | 15% |
| HL Honours | 39% | 19% | 19% | 79% | 71% | 8% |
| HL D (Pass) | 11% | 7% | 4% | 21% | 24% | -3% |
| HL Fail | 0% | 1% | -1% | 0% | 5% | -5% |
| OL A | 0% | 3% | -3% | 0% | 6% | -6% |
| OL B | 30% | 20% | 10% | 77% | 32% | 45% |
| OL C | 9% | 22% | -14% | 23% | 36% | -13% |
| OL Honours | 39% | 46% | -7% | 100% | 74% | 26% |
| OL D (Pass) | 0% | 13% | -13% | 0% | 20% | -20% |
| OL Fail | 0% | 4% | -4% | 0% | 6% | -6% |
| FL A | 4% | 1% | 3% | 29% | 9% | 19% |
| FL B | 7% | 3% | 4% | 57% | 32% | 25% |
| FL C | 0% | 4% | -4% | 0% | 35% | -35% |
| FL Honours | 11% | 8% | 3% | 86% | 76% | 10% |
| FL D (Pass) | 2% | 2% | 0% | 14% | 19% | -4% |
| FL Fail | 0% | 1% | -1% | 0% | 5% | -5% |
| | | | | | | |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 49% | 100% |
| Taking Ordinary | 39% | 0% |
| Level | | |
| Taking Foundation | 12% | 0% |
| HL A | 2% | 3% |
| HL B | 12% | 22% |
| HL C | 25% | 38% |
| HL Honours | 39% | 63% |
| HL D (Pass) | 11% | 34% |
| HL Fail | 0% | 3% |
| OL A | 0% | 0% |
| OL B | 30% | 0% |
| OL C | 9% | 0% |
| OL Honours | 39% | 0% |
| OL D (Pass) | 0% | 0% |
| OL Fail | 0% | 0% |
| FL A | 4% | 0% |
| FL B | 7% | 0% |
| FL C | 0% | 0% |
| FL Honours | 11% | 0% |
| FL D (Pass) | 2% | 0% |
| FL Fail | 0% | 0% |
| | | |
| | | |

| | 20 | 15 | 2014 | | |
|----------------------------|--------|--------|--------|--------|--|
| | Cohort | Nation | Cohort | Nation | |
| Taking Higher Level | 49% | 27% | 100% | 27% | |
| Taking Ordinary | 39% | 62% | 0% | 62% | |
| Level | | | | | |
| Taking Foundation | 12% | 10% | 0% | 11% | |
| HL A | 2% | 3% | 3% | 3% | |
| HL B | 12% | 7% | 22% | 8% | |
| HL C | 25% | 9% | 38% | 9% | |
| HL Honours | 39% | 19% | 63% | 20% | |
| HL D (Pass) | 11% | 7% | 34% | 6% | |
| HL Fail | 0% | 1% | 3% | 1% | |
| OL A | 0% | 3% | 0% | 4% | |
| OL B | 30% | 20% | 0% | 17% | |
| OL C | 9% | 22% | 0% | 20% | |
| OL Honours | 39% | 46% | 0% | 41% | |
| OL D (Pass) | 0% | 13% | 0% | 15% | |
| OL Fail | 0% | 4% | 0% | 5% | |
| FL A | 4% | 1% | 0% | 1% | |
| FL B | 7% | 3% | 0% | 4% | |
| FL C | 0% | 4% | 0% | 4% | |
| FL Honours | 11% | 8% | 0% | 8% | |
| FL D (Pass) | 2% | 2% | 0% | 2% | |
| FL Fail | 0% | 1% | 0% | 1% | |
| | | | | | |

Music Leaving Cert 2015

| | | mong So ohort/No | | И | level | | |
|--------------------------|-------|---------------------|-----------|------|---------|-----------|--|
| | Cohor | Natio | Differenc | Grou | Nationa | Differenc | |
| | t | n | е | р | I | е | |
| Taking Higher Level | 70% | 93% | -23% | | | | |
| Taking Ordinary Level | 30% | 7% | 23% | | | | |
| HL A | 0% | 13% | -13% | 0% | 14% | -14% | |
| HL B | 60% | 50% | 10% | 86% | 54% | 32% | |
| HL C | 10% | 25% | -15% | 14% | 27% | -13% | |
| HL Honours | 70% | 88% | -18% | 100% | 95% | 5% | |
| HL D (Pass) | 0% | 5% | -5% | 0% | 5% | -5% | |
| HL Fail | 0% | 1% | -1% | 0% | 1% | -1% | |
| OL A | 10% | 0% | 10% | 33% | 4% | 29% | |
| OL B | 20% | 3% | 17% | 67% | 43% | 24% | |
| OL C | 0% | 3% | -3% | 0% | 35% | -35% | |
| OL Honours | 30% | 6% | 24% | 100% | 82% | 18% | |
| OL D (Pass) | 0% | 1% | -1% | 0% | 15% | -15% | |
| OL Fail | 0% | 0% | 0% | 0% | 3% | -3% | |
| | | | | | | | |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 70% | 100% |
| Taking Ordinary | 30% | 0% |
| Level | | |
| HL A | 0% | 10% |
| HL B | 60% | 40% |
| HL C | 10% | 40% |
| HL Honours | 70% | 90% |
| HL D (Pass) | 0% | 10% |
| HL Fail | 0% | 0% |
| OL A | 10% | 0% |
| OL B | 20% | 0% |
| OL C | 0% | 0% |
| OL Honours | 30% | 0% |

| OL D (Pass) | 0% | 0% |
|-------------|----|----|
| OL Fail | 0% | 0% |

Accounting Leaving Cert 2015

| | 2015 | 2014 | 2013 |
|----------------------------|------|------|------|
| Taking Higher Level | 86% | 88% | 100% |
| Taking Ordinary | 14% | 13% | 0% |
| Level | | | |
| HL A | 14% | 0% | 43% |
| HL B | 57% | 25% | 29% |
| HL C | 0% | 25% | 29% |
| HL Honours | 71% | 50% | 100% |
| HL D (Pass) | 14% | 38% | 0% |
| HL Fail | 0% | 0% | 0% |
| OL A | 0% | 0% | 0% |
| OL B | 14% | 13% | 0% |
| OL C | 0% | 0% | 0% |
| OL Honours | 14% | 13% | 0% |
| OL D (Pass) | 0% | 0% | 0% |
| OL Fail | 0% | 0% | 0% |

| 2 | 2015 | 2 | 2014 | 2013 | |
|-------|------------|-------|------------|-------|------------|
| Group | Nationally | Group | Nationally | Group | Nationally |
| 17% | 21% | 0% | 20% | 43% | 20% |
| 67% | 32% | 29% | 38% | 29% | 29% |
| 0% | 24% | 29% | 22% | 29% | 25% |
| 83% | 76% | 57% | 80% | 100% | 74% |
| 17% | 17% | 43% | 14% | 0% | 17% |
| 0% | 7% | 0% | 6% | 0% | 9% |
| 0% | 18% | 0% | 18% | 0% | 20% |
| 100% | 31% | 100% | 28% | 0% | 28% |
| 0% | 20% | 0% | 22% | 0% | 20% |
| 100% | 69% | 100% | 68% | 0% | 68% |
| 0% | 16% | 0% | 17% | 0% | 16% |
| 0% | 13% | 0% | 13% | 0% | 13% |

I am happy with the results for my students in 2015. In particular I was happy with the improvement in the grades for the repeat students.

Art Leaving Cert 2015

| | | Among So Cohort/No | | Within each level | | | |
|--------------------------|--------|-----------------------|------------|-------------------|----------|------------|--|
| | Cohort | Nation | Difference | Group | National | Difference | |
| Taking Higher Level | 20% | 79% | -59% | | | | |
| Taking Ordinary Level | 80% | 21% | 59% | | | | |
| HL A | 0% | 4% | -4% | 0% | 5% | -5% | |
| HL B | 7% | 26% | -19% | 33% | 33% | 1% | |
| HL C | 11% | 33% | -22% | 56% | 42% | 14% | |
| HL Honours | 18% | 63% | -45% | 89% | 80% | 9% | |
| HL D (Pass) | 2% | 15% | -13% | 11% | 19% | -8% | |
| HL Fail | 0% | 1% | -1% | 0% | 1% | -1% | |
| OL A | 9% | 0% | 9% | 11% | 1% | 10% | |
| OL B | 7% | 4% | 2% | 8% | 21% | -12% | |
| OL C | 22% | 10% | 12% | 28% | 49% | -21% | |
| OL Honours | 38% | 15% | 23% | 47% | 71% | -23% | |
| OL D (Pass) | 18% | 5% | 13% | 22% | 24% | -2% | |
| OL Fail | 24% | 1% | 24% | 31% | 4% | 26% | |

| | 20 | 15 | 2014 | | 2013 | | 2012 | | 2011 | |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Cohor | Natio |
| | t | n | t | n | t | n | t | n | t | n |
| HL | 20% | 79% | 25% | 79% | 0% | 76% | 0% | 76% | 0% | 76% |
| OL | 80% | 21% | 75% | 21% | 100 | 24% | 100 | 24% | 100 | 24% |
| HL A | 0% | 4% | 0% | 4% | 0% | 4% | 0% | 4% | 0% | 4% |
| HL B | 7% | 26% | 8% | 26% | 0% | 23% | 0% | 25% | 0% | 27% |
| HL C | 11% | 33% | 17% | 32% | 0% | 30% | 0% | 31% | 0% | 32% |
| HL Hons | 18% | 63% | 25% | 62% | 0% | 57% | 0% | 60% | 0% | 62% |
| HL D (Pass) | 2% | 15% | 0% | 15% | 0% | 17% | 0% | 15% | 0% | 13% |
| HL Fail | 0% | 1% | 0% | 1% | 0% | 2% | 0% | 1% | 0% | 1% |

| OL A | 9% | 0% | 8% | 0% | 8% | 0% | 6% | 0% | 6% | 0% |
|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| OL B | 7% | 4% | 6% | 5% | 25% | 5% | 28% | 5% | 28% | 5% |
| OL C | 22% | 10% | 21% | 10% | 33% | 11% | 39% | 11% | 39% | 11% |
| OL Hons | 38% | 15% | 35% | 15% | 67% | 16% | 72% | 16% | 72% | 17% |
| OL D Pass | 18% | 5% | 17% | 5% | 22% | 6% | 17% | 6% | 17% | 6% |
| OL Fail | 24% | 1% | 23% | 1% | 8% | 1% | 8% | 1% | 8% | 1% |

Business Leaving Cert 2015

| | 2015 | 2014 | 2013 | 2012 | 2011 | |
|------------------------|------|------|---------|------|------|--|
| Taking Higher Level | 86% | 100% | #DIV/0! | 100% | 81% | |
| Taking Ordinary | 14% | 0% | #DIV/0! | 0% | 19% | |
| Level | | | | | | |
| HL A | 14% | 50% | #DIV/0! | 23% | 13% | |
| HL B | 29% | 50% | #DIV/0! | 15% | 38% | |
| HL C | 29% | 0% | #DIV/0! | 46% | 31% | |
| HL Honours | 71% | 100% | #DIV/0! | 85% | 81% | |
| HL D (Pass) | 14% | 0% | #DIV/0! | 15% | 0% | |
| HL Fail | 0% | 0% | #DIV/0! | 0% | 0% | |
| OL A | 0% | 0% | #DIV/0! | 0% | 0% | |
| OL B | 0% | 0% | #DIV/0! | 0% | 0% | |
| OL C | 7% | 0% | #DIV/0! | 0% | 13% | |
| OL Honours | 7% | 0% | #DIV/0! | 0% | 13% | |
| OL D (Pass) | 7% | 0% | #DIV/0! | 0% | 6% | |
| OL Fail | 0% | 0% | 0% | 0% | 0% | |

| | 20 | 15 | 20 | 14 | 20 | 2013 | | 2012 | | 11 |
|--------------------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|
| | Cohor | Natio | Cohort | Natio | Cohor | Natio | Cohor | Natio | Cohor | Natio |
| | t | n | | n | t | n | t | n | t | n |
| HL | 86% | 72% | 100 % | 79% | % | 68% | 100% | 69% | 81% | 66% |
| OL | 14% | 28% | 0% | 21% | % | 32% | 0% | 31% | 19% | 34% |
| HL A | 14% | 8% | 50% | 4% | % | 7% | 23% | 8% | 13% | 7% |
| HL B | 29% | 21% | 50% | 26% | % | 21% | 15% | 20% | 38% | 20% |
| HL C | 29% | 21% | 0% | 32% | % | 20% | 46% | 21% | 31% | 21% |
| HL Hons | 71% | 50% | 100 % | 62% | % | 48% | 85% | 49% | 81% | 48% |
| HL D (Pass) | 14% | 17% | 0% | 15% | % | 15% | 15% | 15% | 0% | 15% |
| HL Fail | 0% | 5% | 0% | 1% | % | 5% | 0% | 5% | 0% | 4% |
| OL A | 0% | 3% | 0% | 0% | % | 3% | 0% | 3% | 0% | 4% |
| OL B | 0% | 9% | 0% | 5% | % | 10% | 0% | 9% | 0% | 11% |
| OL C | 7% | 9% | 0% | 10% | % | 10% | 0% | 10% | 13% | 10% |
| OL Hons | 7% | 21% | 0% | 15% | % | 24% | 0% | 23% | 13% | 25% |

| 5% | Λ% | 5% | 0/_ | 6% | 0% | 6% | 6% | 6% |
|------|------|------|-----|----|----|----|-----|-----|
| 3 70 | 0 70 | 3 70 | /0 | 0% | 0% | 0% | 070 | 076 |
| 2% | 0% | 1% | % | 2% | 0% | 3% | 0% | 2% |
| | 5% | | | | | | | |

I am very happy with the results overall. They exceed the National Average.

German Leaving Cert 2015

| | | mong So ohort/No | | W | ithin each | level | |
|--------------------------|-------|---------------------|-----------|------------|------------|-----------|--|
| | Cohor | Natio | Differenc | Group | Nationa | Differenc | |
| | t | n | е | | 1 | e | |
| Taking Higher Level | 52% | 71% | -19% | | | | |
| Taking Ordinary Level | 48% | 29% | 19% | | | | |
| HL A | 7% | 10% | -3% | 14% | 15% | -1% | |
| HL B | 1% | 19% | -18% | 3% | 27% | -24% | |
| HL C | 10% | 24% | -14% | 19% | 33% | -14% | |
| HL Honours | 18% | 53% | -35% | 35% | 75% | -40% | |
| HL D (Pass) | 14% | 16% | -2% | 27% | 23% | 5% | |
| HL Fail | 20% | 2% | 18% | 38% | 3% | 35% | |
| OL A | 6% | 1% | 5% | 12% | 3% | 9% | |
| OL B | 4% | 9% | -5% | 9% | 32% | -23% | |
| OL C | 14% | 11% | 3% | 29% | 38% | -8% | |
| OL Honours | 24% | 21% | 3% | 50% | 72% | -22% | |
| OL D (Pass) | 11% | 6% | 5% | 24% | 21% | 3% | |
| OL Fail | 13% | 2% | 11% | ##### # | 7% | #VALUE! | |

| | 20 | 15 | 20 | 14 | 20 | 13 | 20 | 12 | 20 | 11 |
|--------|-------|-------|-----|-----|------|------|------|------|------|------|
| | Cohor | Natio | Co | Nat | Coho | Nati | Coho | Nati | Coho | Nati |
| | t | n | hor | ion | rt | on | rt | on | rt | on |
| | | | t | | | | | | | |
| HL | 52% | 71% | 56% | 69% | 53% | 65% | 56% | 64% | 53% | 60% |
| OL | 48% | 29% | 44% | 31% | 47% | 35% | 44% | 36% | 47% | 40% |
| HL A | 7% | 10% | 4% | 10% | 3% | 10% | 4% | 10% | 3% | 9% |
| HL B | 1% | 19% | 11% | 20% | 16% | 19% | 11% | 18% | 16% | 18% |
| HL C | 10% | 24% | 15% | 22% | 18% | 21% | 15% | 22% | 18% | 21% |
| HL | | | | | | | | | | |
| Hons | 18% | 53% | 30% | 53% | 37% | 50% | 30% | 50% | 37% | 49% |
| HL D | | | | | | | | | | |
| (Pass) | 14% | 16% | 12% | 14% | 11% | 14% | 12% | 13% | 11% | 10% |
| HL | | | | | | | | | | |
| Fail | 20% | 2% | 14% | 2% | 5% | 2% | 14% | 1% | 5% | 1% |
| OL A | 6% | 1% | 5% | 1% | 4% | 1% | 2% | 1% | 3% | 2% |
| OL B | 4% | 9% | 4% | 10% | 12% | 10% | 12% | 12% | 13% | 14% |

| OL C | 14% | 11% | 12% | 11% | 16% | 12% | 17% | 13% | 18% | 14% |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| OL | | | | | | | | | | |
| Hons | 24% | 21% | 21% | 22% | 32% | 23% | 32% | 27% | 34% | 29% |
| OL D | | | | | | | | | | |
| Pass | 11% | 6% | 10% | 7% | 11% | 8% | 7% | 7% | 8% | 8% |
| OL | | | | | | | | | | |
| Fail | 13% | 2% | 14% | 2% | 5% | 3% | 5% | 2% | 5% | 3% |

French Leaving Cert 2015

| | 2015 | 2014 | 2013 | 2012 | 2011 |
|----------------------------|------|------|------|------|------|
| Taking Higher Level | 78% | 56% | 53% | 56% | 53% |
| Taking Ordinary | 22% | 44% | 47% | 44% | 47% |
| Level | | | | | |
| HL A | 4% | 4% | 3% | 4% | 3% |
| HL B | 18% | 11% | 16% | 11% | 16% |
| HL C | 33% | 15% | 18% | 15% | 18% |
| HL Honours | 55% | 30% | 37% | 30% | 37% |
| HL D (Pass) | 24% | 12% | 11% | 12% | 11% |
| HL Fail | 0% | 14% | 5% | 14% | 5% |
| OL A | 2% | 5% | 4% | 2% | 3% |
| OL B | 4% | 4% | 12% | 12% | 13% |
| OL C | 12% | 12% | 16% | 17% | 18% |
| OL Honours | 18% | 21% | 32% | 32% | 34% |
| OL D (Pass) | 2% | 10% | 11% | 7% | 8% |
| OL Fail | 2% | 14% | 5% | 5% | 5% |

2015 2014 2013 2012 2011

| | Coho | Natio |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | rt | n |
| HL | 78% | 57% | 56% | 57% | 53% | 56% | 56% | 53% | 53% | 52% |
| OL | 22% | 43% | 44% | 43% | 47% | 44% | 44% | 47% | 47% | 48% |
| HL A | 4% | 8% | 4% | 7% | 3% | 7% | 4% | 7% | 3% | 7% |
| HL B | 18% | 15% | 11% | 16% | 16% | 16% | 11% | 15% | 16% | 14% |
| HL C | 33% | 19% | 15% | 20% | 18% | 18% | 15% | 18% | 18% | 18% |
| HL | | | | | | | | | | |
| Hons | 55% | 41% | 30% | 42% | 37% | 41% | 30% | 40% | 37% | 38% |
| HL D | | | | | | | | | | |
| (Pass | | | | | | | | | | |
|) | 24% | 14% | 12% | 13% | 11% | 13% | 12% | 11% | 11% | 13% |
| HL | 0% | 2% | 14% | 1% | 5% | 1% | 14% | 2% | 5% | 1% |

| Fail | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| OL A | 2% | 1% | 5% | 0% | 4% | 1% | 2% | 1% | 3% | 1% |
| OL B | 4% | 10% | 4% | 7% | 12% | 10% | 12% | 12% | 13% | 13% |
| OL C | 12% | 16% | 12% | 18% | 16% | 18% | 17% | 19% | 18% | 18% |
| OL | | | | | | | | | | |
| Hons | 18% | 27% | 21% | 26% | 32% | 29% | 32% | 31% | 34% | 32% |
| OL D | | | | | | | | | | |
| Pass | 2% | 12% | 10% | 14% | 11% | 12% | 7% | 13% | 8% | 12% |
| OL | | | | | | | | | | |
| Fail | 2% | 4% | 14% | 4% | 5% | 4% | 5% | 3% | 5% | 4% |

Comments on 2015 French results

78% of our students took French at higher level in comparison to the national average of 54%. 4% of those students got A's, just below the national average. There was no fail at higher level. At ordinary level 2% of our students scored an A in comparison to the national average of 1%. Overall, we are very pleased with our 2015 results

Biology Leaving Cert 2015

| | | lmong Sc ohort/No | | ν | Vithin each | level |
|--------------------------|--------|----------------------|------------|-------|-------------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 95% | 76% | 19% | | | |
| Taking Ordinary Level | 5% | 24% | -19% | | | |
| HL A | 26% | 11% | 15% | 28% | 15% | 13% |
| HL B | 37% | 23% | 14% | 39% | 30% | 9% |
| HL C | 26% | 22% | 4% | 28% | 29% | -1% |
| HL Honours | 89% | 56% | 33% | 94% | 74% | 20% |
| HL D (Pass) | 5% | 15% | -10% | 6% | 21% | -15% |
| HL Fail | 0% | 4% | -4% | 0% | 5% | -5% |
| OL A | 0% | 0% | 0% | 0% | 1% | -1% |
| OL B | 5% | 5% | 1% | 100% | 19% | 81% |
| OL C | 0% | 10% | -10% | 0% | 42% | -42% |
| OL Honours | 5% | 15% | -10% | 100% | 62% | 38% |
| OL D (Pass) | 0% | 7% | -7% | 0% | 30% | -30% |
| OL Fail | 0% | 2% | -2% | 0% | 8% | -8% |

| | 20 | 15 | 20 | 14 | 20 | 13 | 20 | 12 | 20 | 11 |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Coho | Natio |
| | rt | n |
| HL | 95% | 76% | 85% | 74% | 97% | 74% | 100% | 74% | 0% | 75% |
| OL | 5% | 24% | 15% | 26% | 3% | 26% | 0% | 26% | 100% | 25% |
| HL A | 26% | 11% | 18% | 10% | 8% | 11% | 38% | 13% | 0% | 12% |
| HL B | 37% | 23% | 38% | 19% | 25% | 20% | 25% | 21% | 0% | 21% |
| HL C | 26% | 22% | 13% | 22% | 33% | 21% | 19% | 20% | 0% | 20% |
| HL | | | | | | | | | | |
| Hons | 89% | 56% | 68% | 51% | 67% | 52% | 81% | 53% | 0% | 53% |
| HL D | | | | | | | | | | |
| (Pass | | | | | | | | | | |
|) | 5% | 15% | 18% | 18% | 28% | 17% | 13% | 15% | 0% | 16% |
| HL | | | | | | | | | | |
| Fail | 0% | 4% | 0% | 5% | 3% | 6% | 6% | 6% | 0% | 6% |
| OL A | 0% | 0% | 3% | 0% | 0% | 1% | 0% | 0% | 67% | 1% |
| OL B | 5% | 5% | 8% | 5% | 3% | 6% | 0% | 5% | 33% | 5% |
| OL C | 0% | 10% | 3% | 10% | 0% | 9% | 0% | 10% | 0% | 9% |
| OL | | | | | | | | | | |
| Hons | 5% | 15% | 13% | 15% | 3% | 15% | 0% | 15% | 100% | 15% |

| OL D | | | | | | | | | | |
|------|----|----|----|----|----|----|----|----|----|----|
| Pass | 0% | 7% | 3% | 8% | 0% | 7% | 0% | 7% | 0% | 7% |
| OL | | | | | | | | | | |
| Fail | 0% | 2% | 0% | 2% | 0% | 3% | 0% | 3% | 0% | 3% |

Leaving Cert French 2015

| | | Among Sc Cohort/No | | Within each level | | | | |
|--------------------------|--------|-----------------------|------------|-------------------|----------|------------|--|--|
| | Cohort | Nation | Difference | Group | National | Difference | | |
| Taking Higher Level | 78% | 57% | 21% | | | | | |
| Taking Ordinary Level | 22% | 43% | -21% | | | | | |
| HL A | 4% | 8% | -4% | 5% | 13% | -8% | | |
| HL B | 18% | 15% | 3% | 23% | 26% | -4% | | |
| HL C | 33% | 19% | 15% | 43% | 33% | 10% | | |
| HL Honours | 55% | 41% | 13% | 70% | 72% | -2% | | |
| HL D (Pass) | 24% | 14% | 10% | 30% | 24% | 6% | | |
| HL Fail | 0% | 2% | -2% | 0% | 4% | -4% | | |
| OL A | 2% | 1% | 1% | 9% | 2% | 7% | | |
| OL B | 4% | 10% | -6% | 18% | 24% | -5% | | |
| OL C | 12% | 16% | -4% | 55% | 38% | 17% | | |
| OL Honours | 18% | 27% | -9% | 82% | 63% | 19% | | |
| OL D (Pass) | 2% | 12% | -10% | 9% | 28% | -19% | | |
| OL Fail | 2% | 4% | -2% | 9% | 9% | 0% | | |

| | 20 | 15 | 20 | 14 | 20 | 13 | 20 | 12 | 20 | 11 |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Coho | Natio |
| | rt | n |
| HL | 78% | 57% | 56% | 57% | 53% | 56% | 56% | 53% | 53% | 52% |
| OL | 22% | 43% | 44% | 43% | 47% | 44% | 44% | 47% | 47% | 48% |
| HL A | 4% | 8% | 4% | 7% | 3% | 7% | 4% | 7% | 3% | 7% |
| HL B | 18% | 15% | 11% | 16% | 16% | 16% | 11% | 15% | 16% | 14% |
| HL C | 33% | 19% | 15% | 20% | 18% | 18% | 15% | 18% | 18% | 18% |
| HL | | | | | | | | | | |
| Hons | 55% | 41% | 30% | 42% | 37% | 41% | 30% | 40% | 37% | 38% |
| HL D | | | | | | | | | | |
| (Pass | | | | | | | | | | |
|) | 24% | 14% | 12% | 13% | 11% | 13% | 12% | 11% | 11% | 13% |
| HL | | | | | | | | | | |
| Fail | 0% | 2% | 14% | 1% | 5% | 1% | 14% | 2% | 5% | 1% |
| OL A | 2% | 1% | 5% | 0% | 4% | 1% | 2% | 1% | 3% | 1% |
| OL B | 4% | 10% | 4% | 7% | 12% | 10% | 12% | 12% | 13% | 13% |
| OL C | 12% | 16% | 12% | 18% | 16% | 18% | 17% | 19% | 18% | 18% |
| OL | | | | | | | | | | |
| Hons | 18% | 27% | 21% | 26% | 32% | 29% | 32% | 31% | 34% | 32% |
| OL D | | | | | | | | | | |
| Pass | 2% | 12% | 10% | 14% | 11% | 12% | 7% | 13% | 8% | 12% |
| OL | | | | | | | | | | |
| Fail | 2% | 4% | 14% | 4% | 5% | 4% | 5% | 3% | 5% | 4% |

Comments on 2015 French results

78% of our students took French at higher level in comparison to the national average of 54%. 4% of those students got A's, just below the national average. There was no fail at higher level. At ordinary level 2% of our students scored an A in comparison to the national average of 1%. Overall, we are very pleased with our 2015 results

Irish Leaving Cert 2015

| | | Among Sc Cohort/No | | Within each level | | | |
|--------------------------|--------|-----------------------|------------|-------------------|----------|------------|--|
| | Cohort | Nation | Difference | Group | National | Difference | |
| Taking Higher Level | 63% | 42% | 21% | | | | |
| Taking Ordinary | 38% | 51% | -13% | | | | |
| Level | | | | | | | |
| Taking Foundation | 0% | 8% | -8% | | | | |
| HL A | 9% | 7% | 3% | 15% | 16% | -1% | |
| HL B | 16% | 16% | 0% | 25% | 38% | -13% | |
| HL C | 33% | 15% | 18% | 53% | 35% | 18% | |
| HL Honours | 58% | 37% | 21% | 93% | 88% | 4% | |
| HL D (Pass) | 5% | 5% | 0% | 8% | 11% | -4% | |
| HL Fail | 0% | 0% | 0% | 0% | 1% | -1% | |
| OL A | 8% | 1% | 7% | 21% | 2% | 19% | |
| OL B | 16% | 15% | 1% | 42% | 29% | 13% | |
| OL C | 11% | 22% | -11% | 29% | 43% | -14% | |
| OL Honours | 34% | 37% | -3% | 92% | 74% | 18% | |
| OL D (Pass) | 3% | 11% | -8% | 8% | 22% | -14% | |
| OL Fail | 0% | 2% | -2% | 0% | 4% | -4% | |
| FLA | 0% | 1% | -1% | 0% | 7% | -7% | |
| FL B | 0% | 2% | -2% | 0% | 28% | -28% | |
| FL C | 0% | 3% | -3% | 0% | 39% | -39% | |
| FL Honours | 0% | 6% | -6% | 0% | 74% | -74% | |
| FL D (Pass) | 0% | 2% | -2% | 0% | 20% | -20% | |

| | 20 | 2015 | | 14 |
|----------------------------|--------|--------|--------|--------|
| | Cohort | Nation | Cohort | Nation |
| Taking Higher Level | 63% | 42% | 47% | 40% |
| Taking Ordinary Level | 38% | 51% | 53% | 52% |
| Taking Foundation | 0% | 8% | 0% | 8% |
| HL A | 9% | 7% | 10% | 6% |
| HL B | 16% | 16% | 20% | 16% |
| HL C | 33% | 15% | 14% | 14% |
| HL Honours | 58% | 37% | 43% | 36% |
| HL D (Pass) | 5% | 5% | 4% | 4% |
| HL Fail | 0% | 0% | 0% | 0% |
| OL A | 8% | 1% | 0% | 1% |
| OL B | 16% | 15% | 27% | 16% |
| OL C | 11% | 22% | 24% | 22% |
| OL Honours | 34% | 37% | 51% | 39% |
| OL D (Pass) | 3% | 11% | 0% | 11% |
| OL Fail | 0% | 2% | 2% | 2% |
| FL A | 0% | 1% | 0% | 1% |
| FL B | 0% | 2% | 0% | 3% |
| FL C | 0% | 3% | 0% | 3% |
| FL Honours | 0% | 6% | 0% | 7% |
| FL D (Pass) | 0% | 2% | 0% | 1% |
| FL Fail | 0% | 0% | 0% | 0% |

Physics Leaving Cert 2015

| | Cohort | Nation | Difference | Group | National | Difference |
|--------------------------|--------|--------|------------|-------|----------|------------|
| Taking Higher Level | 86% | 77% | 9% | | | |
| Taking Ordinary Level | 14% | 23% | -9% | | | |
| HL A | 14% | 16% | -2% | 17% | 21% | -4% |
| HL B | 43% | 19% | 24% | 50% | 25% | 25% |
| HL C | 14% | 18% | -4% | 17% | 24% | -7% |
| HL Honours | 71% | 53% | 18% | 83% | 69% | 14% |
| HL D (Pass) | 14% | 16% | -2% | 17% | 21% | -5% |
| HL Fail | 0% | 7% | -7% | 0% | 10% | -10% |
| OL A | 14% | 3% | 11% | 100% | 14% | 86% |
| OL B | 0% | 7% | -7% | 0% | 31% | -31% |
| OL C | 0% | 7% | -7% | 0% | 28% | -28% |
| OL Honours | 14% | 17% | -3% | 100% | 74% | 26% |
| OL D (Pass) | 0% | 4% | -4% | 0% | 17% | -17% |
| OL Fail | 0% | 2% | -2% | 0% | 8% | -8% |
| | | | | | | |

| | 2015 | 2014 | 2013 |
|----------------------------|------|------|------|
| Taking Higher Level | 86% | 100% | 92% |
| Taking Ordinary | 14% | 0% | 8% |
| Level | | | |
| HL A | 14% | 11% | 25% |
| HL B | 43% | 0% | 25% |
| HL C | 14% | 78% | 25% |
| HL Honours | 71% | 89% | 75% |
| HL D (Pass) | 14% | 11% | 17% |
| HL Fail | 0% | 0% | 0% |
| OL A | 14% | 0% | 8% |
| OL B | 0% | 0% | 0% |
| OL C | 0% | 0% | 0% |
| OL Honours | 14% | 0% | 8% |

| OL D (Pass) | 0% | 0% | 0% |
|-------------|----|----|----|
| OL Fail | 0% | 0% | 0% |

Chemistry Leaving Cert 2015

| | Among School Cohort/Nation | | | Within each level | | |
|--------------------------|-------------------------------|-----|------|-------------------|----------|------------|
| | Cohort Nation Difference | | | | National | Difference |
| Taking Higher Level | 100% | 84% | 16% | | | |
| Taking Ordinary Level | 0% | 16% | -16% | | | |
| HL A | 23% | 18% | 5% | 23% | 22% | 1% |
| HL B | 15% | 24% | -9% | 15% | 28% | -13% |
| HL C | 46% | 19% | 27% | 46% | 23% | 23% |
| HL Honours | 85% | 62% | 23% | 85% | 73% | 11% |
| HL D (Pass) | 15% | 15% | 0% | 15% | 18% | -3% |
| HL Fail | 0% | 7% | -7% | 0% | 9% | -9% |
| OL A | 0% | 1% | -1% | 0% | 6% | -6% |
| OL B | 0% | 3% | -3% | 0% | 21% | -21% |
| OL C | 0% | 5% | -5% | 0% | 30% | -30% |
| OL Honours | 0% | 9% | -9% | 0% | 57% | -57% |
| OL D (Pass) | 0% | 4% | -4% | 0% | 24% | -24% |
| OL Fail | 0% | 3% | -3% | 0% | 18% | -18% |

| | 2015 | | | | |
|----------------------------|--------|--------|--|--|--|
| | Cohort | Nation | | | |
| Taking Higher Level | 100% | 84% | | | |
| Taking Ordinary | 0% | 16% | | | |
| Level | | | | | |
| HL A | 23% | 18% | | | |
| HL B | 15% | 24% | | | |
| HL C | 46% | 19% | | | |
| HL Honours | 85% | 62% | | | |
| HL D (Pass) | 15% | 15% | | | |
| HL Fail | 0% | 7% | | | |
| OL A | 0% | 1% | | | |
| OL B | 0% | 3% | | | |
| OL C | 0% | 5% | | | |
| OL Honours | 0% | 9% | | | |
| OL D (Pass) | 0% | 4% | | | |
| OL Fail | 0% | 3% | | | |

Home Economics Leaving Cert 2015

| | | Among So Cohort/No | | Within each level | | | |
|--------------------------|--------------------------|-----------------------|------|-------------------|----------|------------|--|
| | Cohort Nation Difference | | | | National | Difference | |
| Taking Higher Level | 90% | 74% | 16% | | | | |
| Taking Ordinary Level | 10% | 26% | -16% | | | | |
| HL A | 14% | 6% | 8% | 15% | 9% | 7% | |
| HL B | 55% | 26% | 29% | 62% | 35% | 26% | |
| HL C | 21% | 27% | -6% | 23% | 36% | -13% | |
| HL Honours | 90% | 59% | 31% | 100% | 80% | 20% | |
| HL D (Pass) | 0% | 13% | -13% | 0% | 18% | -18% | |
| HL Fail | 0% | 1% | -1% | 0% | 2% | -2% | |
| OL A | 0% | 1% | -1% | 0% | 2% | -2% | |
| OL B | 7% | 7% | 0% | 67% | 26% | 41% | |
| OL C | 3% | 11% | -8% | 33% | 42% | -9% | |
| OL Honours | 10% | 18% | -8% | 100% | 70% | 30% | |
| OL D (Pass) | 0% | 6% | -6% | 0% | 23% | -23% | |
| OL Fail | 0% | 2% | -2% | 0% | 7% | -7% | |

| | 20 | 15 | 20 | 14 |
|----------------------------|--------|--------|--------|--------|
| | Cohort | Nation | Cohort | Nation |
| Taking Higher Level | 90% | 74% | 80% | 71% |
| Taking Ordinary | 10% | 26% | 20% | 29% |
| Level | | | | |
| HL A | 14% | 6% | 23% | 6% |
| HL B | 55% | 26% | 23% | 23% |
| HL C | 21% | 27% | 27% | 26% |
| HL Honours | 90% | 59% | 73% | 55% |
| HL D (Pass) | 0% | 13% | 7% | 14% |
| HL Fail | 0% | 1% | 0% | 2% |
| OL A | 0% | 1% | 0% | 1% |
| OL B | 7% | 7% | 17% | 8% |
| OL C | 3% | 11% | 3% | 11% |

| OL Honours | 10% | 18% | 20% | 20% |
|-------------|-----|-----|-----|-----|
| OL D (Pass) | 0% | 6% | 0% | 7% |
| OL Fail | 0% | 2% | 0% | 2% |

We are delighted with our Leaving Cert results 2015. From our group of 29 students 14% got A's, 55% got B's, 21% got C's in the Higher level paper. On Ordinary level 7% got B's and 3% got C's.

Our students are encouraged to take Higher level. The number of students who took the Higher level paper is 16% above the national average which is excellent. As a result of this our Ordinay level uptake is 16% below the national average. Higher level results: A's are 8% above the national average, B's are 29% above the national average and C's are 6% below the national average. This is as a result of the excellent grades in A's and B's.

Geography Leaving Cert 2015

| | 2015 | 2014 | 2013 | 2012 | 2011 |
|----------------------------|------|------|------|------|------|
| Taking Higher Level | 91% | 56% | 53% | 56% | 53% |
| Taking Ordinary | 9% | 44% | 47% | 44% | 47% |
| Level | | | | | |
| HL A | 4% | 4% | 3% | 4% | 3% |
| HL B | 70% | 11% | 16% | 11% | 16% |
| HL C | 13% | 15% | 18% | 15% | 18% |
| HL Honours | 87% | 30% | 37% | 30% | 37% |
| HL D (Pass) | 4% | 12% | 11% | 12% | 11% |
| HL Fail | 0% | 14% | 5% | 14% | 5% |
| OL A | 0% | 5% | 4% | 2% | 3% |
| OL B | 0% | 4% | 12% | 12% | 13% |
| OL C | 9% | 12% | 16% | 17% | 18% |
| OL Honours | 9% | 21% | 32% | 32% | 34% |
| OL D (Pass) | 0% | 10% | 11% | 7% | 8% |
| OL Fail | 0% | 14% | 5% | 5% | 5% |

| | 20 | 15 | 20 | 14 | 20 | 13 | 20 | 12 | 20 | 11 |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Coho | Natio |
| | rt | n |
| HL | 91% | 79% | 56% | 78% | 53% | 78% | 56% | 78% | 53% | 77% |
| OL | 9% | 21% | 44% | 22% | 47% | 22% | 44% | 22% | 47% | 23% |
| HL A | 4% | 7% | 4% | 7% | 3% | 7% | 4% | 7% | 3% | 7% |
| HL B | 70% | 24% | 11% | 24% | 16% | 23% | 11% | 22% | 16% | 24% |
| HL C | 13% | 29% | 15% | 28% | 18% | 29% | 15% | 29% | 18% | 29% |
| HL | | | | | | | | | | |
| Hons | 87% | 60% | 30% | 59% | 37% | 59% | 30% | 58% | 37% | 60% |
| HL D | | | | | | | | | | |
| (Pass | | | | | | | | | | |
|) | 4% | 17% | 12% | 17% | 11% | 17% | 12% | 18% | 11% | 16% |
| HL | | | | | | | | | | |
| Fail | 0% | 2% | 14% | 2% | 5% | 2% | 14% | 2% | 5% | 1% |
| OL A | 0% | 1% | 5% | 1% | 4% | 1% | 2% | 1% | 3% | 1% |
| OL B | 0% | 6% | 4% | 6% | 12% | 5% | 12% | 6% | 13% | 5% |
| OL C | 9% | 9% | 12% | 9% | 16% | 10% | 17% | 9% | 18% | 11% |
| OL | | | | | | | | | | |
| Hons | 9% | 16% | 21% | 16% | 32% | 16% | 32% | 16% | 34% | 17% |
| OL D | | | | | | | | | | |
| Pass | 0% | 5% | 10% | 5% | 11% | 5% | 7% | 5% | 8% | 5% |
| OL | | | | | | | | | | |
| Fail | 0% | 1% | 14% | 1% | 5% | 1% | 5% | 1% | 5% | 1% |

Results Analysis:

91% of students who take Geography at LC take the Higher level paper compared to 79% nationally.

For A grades, the school is slightly than the national average.

For B grades, 70% of students attained this grade compared to only 24% nationally.

Overall, 87% of students attained Higher level Honours in Leaving Cert Geography. No student failed the exam with the lowest grade being a D1.

Only 2 students undertook the ordinary level paper with both achieving an honours grade.

History Leaving Cert 2015

| | Among School Cohort/Nation | | Within each level | | | |
|----------------------------|-------------------------------|--------|-------------------|-------|----------|------------|
| | Cohort | Nation | Difference | Group | National | Difference |
| Taking Higher Level | 88% | 74% | 14% | | | |
| Taking Ordinary Level | 13% | 26% | -14% | | | |
| HL A | 7% | 11% | -4% | 8% | 15% | -7% |
| HL B | 15% | 20% | -5% | 17% | 28% | -10% |
| HL C | 28% | 21% | 7% | 32% | 28% | 3% |
| HL Honours | 50% | 52% | -2% | 57% | 71% | -13% |
| HL D (Pass) | 26% | 16% | 11% | 30% | 21% | 9% |
| HL Fail | 11% | 0% | 11% | 13% | 8% | 5% |
| OL A | 0% | 3% | -3% | 0% | 10% | -10% |
| OL B | 3% | 9% | -6% | 22% | 33% | -11% |
| OL C | 3% | 9% | -6% | 22% | 34% | -11% |
| OL Honours | 6% | 20% | -15% | 44% | 77% | -33% |
| OL D (Pass) | 4% | 5% | -1% | 33% | 20% | 13% |
| OL Fail | 3% | 1% | 2% | 22% | 3% | 19% |

| | 2015 | 2014 |
|----------------------------|------|------|
| Taking Higher Level | 88% | 72% |
| Taking Ordinary | 13% | 28% |
| Level | | |
| HL A | 7% | 19% |
| HL B | 15% | 19% |
| HL C | 28% | 23% |
| HL Honours | 50% | 60% |
| HL D (Pass) | 26% | 7% |
| HL Fail | 11% | 5% |
| OL A | 0% | 5% |
| OL B | 3% | 5% |
| OL C | 3% | 5% |

| OL Honours | 6% | 14% |
|-------------|----|-----|
| OL D (Pass) | 4% | 12% |
| OL Fail | 3% | 2% |

| 2015 | | 2014 | | |
|--------|--------|--------|--------|--|
| Cohort | Nation | Cohort | Nation | |
| 88% | 74% | 72% | 73% | |
| 13% | 26% | 28% | 27% | |
| 7% | 11% | 19% | 12% | |
| 15% | 20% | 19% | 20% | |
| 28% | 21% | 23% | 20% | |
| 50% | 52% | 60% | 52% | |
| 26% | 16% | 7% | 14% | |
| 11% | 6% | 5% | 6% | |
| 0% | 3% | 5% | 3% | |
| 3% | 9% | 5% | 8% | |
| 3% | 9% | 5% | 8% | |
| 6% | 20% | 14% | 19% | |
| 4% | 5% | 12% | 6% | |
| 3% | 1% | 2% | 1% | |
| | | | | |

Leaving Cert Applied 2015

| | School | Nation | Difference |
|-------------|--------|--------|------------|
| Distinction | 67% | 19% | 48% |
| Merit | 33% | 50% | -17% |
| Pass | 0% | 15% | -15% |
| Record of | 0% | 16% | -16% |
| Achievement | | | |

| | 2015 | 2014 | 2013 | 2012 | 2011 |
|--------------------------|------|------|------|------|------|
| Distinction | 67% | 9% | 6% | 9% | 8% |
| Merit | 33% | 26% | 33% | 27% | 32% |
| Pass | 0% | 35% | 39% | 33% | 38% |
| Record of Achievement | 0% | 29% | 22% | 30% | 22% |