



Presentation Secondary School Listowel Annual Report 2014-2015

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Annual Report 2014 - 2015

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, to include:

- **Priority areas and action taken in 2014 -2015**

School Improvement Plan 2014 - 2016

Summary of main strengths as identified in last SSE in 2013 - 2014	<ul style="list-style-type: none">• Significant active staff support for literacy initiatives• Teacher based classrooms have been a positive development
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	<ul style="list-style-type: none"> • IT Structures are good • Local Library and Writers Week influencing factors
Summary of main areas requiring improvement as identified in last SSE:	<ul style="list-style-type: none"> • Subject and topic specific Word Walls • Book in a Bag • Readings Weeks • Reinforcement of spelling(Use of dictionary)
Improvement targets (related to students' achievement)	<ol style="list-style-type: none"> 1. 2013 research: 12% borrowed books from the school Library Target 20% by 2016 2. 33% borrowed books from the local Library Target 45% by 2016 3. 10% check dictionary all of the time Target 20% by 2016
Required actions (Related to Teaching and Learning that will help to achieve the targets)	<ol style="list-style-type: none"> 1. Source popular reading materials for the School Library 2. Reading Weeks in the school 3. Make dictionaries more available in the classrooms
Persons responsible	Literacy Team Teacher responsible for the Library Subject Teachers
Timeframe for action	2014 - 2016
Success criteria/measurable outcomes	Research to be conducted annually

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- **Special Needs Education**

The School has an SEN Coordinator and 2 SNA's. The SEN Coordinator has retired. Ms. Muireann O'Sullivan is the new SEN Coordinator. A Transition Team was put in place in December 2014 to manage the changes.

- **Traveller Education**

We have 6 Traveller students in the School in 2014-2015. One girl completed her Leaving Cert this year. A number of traveller students go on to study LCA.

- **Newcomer Students**

The School has 10 Newcomer Students who are getting on very well.

- **Disadvantaged students**

The pastoral care structure in the School is very well placed to support these students. The Book Rental Scheme eases the burden on families. The introduction of payments plans has also commenced.

3. Faith Development RE Provision/hours taught in each year.

Management has addressed the issue in First Year that arose in 2014-2015 where First Years had only one class of RE.

Second and Third Years have 3 classes of RE.

TY have one class of timetabled RE but also have one day a week on Social Justice projects in 2015-2016

Fifth and Sixth Years have 2 classes of RE per week. Management is looking to address this issue

- **Observance of Liturgical Year**

Religious Education 2014/15

21st November Presentation mass in the parish Church to mark Presentation day.

Christmas Carol Service

Mass for 8th December in the school

Mass for 6th January in the school

Catholic Schools Week:

- Designed school display board.
- Held prayer services in the prayer room for each class.
- Act of kindness competition winner received €20 gift voucher for Penney's.
Karen Moloney
- **Radio Kerry**
For Catholic Schools Week, girls from the school read out the thoughts For the Day Monday-Friday at 7:30am and 12:00pm.
- On Sunday 1st of Feb, the Transition Year girls were on Horizons radio programme to talk about their '*challenge to change*' project at 9:00am.
- Every Sunday in Feb, on horizons, Mary Murphy read the Gospel.

Lenten activities

Confessions in the school for all who wished to receive the sacrament and mass was also held in the school during lent.

Readers team has been formed for the Listowel parish. There are eight girls in the team with a view for it to be expanded next year. The girl's contact numbers have been passed on to Mary Walsh in the parish office with consent forms. She may ring them over Easter of the summer to read.

The month of October has been assigned for them to read on the Saturday evening vigil Mass 7:00pm and the Sunday morning 11:00am Mass.

Mary Walsh has also made request for girls to participate in the exam mass on the May 29th at 7:00pm

- One reader
- One to carry up the offertory
- Three prayers of the Faithful
- One reflection
- Three for procession at start of mass.

Names of all the pupils
Candle for presentation school
Candle for community school

Mary Walsh has also asked if four girls would be available to carry a banner for the day of Corpus Christi which is Sunday 7th June.

Youth Ministry

In collaborating with the youth ministry team in the parish a group of girls from various years participated and said the Stations of the Cross in the Parish Church on the 13/3/15. During this week I hope to get in contact with Collette Stack in relation to girls who will be interested in helping out with the youth ministry team. They will help with 'Sunday school' for primary children.

Challenge to Change

The Challenge to change Seminar is 30th April, it is on from 10:00am to 1:30pm, in the Spring Court Hotel, Kilkenny. The format for the day will be passed on to Ashling. The project is complete; all that has to be done is pictures printed and more facts printed for the display board. The final report will be left with Ashling. The transition year girls are familiar with what is required for the day.

The bus fund has been provided for. It must be taken out of the €500 allowance given to the project. A invoice for the bus must be given to the 'challenge to change presentation sisters.'

- **Culture of prayer and sacramental life in the school**

The School has a Prayer Room that is used on a regular basis.

- **Retreats for students/ reflection day for staff**

School Management is working on these matters

- **Chaplaincy services**

Sr. Eilis Daly is the School Chaplain. The main school RE teacher, Ms. Jacinta Feeney has a Masters Qualification in Chaplaincy.

- **Ongoing professional development**

The Diocesan Adviser visited the School on two occasions during the year.

4. Pastoral Care

The SEN Coordinator and Management deal with Pastoral Care issues. There is a Pastoral Care Team in the School who meet on a weekly basis. The Critical Incident Policy and Pastoral Care Policy were ratified by the BOM during the year.

5. Positive behaviour

A comprehensive review of the Behaviour Code took place during the first term with an emphasis on positive affirmation. All the school partners were involved.

6. Parental Involvement

The Parents Association has been revived. The Executive met with the BOM in May 2015 to discuss the role of the Association. The Association played an important role in the Bingo Fundraising event that took place in May 2015

7. Board of Management

Presentation Secondary School Listowel

1. Agreed Report

Board of Management Meeting August 18th 2014

1. The Board of Management extended its sympathy to the Presentation Order in relation to their recent tragedy.
2. The Chairperson extended a warm welcome to the new Principal Eileen Kennelly.
3. The Board acknowledged the significant contribution of Sr. Nuala to the school. The Board thanked Margaret Walsh and Eileen Keane for their work in the academic year 2013 – 2014.
4. The Board congratulated the Leaving Cert class of 2014 on their fantastic Leaving Cert results.
5. The Board ratified the Admissions Policy
6. The Board ratified the Child Protection Policy and approved Eileen Kennelly as DLP and Margaret Walsh as DDLP
7. The Principal informed the Board that the Behaviour Code will be reviewed this term.
8. The Board reviewed the financial position of the school.
9. The Board discussed the issues in relation to the building.
10. The Board discussed developing a Strategic Plan for the school.

11. The Board discussed the School Improvement Plan 2014 – 2015 and School Self Evaluation 2014 - 2015
12. The Board will meet again on September 22nd.

Presentation Secondary School Listowel

Agreed Report Board of Management Meeting September 22nd 2014

1. The Board discussed the Review of the Behaviour Code.
2. The Board discussed the Review of the Anti Bullying Policy in the context of the National Guidelines issued in January 2013.
3. The Board ratified the Vetting Policy.
4. The Board discussed the Draft Critical Incident Policy.
5. The Board reviewed the current financial documents.
6. The Principal made a proposal to the Board in relation to developing the field at the back of the school. The matter will be investigated.
7. The Expressions of Interest received by the school in relation to the Catering were discussed. A committee was set up to appoint a Catering Contractor.
8. The Principal suggested erecting a proper sign for the school on the town side of the school highlighting the name of the school and the school crest. The Board agreed to look for planning permission to erect a new sign.
9. The Board congratulated staff and student on the wonderful Junior Cycle Results
10. The Board reviewed the Leaving Cert results. The Board acknowledged that the results in this school are well above the national statistics.
11. The Principal updated the Board on school activities
12. The Board, following a request from the Principal, agreed to proceed with a review of the Post of Responsibility.
13. The Board agreed to pay the fees for any teacher who wishes to engage with the ICEP On-line Education Company.
14. The Board discussed the School Improvement Plan and School Self Evaluation process
15. The next meeting of the Board will take place on November 3rd 2014

Presentation Secondary School Listowel Agreed Report Board of Management Meeting November 17th 2014

The Board expressed its sympathy to the family of Sr. Nuala, to the Presentation Order and to her friends.

The Board also expressed its sympathy to the families of Jayne Gleeson, Bridget O'Connor and Dolly Stack on their recent bereavements.

The Board thanked staff and students for the Mass on Thursday 6th November and for the Presentation Day Mass in the Parish Church on Sunday 16th November.

Sincere thanks to the Music Department.

16. The Board ratified the Review of the Behaviour Code.
17. The Board ratified the Critical Incident Policy.
18. The Board ratified the Dignity At Work Policy.
19. The Principal informed the meeting that a Draft Pastoral Care Policy is being prepared
20. The meeting discussed the School's Strategic Plan 2014-2016

Sections

- Ethos
 - Student Support and Guidance
 - Community
 - Curriculum: Teaching and Learning
 - Plant: Resources and Administration
 - School Planning: School Self Evaluation/School Improvement Planning
-
21. The Board discussed fundraising matters
 22. The Board reviewed the current financial documents.
 23. The Principal gave a detailed account to the Board on teaching and learning matters, extracurricular activities, School Theme Weeks and Student Council plans.
 24. The Board approved the School Improvement Plan and School Self Evaluation Plan
 25. The next meeting of the Board will take place on December 8th. The JMB Accountant Anna Brennan will attend.

Presentation Secondary School Listowel Agreed Report Board of Management Meeting 8th December 2014

- As we approach the end of 2014, The Chairperson and the Board thanked staff for all the wonderful work being done in the School. The Board also acknowledged the cooperation and support of staff in what has been a difficult year for the School.
- Ms. Anna Brennan, JMB Accountant attended the meeting. She spoke to the BOM about financial practices and responsibilities.
- The Board reviewed the current financial position of the School.
- The School Accounts for 2013-2014 will be approved at the January 2015 meeting.

- The Principal updated the Board on all school activities since the last meeting
- The Chairperson signed the Dignity in the Workplace Charter. The Charter will be displayed in the School.
- The Board discussed the Strategic Plan 2015-2017 for the School
- The Principal informed the Board about school activities relating to the Review of the Anti-Bullying Policy in particular the Respect and Dignity Theme Week organised by the Student Council.
- The Board discussed issues relating to the building.
- A Sub Committee on Fundraising was established.
- The next meeting of the Board will take place on January 26th 2015

Presentation Secondary School Listowel
Agreed Report
Board of Management 26th January 2015

- The Board reviewed the current financial position of the School.
- The School Accounts for 2013-2014 were approved.
- The Board discussed the development of the field beside the School.
- The Board ratified the Respect and Dignity Policy(Anti-Bullying Procedures).
- The Board completed the Checklist for annual review of the Anti-Bullying Policy and its implementation. The Chairperson signed the notification regarding the review.
- Teaching and Learning: The Board discussed the setting up of a Teachers' Council in the School. It is a requirement under the 1998 Education Act. The Council (Teaching and Learning Group) would act as a Staff Sub Committee on teaching and learning in the School.
- The Board discussed Health and Safety Matters in the building. The Board discussed issues relating to the building.
- The Board ratified the Pastoral Care Policy.
- The Principal updated the Board on all school activities since the last meeting, Catholic Schools Week, Theme Weeks, sporting activities, mock exams upcoming events.
- The Board discussed the Strategic Plan 2015-2017 for the School. The staff contribution was acknowledged. Parents view will now be sought.
- The Board discussed the Staffing Allocation for 2015-2016.
- The Principal updated the Board on the Numeracy Initiative(Learning School Project)
- The Board Sub Committee on the Cooperation Project with St. Michael's College reported back to the Board regarding a recent meeting that was held to review the Project. It was agreed that only the subjects not taught in Presentation would be offered as option subject in St. Michael's College. The significant costs of the cooperation bus will have to be reduced.
- The Board Sub Committee on Fundraising briefed the Board on some fundraising ideas to be explored. A report will be given to the Board at the next meeting in March
- The next meeting of the Board will take place on March 2nd 2015

Presentation Secondary School Listowel
Agreed Report
Board of Management Monday 2nd March 2015

- The Board reviewed the current financial position of the School.
- The Board discussed the development of the field beside the School.
- The Board discussed issues relating to the building.
- The Board discussed the Draft Data Protection Policy
- The Principal updated the Board on all school activities since the last meeting in January.
- The Board discussed the Staffing Allocation for 2015-2016.
- The Principal updated the Board on the Numeracy Initiative(Learning School Project)
- The Principal updated the Board on the School Improvement Plan activities: Literacy Week, building links with the local Library, World Book Day
- The Board Sub Committee on the Cooperation Project with St. Michael's College reported back to the Board regarding a recent meeting that was held to discuss subject choices for 2015-2016.
- The Board Sub Committee on Fundraising briefed the Board on some fundraising ideas to be explored.
- The Board discussed the School Self Evaluation activities that are ongoing in the School at present. Each Board member was given a copy of the Whole School Surveys (Parent replies). A copy of the parent replies will also be given to the Parents' Association Executive.
- The next meeting of the Board will take place on Monday April 20th 2015

Presentation Secondary School Listowel
Agreed Report
Board of Management Monday 20th April 2015

- The Board reviewed the current financial position of the School.
- The Board approved the School Budget for 2015-2016.
- At present the School does not seek a voluntary contribution from parents. The Board approved a voluntary contribution of €50 per student and €75 per family. These funds will be used to provide lunch time and theme activities for students.
- The Board will discuss the following policies at the May meeting: Review of the Admissions Policy, Policy on the Book Scheme, Policy on Visiting Students, Policy on Student Teacher Placement. Review of the Behaviour Code to include prohibiting ecigarettes.

- The Principal informed the Board about the establishment of a Teaching and Learning Committee. Norma Dowling, Muireann O’Sullivan and Margaret Daly have expressed an interest in being involved.
- The Annual Report for 2014-2015 will be discussed at the May meeting.
- The Board will approve the Strategic Plan for 2015-2017 at the May meeting.
- The Board discussed the new school signs that will be put in place shortly.
- The Board approved the tender for the development of the field beside the School.
- The Board discussed issues relating to the building.
- The Board agreed to review the electrical system in the School.
- The Board approved Ms. Norma Dowling as Organising Superintendent for the viewing of scripts in August.
- The Parents’ Association Executive and Student Council (Head Girl and Deputy Head Girl) will be invited to the BOM meeting on May 25th.
- The Board approved the Data Protection Policy and the Career Break and Job Share Policy
- The Principal updated the Board on all school activities since the last meeting in March, Health Promotion Week, sports activities, extracurricular activities and upcoming theme weeks.
- The Board discussed the Staffing Allocation for 2015-2016.
- The Principal updated the Board on the Numeracy Initiative(Learning School Project)
- The Principal updated the Board on the School Improvement Plan activities: Library initiatives.
- The Board approved the proposal to hold a Bingo fundraising event on Sunday May 24th.
- The Board discussed the School Self Evaluation activities that are ongoing in the School at present. Each Board member was given a copy of all of the Whole School Surveys
- The next meeting of the Board will take place on Monday May 25th 2015

Presentation Secondary School Listowel
Agreed Report
Board of Management Monday 25th May 2015

- The Parents’ Association Executive and Student Council (Head Girl and Deputy Head Girl) met with the Board. It was an excellent engagement. It was agreed that the Parents’ Association would meet once a term next year. The Student Council presented their report to the Board outlining their activities for the year and plans for next year.
- The Principal updated the Board on all school activities since the last meeting in April, TY Show, Awards Day, Leaving Cert Graduation Day, TY Graduation, upcoming parents meetings, RACE Applications, State Exam, sports activities, extracurricular activities
- The Board discussed the Staffing Allocation for 2015-2016.
- The Board discussed the Calendar for 2015-2016. The Principal outlined the changes to the timetable in 2015-2016, specifically the reduction of classes from 40 minutes to 35

minutes on Wednesdays. The School will now be providing 28 hours tuition in 2015-2016. Previously the School provided 28 hours 35 minutes tuition. The changes were made to maximise the provision of teaching hours.

- The Annual Report for 2014-2015 was discussed.
- The Board will review the Admissions Policy to include documentation relating to Transition Year, LCA and Repeating the Leaving Cert.
- The Board discussed issues relating to the building. An electrical review of the building will take place in June.
- The Principal updated the Board on the Numeracy Initiative(Learning School Project)
- The Principal updated the Board on the School Improvement Plan activities
- The Board thanked all involved in the Bingo Fundraising event, in excess of €3,500 was raised on the day.
- The Board extended best wishes to all 3rd and 6th Years students who will begin the State Exams on June 3rd.
- The Board expressed its thanks and best wishes to Eileen McCarthy, Helen McCarthy and Breda Carmody on their retirement. The Board will formally acknowledge their contribution to Presentation Listowel in the Autumn.
- The Board asked the Principal to thank the staff for their hard work and commitment to the School in the past year.
- The next meeting of the Board will take place on Thursday 4th June 2015

Presentation Secondary School Listowel
Agreed Report
Board of Management Thursday 4th June 2015

- The Principal updated the Board on all school activities since the last meeting May 2015
- The Board reviewed the school accounts.
- The Board ratified the Student Placement Policy. The Board will review the Admissions Policy and Child Protection Policies in August. The Board will review the Substance Use Policy and Health and Safety Policy in the Autumn
- The Board discussed the Staffing Allocation for 2015-2016.
- The Board discussed the audit of IT and computer equipment in the School with a view to investing in and upgrading the equipment.
- The Board approved the new school sign to be placed in two locations on the school grounds.
- The Board discussed Teaching and Learning issues, Staff In-Service in August, Assessment For Learning and Technology in the classroom.
- The Board analysed the DES Legislative and Regulatory Checklist for School Self Evaluation.
- The Annual Report for 2014-2015 was discussed. It is being completed at present.

- The Board discussed issues relating to the building, Summer improvements etc
- The Principal updated the Board on the Learning School Project for 2015-2016 'Assessment For Learning'
- The Principal thanked the Board members for their commitment to the School. She acknowledged the efforts made by all Board members to attend meetings. She thanked the Chairperson for his longstanding dedication to the School and support offered during the year.
- The Principal thanked Margaret Walsh, Deputy Principal for her dedication and Professionalism.
- The Board thanked the Principal and Deputy Principal for their work during the year.
- The Board thanked the office staff and Caretaker.
- The next meeting of the Board will take place on Monday 24th August 2015

Consultation Process on Two Year

Draft Strategic Plan 2015-2017 to be completed in

School Priorities 2015 – 2017

As identified at the staff meeting on 11th December 2014

<i>School Priorities 2015 – 2017</i>	<i>Please list your priorities for each area.</i>
Ethos	<ol style="list-style-type: none"> 1. Catholic 2. All Girls 3. Cater for all - irrespective of background 4. We welcome students of all abilities and backgrounds 5. Mutual respect for all members of the school community 6. Tolerance 7. Inclusive of all 8. Respect 9. Care for students and staff 10. Continued excellent pastoral care 11. Holistic development of each student 12. Inclusion of students of all abilities 13. Integrated approach 14. Catholic ethos maintained 15. Inclusive environment 16. High standard of learning 17. Team building for staff and students 18. Maintain and adhere to our mission statement as it is at present 19. Links with presentation order 20. Values of the presentation order will always be highlighted in the community

Community	<ol style="list-style-type: none"> 1. Respect shown to all 2. Caring community 3. Pleasant place to teach and learn 4. Gospel values promoted and lived out 5. Preserving through the active living out of Nano Nagles vision of all things presentation 6. Maintain our presentation secondary school identity 7. Strengthen our community links 8. Develop strong parents council 9. Successful implementation of anti-bullying resources 10. Social activities (whole group and within year groups) to ensure greater reuse of school community inclusion 11. That the school be more actively involved in the parish 12. Other schools 13. Positive, strong working link with the community 14. Welfare of school community 15. Link the school within the community 16. Events involving the school 17. Charity work 18. Parents council 19. Continue an atmosphere of inclusion between student teachers and parents 20. Initiate the development of a parents committee 21. The links with groups in town – Vincent de Paul, Business People 22. Links with St Michaels 23. A welcoming school for everybody

	24. Links with primary schools.
Curriculum Teaching and Learning	<ol style="list-style-type: none"> 1. Excellent dedication of teaching staff will be maintained 2. Shared teaching methodologies to improve learning 3. High placement in league tables will be maintained 4. Keeping up with CPD 5. Endeavour to make learning experience meaningful for all 6. Assessment For Learning Strategies 7. More use of active teaching learning methodologies 8. Promote a text rich environment in the school 9. Continue to use assessment for learning in the class room 10. Active teaching methodologies 11. Greater use of shared resources among staff eg: staff shared drive 12. Differentiation 13. More responsibility or ownership by students for their own learning 14. Dedicated and hard working staff 15. Cross – curricular links 16. Acknowledge hard working staff 17. Resources 18. Funding 19. To encourage sharing of ideas, methodologies and resources among members of the same department and among teachers in general

	20. High academic standards 21. Culture and learning – share practise 22. Use of IT in classroom
Plant and Administration	1. A new PE Hall 2. Provisions for outdoor sports 3. Keep up with advancements in technology 4. Continued investment in IT 5. Insulate the windows 6. Faster and more consistent broadband 7. Computers in prefabs 8. Access to colour printers/photocopiers 9. Continue with teacher based classrooms 10. Consider getting staff ipads 11. CPD in IT 12. Prioritise teaching resources 13. Green flag/green schools
School Self Evaluation and School Improvement Planning	1. Continue to develop literacy and numeracy strategies in classrooms 2. Continue updating department plans 3. CPD 4. Improve our own self evaluation as well as student evaluation 5. Teachers should be given more time for self-reflection and self evaluation 6. Identify targets 7. Ongoing improvement with a focus on student achievement 8. Reflective practise

Student Support and Guidance	<ol style="list-style-type: none"> 1. Support system is excellent – this will be maintained 2. Continue with great pastoral care support in the school 3. Improve links/reporting between class teachers and year heads 4. Access to counsellor 5. Individual student issues highlighted where appropriate 6. Students council 7. Chaplin/ SEN/SNA 8. Continue with student support and guidance 9. Mentoring 10. Time slot to talk to class tutors 11. Career guidance 12. Student voice promoted

The consultation process will be completed in September 2015

8. Student Council:

Student Council Annual Report 2014-2015

The Student Council of 2014-2015 participated in the following activities:

- Mental Health Day in Killarney
- Various workshops attended
- Follow up later by inviting Humour Fit Production and Presentation on Bullying
- Participation in various theme weeks
- Promoted Health Week, which itself promotes healthy eating and outdoor activities
- The Student Council is represented on the Health Promotion Committee
- Small Changes Big Differences
- 5km walk and Mood Food Talk
- Participation in Open Night
- Guided tours on Open Night raised profile of SRC
- SRC member along with head girl attended on behalf of the school the bereavement of Ms. Anne Cox, a former staff member
- Presently engaging with students for the creation of a new student journal

Plans for 2015-2016

1. Training Day for the Student Council in September
2. Student Council Theme Week in September
3. Greater involvement of students in the School, a review of the student survey

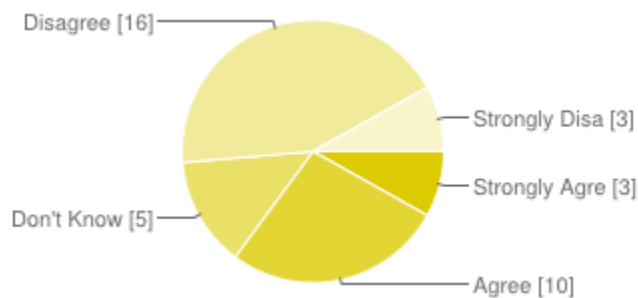
requires reflection.

Whole School Survey March 2015

Question on the Student Council

First Year Response

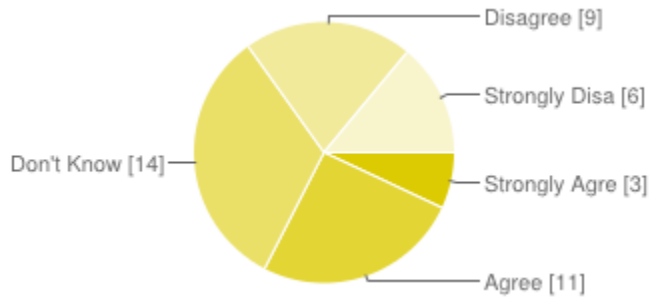
I have a say in how things are done in the school



Strongly Agree	3	8.1%
Agree	10	27%
Don't Know	5	13.5%
Disagree	16	43.2%
Strongly Disagree	3	8.1%

Second Year Response

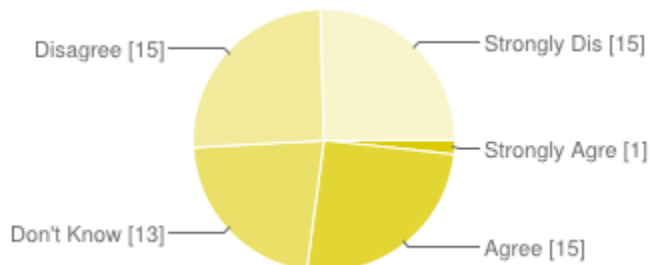
I have a say in how things are done in the school



Strongly Agree	3	6.8%
Agree	11	25%
Don't Know	14	31.8%
Disagree	9	20.5%
Strongly Disagree	6	13.6%

Third Year Response

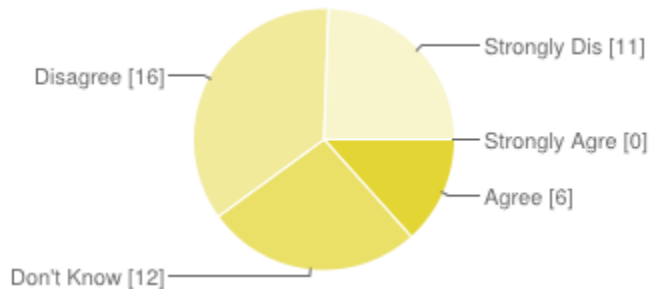
I have a say in how things are done in the school



Strongly Agree	1	1.7%
Agree	15	25.4%
Don't Know	13	22%
Disagree	15	25.4%
Strongly Disagree	15	25.4%

Fifth Year Response

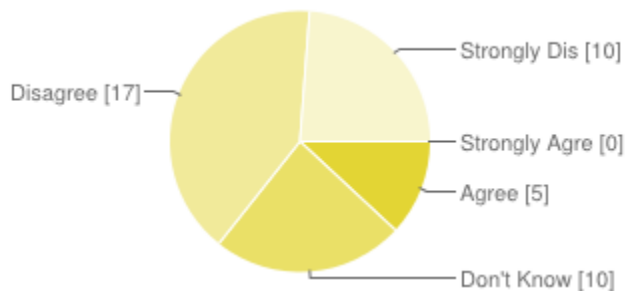
I have a say in how things are done in the school



Strongly Agree	0	0%
Agree	6	13.3%
Don't Know	12	26.7%
Disagree	16	35.6%
Strongly Disagree	11	24.4%

Sixth Year Response

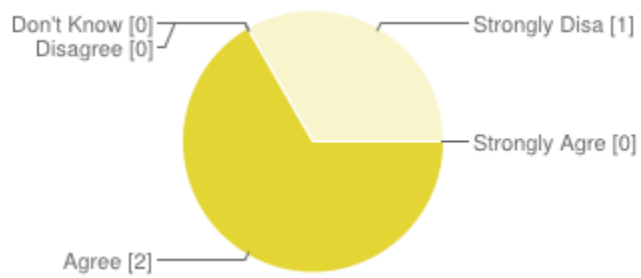
I have a say in how things are done in the school



Strongly Agree	0	0%
Agree	5	11.9%
Don't Know	10	23.8%
Disagree	17	40.5%
Strongly Disagree	10	23.8%

LCA Responses

I have a say in how things are done in the school



Strongly Agree	0	0%
Agree	2	66.7%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	1	33.3%

9. Extra Curricular activities

There are an extensive range of activities in the School, football, soccer, basketball. Rugby, athletics, badminton, book club, Green Schools

10. Enrolment challenges

Enrolment:

		2014/ 2015	2013 /14	2012 /13	2011 /12	2010 /11	2009 /10	2008 /09	2007 /08	2006 /07	2005 /06	2004 /05
Junior Cert	Y R 1	44	45	74	47	68	61	75	70	67	72	85
	Y R 2	48	75	46	70	60	73	72	67	72	86	70
	Y R 3	75	44	70	60	68	70	67	71	83	68	69
T Yea r		14	22	17	23	25	23	25	34	16	5	19
L C	Y R 1	49	52	43	50	48	46	53	52	36	69	45
	Y R 2	44	41	48	39	45	44	45	34	60	41	60
LC A	Y R 1	9	7	9	11	10	6	8	9	8	12	9
	Y R 2	6	7	11	9	6	7	9	6	11	8	16
LC VP	Y R 1	10	13	23	18	13	25	21	10	17	3	19
	Y R 2	12	18	13	10	22	18	9	16	3	17	16
Rep eat LC		8	4	6	1	5	2	5	4	4	2	8
		319	328	360	338	370	375	389	373	377	383	416

Enrolment

2015-2016: This is the first year in a number of years where we expect numbers to stay around 320

There are 66 student enrolled in 1st Year for 2015-2016, an increase from 44 in 2014-2015.

There are 26 students doing Transition Year, an increase from 12 in 2014-2015

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

The School is operating with very little financial reserves. There needs to be a fundraising activity every year.

The Bingo event this year, in May 2015 raised €3,800 for the development of the field beside the school

12. Middle Management Reports:

Assistant Principal Reports

1. Eileen McCarthy

School Book Scheme

If students wish to avail of this Scheme, they must make a payment to the School Office. Those who do not wish to pay for second-hand books, buy their own text books. At the end of each School Year, Subject Departments meet to decide if new texts are required for their Department. The Head of the Department must make a request by signing an Official Form, available in the Office. The final decision is made by the School Principal.

Each year, in May, two to three 5th Year Students are chosen to work during the Summer Holidays preparing text books for August.

Their duties include:

- Retrieval of books from 3rd and 6th Year Students after their Exams. Scan these into Computer.
- In June, an appointment is sent to all non-exam classes. They must bring their books, to the school and these will be checked by the girls in the Book Scheme. If books are lost then students must pay a fine.
- If a student no longer needs her book (especially 1st and 3rd Year Students) then it will be retained by the school.
- Book Scheme workers will check the condition of each text, which will be repaired, if necessary.
- These girls also ensure that each book, including those in the book room, have a barcode.
- When new sets of books arrive, they must be stamped, bar-coded, logged into the computer, covered and then assigned to pupils. Their name is placed on a sticker on the front of the book. Whenever a new book or books are purchased, this process is followed.
- Before the return of year groups in August, these girls prepare all books for each student. They receive these immediately on return to school. This has greatly reduced my work load and ensures that classes can be taught without delay.

I work with these girls whose responsibility ends when their year group returns to school. When new books are ordered after this time, I usually collect them from Polymath, as I reside in Tralee. I then follow the procedure as stated above. During the course of the year, students may need to change text, e.g. moving from Higher Level to Ordinary Level, newly enrolled students, loss of text, etc.

2. Helen McCarthy

Health and Safety Report.

- The Health and Safety Statement policy was updated in September.
- Three fire drills took place, one each term
- A Health and Safety Inspection checklist was undertaken for each of the classrooms.
- A risk assessment was undertaken for each of the specialist rooms.
- All teachers complied with the necessity to do a risk assessment prior to all school outings.
- Three Accident/Incident record forms were completed.

3. Breda Carmody

Mrs Carmody has retired in June 2015. A Transition Team was put on place in December 2014 to manage the transfer of information etc relating to SEN. A new team is in place for 2015-2016. Muireann O’Sullivan is the new Coordinator.

4. Gerard Tarrant Sport Coordinator and Year Head to Second Years

The academic year 2014-15 proved to be an eventful and varied experience for the present cohort to Second Year students. Along with the traditional curriculum subjects and coursework assignments they were involved in a number of very practical and worthwhile initiatives during the year that encompassed cross-curricular cooperation and directed self-learning. Many are outlined in greater details elsewhere in the publication but the personal standout one was the Internet Security presentation at the beginning of the year for students. This is a topic that requires to be highlighted on an annual basis as the encroachment of cyberspace has become a reality for all of us.

The Dignity and Respect Policy is also to be welcomed as it focuses our thoughts and actions on the topical issue of how we interact with each other on a daily basis to ensure a positive school culture and climate.

Two other activities that Second Years took part in during the year and were of great benefit to building an “esprit de corps” involved the Team Building Day in the Community Centre in October and the Kerry Schools Orienteering in Ballyseedy Wood in February. Extra Curricular trips have become something of an endangered species for a variety of reasons in recent years. No doubt the current economic situation, the Croke Park Hours that have impacted on the teaching duties and a certain reluctance on the part

of all the stakeholders in education when the possible risk assessment criteria are weighed into the equation have not helped to promote this extremely valuable and traditional aspect of school life.

Both the Team Building and Orienteering could not have taken place without the financial input from the school management which made the activities affordable and available for all students who wished to become involved. It must be noted that our Transition Years have for years been leading the way with their camping and outdoor pursuits modules in their programme.

Sports Coordinator Role.

A wide variety of sports were on offer in the school thanks to the teachers who have generously given of their time and expertise in a voluntary capacity this year. With the current debate regarding the role of the school and the fight on the rising threat of obesity now being to the forefront on all sections of the media the importance of the extracurricular activity has never been more important.

Hopefully the development of an outdoor grass play area and a walking route around the school will ensure that we, as a school community, will continue our work on promoting good health and fitness going forward. The Health and Activity Week which featured a School Walk was also a very welcome addition to the sports' calendar this year and no doubt it will be bigger and better next year.

Students took part in the following sports this year and were actively engaged in inter school competitions. Gaelic Football, Rugby, Soccer, Badminton, Athletics and Basketball.

Special Duties Annual reports

1. Elaine Keane

Newsletter

- Proofreading articles submitted for Newsletter
- Requesting teachers to submit articles for Newsletter

First Year Head

- Pastoral care of students
- Liaise with Class Teacher of First Years
- Welcome students back at beginning of each term. Remind them of their responsibilities regarding School Rules e.g. uniform, homework, conditions of the room, etc.
- Remind students of importance of being respectful to one another and their teachers

2. Mary O'Connor

Exam Entry Returns to State Exams Commission and Responsibility for Home Economics Rooms

Department Forms for Exam Entry Returns were photocopied and distributed to students .It was explained to students to check all details on the form re PPS numbers , DOB ,subjects being examined in June and levels being taken for exams.

These forms were to be checked with parents. I met with each student to check forms , note any changes and sign original form. All forms were returned to the office and the completion of cover letter by Eileen Kennelly. Leaving Certificate forms were posted for Jan28, 2015 and Junior Certificate forms were posted for March 13, 2015.

3. Bridget O'Connor

RE: Examinations Timetabling & Teacher Supervision Timetabling.

RE: Examinations Timetabling & Teacher Supervision Timetabling.

I organised and scheduled the midterm exam timetable and summer exam timetable for pupils. I also scheduled the teacher timetable for supervising the midterm and summer exams. The timetable for both exam sessions worked very well and ensured that the exams ran smoothly.

4. Kay Kennedy

The Student Council of 2014-2015 participated in the following activities:

- Mental Health Day in Killarney
- Various workshops attended
- Follow up later by inviting Humour Fit Production and Presentation on Bullying
- Participation in various theme weeks
- Promoted Health Week, which itself promotes healthy eating and outdoor activities
- Small Changes Big Differences
- 5km walk and Mood Food Talk
- Participation in open night
- Guided tours raised profile of SRC
- SRC member along with head girl attended on behalf of the school the bereavement of Ms. Anne Cox, a former staff member
- Presently engaging with students for the creation of a new student journal

5. Ann Foley

Post – organising all musical events

Open Night – List of subjects and room

Open Night 8th October 2014

Irish	English
Maths	French
German	History
Geography	Science
Tech Graphics	Art
Home Economics	Music
Business	PE
Religion	LCA
TY	CSPE

Irish Dept

Padraig Room Film, Irish, Music, Quiz

English & French Depts

Language Lab, Film, French Music, Posters Info

Maths Dept

Computer Room Brain Teasers Algebra Worded Problems Info Leaflets

German Dept

1 Breanann Room Students presenting projects Posters Info

History & Geography Depts

6 Eoin Room Posters by TY's Books & Projects Student Speaking on both subjects

Science Dept

Science Lab Experiments on hearts & Lungs

Tech Graphics

TG Room Projects Drawings Info

ART

Art Room Art Gallery Display of Art work Power point Info

Home Economics

Home EC Kitchen

Cooking on display Table setting Dress Design Room 1st Year OWL pin cushion
3rd craft work Child care projects

Music Dept

Music Room Singing/Dancing Playing of instruments Film Posters

Business Dept

1 Ide Room Posters Text Books Info on Accounting/Economics & LCVP
Powerpoint

PE

PE HALL

Basketball Badminton Info

Religion Dept

Prayer Room Religious Music Info Altar Prayers

LCA

Hair & Beauty Room Salon Stand Leaflets & Photos

TY

TY room Exhibition of Photography Exhibition of Chinese Film making
Art

CSPE DEPT

1 Aodan Room Posters Film Info

Special Needs Dept

Various locations Meet & Mingle

Theme Weeks

- October 13th – 17th – Maths Week
- November 10th – 14th – Science Week
- November 17th – 21st – Presentation Week
- November 24th – 25th – Home Ec Week
- December 8th – 12th – History Week
- January 12th – 16th – Art week
- January 19th – 23rd – Mental Health Week
- January 26th – 30th – Catholic Schools Week
- March 2nd – 6th – Book / Literacy Week, World Book Day
- March 23rd – 27th – Music Week
- April 20th – 24th – Health Promotion Week

Health Promotion week April 20th – 24th

Monday

- Launch of health promotion week at 11am with a speaker from PIETA House.
- Registration for Darkness into Light at break time.
- Court yard will be open for students who wish to enjoy lunch outside.
- Rounders for 1st years at lunch time.
- Gratitude journals will be distributed and students will be encouraged to write down three things they are grateful for each day.
- Junior and Senior Book Club will commence.
- Throughout the week we will promote a healthy lunch box.

Tuesday

- Registration for Darkness Into Light at break time.
- Court yard will be open for students who wish to enjoy lunch outside.

- Rounders for 2nd years at lunch time.
- There will be a walk for all 5th year students on Tuesday afternoon.

Wednesday

- Registration for Darkness into Light at break time.
- Court yard will be open for students who wish to enjoy lunch outside
- 1st and 2nd year students will complete the AIB 5K Schools Challenge in Killarney. (leaving school at 11:30)

Thursday

- Registration for Darkness into Light at break time.
- Court yard will be open for students who wish to enjoy lunch outside
- Rounders for 5th years at lunch time.

Friday

- Registration for Darkness Into Light at break time.
- Court yard will be open for students who wish to enjoy lunch outside.
- Rounders for 6th years at lunch time.
- April 27th – 30th – Water Week

Water Week Monday April 27th

Monday April 27th 2pm – 4pm

Transition Year 3k walk with 3L:

- Start at our school
- Walk to McKenna's Yard
- Up John B Keane road to Ballygalogue/Traffic Lights
- Down by Garage
- Through the town (Church St)
- Back to school

Tuesday April 28th

Wordsearch: Junior C.S.P.E/Religion

Senior Religion/Geography-Science

Wednesday April 29th

Presentation: Rebecca and Marta, Junior Classes

Thursday April 30th

Documentary – Junior and Senior Cycle Religion

Friday May 1st

Litter Picking Transition Years 9am – 10.20am

- May 4th – 8th – Health Promotion Week
- May 5th – 8th – Modern Language Week

Modern European Languages' Theme week 2015
[May 5th to May 8th]

Given the cultural diversity within the confines of Presentation Listowel it was agreed by the French and German Departments to initiate the above. It wouldn't have been possible without the help of our visiting foreign students and our *assistante*,

Renise. They have all worked diligently to bring us a taste of their respective cultures and languages. The information board in the social area is a focal point for all things linguistic and cultural and will remain *in situ* for the duration of this Theme Week.

Tuesday, May 5th: French

- Powerpoint presentation in social area depicting French language, culture and heritage
- French film with Renise
- French music in the canteen at lunchtime

Wednesday, May 6th: Italian

Thursday, May 7th: Spanish and Danish

- Powerpoint presentation in social area depicting Spanish and Danish language, culture and heritage
- Spanish music in the canteen at lunchtime
- Spanish film with Camilla and Patrizia

- Powerpoint presentation in social area depicting Italian language, culture and heritage
- Italian music in the canteen at lunchtime
- Martina La Porta will be on hand to treat the girls to some pizza

Friday, May 8th: German

- Power point presentation in social area at lunchtime depicting German language and Austrian and German culture and heritage
- Music from Austria/Germany in the canteen at lunchtime served with some traditional fare

6. Eileen Keane

End of Year Report 6th Yr Year Head

Year Head Meetings:

October 22nd

- ePortal system – update class teachers
- Merit cards
- Code of Behaviour review
- Seamus Whittey in Dec/ Jan – each class group 2x 1.5 hours

Dec. 11th

- Respect & dignity policy to be reviewed and ratified Jan / Feb
- Steps to prevent bullying – Humourfit / Team building
- Meet class teachers to review results of bullying survey
- Dr. Maureen Griffin to address students March 12th
- Overnight trips – phones taken up from students at 11pm
- Pastoral Care referral form
- Plan assembly for first week back after Christmas

Jan 6th

- Review code of behaviour with students – particularly uniform
- Study seminar Jan 9th for parents
- Surveys to be posted to parents
- Health promotion - mental health/ exam anxiety
- Journals – 5th year students design new journal
- Mock exam fees
- Positivity
- Pastoral Care referral form

- Senior options night – Jan 26th

Jan 23rd

- Respect & Dignity policy
- Steps to prevent bullying
- Refer 'Bully' to NEPS Psychologist if necessary

6th Year Student Review:

Aug 29	Assembly: Code of Behaviour Study skills
October	Team building day – Cappanalea outdoor education group
Oct. 17 th	University of Limerick Open Day
Oct 21 st	Met with class teachers re: Code of behaviour ePortal system
Nov 5 th	Parent Teacher Meeting
Nov 10 th	Assembly: Exam reports Subject levels Study Plan Respect & Dignity Policy
Nov 10 th	Individual student - pastoral issues (AA)
Nov 12 th	LCA Assembly - attendance – rang home re concerns
Nov 12 th	Individual student – arranged to get counselling
Nov 14 th	Individual student – pastoral issues (AA)
Nov 19 th	SEN meeting – pastoral issues of specific students discussed
Nov 17 th	Individual student - pastoral issues (TK)
Nov 26 th	CAO talk pupils & parents 7pm
Dec 1 st	Meeting with individual students – pastoral Seamus Whittey – 6 th year students
Dec 3 rd	Meeting with individual students – Re: grades & reports

Dec 16 th	Seamus Whittey – 6 th years Meeting with individual student - pastoral
Jan 19 th	Health Promotion Week:
Jan 20 th	6 th Yrs – Mindfulness
Jan 21 st	6 th Yrs – Food Mood - Maxine
Jan 23 rd	Meeting individual student - pastoral
Feb 2 nd	6 th Yr Assembly: Mock Exams – procedures Punctuality
Feb 4 th	Mock Exams
Feb 23 rd	6 th Yr Assembly: Focus on study Code of Behaviour
Mar 12 th	Dr. Maureen Griffin – Social Media Talk
Mar 12 th	6 th Yr Assembly: Attendance CAO Applications
Mar 24 th	6 th Yr Assembly: Study Plans for Easter Holidays Leaving school without permission Subjects outside of school – project submission
Mar 25 th	Meetings – individual students – curricular concerns
Mar 25 th -27 th	Review individual student concerns (RS)
Mar 27 th	LCA's – applied online for their PLC courses
April 20 th – May 15 th	Met 6 th yr students individually re: Mock results Subject levels CAO applications (ensured they were happy with at least first 5 choices)
May 11 th	Assembly: Leaving Cert Exam; study ; anxiety
May 20 th	Awards Ceremony
May 21 st	Graduation

May 22 nd – 28 th	Supervised Study
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6th Year Assemblies:

Aug 29 th	Welcome back Code of Behaviour Study skills
Nov 10th	Exam reports Subject levels Study skills Respect & Dignity
Feb 2nd	Mock exams – procedures Punctuality
Feb 23rd	Focus on study again after the break Code of behaviour
Mar 12th	Attendance CAO application procedures
Mar 24th	Study plans for Easter holidays Leaving the school premises without permission Subjects outside of school – project submission?
May 11th	Exams - procedures; study plans; anxiety

7. Margaret Daly

5th Year group: Year Head – Margaret Daly.

- **Assemblies:** An assembly was held in September where I addressed all 5th year students and related to them the importance of adhering to the behavior codes i.e. attendance, proper uniform, study routines and the need to respect themselves and others at all times.
- A sheet with the above themes was compiled by Eileen Kennelly. All class teachers were presented with the list and Mrs Kennelly addressed the girls.
- Second assembly was undertaken after the Christmas break – as above.
- Mrs Kennelly and I met with the high achievers after their February results to acknowledge their achievements and to motivate them to continue performing to such a high standard.
- Throughout the year I met with all 5th years on an individual basis to listen to their opinion on fifth year and to assure them of the pastoral care facilities available in the school. A small number of students availed of this.
- Merit Cards and Improvement Cards were introduced and a number of 5th year girls were presented with these based on their participation on Open Night etc. The students appreciated this gesture.
- The Respect and Dignity Policy was ratified by the Board of Management having been made available to staff, parents council, students and parents. All 5th year students attention was drawn to this important document and it was stressed that this school was a ‘reporting school’ and respect is very much part of our mission statement.
- Excellent feedback was received from the 5th year students regarding their sessions with Seamus Whitty and once again they were encouraged to be their own person.
- As year head, I was in constant contact with all class tutors especially with regards to vulnerable students.
- There is excellent pastoral support of students i.e. class tutors, year head, deputy principal and principal. Ms A O Dwyer’s return to school was also very much welcomed.
- There were no 5th year SEN students this year.
- The Team Building Day in October was a great success.

- As 5th year head, I briefed Management on all relevant issues as they arose and received great support.

Green Schools.

The highlight of this term was Water Conservation Week held from April 27th to May 1st. The TY students put in trojan work to make it such a success. Junior Cycle students contributed by researching all aspects of water and presenting this in a poster format which were displayed in the schools social area.

Visitors to the school commented in a very positive way on their work and these will remain as a very important resource in the geography room. TY students as part of the April National Spring Clean went litter picking by the River Feale near Listowel Castle. They were photographed by a prominent member of the Listowel Tidy Towns Committee and their picture can be viewed on the Listowel Tidy Towns website.

Congratulations to all students who won a prize in the water themed wordsearch and many thanks to Mrs Kennelly who generously sponsored their prizes. We look forward to an exciting year 2015-2016 when we will be inspected for our third flag

Monday April 27th 2pm – 4pm

Transition Year 3k walk with 3L:

- Start at our school
- Walk to McKenna's Yard
- Up John B Keane road to Ballygalogue/Traffic Lights
- Down by Garage
- Through the town (Church St)
- Back to school
-

Tuesday April 28th

Wordsearch: Junior C.S.P.E/Religion
Senior Religion/Geography-Science

Wednesday April 29th

Presentation: Rebecca and Marta, Junior Classes

Thursday April 30th

Documentary – Junior and Senior Cycle Religion

Friday May 1st

Litter Picking Transition Years 9am – 10.20am

8. Jacqueline Normile

Post of responsibility : School Librarian

Library Report: 2014 – 2015

**“ So please, oh please, we beg, we pray
Go throw your TV set away
And in its place you can install
A lovely bookshelf on the wall “**

Perhaps Roald Dahl was a little extreme in his plea, but anyone who has been fortunate enough to get totally immersed in a good book, knows there is at least a grain of truth in his verse.

In January of this year, we carried out an extensive survey, with the help of our colleagues in the English Department, of 1st and 2nd year students, to canvass their opinions on which titles they would like to see in the school library. The results were collated and presented graphically by our Transition Year students in the format of a pie chart. In recent weeks a selection of titles, reflecting the broad choices revealed in our survey, has been purchased to a value of €500 .

The Literacy week which took place from the 2nd to the 6th 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, no longer required at home, was very successful. We will gladly continue to accept any further donations during the year.

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. The English department was the driving force behind a wonderful initiative called “who wants to be a word millionaire”. This initiative, which involved first and second year classes, set aside ten minutes of each class for that week to read a book, chosen by the student herself. A simple method to calculate the word count for the number of pages read per student was calculated and the results presented at the end of the week. Many students were surprised at the huge counts achieved at the end of the exercise, which had the desired effect of having classes read something other than a textbook. 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, and maybe even make room for a lovely bookshelf.

In March of this year Ms. Kennelly and I visited Kerry County Council Library in Listowel. We were made very welcome by Patty Ann O’ Leary who showed us around and provided us with some useful pointers for running our own library and making maximum use of our more modest resources.

Also in March of this year, we had a very useful Literacy Team Meeting where the agenda covered topics such as School Self Evaluation, a Review of Literacy Initiatives and Library Improvements. After this meeting a dedicated “reading corner” was set up in the main corridor to make the activity of reading more relaxed and inviting. This area includes a table and benches and some more laid back seating in the form of bean bags. Magazines, books and newspapers are available to help foster a culture where reading or browsing becomes an important part of chilling out at break time.

At the meeting it was also decided to set up a junior book club when the reading corner was in place and that the club would meet once a week. Unfortunately this did not happen but we hope to establish both a junior and a senior club early in the next school year. Ms. Kennelly has also been in discussion with the archive section of Kerry County Council about the removal of some older books which could free up space for more relevant titles.

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 students during lunch time on both Tuesday and Thursday of every week. 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 chances, 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.

Guidance and Counselling Department – Presentation Listowel.
Aisling O'Dwyer – Guidance Counsellor

Annual Report 2014 – 2015

1. The benefits of subject based classrooms:

- Hugely beneficial in terms of effective **time management**. No delay getting to classes and students are promptly moving from class to class.
- Hugely beneficial in terms of creating a classroom with **resources displayed** within the classroom. Key definitions for the subject, posters can be displayed within the classroom, which are known to benefit students in learning.
- It has also been noted that **bullying** is more likely to occur between classes when a teacher leaves the classroom and before the next class commences. This is less likely to happen when the students move from class to class. This is a huge benefit in terms of creating a happier atmosphere for students.

2. Purchase of laptops – impact on teaching and learning:

- Laptops are very useful particularly in relation to eportal.
- Laptops in the classroom make learning more interesting particularly when used to accomodate various learning styles – e.g using music, video clips, powerpoints, revision exercises and games. These enable students to learn in various formats and appeal to various types of intelligence – e.g. musical, visual – spatial intelligence. This enhances learning and provides an alternative to chalk and talk.

3. Introduction of eportal:

- Excellent, easy to use, very informative especially in terms of the weekly announcements.

4. Subject Department Action Plan 2015 – 2016 – (See attached action plan at end of report).

5. Analysis of the state exams 2014 at Junior Cycle and Leaving Cert:

- Progression to third level – see Appendix 2
- The annual Sunday Times Parent Power Survey 2014 published on August 31st outlines the top 400 secondary schools in Ireland ranked by the average proportion of pupils obtaining places in autumn 2011, 2012 and 2013 at one of the 9 universities in Ireland, main teaching colleges, Royal College of Surgeons or National College of Art and Design. Where school are tied the proportion of students gaining places at all non-private third level colleges is taken into account. Fee paying school are listed in bold print and Gaelcholaiste are listed in italics.
- **Presentation Secondary School, Listowel is the highest ranked non-fee paying school in Kerry on the list.**
- **It is listed 64 on the list of 400 secondary schools.** The only other school in Kerry which precedes Presentation Secondary School Listowel is Colaiste Ide in Dingle which is fee paying.
- The statistics show that 63.2% of students are at university and 95.4% are in third level education.
- These statistics emphasise the huge role that guidance plays in relation to progression to third level and the need to maintain resources to a high standard within this area.

6. Activities organised for students outside the school:

- UCC Open Day April 2015

7. Theme Weeks:

- Excellent to raise awareness of various issues. The activities within the weeks are very beneficial for students. During the Health Week – first and second years attended the fun run in Killarney. The fact that students were able to attend school in their PE gear and attend this walk was really positive. I taught students that morning and there was such a positive atmosphere in the classroom and among students. I think these activities can have far reaching benefits and are so important within the curriculum.
- I would suggest that the theme weeks fit in with awareness weeks outside of school e.g. Awareness week against Homophobic and Transphobic Bullying: 20-24 April 2015. That way students will hear about it in the media and it can be a good way to raise awareness of the issue even further.

8. Cross-curricular links – see Appendix 3

- There is a strong link between Guidance and Counselling and Special Education Needs especially in relation to DARE Applications and the need for the Psychological Reports.
- There is also a link in relation to the administration and distribution of the CAT IV assessments. These are administered by the SEN department but the results will be distributed to students within the Guidance and Counselling appointments in September 2015
- Guidance and Counselling has several subjects' links – especially SPHE and Religious Education.
- The Guidance Counsellor is also part of the Pastoral Care team and SEN team which also enhances cross curricular links.
- The cross curricular links between Guidance and other subjects areas is outlined in great detail in the Guidance and Counselling Policy and is shown also in Appendix 3.

Competitions entered

- Within the guidance classes in 5th year students are encouraged to take part in the National Career Skills Competition. This is open to all TY, 5th year and LCA students and requires students to complete a career investigation. The overall prize is an apple macbook and the competition has a strong overlap with LCVP career investigation completed within the guidance module. This competition is run by www.careersportal.ie which also provides the REACH + online career programme which 5th year students also undertake.

Links with the local community:

Strong links exist between the school and local employers in relation to work experience within TY, LCA and LCVP programmes.

Student teachers

N/A

Guest Speakers

Strong links have been established with the colleges and universities. On average between 15 and 20 guest speakers attend the school on an annual basis to speak to 6th year students and sometimes 5th year and TY students.

The guest speakers that attend on an annual basis include representatives from the following HEIs:

- Shannon College of Hotel Management
- IT Tralee
- Limerick IT

- UL
- CIT
- UCC
- Mary Immaculate College
- Trinity College
- Kerry College of Further Education
- Listowel College of Further Education
- Cork College of Commerce
- WIT
- NUIG

Visits outside the school

Students attend the following Open Days:

- IT Tralee
- Careers Fair Brandon
- UL / Mary Immaculate / LIT
- UCC

Staff CPD within the subject department

N/A

CPD plans for 2015-2016

- Pieta House open a new facility in June in Tralee. An Open Day will take place on June 9th.
- ICEP – offers an online Course: Teaching Happiness: Positive Psychology for Behaviour and Learning. (1st July to 21st August)
- IGC Annual Conference is scheduled to take place in UL in Feb 2016. This offers various workshops and opportunities for CPD.

Links with PDST

- Frequently refer to online resources particularly in relation to bullying, SSE and literacy and numeracy.

New resources purchased for 2014 – 2015

Go Careers Interview DVD and Resource Pack - €100

ICEP courses taken

None

Role of Department in promoting literacy initiatives as part of the School Improvement Plan

Students are encouraged to use the Career Library within the school which contains various prospectuses from colleges in Ireland and throughout the UK. Students borrow from the library throughout the year.

Career Noticeboards are displayed throughout the school and contain information on Open Days, New CAO courses, Grants and Scholarships. These noticeboards are used frequently by students.

Numeracy initiatives within the Subject Plan

All senior cycle students regularly complete the points calculator facility within the REACH + programme.

Points calculation is also completed within the REACH + module on goal setting which students complete several times throughout their 2 year programme.

Numeracy is also promoted within the LCA classes and details are available in the Whole School Guidance Plan.

Comments on the uptake of the subject at Junior / Senior Cycle

N/A

Leaving Cert & College Numbers

Total sitting Leaving Cert 2014: 62. College places as follows:

UCD 2 , TCD 4 , UCC 20 , NUIG 3 , UL 11 , Galway Mayo 1 , LIT 4 , Tralee 16 , Mary Immaculate College 3 , St Patricks Institute 1 , Total of main colleges 69.

Total sitting Leaving Cert 2013: 64. College places as follows:

UCD 7 , UCC 23 , NUIG 2 , UL 11 , AIT 1 , Cork IT 5 , Galway Mayo 1 , LIT 2 , Tralee 3 , Waterford 2 , Mary Immaculate College 5 , Royal College of Surgeons 1 , Total of main colleges 63.

Total sitting Leaving Cert 2012: 46. College places as follows:

UCD 3 , DCU 2 , TCD 1 , UCC 8 , NUIG 7 , UL 5 , LIT 2 , Sligo 1 , Tralee 15 , Mary Immaculate College 6 , Total of main colleges 50.

Total sitting Leaving Cert 2011: 72. College places as follows:

UCD 1 , UCC 13 , NUIG 4 , UL 11 , Carlow IT 1 , Cork IT 2 , Galway Mayo 2 , LIT 2 , Tralee 20 , Waterford 1 , St Angelas 1 , Mary Immaculate College 6 , Total of main colleges 64.

Total sitting Leaving Cert 2010: 63. College places as follows:

UCD 3 , UCC 18 , NUIG 3 , UL 9 , DIT 1 , AIT 1 , Carlow IT 3 , Letterkenny 1 , LIT 1 , Tralee 21 , Waterford 1 , Total of main colleges 62.

CSPE Annual Report 2014/15.

Department: CSPE

Teachers: Eileen McCarthy, Ann Foley and Gemma O Loughlin (substitute).

Benefits of teacher based classrooms:

- The teacher-based classrooms have been an incremental attribute to the teaching of CSPE. All CSPE teachers have displayed CSPE work including posters from different topics within the course on their classroom walls. This enables a creative environment for students to develop their CSPE knowledge and skills. Moreover, it provides students with an environment that personifies CSPE, enhancing the importance of the subject in the school and developing cross-curricular links with other subjects.

Purchase of laptops:

- Laptops are essential for the teaching of CSPE. CSPE is a subject that allows students to look at the functionality of the world around them and the laptops offer teachers the opportunity to research news and create interactive lessons for the students. In addition, laptops allow students to enhance their visual intelligence through the use of pictures, illustrations and videos.

Introduction of eportal:

- Eportal is an exceptional service for teachers that allow us to track student attendance and progress. As students attend CSPE once a week, it allows teachers to check what topics students have missed in a time effective manner. It also affords teachers with the opportunity to recognise absenteeism trends and contact parents when necessary.

Report on Subject Department Action Plan for 2014/15:

- All aims set out in the Subject Department Action Plan were achieved.
- Literacy and Numeracy plans are underway and progressing.
- In addition, the importance of ICT in the teaching of CSPE has been developed with the creation of ICT based lessons.

Activities organised for students outside of the classroom.

- CSPE Rights and Responsibilities Poster Competition; the competition was offered to first and second year students. A prize was awarded to a first and a second year student for the best poster.
- Bake Sale and Balloon Bash in aid of the Saoirse Foundation.
- Bake Sale in aid of the Sera Husky and Animal Rescue.

Theme Weeks:

- The school ran a Bullying awareness week in conjunction with ‘Respect and Dignity Policy’ which was ratified by the Board of Management having been made available to staff, parents council, students and parents.
- CSPE classes helped to make posters that were displayed in the school’s social area.

Cross-curricular links:

- As CSPE deals with important events of racism and discrimination, a clear link was forged between history and CSPE under the concepts of the Holocaust, Anne Frank and Martin Luther King.
- Furthermore, under the concept of stewardship, both CSPE and science cover the topic of water consumption.
- Moreover, Margaret Daly is the Green Schools coordinator and a clear link was identified between green school awareness and CSPE. During the Water Conservation Week held from April 27th to May 1st, CSPE classes focused on stewardship and inequality of water consumption worldwide.

Links with the local community:

- Throughout the course of the academic year, CSPE students have worked closely with members of the local community.
- Charities - CSPE classes worked with two local charities; the Saoirse Foundation and the Sera Husky and Animal Rescue.
- Law - CSPE students attended a talk with a local solicitor from the Pierce Fitzgibbon Solicitors office to discuss the Irish law and judicial system.
- Local businesses – students asked for numerous donations from local business, most notably Supervalu.

Guest Speakers:

- A guest speaker from the Sera Husky and Animal Rescue charity was invited to the school to inform students on the work they carry out and to raise awareness for the charity. This was directly linked to the CSPE topic stewardship. Students were divided into committees as part of their action project and all students assisted with the event.
- Tony Heffernan, a guest speaker and founder of the Saoirse Foundation, was invited into the school in November. All third and fourth year students attended the talk.
- A solicitor from Pierce Fitzgibbon Solicitors was invited into the school to discuss the Irish law and judicial system. Third year students attended the talk and 3Cillian took part in the organisation of the talk. A team of five students took notes at the talk, which were later transcribed by Gemma O Loughlin and distributed to all second and third year CSPE students.

Staff CPD:

- Gemma O Loughlin attended an in-service on the 5th of February entitled “Political Literacy plus Reporting on Action Projects”. After the in-service, Gemma O Loughlin typed up the information she received at the event and compiled a template for answering the Action Project using Active Inspire. The aforementioned notes and template were then passed on to all CSPE department teachers.

CPD Plans for 2015-2016.

- Teachers have expressed an interest in attending future CPDs for CSPE and are in contact with the Kerry, Cork and Limerick Education centres in relation to this. Most teachers have emphasised the need to attend CPD on the political concept of CSPE.
-

Links with PDST:

- The PDST website was utilised by teachers to check CPD courses and to read any documents that were uploaded throughout of the year.
- Furthermore, the website is offering online CPD courses for teachers in the forthcoming year which will be checked regularly by CSPE teachers.

New Resources Purchased in 2014-2015:

- As part of their CSPE course, students received a copy of the Tuesday Independent to study the insert “InTuition”. This enabled and developed students understanding of the seven core concepts of CSPE. Moreover, the use of the magazine allowed students to study relevant and current aspects of CSPE; allowing students to understand the relevance of CSPE in their everyday life. The

magazines were collected at the end of every week and stored in Miss McCarthy's classroom.

- CSPE Fact Sheet booklets were made and distributed to all third year students by Miss O Loughlin. The booklets consisted of previous exam questions, pictures of important government officials, important charities and current politicians. The booklet is stored in Miss McCarthy's classroom for future reference.

Role of the Department in promoting the literacy initiatives:

- Using the political literacy handbook, key words were placed on display in all CSPE teacher based classrooms to advance the students' political jargon.
- Students designated the back of their copies to a key word bank where they transcribed important CSPE words to assist their understanding of CSPE.
- Students were encouraged to read news articles that linked to CSPE through the use of the magazine 'InTuition'.
- Literacy mats and VCOP pyramids were available to all students.

Numeracy initiatives within the Subject Department:

- Students studied figures and dates throughout the year.
- During different topics, numeracy was encouraged through the use of line graphs, bar charts and pie charts to graph data on issues such as recycling.
- Timelines were also used to develop students' numeracy skills.

ICT:

- Active Inspire and Microsoft Power Point were used to create interactive lessons that aimed to encourage student interaction and group work.
- Students used computers to research different areas of CSPE, to compile information leaflets and create posters.

E-porta is 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. 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. Junior certificate results not as good as normal due to a weaker class group and one student failing ordinary level art as extreme lack of work done and bad attendance. Project work 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 artist trail and 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 develop displays for the week.

Cross curricular links with art including with Music in preparation for the Ty show 'Cinderella' for example props. Links with various projects and subjects including C.S.P.E, YSI, Green School etc.

Competitions entered including the Credit Union (one winner from second year), Doodle for Google and the Ceist Award (design competition). Links with the community- In the past links with the Nano Nagle school in Listowel have happened. This 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. 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.

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. This 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.

Students studying Art at leaving certificate are generally completing the higher level paper. This year two students were advised to take the ordinary level paper but took the higher level practical. Students studying Art for Junior certificate, the majority have completed the higher level but as we had such large numbers doing art this year one or two students took the ordinary level paper as it was more suitable.

The focus on numeracy needs to be improved within the art department. I plan to highlight this more next year highlighting the frequent use of numeracy within art for example through timelines in art history, measuring, scale, proportion etc.

Uptake of art is reasonably high especially at junior cycle level but as always is dependent on option groupings.

Interest from St. Michael's is 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.

The action plan for the Art department for the academic year 2014/2015 included plans for the first art theme week in the school and also a focus on literacy. Both these aspects will be worked on further next year and there will also be an emphasis on numeracy. Overall it's been a busy year with the normal up's and downs but ultimately it's made for a very creative and enjoyable year in the Art room.

German Kay Kennedy

Annual Report and Review

1. Benefits of teacher based classrooms

- a. Materials are displayed
- b. Saves time
- c. Good base for oral work
- d. Less disruption

2. Purchase of laptops

- More time efficient than PC's
- Easier access to student files
- Easier access to own materials
- Access to results
- Home access, and improved teaching and learning

3. E-Portal replacing traditional roll book

- One is able to view attendance in previous classes easily
 - Enables teachers to monitor attendance of students, as well as their timetable and whereabouts
- 4. Planned integration of visiting students**
- Review of subject department plan
 - Plan for foreign visiting students
 - Languages theme week
- 6. Analysis of state exams 2014**
- Leaving cert results were above average
 - Junior cert results equally good
- 7. German oral group with visiting students and fifth year pupils**
- Took place on a weekly basis
 - Language themed weeks organised by visiting students to promote the culture of various countries
 - Visiting students also took part in open night and gave talks about their countries and cultures
 - Took part in mock orals
- 15. No in-services to be attended**
- 18. No resources purchased**
- 20. Visiting students talked about their respective cultures and took students for oral work during lunch time**
- 21. Role of Department in literacy**
- Organize books in classroom
 - Design posters
 - Encourage students to read German
- 22. Numeracy focus on numbers**

Annual Report 2014-2015

Maths Department

- Bridget O' Connor
- Norma Dowling

- Helen Mc Carthy
- Jacqueline Normile
- Eimear White
- Elaine Hickey

Teacher Based Classrooms

All department members agree that teacher based classrooms are a great success but as a maths room the 6 Ciaran room is not suited for active teaching methodologies. It has lead to print rich environments, easy accessibility to resources and increased use of ICT.

Laptops

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

Eportal

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.

Report on Subject Department Action Plan for 2014-2015

We succesfully implemented the following:

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

Details on Subject Department Action Plan 2015-2016

For the coming academic year we will implement the following:

- Keywords on individual topics given to all students.
- Continue to teach problem solving skills.
- We will strive to increase the uptake of the higher level paper.

State Exams 2014

- Student uptake of Junior Cert Higher Level was 51% with the National Average at 54%. We strive to increase this figure in our school to coincide with the National Average.
- Student uptake of Junior Cert Ordinary Level was 44% with the National Average at 40%. We strive to decrease this figure in our school to fall below the National Average.
- Student uptake of Junior Cert Foundation Level was 5% which is 1% below the National Average.
- Student uptake of Leaving Cert Higher Level was % which was considerably above the National Average of 27%.

Activities and Theme Weeks

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.

Student Teachers

We were fortunate to have one student teacher from UL. He taught a second year maths class for six weeks and was a great addition to the department.

CPD 2014-2015

All department staff attended in-services provided by the Project Maths Development Team, this included a Maths Seminar in the Education Centre Tralee. Other professional development courses included, ICEP Numeracy Module and PDST Numeracy link days.

CPD 2015-2016

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 and will be attended in the coming academic year.

Promoting Literacy and Numeracy Initiatives

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.

Annual Report for Geography Department 2014/2015

May 2015

Department Members:

Margaret Daly
Caroline Reynolds

- Open Night – Senior students participated in promoting the geography department.
- Seminar on Water Theme attended by four TY students in Charleville.
- Litter Picking in local community.
- Junior students participated in An Post competition-Ras na Mna and Journey of a Parcel.
- Poster competition in conjunction with Science Week.
- Water Week - Promotion of literacy and numeracy during water week.
Word searches / analysing statistical data/projects.
- TY powerpoint presentations on geographical /environmental issues.
- Leaving Certificate fieldtrip to Owengarriff river in Killarney.
- Articles in Christmas and Summer School Newsletter.
- Green School meetings held on a regular basis.
- Seminar on “Minimising Food Waste” presented by Mark Doe- cross curricular links with Home Economics department.

Introduction of teacher based classrooms

- Easier to establish and maintain seating plan to suit the needs of the individual teacher.
- Classroom can be laid out to suit group work activities prior to start of lessons.
- Greater scope for display of posters, models and key words in the geography/environmental science area.
- Use of word wall/ notice boards completely dedicated to geography.
- Introduction of over head projectors in prefabs has enhanced geography classes.

- Teachers' resources are close at hand in storage provided in classroom and can be fully utilised in lessons.

Introduction of Laptops and impact on teaching and learning.

- Laptops have had a great impact on the geography department allowing increased use of ICT in the prefabs.
- Increased use of power points and you tube clips particularly in prefabs to support texts and main syllabus.

Introduction of eportal

- Attendance easily monitored.
- Easy access to student information for parent /teacher meetings.
- Activities relating to geography department are highlighted on e- noticeboard for other staff members. This facilitates the organisation of speakers, trips and upcoming events for all departments and assists in planning for cross curricular activities.

Report on Subject Department Action Plan 2014/2015

The installation of internet in the prefabs and use of laptops has had a positive effect on the geography department .In our 2014/2015 Action plan we focused on the development of literacy in the department. This was achieved through the use of wordwalls, flip charts and posters. Students have reacted favourably to this and they are actively been involved in creating keywords for different topics which are then laminated. Literacy was also encouraged by getting students to track geographical events such as earthquakes, volcanoes ,weather etc in the different media sources – newspapers, websites news reports etc.

Another action was the promotion of Water Week where TY/1/2 year students got involved in designing posters highlighting the issue in an attractive way in the social area which encouraged student to read relevant facts on the topic.

Details on Subject Department Action Plan 2015/2016

In our Action Plan 2015/2016 we will focus on numeracy in geography at both senior and junior level. This will be done in class work and during fieldwork activities for the Leaving Certificate students. (Use of equipment ,measurement analysis of numerical data etc).

We will use the test cover page recommended by our Numeracy team to improve basic exam result calculations.

We will continue to develop literacy skills in our geography students and introduce further methodologies and resources.

We will emphasise the importance of numeracy in all areas of geography and develop students' skills.

Analysis of Junior Certificate and Leaving Certificate examinations 2014

Leaving Certificate Result

4% of Leaving Certificate geography students attained an A grade which was below the national average this was a surprising result as normally students well exceed the national average.

50% of our students achieved a B grade which was well above the national average. A further 33% achieved a C grade which was again above the national average.

87% of the pupils who took the higher level paper received an honours grade.

No student failed the higher paper.

Only two students sat the geography ordinary level paper, one receiving a B grade and the other a C grade.

Overall, we were very pleased with the results as many of those students who received a C grade were doing ordinary level in many of their other subjects.

Junior Certificate

18 % of our students received an A grade which is above the national average and a further 44% received a B grade , 31% a C grade and of those who took the higher level paper only 8% received a D grade. No student failed.

Only 4 students took the ordinary level paper, two received a C and B grade and the other two a D grade. Overall we were extremely pleased with these results.

Activities organised for students outside of the classroom.

- Litter picking in local community.
- Water seminar in Charleville – TY.
- Minimising Food Waste- presented by Mark Doe.
- Leaving Certificate fieldtrip to the Owengarriff River in Killarney.
- Water Seminar Kilkenny- TY

Theme Weeks

Science Week

Water Week

Cross Curricular Links

Links with following departments:

Science

Religion

Home Economics

English

Mathematics

LCVP

LCA

P.E.

Competitions entered




An Post competition- Ras na Mna and Journey of a parcel.


Poster competition for Science Week.

Links with local community.

Tidy Towns and Green School

Visits outside school

-  Senior geography field trip to Owengarriff River, Killarney.
-  Litter picking in local community.
-  Water seminar in Charleville – TY.

-  “Minimising Food Waste seminar”- Mark Doe.
-  Water Seminar Kilkenny TY

Impact of visiting students

Visiting students from other countries contributed to the geography class by presenting power points on their native countries- Austria and Denmark to their class. It was very positive and gave students a great insight.

Role of geography department in promoting the literacy initiatives as part of the School Improvement Plan.

We actively engage with the Literacy/Numeracy team in our school and implement the different techniques in our geography classes. As a department we share relevant resources between geography teachers and discuss their impact.

We note the success of the different methodologies and report back on them to the Literacy/ Numeracy team.

- The use of word walls within teacher based classrooms
- Project work displayed in social area
- Encouragement of students to enter competitions
- Use of flip charts for daily keywords

Numeracy initiatives within the subject department.

Our department plans to focus on developing numeracy in geography in 2015/2016. At present we are using the test cover pages to improve student calculation of percentages and decimals.

We encourage students to link up numerical topics learned in class to their everyday life. For example temperature ,weather forecasts ,statistical data relating to population etc.

Uptake of the subject at Leaving Certificate and Junior Certificate

Geography is compulsory at junior cycle and it is a popular subject with students. Generally there is a high take up at Leaving Certificate but it depends on subject option bands and the number of students opting to do TY.

Uptake of higher and ordinary level in the the current 3 and 6 year groups and incoming 3 and 6 year groups.

With regard to the present third years over 90% will take a higher level paper and those taking ordinary level, in consultation with parents, feel it is a more appropriate level for them based on mocks results.

At senior cycle over 90 % of student take geography at higher level and only two students have opted to take ordinary level based on their performance in the pre exams.

BUSINESS DEPARTMENT ANNUAL REPORT 2014-2015

Members of the Business Department:

Teresa Culhane
Marguerite McSweeney

The following teachers covered sick leave for Teresa Culhane between August 2014 and March 5, 2015:- Caroline Reynolds
Elaine Hickey

1. Teacher based classrooms –

We feel that this development has been beneficial for both students and teachers. It has resulted in less time wasting as all the class resources are in the classroom. The students seem to have adjusted well to the change. It is good to have two computers and the presses containing L.C.V.P. resources available for L.C.V.P. students in Ms. Culhanes base room at all times. The computer based in Ms. Culhanes room is working well and is an integral part of teaching methodologies. Ms. McSweeney feels that a computer based in the Meabh room would be welcome. Teacher based classrooms has resulted in less face to face contact between the teaching staff which is a pity.

2. Purchase of laptops impact on teaching and learning –

The laptops have proved to be a very important resource in the Meabh room where there is no base computer. The main issue is the fact that you cannot depend on internet connection for a lesson. The teacher has to have a back up plan at all times. Ms. Culhane tends to use the laptop for Eportal mainly and the desktop computer for class work. The use of either in the classroom is great for teaching and learning. The student who learns better through the visual definitely benefits. The use of websites for research, quizzes, Youtube etc. is essential in the modern classroom. The technology has made the teaching of Accounting and book keeping much easier for the teacher and much more beneficial for the student. The students also seem to enjoy Powerpoint presentations.

3. Introduction of Eportal -

I took a bit of getting used to but once that was achieved the benefits flowed. These consisted of the following:-

- The notice board keeps the teachers upto date with all school developments. This would have become necessary with the introduction of teacher based classrooms as teachers have less reason to go to the staffroom so less opportunity to see or hear about events etc happening in the school.
- It is not longer necessary to send a student out with a paper message of those absent so less disruption for individual students. The option of changing what seemed like an 'absent' student to a 'late' student when the student arrives later in the class is great.
- It is also useful to see as you are filling in the roll whether the students were present or absent for earlier classes in the day.

It is great to be able to locate a student if you need to give him/her a message during the day using Eportal.

- Entering test/mock results is relatively straight forward.
- It is useful to be able to check how a student is doing in tests overall if you are worried about a particular student.
- It is good to be able to check a student's overall attendance without having to check with The Deputy Principal

Overall, it is a welcome development and is more environmentally friendly.

3. Report of Subject Department Action Plan for 2014-2015. (Find attached)

4. Details on Subject Department Action Plan 2015-2016. (Find attached)

6. General overview of Junior Certificate and Leaving Certificate subject analysis 2014

The members of the Department were very happy with how students performed in all state exams in 2014. They were all above the national average.

7. Activities organised for students outside the classroom

L.C.V.P.

- Mini company
- Visit to the Lartigue Monorail
- Work experience
- Visits in from – Cllr. Terry O'Brien – Kerry County Council and representing the Irish Wheelchair Association
 - Mr Tony Carroll of S.I.P.T.U.

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. Ten of the twelve students went for interview and were given positions in the bank. There are two Managers, two Auditors, 2 Assistant Managers, 2 in Customer Services and 2 Cashiers.

The class also visited the local Bank of Ireland branch.

Trip to Student Enterprise Awards Final in Tralee on 20/3/2015 where the students won a prize for the best stand.

The students were also involved in the 'Learn- to- Earn Programme' provided by Bank of Ireland. It involved a six week programme on Wednesdays between the February mid-term and Easter.

9. Theme Week

The Business department did not lead a theme week but felt that through L.C.V.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.

10. 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.

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.

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

11. Competitions

Ms. McSweeney offered the third year Business Studies students an opportunity to enter a competition but it was on the same night as the open night so Ms. McSweeney could not go with them so none of them went.

Transition Year students entered the Student Enterprise Awards competition and won a prize for their stand.

11. Links with the local community

There is extensive links with the local community in L.C.V.P. and Transition Year through work experience, school bank, mini company, visits in and visits out etc. (details can be found in no. 7)

Leaving Cert. Business also requires student to be aware of local enterprise in different sectors.

In Junior Cert. Business Studies the students regularly need to check to price availability and prices of products/services in their community.

12. Student Teacher

The teaching team present when the Miss Julia Clarke was working in the department felt the teaching practice went well.

Julia concentrated on Money and Banking with the first years for two classes week for the five weeks and used a variety of teaching methodologies. She worked on Ordinary Level Tabular Statements with fifth year Accounting Students for one class a week for 5 weeks.

13. Guest Speakers

Transition Year –

✚ Mr. Conor McAuliffe – Learn-to-earn

✚ Killian Young – Bank of Ireland

- ✚ Denise Fitzpatrick – Manager of Bank of Ireland, Listowel
- ✚ Tom O’Leary – Student Enterprise Awards

L.C.V.P –

- ✚ Cllr. Terry O’Brien – Irish Wheelchair Association
- ✚ Mr. Tony Carroll – S.I.P.T.U.

14. Visits outside school

L.C.V.P. students visited the Lartigue Monorail and attended College Open days
T.Y. students visited the Bank of Ireland and 4 of the students attended the Student Enterprise Awards finals.

15. Department members C.P.D.

Teresa Culhane – attended a course in the Tralee Education Centre on April 20 from 7-9 pm about the ‘Case Study 2015’

Marguerite McSweeney – attended a school based talk on Child Protection on 26/8/2014
She also attended a full day course for L.C.A. – Vocational Preparation in Limerick Education Centre on 18/9/2014

Teresa and Marguerite attended talks from Dr. Orlaith Griffin of N.E.P.S. on Self harm and Eating disorders on 19/3/15 and Forensic Psychologist on internet safety in March 2015.

16. C.P.D. plans for 2015/2016

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

17. 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.

18. New resources purchased in 2014-2015

5 new Accounting books were the only resources purchased through the book scheme.

19. ICEP courses taken

No member of the Department took ICEP courses in the school year 2014/2015.









20. Impact of visiting students

This does not apply to the Business Department.

21. Role of the Department in promoting the literacy initiatives as part of the School Improvement Plan

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
-  Word Searches
-  Crosswords
-  Quizzes
-  Worksheets
-  Encouraging the students to read the business pages in the newspapers
-  Reading the text book
-  Making posters etc.

22. Numeracy initiatives within the subject department

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

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

23. Comments of the uptake of Business Subjects at Junior Cycle of Leaving Cert.

As of 1/5/15:-

32 of the first years have opted for Business Studies for second year. We are happy with this number but would consider it a very big class group. We would prefer if it could be split into 2 classes of 16 students each. It will be very difficult to fit 32 students into the Meabh and Ide rooms.

11 students have opted for Fifth Year Business. We are delighted that these students will be accommodated in our school to study this subject.

15 students have opted for Fifth Year Accounting. We are delighted that the uptake of senior accounting is increasing.

We would welcome the return of senior Economics among the options for third year students in the school year 2015/2016.

24. Comments on the uptake of higher and ordinary level in the current 3rd and 6th year students and on the incoming 3rd and 6th year students.

Current 3rd Year students:- As of 1/5/15 38 of the 39 students taking Business Studies are doing it at higher level. This represents 97.4% of students taking higher level.

Current 6th Year students:-

Business – As of 1/5/15, 12 of the 14 students are studying Higher Level Business in our school. This represents 85.7% of students taking higher level.

Accounting – As of 1/5/15, 6 of the 7 students are studying Higher Level Accounting. This represents 85.7% of students.

All L.C.V.P. students will sit the Common paper on 6/5/15.

Overall, we are very happy with the uptake of higher level on all Business subjects at both Junior and Senior Cycle.

DCG & TG Annual Report 2014 – 2015

Department Head - Brian Coffey

1. I have always had my own classroom and find it extremely beneficial. Any equipment I use can be left in the room and I have adequate and appropriate storage. This aids in set up, planning and overall preparation for classes. Students class work/Project work is also stored in individual class storage shelves. All equipment is supplied to students for class use.

- The DCG room is equipped with 16 computers. Students of 1st, 2nd & 3rd are introduced to Computer Aided Design throughout the different topics covered even though it is not part of their Curriculum. Transition Year, 5th & 6th Year use the computers on a regular basis in preparation for DCG project in 6th Year.
2. The purchase of the new laptops has greatly improved preparation and research for classes. Unfortunately the laptop cannot be used in teaching of DCG as it's not of the required specification to run the Solidworks Programme.
 3. The introduction of eportal has had a major improvement to Roll call, Inputting of exam results and information on daily school business.
 4. Subject department Action Plan for 2014 – 2015 involved students in each year labelling their drawings with key words and writing explanations. The basic principles, drawing technique and correct procedures were highlighted so to ease revision. This proved to have worked really well for especially 2nd Years and 5th Years as there is an improvement on overall understanding of topics at the end of this year.
 5. Subject department plan for 2015 – 2016 involves the use of more Solidworks with each class group. This will be eased by the purchase of new computers for the classroom. Developing a better understanding between paper drawing and computer aided design.
 6. 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 at Higher Level and 50% achieving A's.
 7. There is cross curricular links with Math's, Computers, Geography, Art and Science.
 8. There is going to be DCG in-service for the term 2015 – 2016 because of the new edition of solidworks being used. I would have a strong interest in IT so would continuously look for courses in this field.
 - Web Design
 - Photoshop
 - ECDL
 9. 1 This number is down on other years mainly due to smaller numbers in first year.
Uptake for DCG is similar to other years with 14 looking study it at senior cycle.
 10. 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 2 are doing higher level. The two lower level students have had prolonged absence from school.

English: Annual Report 2014 – 2015

Department members: Eileen McCarthy, Breda Carmody, Ger Tarrant, Elaine Keane, Muireann O Sullivan and Gemma O Loughlin (substitute for Eileen McCarthy).

The beginning of the academic year brought with it some worthwhile changes – teacher based classrooms, the provision of laptops to teaching staff and eportal. Such changes gave us the scope to be more creative, introduce new and more exciting teaching methodologies and, in all, they proved more pedagogically beneficial. Teacher-pupil contact time was enhanced and the teaching-learning experience became more energetic than normal.

The subject department action plan for 2014-2015 incorporated a fresh look at literacy in the classroom. Dedicated keyword areas were in use throughout the year. These changed in accordance with themes/work covered at any given time.

A programme of work was decided for senior cycle students. At higher level emphasis was to be placed on the single text, King Lear. 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 Year students would be a little more problematic given the unrest surrounding the implementation of the new Junior Cycle. It was decided by those teachers involved with First Years this year to purchase a new text, Great Expectations. This text follows the new junior cycle guidelines closely. This would safeguard the needs of our students. Mrs. Elaine Keane (LCA) and Mr. Ger Tarrant (TY) were to produce their own plans of work for their respective classes.

It was hoped that we would be in a position to engage the services of a writer in residence to help promote creativity and independent writing especially at senior level. It was also our intention to participate in Operation Education 2015. Individual teachers were to be responsible for their own CPD.

The 2015-2016 subject department action plan was loosely agreed at our last subject department meeting. Texts for senior students at ordinary and higher level were agreed. Muireann O Sullivan suggested these be priced and Eileen Kennelly, Principal, be informed regarding the cost. In this way parents would be made aware of additional costs as the English textbooks, with the exception of the single texts this year, are not part of the book scheme.

It was also agreed to book the services of a writer in residence during the 2015-2016 academic year to encourage creative writing (perhaps to all groups; the feasibility of this will have to be verified).

Our continued participation in Operation Education was agreed.

A more cohesive approach to the promotion of literacy within the school was also discussed. Each teacher is 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.

Muireann O Sullivan has had a recent communication from the Gaiety Theatre about their forthcoming productions of King Lear and Romeo and Juliet in St. John's Listowel (including workshops on both). Both have been provisionally booked for November 2015.

The issue of competition entry, debating and public speaking arose. Students have in the past been advised about competitions – what's required, dates, prizes etc. This will have to be addressed at our next meeting. Breda Carmody's contribution to training and managing different students over the years in the area of public speaking was recognized. It is hoped that this worthwhile project be looked at again.

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. The majority of the students sit English at Higher Level. We encourage this as much as is practicable. Mixed ability classes foster this.

Our one abiding concern continues to be the minority of students who refuse to take the advice of their teacher and who ultimately fail to reach an appropriate standard. We would prefer if this didn't happen. However, all we as professionals can do is advise. In an attempt to counteract this glitch the English department has requested that the information given to students presenting for senior cycle should read 'a minimum grade C at higher level is advisable for those students wishing to pursue English at Leaving Certificate Higher level.' Alternatively, a student's teacher at Junior Certificate level may advise regarding the student's ability to pursue English at Higher Level.

The creative writing workshop with John W. Sexton, writer in residence, was quite worthwhile. Fifth Year and TY students attended this.

Fifth Years and TYs also attended Mercy Mounthawk's production of Juno and the Paycock at Siamsa Tíre in Tralee. This very fine production, directed by our former colleague, Mr. Tony Behan, enhanced the girls' appreciation of English drama. The girls and their teachers were also encouraged to support a local production of Henrik Ibsen's A

Doll's House. Many did. This was encouraging as it's part of the comparative study in Fifth Year this year. Laura Keane, Fifth Year, played the lead role – Nora while Jana Finucane, Fifth Year, was cast in the role of Christine Linde.

We have supported Operation Education, a Writers' Week initiative, since its inception. It continues to flourish and, for the first time ever, we decided to give our First Year students a taste of literary Listowel. The feedback has been 100% positive.

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 'Who wants to be a word millionaire?' 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.

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.

Staff CPD is a matter for each individual. It's advisable that we sign up for CPD whenever this is possible. All staff availed of Gráinne Dennison's (PDST) inservice on oracy in August 2014. One member of staff did the ICEP 'Literacy Toolkit' module during the first term. This staff member also made contact with Gráinne Dennison regarding the content of the "Well-Read" conference, delivered in Maynooth in April 2015, and has accessed it online. 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.

French Annual Report 2014-2015

French Department

Muireann O'Sullivan
Muireann O'Connor
Eileen Mc Carthy

Benefits of teacher based classrooms

Teacher based classrooms were introduced for the first time this year. They have proven to be pedagogically effective. They have also improved student time keeping. It is beneficial to have one's own teaching aids and resources in the one place as this enhances both teaching and learning.

Laptops

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

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.

Subject Department Action Plan 2014-2015

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). Having been allocated an assistante timetables had to be consulted to facilitate her hours as well as lists drawn up for group sessions with the students. 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.

Details of Subject Department Plan 2015-2016

We plan on doing a project to celebrate European Day of Languages on September 26th 2015. We intend on holding another Modern Languages Theme week perhaps at the end of the first term or start of the second term. 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 2014

Leaving Cert - A higher percentage of our students took French at higher level than the national average illustrates. A smaller percentage of our students took French at ordinary level in comparison to the national average. Students scoring A and B grades at higher level were well above the national average. Those scoring C and D grades were just 2% above the national average. There was no fail at higher level. In ordinary level, students awarded a B grade reflected the national trend whereas 2 % more of students at ordinary level received a C grade. There was no D grade and no fail. We are quite pleased with the overall performance of the leaving certificate students in 2014.

Junior Cert - From looking at the 2014 results we feel that more students should have taken Ordinary French for the Junior Certificate. The number of students scoring A- C grades was lower than the national average. The number of students scoring D grades and lower were above the national average. We would hope that the way in which this year's 5th year classes are divided will help students who are struggling as well as encourage those that are doing well.

Theme weeks and Activities

Languages week was held in May. The French assistante and our international students were a great help in organising the week. They prepared food from their different countries and dedicated each day to a new country. The school community really got involved and enjoyed the week and.

Cross Curricular links

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

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

Staff CPD within the Subject Department

Muireann O’Sullivan did a one day inservice on French Oral and active methodologies in the French classroom in the Education Centre, Tralee.

Muireann O Sullivan did an online course on ICT in the MFL Classroom through teacherscpd.ie.

CPD plans 2015-2016

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

The new laptops were a great addition to the French department. In conjunction with the data projector they are invaluable tools. The aforementioned laptops added a new dimension to our lessons.

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 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.

Home Economics

Annual Report 2014 – 2015

1. Benefits of teacher based classrooms

- Resources are readily available in the room for use eg charts, word banks, newspapers, reading corner, quizlet and tarsia resources, packaging samples.
- It saves on travel time between rooms.
- This helps our development of numeracy and literacy strategies in the department.
- Rooms can be set up for cookery class and demonstrations in advance.
- Storage space for files and books etc.
- IT resources are available and ready for use when required in the classroom.

Due to the different practical elements of Home Economics –cookery/sewing/theory we still rotate between the Home Economics rooms as appropriate. This is also dependent on number of pupils in the class.

2. Purchase of laptops (impact on teaching and learning)

- IT resources are available and ready for use when required in the classroom.
- E portal system could not have been introduced without laptops.
- Laptops can be used to prepare school work at home and to access e portal.

3. Introduction of e portal

- Beneficial for conveying notices to all staff.
- It is useful to pick up on students' attendance history during the day especially if students do not come to class.
- It can be used to find students in the building.

- Student contact details are readily available.
- Helpful for S&S as class list appears on teachers timetable for the day.
- Exam results can be entered on laptop at home to e portal system.

4. General overview on analysis of Junior Cert and Leaving Cert 2014

We are delighted with Leaving Cert results 2014. From our group of 30 students 23% got A,s, 23% got B,s, 27% got C,s & 7% got D in the Higher Level paper. On Ordinary level 17% got B & 3% got C.

Our students are encouraged to take Higher level. The number of students who take the Higher level paper is 10% above the national average which is excellent. As a result of this our Ordinary level uptake is 10% below the national average. Higher level results: A,s are 17% above the national average; B,s are 1% above the national average; C,s are on par with the national average; D,s are 7% below the national average as a result of the grades being excellent in the A, B & C grades.

Thirty students sat the Junior Cert Home Economics exam. 86% sat Higher level paper and 14% sat Ordinary level. At Higher level 21% got A,s which is 10% above the national average. 61% got B,s which is 21% above the national average. 4% got D,s which was below the national average due to the high percentage of A,s and B,s. 82% of those taking Higher level got honours which is 4% above the national average. At Ordinary level 4% got A,s which is above the national average. 7% got B,s which is the same as the national average. 4% got a C. All students at Ordinary level got Honours grades.

Activities organised for students outside the classroom/Home Economics

Week

5th Year students and LCA students attended Mark” Doe, Stop Foodwaste Cookery Demonstration” in the Listowel Arms Hotel as part of Listowel Food Fair





6th Years and Transition Years attended Bord Bia cookery demonstration by Sheila Kelly.

1st · 3rd Years and LCA 1 attended talk from Margaret Crean, That’s Life Education Programme.

2nd Years attended a team building workshop from the KDYS.

9. Cross curricular links

There are cross links as follows:

-  Home Ec, Science & SPHE: health and hygiene and Relationships and Sexuality Education.
-  Home Ec & Business Studies: consumer studies, budgeting and finance.
-  Home Ec, Geography & Green Schools: Waste reduction, water conservation, water treatment, pollution.
-  Biology: Human physiology and microbiology.

10. Competitions entered:

Bord Bia Quality Mark Schools Competition November 2014

Bord Bia Quality Mark Schools Competition June 2015

11. Links with the local community

Listowel Food Fair. Refer to point 8 & 10 above.

2nd Years attended a team building workshop from the KDYS.

13. Guest speakers

6th Years and Transition Years attended Bord Bia cookery demonstration by Sheila Kelly.

1st - 3rd Years and LCA 1 attended talk from Margaret Crean, That's Life Education Programme.

14. Visits outside the school

5th Year students and LCA students attended Mark'' Doe, Stop Foodwaste Cookery Demonstration'' in the Listowel Arms Hotel as part of Listowel Food Fair.





15. Staff CPD within the subject department

23/10/14	Seamus Whitty, Kerry Life Skills, Kerry Life Education
4/09/14 & 19/03/15	Orlaith Griffin, NEPS Psychologist Self Harm/School response to suicidal behaviour
19/03/15	Sinead McMenamin, NEPS Psychologist : Eating Disorders
25/09/14	Una O'Neill: Visiting teacher for the Deaf
12/03/15	Dr Maureen Griffin: Forensic Psychologist
19/01/15	Brenda Morgan: Study Skills
14/03/15	ATHE Spring Meeting, UCG

16. CPD Plans for 2015 – 2016

Will attend PDST Home Economics in service if provided for 2015 – 2016 school year

17. Role of the department in promoting literacy initiatives as part of the school improvement plan

-  Word banks/ key words used in class
-  Use of graphic organisers in class
-  Reading corner
-  DEAR (drop everything and read) used in class

18. Numeracy initiatives within the subject department

- ❖ Use cover page for tests to encourage conversion of fractions to a percentage.
- ❖ Display the following posters in kitchens:
 - Oven temperature chart
 - Danger zone temperature range
 - Temperature of fridge poster
 - Weighing scales poster
 - Division/fractions of margarine block
 - Measuring jugs
 - Preventing food waste percentages

19. Uptake of Home Economics at Leaving Cert & Junior Cycle/uptake of higher & ordinary level

Currently we are pleased that there are 29 Leaving Certificate Home Economics students. Of this cohort 26 are studying Higher level and 3 students are studying Ordinary level. We encourage students to take Higher level based on their ability. There will be 22 Leaving Certificate Home Economics students sitting the Leaving cert in 2015/2016 school year. At the moment all are studying Higher level.

Currently we are pleased that 48 students are studying Junior Cycle Home Economics. 38 students are taking Higher level and 10 students are studying Ordinary level. A number of these students would have Special Educational Needs. There will be 20 Junior Cycle Home Economics students sitting Junior Certificate in 2015/2016. This is a good uptake from 2 class groups considering we have 48 students in 2nd Year and works out at 42%. Currently all these students are studying Higher level Home Economics.

School Plan

Action Plan for Home Economics 2014/2015

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
<p>Install internet / data projector in Lile room</p> <p>Provision of laptops for teachers</p>	School Management	September 2014	<p>Allows teachers access to internet for current statistics/issues</p> <p>Project recipes for class onto board for cookery – Lile room</p> <p>For small classes it allows us to teach here</p>
<p>Develop literacy in Home Economics department in line with whole school policy.</p> <p>Develop word walls / word banks</p>	Mary O'Connor / Lisa Whelan	September 2014	<p>We would prefer a white board for word wall rather than flip chart.</p> <p>Key word banks are working well.</p>

Print off PDST graphic organiser & photocopy and make available for use in class	Mary O'Connor	October 2014	Some 5 th year students found these very good.
Organisation of posters for Home Economics Week	Junior and Senior students under the guidance of Home Economics teachers	October / November 2014	This created awareness in the school community on healthy eating and health issues.
PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
Planning and organisation of open night to promote Home Economics department	Mary O'Connor / Lisa Whelan	8 th October 2014	Parents and students were very impressed with optional study display & facilities. Cookies were well received!!
Submission	Lisa Whelan	December	Newsletter well

of articles for New year and Summer newsletter from Home Economics department		2014 / May 2015	received by local community
Organisation of out of school activity: Mark Doe – “Stop Food Waste”	Mary O’Connor / Lisa Whelan	21 st November 2014	Students found the trip out and demonstration very informative and food for thought.
Organisation of Speakers to visit school for Home Economics week.	Lisa Whelan / Mary O’Connor	20 th – 26 th November 2014	Topics delivered by speakers were very useful to students and linked well with their course.

Action Plan for Home Economics Department 2015/2016

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
<p>Address IT issues:</p> <ul style="list-style-type: none"> • ower data projector in kitchen(room 18) • ix data projector in Lille room • ew printer in Dress Design room 	<p>Martin Hayes/ Jonny Ryan Noel White</p>	<p>September 2015</p>	
<p>Develop numeracy in Home Economics department in line with whole school policy.</p> <ul style="list-style-type: none"> • ontinue to use cover page for tests. • evelop a pricing learning centre. 	<p>Mary O'Connor Lisa Whelan</p>	<p>December 2015</p>	
<p>Participation in school Theme weeks- Home Economics Week</p>	<p>TY/First Years/Second Years/Fifth Years under direction of Mary</p>	<p>First term</p>	

	O'Connor Lisa Whelan		
Organisation of posters for Home Economics Week	Junior/Senior students under guidance of Home Economics teachers	First term	
Organisation of Open Night to promote Home Economics department	Mary O'Connor Lisa Whelan	7 th October 2015	
Organisation of out of school activity: Visit a local food producer Visit local tourist site Visit hotel (LCA)	Mary O'Connor Lisa Whelan	First term	
Submission of articles for Christmas & Summer newsletter from Home Economics Department	Mary O'Connor Lisa Whelan	December 2015 May 2016	

<p>Organisation of speakers to visit school:</p> <ul style="list-style-type: none"> • Finance • Health awareness 	<p>Mary O'Connor Lisa Whelan</p>	<p>First term</p>	

LCA DEPARTMENT ANNUAL REPORT 2014/2015

Department Members:

Caroline Reynolds	Muireann O Connor	Elaine Keane
Lisa Whelan	Emer White	
Marguerete Mc Sweeney	Kay Kennedy	
Mary O Connor	Ann Foley	
Aisling O Dwyer	Brian Coffey	

LCA Coordinator Caroline Reynolds May 2015

Introduction of teacher based classrooms

- Easier to establish and maintain seating plan to suit the needs of the individual teacher.
- Classroom can be laid out to suit group work activities prior to start of lessons.(Group task work)
- Greater scope for display of posters, key assignments and other material related to LCA.

- Use of word wall/ notice boards completely dedicated to LCA.
- Introduction of over head projectors in prefabs has enhanced classes.
- Teachers' resources are close at hand in storage provided in classroom and can be fully utilised in lessons.

Introduction of Laptops and impact on teaching and learning.

- Laptops have had a great impact on the LCA department allowing increased use of ICT in the prefabs.
- Increased use of power points and you tube clips particularly in prefabs to support the different modules.
- PowerPoints can now be given by students as part of their modules and actions for tasks.

Introduction of eportal

- Attendance easily monitored.
- Easy access to student information for parent /teacher meetings.
- Activities relating to LCA department are highlighted on e-notice board for other staff members. This facilitates the organisation of speakers, trips and upcoming events for all departments and assists in planning for cross curricular activities.
- Easy to track LCA attendance which is key for allocation of credits over the four sessions.

Report on LCA Programme Action Plan 2014/2015

The installation of internet in the prefabs and use of laptops has had a positive effect on the LCA department .In our 2014/2015 Action plan we focused on the development of literacy in the department. This was achieved through the use of word walls, flip charts and posters. Students have reacted favourably to this and they have been actively involved in creating posters and keywords. Literacy was also encouraged by getting students to track current contemporary issues through different media which is so important for social education. Literacy is very important in LCA as they have to generate reports for task interviews and it involves a lot of personal input and self evaluation.

Details on LCA Programme Action Plan 2015/2016

In our Action Plan 2015/2016 we will focus on numeracy in LCA. This will be done in class work and during practical classes such as science, Hair and Beauty HCT and Leisure and Recreation. (Use of equipment, measurement analysis of numerical data etc).

Numeracy is extremely important for students on work experience as they maybe handling money, doing stock takes, completing receipts etc.

We will use the test cover page recommended by our Numeracy team to improve basic exam result calculations.

We will continue to develop literacy skills in our LCA students and introduce further methodologies and resources.

We will emphasise the importance of numeracy in all areas of LCA and develop students' skills.

Analysis of Leaving Certificate Applied results – 2014

The LCA results for 2014 were exceptional.

86% (6 students out of 7) of students got a distinction compared to 21% National Average statistics.

14% (1 student received a record of credits) this was just under the National average figure of 15%.

Activities organised for LCA students outside of the classroom.

- Work Experience every Wednesday over four sessions.
- Minimising Food Waste- presented by Mark Doe.
- Trip to Maharees as part of Leisure and Recreation.
- Trip to Music studio in Killarney as part of music module.
- Trip to local Chemist for Makeover demonstration.
- Swimming classes as part of Leisure and Recreation.
- Career Days.
- Trip to local nursing home/hospital as part of community involvement.

Cross Curricular Links

Links with following departments:

Science

Religion

Home Economics
English
Mathematics
P.E.

Links with local community.

Work experience
Community activities such as visiting nursing home/hospital.
Fundraising for local charities.

Role of LCA department in promoting the literacy initiatives as part of the School Improvement Plan.

We actively engage with the Literacy/Numeracy team in our school and implement the different techniques in our LCA classes. As a department we share relevant resources between LCA teachers and discuss their impact.
We note the success of the different methodologies and report back on them to the Literacy/ Numeracy team.

- The use of word walls within teacher based classrooms
- Project work displayed in social area
- Encouragement of students to display key assignment and task work.
- Use of flip charts for daily keywords

Numeracy initiatives within the subject department.

.
Our department plans to focus on developing numeracy in LCA in 2015/2016. At present we are using the test cover pages to improve student calculation of percentages and decimals.

We encourage students to link up numerical topics learned in class to their everyday life. For examples while on work experience and completion of assignments and tasks.

Uptake of the subject at Senior Level

We actively promote LCA on our programmes night for parents and through different activities organised by the students over the year. Students are actively encouraged to talk to teachers and present LCA students to help them decide if LCA is suitable for them. Consultation with guidance counsellor is also recommended before applying for LCA.

Physical Education Report 2014-15. Gerard Tarrant

Physical Education Dept. May 2015.

Eportal, despite some initial technical issues with connectivity in the PE Hall, has greatly streamlined and facilitated the taking of class rolls and logging of assessments.

The team building activities organised from Second Year upwards in the Town Park last October proved very worthwhile and enjoyable for all participants. This is an activity that has become not only very popular but also of tremendous benefit when developing class cohesion and cooperation. Over the past number of years our TY students have undertaken these activities as part of the extensive series of activities that are on their curriculum each year.

The planned development of an outdoor grass/field area in the school will provide additional opportunities for a large number of sports such as Football, Soccer, Rugby and Ultimate Frisbee to be availed of by student on site. The logistics of taking teams and large groups to other sports facilities in the town require not only extra staff coverage but often quite costly financial outlay for transportation.

The Sive Walk which is located near the school, is a valuable resource for health related class activity amongst all year groups. The walk can be completed within the 40 minutes allocated to a single PE class period. The adjacent “Bog Walk” is challenging for the more adventurous and motivated students who do well to complete the walk within two class periods.

The Kerry Inter Schools Orienteering Rich Task was successfully completed this year in Ballyseedy Wood, Tralee. Last year’s event had to be cancelled due to extensive storm damage to the course. Almost all of our 2nd Year students availed of the opportunity to compete this year thanks to the decision to subsidise the outing by our school management. Hopefully this will continue forward into the future. It is also proposed to have the school grounds professionally mapped for Orienteering now that the Ballybunion Road development has been completed. This strand of the JCPE course has, and will have, great opportunities for numeracy initiatives in the school as well as cross-curricular links with other subject departments.

The PE department also availed of the services of UL Student Placement for teaching practice this year. It is intended to continue this partnership over the coming year and a school policy has been put in place to copper fasten the arrangement. It is planned to have a 4th Year student from UL undertake an extensive block of teaching practice during the first term in 2015-16.

The timetabling of both 2nd Year PE classes as a double period instead of two single classes was welcome and perhaps with the 3-3-3 timetable that the school now operates will provide enough opportunities to continue with this practice.

Religious Education 2014/15

21st November Presentation mass in the parish Church to mark Presentation day.

-  Christmas Carol Service
-  Mass for 8th December in the school
-  Mass for 6th January in the school

Catholic Schools Week

- Designed school display board.
- Held prayer services in the prayer room for each class.
- Act of kindness competition winner received €20 gift voucher for Penney's.
Karen Moloney
- **Radio Kerry**

For Catholic Schools Week, girls from the school read out the thoughts For the Day Monday-Friday at 7:30am and 12:00pm.

- On Sunday 1st of Feb, the Transition Year girls were on Horizons radio programme to talk about their '*challenge to change*' project at 9:00am.
- Every Sunday in Feb, on horizons, Mary Murphy read the Gospel.

Lenten activities

Confessions in the school for all who wished to receive the sacrament and mass was also held in the school during lent.

Readers team has been formed for the Listowel parish. There are eight girls in the team with a view for it to be expanded next year. The girl's contact numbers have been passed on to Mary Walsh in the parish office with consent forms. She may ring them over Easter of the summer to read.

The month of October has been assigned for them to read on the Saturday evening vigil Mass 7:00pm and the Sunday morning 11:00am Mass.

Mary Walsh has also made request for girls to participate in the exam mass on the May 29th at 7:00pm

- One reader
- One to carry up the offertory
- Three prayers of the Faithful
- One reflection
- Three for procession at start of mass.

Names of all the pupils

Candle for presentation school

Candle for community school

Mary Walsh has also asked if four girls would be available to carry a banner for the day of Corpus Christi which is Sunday 7th June.

Youth Ministry

In collaborating with the youth ministry team in the parish a group of girls from various years participated and said the Stations of the Cross in the Parish Church on the 13/3/15. During this week I hope to get in contact with Collette Stack in relation to girls who will be interested in helping out with the youth ministry team. They will help with 'Sunday school' for primary children.

Challenge to Change

The Challenge to change Seminar is 30th April, it is on from 10:00am to 1:30pm, in the Spring Court Hotel, Kilkenny. The format for the day will be passed on to Ashling. The project is complete; all that has to be done is pictures printed and more facts printed for the display board. The final report will be left with Ashling. The transition year girls are familiar with what is required for the day.

The bus fund has been provided for. It must be taken out of the €500 allowance given to the project. A invoice for the bus must be given to the 'challenge to change presentation sisters.'

Roinn na Gaeilge Irish Subject Department Report

Head of Department: Ms. Kay Kennedy

Department members: Ms. Margaret Walsh
 Ms. Norma Dowling
 Ms. Elaine Keane
 Ms. Bridget O'Connor

The benefits of teacher based classrooms:

- All resources are stored in the one area and easily accessed.
- Compute always ready for use.
- More suitable for oral work.
- Punctuality improves.
- Less disruption.

Purchase of laptops, impact on teaching and learning

- More time efficient than PC in classroom.
- Easier access to student details.
- Easier access to technical resources.
- Work can be done at home.
- All the above improves efficiency of teaching and learning.

Introduction of eportal

- More efficient than roll book because one is able to view the attendance in previous classes.
- Enables us to monitor the students' timetable.

Report on Subject Department Action Plan for 2014 – 2015

- We updated the subject plan during the first term in 2014.
- We planned for Seachtain na Gaeilge.
- Organised Lá na Gaeilge, which was a great success.

Details on Subject Department Action Plan for 2015 – 2016

- Review Subject Department Plan.
- Organise Seachtain na Gaeilge.
- Organise Lá na Gaeilge.
- Organise Ceilí.

- Teach whole school Irish song.
- Organise quiz with 2nd years.
- Organise Taispeantas Talainne with 1st years.
- Organise Oráid with the 5th years.

Analysis of the State Exams 2014

- Leaving Cert results were above average.
- Junior Cert results equally as good.

Activities organised for students outside of the classroom

- Ciorcal cainte.
- Mock orals.
- Lá na Gaeilge.
- Seachtain na Gaeilge.

Theme weeks

- Lá na Gaeilge
 - Irish spoken for 24 hours
 - teachers wearing of red t-shirt to highlight the day
 - Students wore stickers made by TY students to highlight the day
- Seachtain na Gaeilge
 - TY studenta organised a céilí for the Junior classes during SnaG
 - Students sang the Irish song on the intercom at 12 noon on the day designated by Conradh na Gaeilge.

Competitions Entered during SnaG

- Blagáil
- Filíocht
- Ealaín

Student Teachers

- There was no student teacher in this subject.

Guest Speaker / Visits outside the school / Links with the local community / Cross curricular links

- We will ask Mary Cogan to give a walking tour of Listowel as Gaeilge.

Subject CPD

- None were on offer this year in the Tralee Education Centre
- Will consult the Education Centre in the future school year and base our decision on the findings.

New resources purchased in 2014-2015

- No subject resources ordered.

Visiting students

- None of the visiting students wanted to study Irish.

Role of the Department in promoting the literacy initiatives as part of the School Improvement Plan

- Irish books in the library.
- Raised awareness of the online Irish Newsletter – eleathanach.
- We intend to print the eleathanach and leave in the Reading Zone.

Numeracy initiatives within the Subject Department

- Counting
 - People
 - Dates
 - Time
 - Clock

Uptake of subject at Leaving Cert and Junior Cert

- Some students sit exams in Irish even though they have an exemption.

Uptake of higher and ordinary level

- We feel that the 25 extra points for higher level Maths has a negative effect on Irish as students opt to do ordinary level Irish in order to concentrate on their Maths.

Science

End of Year Report 2014-2015

Science Lab Coordinator

Lab timetables: Timetables of labs checked to ensure all teachers have access to equipment and labs.

Budget: Determine laboratory needs for upcoming school year, cost items from catalogues and submit budget requirements. Allowances made for Junior Cert practicals which are not known until approx end of the first school term.

Stock control: Lab equipment, software and consumables needed throughout the academic year are itemised, costed and ordered. This is done on an ongoing basis. Goods are received and stored accordingly. Records kept of items received and breakages in labs.

Common tests: Common tests for all year groups are held in February and May.

Student teacher: A student science teacher was present for 6 weeks teaching first and second year science classes.

Visiting Students: A number of students from Spain, Germany and Italy attended senior classes for part or all of this school year.

Literacy:

- Staff shared drive to have a folder containing word banks common to all year group classes.
- Word bank posters were printed and laminated for display in each lab.
- Literacy Wall created in each lab.

Numeracy:

- Common cover sheets to accompany all tests with grades and percentages to be solved by students.
- Focus on common links with other subjects i.e. graphs; time; speed

Merit Cards: Given to students who helped in area of science throughout the year, particularly with open night.

Open Night: Oct. 8th - Room 7 was prepared for exhibitions by students on: Light energy; Microscopes; Food tests; Heart & Lungs; Separating mixtures; Energy conversions; Acids & Bases; Separation techniques.

I.C.T.: Links maintained with Noel Whyte re: software issues in labs i.e. Snippet and Snagit programmes.

Science Week: 9th Nov. – Posters; Quizzes; Powerpoint presentation in social area; quizzes sent to primary schools.

Orientation Day: 6th class students visited on Nov. 20th and attended science classes in the lab on the topic of acids & bases.

Book rental scheme: It was decided not to change the junior science book until after the introduction of the new JC curriculum.

Special Needs: SEN Coordinator was consulted on the issue of IEP's for students with special educational needs. This section of the subject plan was then amended to incorporate IEP's where necessary.

Special Needs Department End of Year Report
Siobhan Hayes
Special Needs Assistant

Students

This year there were two children who needed full time assistance and support.

We had one child in first year. She has Down's syndrome, and has a moderate learning disability.

The second child was in Third year and, has a physical disability. She is in a wheelchair fulltime, and also has the use of only one hand. This child also gets regular seizures and has other medical issues.

Needs

Both children needed full time assistance and support from an S.N.A. both in the classroom and in getting to their classes. They also needed support outside the classroom in socialisation, school activities, and personal hygiene.

The child in Third year needed two S.N.As to assist in personal and hygiene, and times spent in the bathroom for rest periods and when in ill health.

Plan B

When either of the children who needed full time assistance was off we had a Plan B in place. This consisted of checking in on various children within the school who would benefit from the assistance and support of an S.N.A.

Continued Professional Development

This year I did a course with ICEP about “Supporting Students With Special Needs through The Use of iPad Applications”.

I also attended the following talks within the School

-Downs Syndrome Ireland, Educational Support Officer

-Seamus Witty Workshop

-Orla Griffin: Self Harm, Dr Maureen Griffin: Psychologist,

Sinead McMenamin: Eating Disorders

Throughout the School year I have also attended Co- Ordination and planning meetings, and been involved in Pastoral Care meetings when requested.

I have also leaved with parents when needed, and done work for Teachers and the Office.

SNA Report Dolly Stack

The following is a report from the SNA department.

25th August we returned to school.

- ✚ Did 6 hours of SEN work organizing names and timetables for our students.
- ✚ Attended a 2 day course on Down Syndrome.
- ✚ First year students in School, gave them out timetables books and lockers.
- ✚ Met with our students and coloured coded their timetables.
- ✚ Compiled Plan B to be used when our main students are absent.
- ✚ Invited to attend Pastoral Care meetings.
- ✚ Assisted with SEN department on Open Night.
- ✚ Assisted with SEN students at activities in Town Park.
- ✚ Attended Musical in Cork with year SEN students.
- ✚ Assisted with Choir on Presentation Day in Church.

- ✚ Assisted with choir at Christmas in School and in Church in the evening.
- ✚ In Service with P Griffin about students with Down Syndrome.
- ✚ Attended SEN meetings with SEN Coordinator and other members of School staff.
- ✚ Attended general staff meetings.
- ✚ An In-service about Eating Disorders and Deliberate Self Harm.
- ✚ Scribed CSPE and Religion Journals for 3rd year Sen Students.
- ✚ Assisted SEN students for Home Economics practical mocks and Junior Cert Exam.
- ✚ Read and scribed for SEN students in Mock Exams.
- ✚ Assisted with the incoming 1st years on the 7th March, and accompanied an SEN student around the school.
- ✚ Attended Killarney with the school for the 5kn walk for Health Promotion week with a SEN Student.
- ✚ Assisted in various ways with our Coordinator during the year.
- ✚ Did an ICEP course on line on how to assist a Special Need Student through an ipad.
- ✚ Assisted with the Bingo Fundraiser for the School.
- ✚ Attending with our SEN students and the rest of 1st years and 5th years to Operation Education.
- ✚ Reading and Scribing for State Exams./

Annual Report 2014-2015: History

Department: Eoin Hilliard

Teacher based classrooms:

Their introduction has been instrumental in the teaching of the subject this year. Students now come to the classroom where the teacher can have resources and materials set up and waiting to be utilised as soon as possible. Being an information intensive subject, a lot of materials tend to be required for each class so the burden of not having to carry these around is a blessing. In addition, there is more storage space for files, handouts, projects, notes and books.

Laptops:

Their purchase has been very useful as regards teaching and learning. With the added mobility, I can now 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.

Eportal:

Eportal has increased the efficiency and time management of the department. 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.

Evaluation of 2014/2015 Subject Action Plan:

The History Room (as an ongoing work in progress) has progressed well with additional materials provided by both the students and the department itself. Main issue has been storage space for materials and displays falling off continuously (stronger adhesives needed for next year's displays).

All trips (bar the cancelled one to Listowel Castle) went well and had positive feedback from the participants.

Word wall is still in progress.

History Week and its various components was a success.

Subject Department Action Plan 2015/2016 (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 Listowel Castle and Famine Graveyard, and 1st years to Listowel Castle. 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. would be a good option if available.

Further work on the History Room; an interactive timeline all around the border of the room and setting up a mini library of history sources (possibly in the hall outside the history room) are options.

Further possible points of action will be discussed in September.

Reflection on 2014 State Examinations:

Junior cert. results were good as a whole for last year. The increase of 2 to 3 classes for this year has meant that the course could be completed satisfactorily compared to 2013/2014. Leaving cert results were excellent with all students receiving high honours grades (B+).







Activities outside the Classroom:

The 5th and 6th year groups went to Belfast by train for a two day trip in December, taking in a walking tour of the city, a visit to the Ulster Museum, and a Black Cab tour of sites associated with the Troubles. Overall, it was very enjoyable experience with excellent feedback from the group. I plan on alternating these trips with a visit to Dublin each year if possible. 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. 2nd Years also visited Cork Jail and Blarney castle with a very enjoyable day had by all. A first year trip to Listowel Castle was planned for May but has now been rescheduled for September with the then 2nd Year group (supervision availability permitting). Thank you to Ms. Feeney and Ms. O'Loughlin for helping to chaperone these trips.

Theme Weeks:

The department held a History week in the school in December that culminated with the trip to Belfast for senior cycle students. Initiatives such as poster competitions, displays, quizzes and classroom activities helped to make the week a success.

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. This is an area that could be improved on. A possible idea 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).

Guest Speakers:

Asked the Holocaust Education Trust Ireland in September if it was possible for the famous Holocaust survivor Tomi Reichental to visit the school but the waiting list is approx. two years at the moment. Lynn Jackson, the director of the Trust, very kindly agreed to provide a two hour workshop on the Holocaust to Senior Cycle students in the spring instead. Informative and engaging, the students found it very useful for the dictatorship and democracy option while 5th year students got several great ideas for RSR projects in the 2016 leaving cert., such as the Kindertransport prior to World War Two.

Staff CPD:

- ✚ Seamus Whitty Workshop
- ✚ Orla Griffin: Self Harm/School Response to Suicidal Behaviour
- ✚ Sinead McMenamin: Eating Disorders
- ✚ Dr. Maureen Griffin: Forensic Psychologist
- ✚ 2014 HTAI Conference, Waterford
- ✚ Health Promotion Co-ordinator in-service, Tralee

CPD Plans 2015 -2016:

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

2015 HTAI conference

Holocaust Education in-service possibly

Interest in looking into Higher Education qualifications in guidance counselling

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:

Provision of laptop, projector and wireless router for classroom

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

ICEPE courses taken:

None this year, previous completion of courses such as Teaching and Learning with ICT and Inclusion

Literacy initiatives:

Word Banks/ key words used in class

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

Word wall in progress

Promotion of Reading Corner in school

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.

Uptake at Leaving Cert. level:

18 students (at last count, could change between now and September) have decided to keep on the subject for the Leaving Cert. (2015-2017). Outside of the three mandatory subjects, it is 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 ten students in the Leaving Cert. Class will sit the higher level paper in June 2015. The vast majority of Junior Cert. students will sit the higher level paper this year.

Transition Year Annual Report 2014-2015

Brian Coffey

- **Class Assembly Held each Thursday During 11am Class.**
 - Planning for upcoming events
 - Work Experience
 - Gaisce
 - Community Involvement
 - Attendance

Assessment

- Class Continuous Assessment
- February & Summer House Exams
- Project Work

- On-line Assessment (ECDL & Home Economics)
- Portfolio Assessment in January & May

Activities organised by students outside of the Classroom

- Pres Got Talent
- Movie Day in Aid of BUMBLEance
- Mary Berry Bake Off in Aid of Mary's Meals
- Halloween School Quiz
- Bake Sales in Aid of BUMBLEance & Pieta House
- Cinderella Class Play
- Ice Cream Party Day in Aid of Down syndrome Ireland
- Water Week
- Positive Mental Health Week

Trips outside of School

- Cappanalea Adventure Centre
- Maharees Outdoor Activities
- Kilkenny Challenge to Change – Religion
- Bunratty Castle/Paintballing
- YSI Showcase
- Gap of Dunloe/Blackvalley overnight Walk
- Ploughing Championships
- Dublin 3 Day Trip
 - Four Courts
 - Croke Park
 - Ice Skating
 - Peter Pan Panto
 - BT Young Scientist
 - Wax Museum

Community Involvement

- Aras Mhuire Nursing Home
- Listowel Community Hospital
- Nano Nagle
- Various Charity Shops
- Family Resource Centre

- Presentation Primary School Listowel
- Down Syndrome Ireland
- BUMBLEance
- Pieta House
- Green Schools

Transition Year Certificates

- Scratch Computer Programming
- Basic Film Making
- Photography
- Tae Kwon Do
- Young Social Inovator
- Community Outreach Programme
- Outdoor Pursuit Programme
- Self Awareness Programme
- Nutrition Therapy
- Certificate of Attendance of Yoga
- Kerry Local Enterprise Office
- Safe Food
- EDCL
- Gaisce

Transition Year Core Subjects

- Irish
- English
- Mathematics
- French
- German
- Science
- Home Economics
- Religion
- Art
- DCG
- Music

- Career Guidance

Transition Year Modules

- Tae Kwon Do
- Hair & Beauty
- Photography
- Film Making
- Yoga
- Dance
- Chinese
- Sign Language
- Self Awareness
- Nutrition
- Finance
- Drama
- Enterprise Education
- Team Building
- Media Studies
- Environmental Science
- Young Social Innovators
- Spanish
- Media

Physical Activities

- Swimming
- Surfing
- Wind Surfing
- Kayaking
- Rock Climbing
- Abseiling
- Camping
- Canoeing
- Hill Walking
- Raft Building
- Team Building Activities
- Paint Balling

Music Department Annual Report 2014-2015

Name the members of the Department – Ann Foley

1. The benefits of teacher based classrooms
The music room has always been a specialised room
2. Purchase of laptops impact on teaching and learning
I use the computer in the music room mostly.
I found having the laptop beneficial for T. Y. classes in the hall
3. Introduction of eportal
Excellent to check the notices in the morning.
Quick for entering exams results.
4. Nano Nagle Mass
5. Nano Nagle Mass
6. A lot Bs at Junior Level
Only 1 D at Junior Level, the rest were honours
7. Nano Nagle Mass
Trip to Cork – Cork Pops Orchestras
Christmas Concert in Hall
Christmas Concert in the Church
Trip to Killarney Recording Studio (L.C.A Students)
Singing in Bank of Ireland (2nd year music class)
Singing in Supervalu – for Spin South West (1st year)
Percussion workshop (Hall) 1st, L.C.A. and T.Y. students
Lunch time concerts – Music Week
Ceili – in the Hall – Music Week
Transition Year Musical - Cindarella
8. Music Week – 23rd – 27th March
9. Cross curricular links – I.C.T., History, Art and Irish
10. T.Y. Talent Competition
11. Mass in the Church (Nagle Nagle Mass) in November
Christmas Concert in the Church - December
12. Percussion Workshop – Martin Schaerer
13. Killarney Recording Studio – Tony O’Flaherty – L.C.A.
Cork Pops Orchestra – 1st year

14. Post primary Music Teachers Conference in October
15. PDST Course in Waterford in February
16. New taping equipment for concerts and practicals
17. In school

18. Main words on wall of Music Room
Updated Department Plan
19. Notes linked with numeracy
20. Small numbers at L.C.
Average class at J.C.
21. 3 taking O.L at L.C. Level
5 taking O.C. at J.C Level


























Presentation Secondary School Listowel
Evaluation of 1st Year
Questionnaire May 27th 2015

42 students present on the day, 44 students in 1st Year

1. Have you enjoyed 1st Year?

Yes 28 <input style="width: 50px; height: 20px;" type="text"/>	Mostly 14 <input style="width: 50px; height: 20px;" type="text"/>	No <input style="width: 50px; height: 20px;" type="text"/>
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2. What have you enjoyed mostly about being in 1st Year?

-  Having a varied choice of subjects
-  Making new friends
-  Theme Weeks
-  Activities
-  Being treated like an adult
-  The nice staff
-  The Team Building Day
-  Basketball matches
-  Ice Cream Day
-  Fun Days
-  The things we get to do
-  Going on the 5K walk
-  Two classes of PE
-  Your own independence
-  New teachers
-  Going on trips
-  Meeting new people
-  More responsibility
-  More freedom
-  Sports
-  Longer lunch
-  Longer holidays
-  How nice all the teachers are
-  Experience new things
-  Meeting new and nice teachers

- + Getting a locker
- + Finishing one month earlier for Summer
- + Nice class
- + Different events that took place
- + Timetable and it was organised
- + Learning new things
- + Change from Primary
- + Independence
- + Class activities
- + I really like my class
- + Tests were not too hard

3. What did you find difficult about being in 1st Year

- + Being left out
- + Not knowing anyone
- + Remembering books
- + Remembering school books, keys, homework
- + Homework
- + Too many subjects
- + Not being allowed down town at lunch time
- + The school time
- + Exams
- + Minding books
- + Being the youngest
- + Staying on time
- + Keeping the subjects for the whole year
- + The lovely teachers
- + Learning new languages
- + Different classrooms each day
- + New subjects and not being with my old friends in class
- + Lockers
- + Study
- + The change from Primary to Secondary
- + I didn't really get along with some people
- + Some subjects are quite difficult
- + Doing tests in subjects I was not keeping on
- + February and Summer exams
- + Finding my way around the school
- + Not being able to do the subjects I wanted
- + All the books I had to carry

- ✚ Getting to know the place when I started
- ✚ 9 classes a day, 9 pieces of homework
- ✚ Lots of books in my bag, my back was sore at times
- ✚ Harder exams and different teachers
- ✚ Small lockers
- ✚ Having different teachers for most subjects
- ✚ Finding the classroom for the first week or two
- ✚ Trying to learn all the subjects for exams
- ✚ Some languages, found difficult

4. Did you find it easy to make friends?

Yes 40

No 2

5. Did you experience any bullying this year in school?

Yes 3

No 39

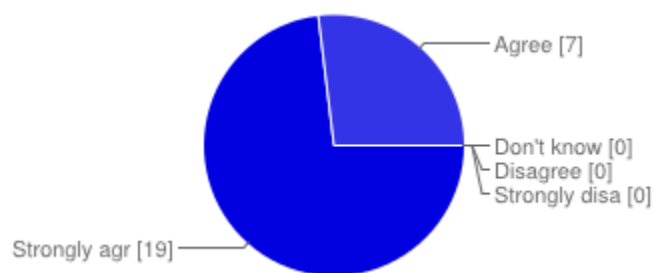
6. If you did experience bullying in school, what kind or type of bullying did you experience?

- ✚ Name calling behind my back
- ✚ Insulting my family
- ✚ No, but I just felt left out at times
- ✚ Name calling, being nasty to me
- ✚ Exclusion

Whole School Survey

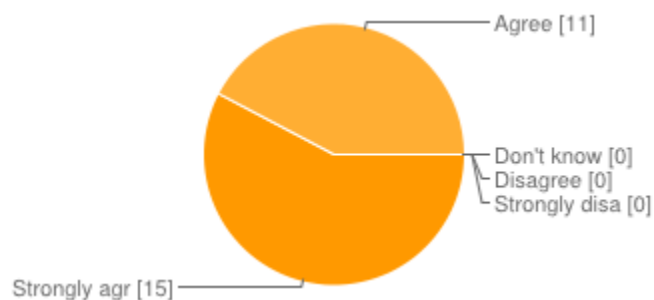
Staff Survey Responses March 2015

There is a good atmosphere in this School



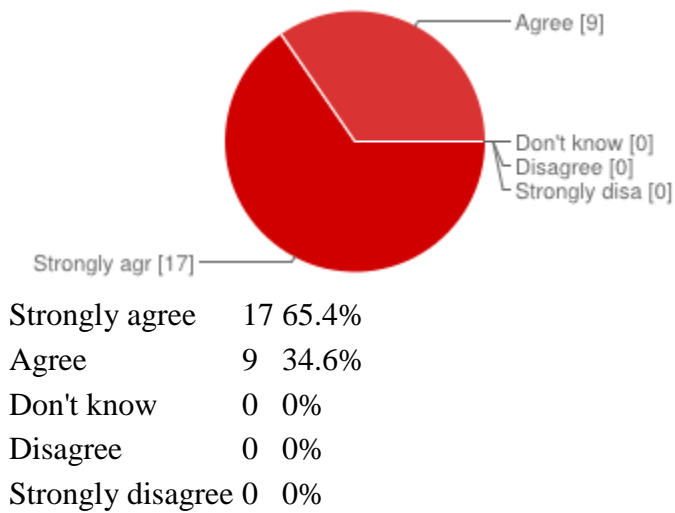
Strongly agree	19	73.1%
Agree	7	26.9%
Don't know	0	0%
Disagree	0	0%
Strongly disagree	0	0%

The ethos of this School is being implemented well in the day-to-day life of the school

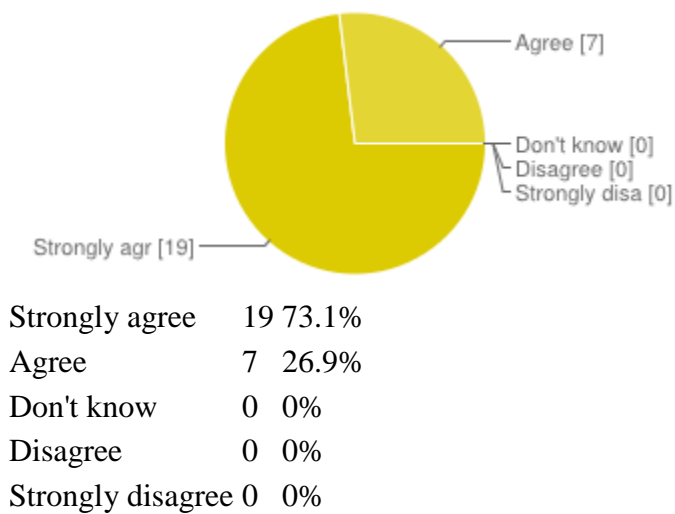


Strongly agree	15	57.7%
Agree	11	42.3%
Don't know	0	0%
Disagree	0	0%
Strongly disagree	0	0%

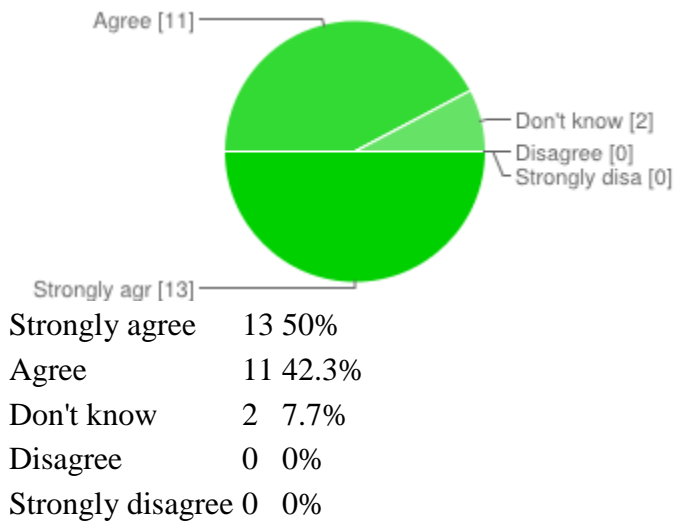
This School is welcoming of parents



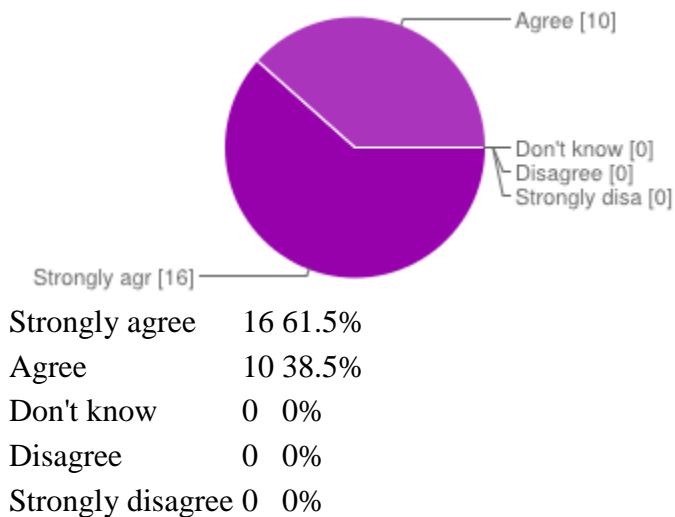
Parents in this School are given good quality information on their child's progress



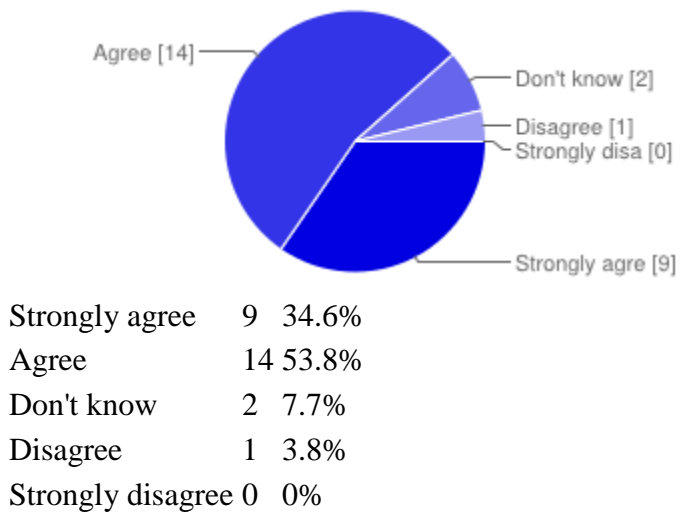
The School seeks the views of parents/guardians on relevant school matters



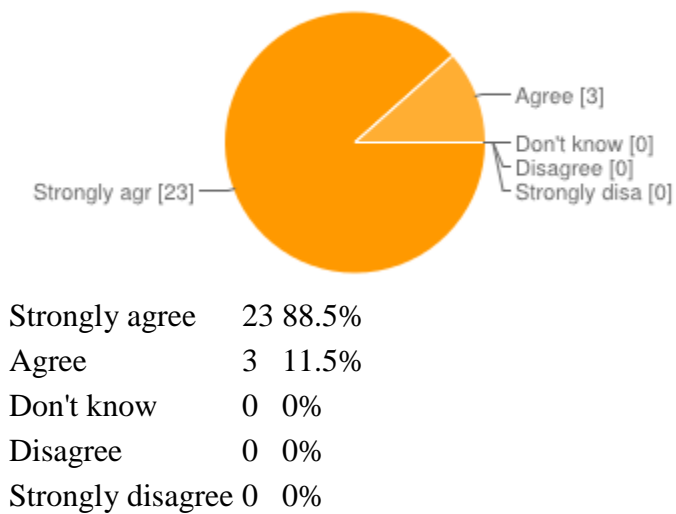
There are good student support systems in place for students in this School



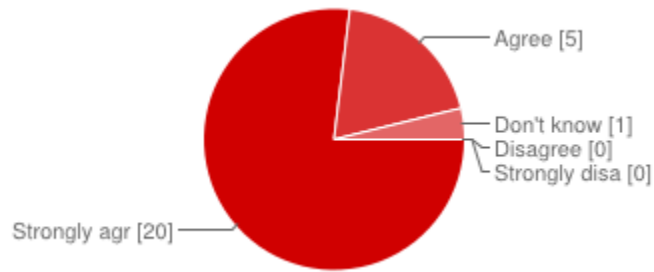
The Code of Behaviour is implemented consistently by staff in this School



The behaviour of students is generally good in this School

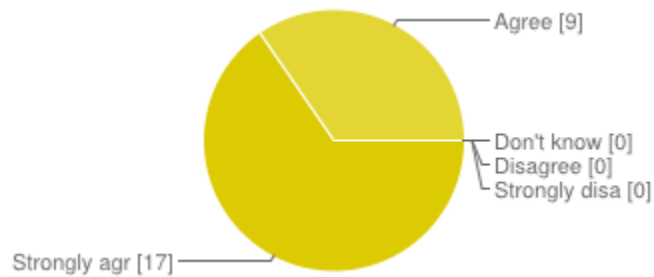


This School has formally adopted an anti-bullying policy



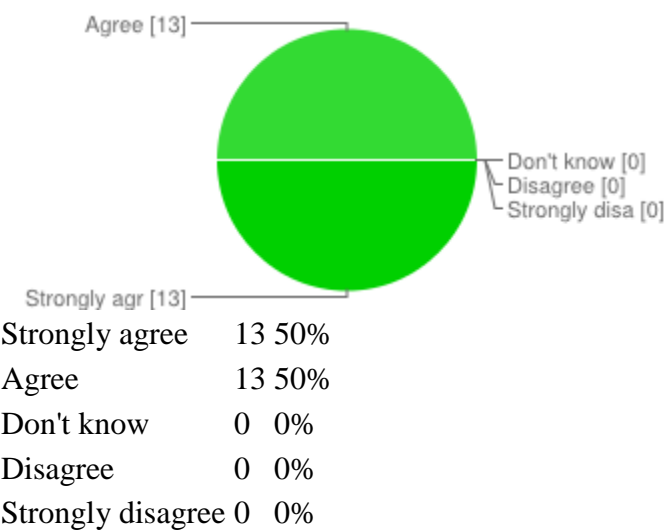
Strongly agree	20	76.9%
Agree	5	19.2%
Don't know	1	3.8%
Disagree	0	0%
Strongly disagree	0	0%

This School deals with bullying promptly and effectively

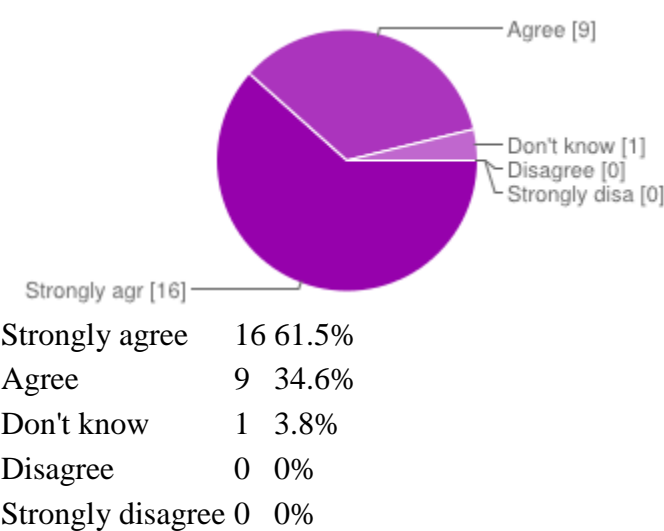


Strongly agree	17	65.4%
Agree	9	34.6%
Don't know	0	0%
Disagree	0	0%
Strongly disagree	0	0%

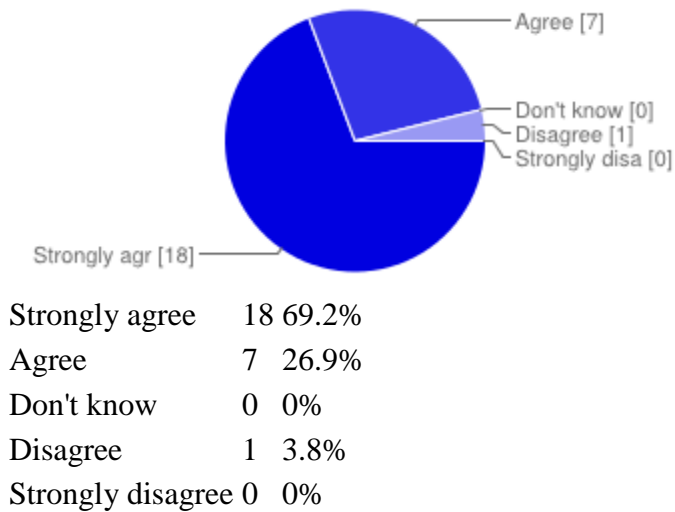
I have a good understanding of the Child Protection Procedures for Primary and Post-Primary Schools (Sept 2011)



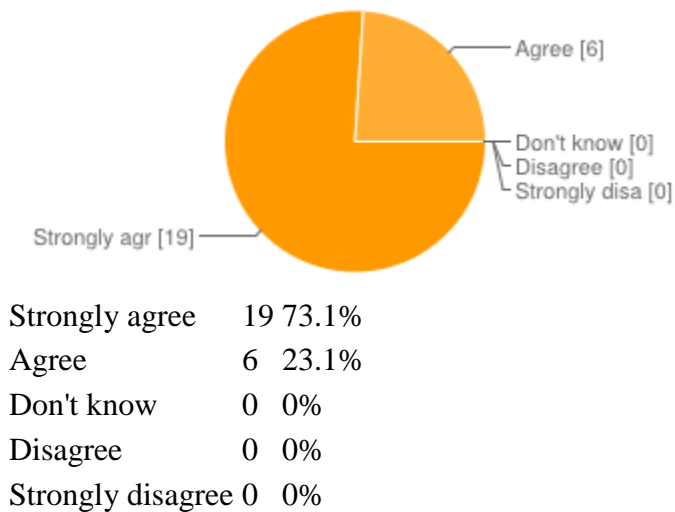
Facilities supporting students' learning are good in this School



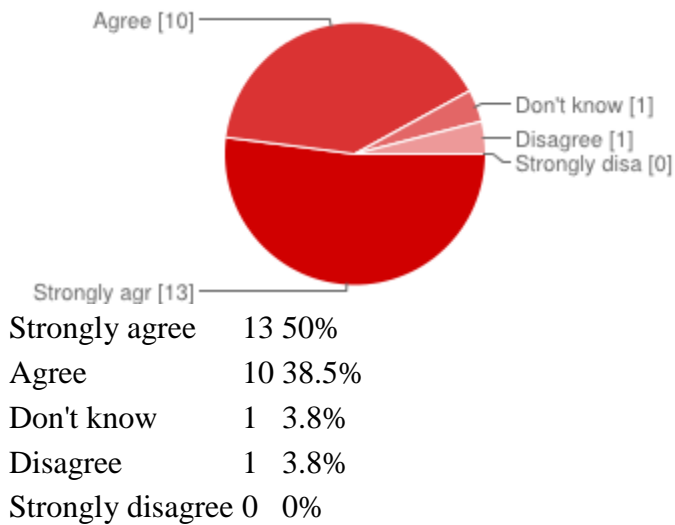
The curriculum offered by this School is sufficiently broad to meet the needs of our students



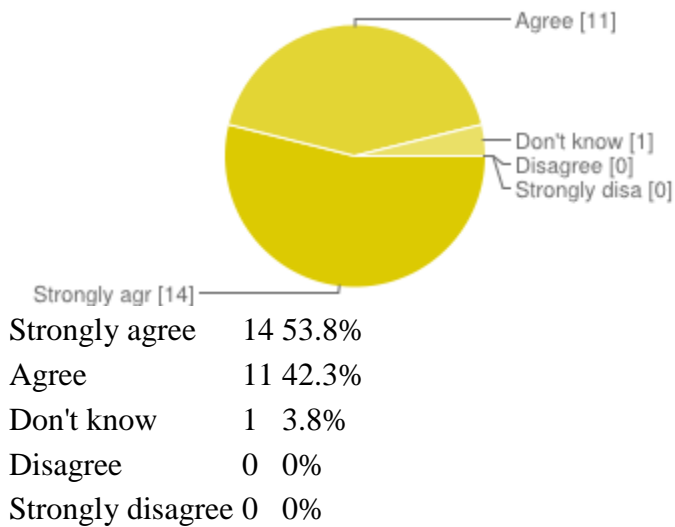
In this School, students are encouraged to maximize their potential



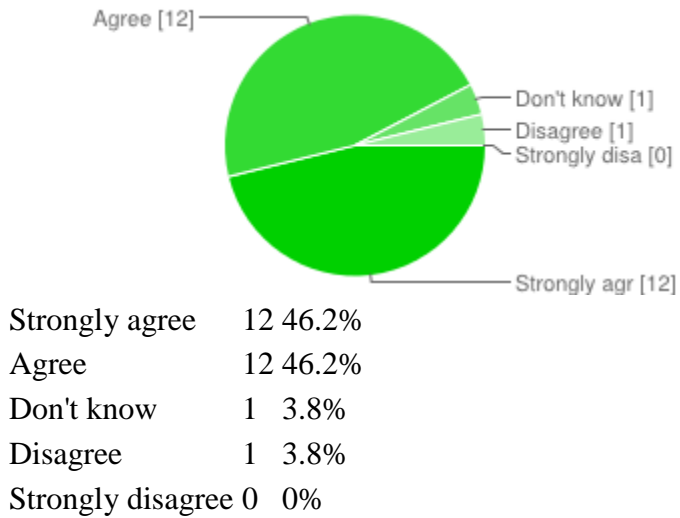
Students with special educational needs receive the additional supports they need in school



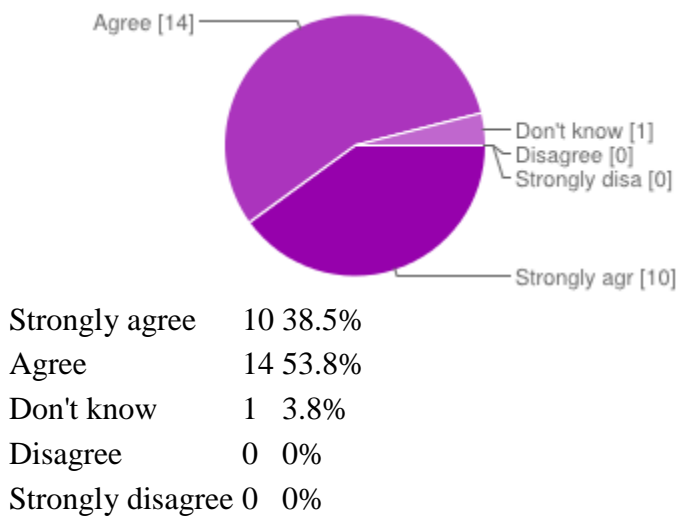
Students with special educational needs are included in classroom and school life



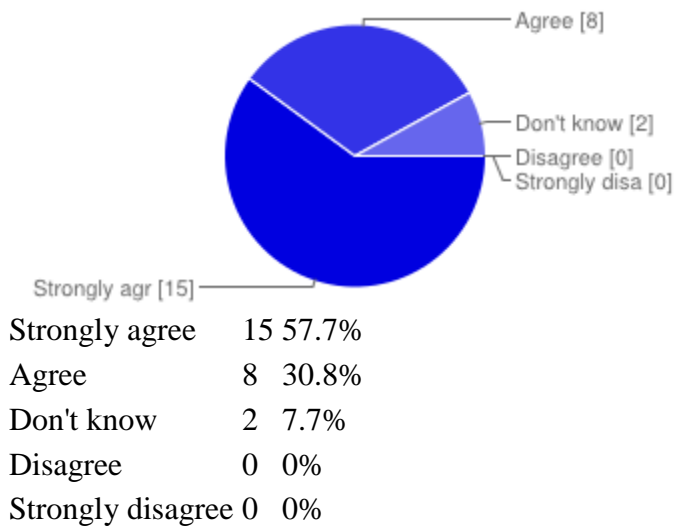
There is good communication among staff of this School



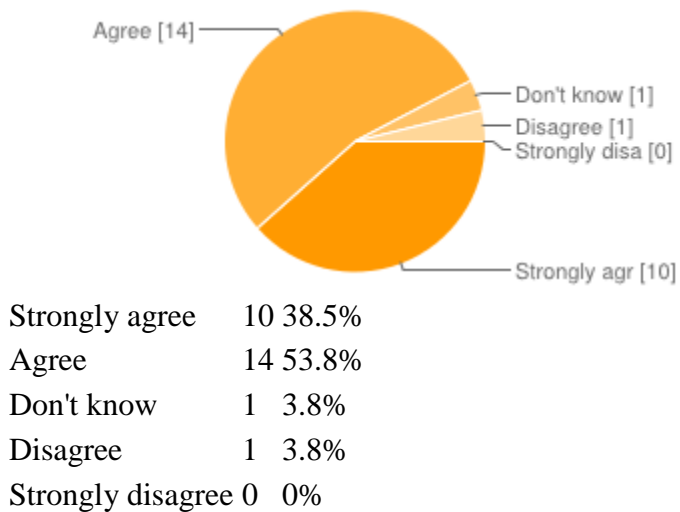
Teachers collaborate well and share good practice with each other in this school



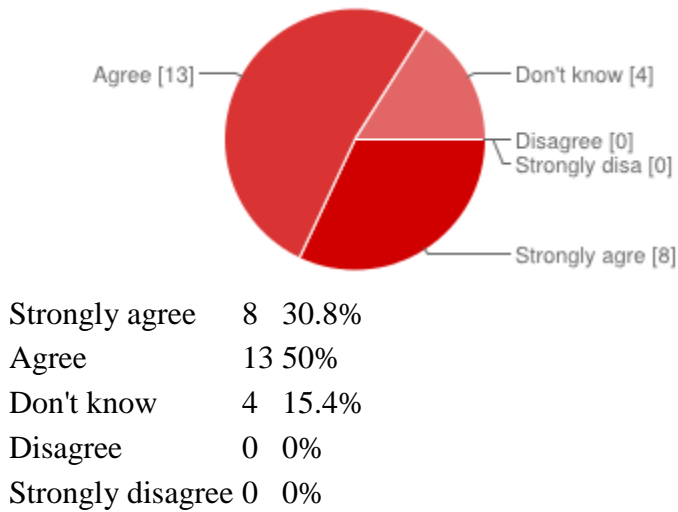
The subject department structure in this school supports teaching and learning effectively



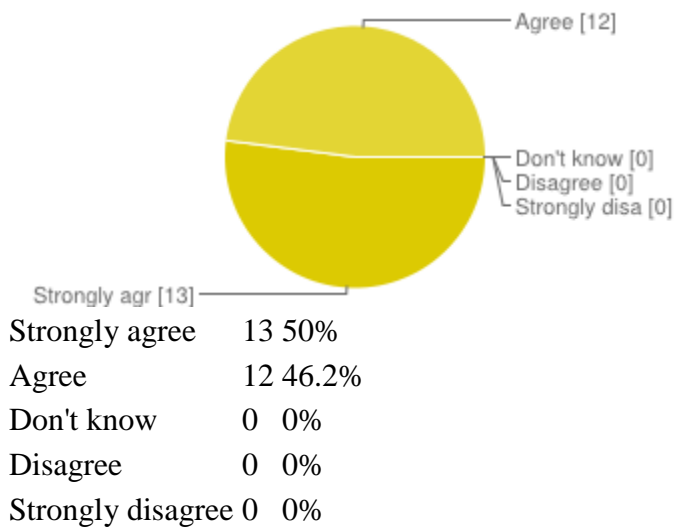
Subject plans inform teaching and learning in the school



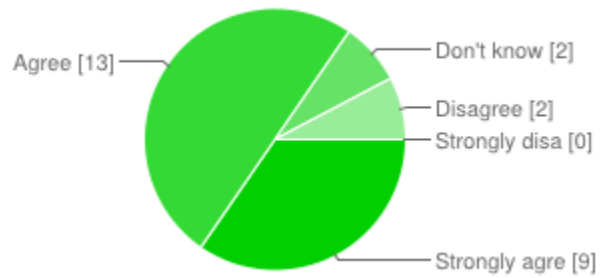
School self-evaluation is used to improve students' learning in the school



Teachers are encouraged to avail of professional development opportunities

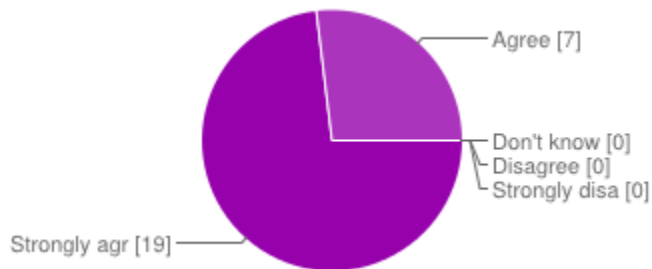


I have good access to ICT facilities



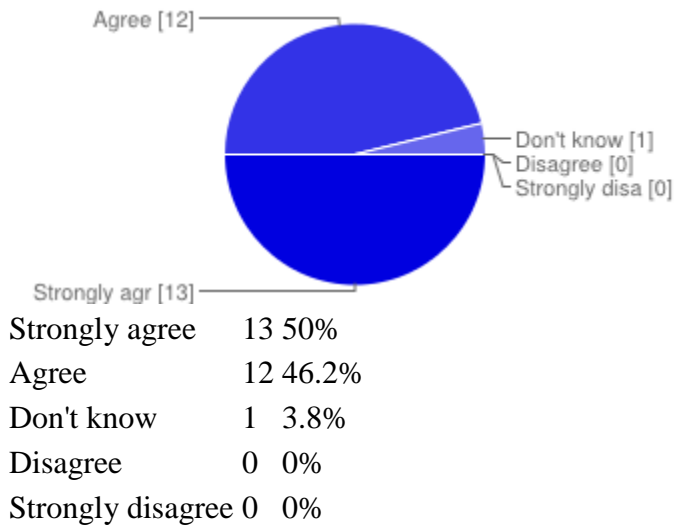
Strongly agree	9	34.6%
Agree	13	50%
Don't know	2	7.7%
Disagree	2	7.7%
Strongly disagree	0	0%

This School is well run

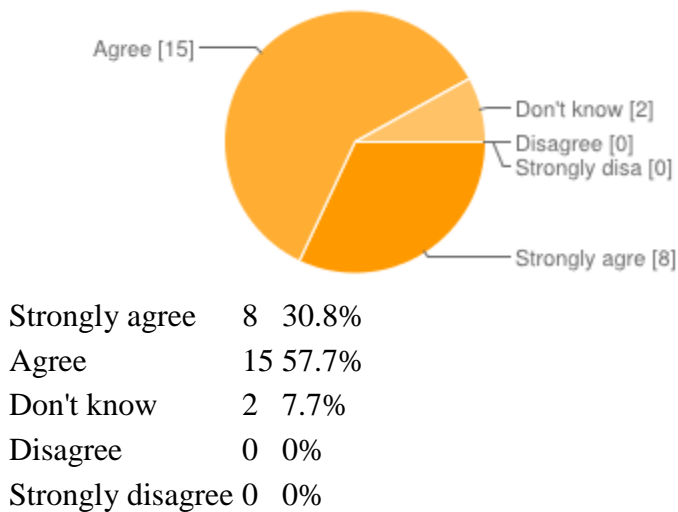


Strongly agree	19	73.1%
Agree	7	26.9%
Don't know	0	0%
Disagree	0	0%
Strongly disagree	0	0%

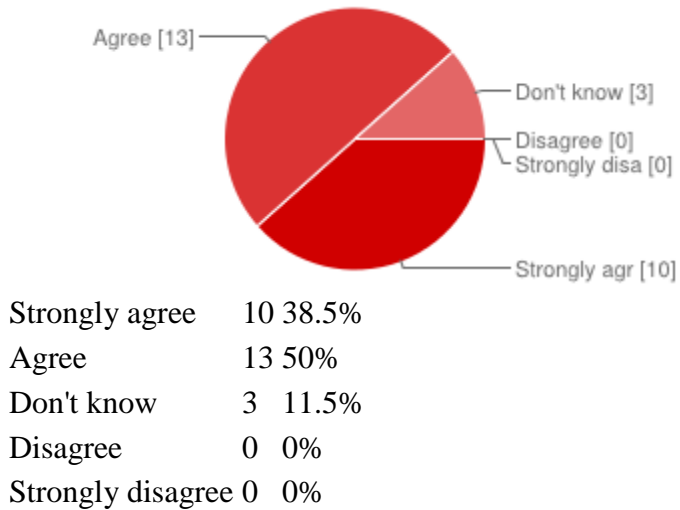
The in-school management system in this school is effective



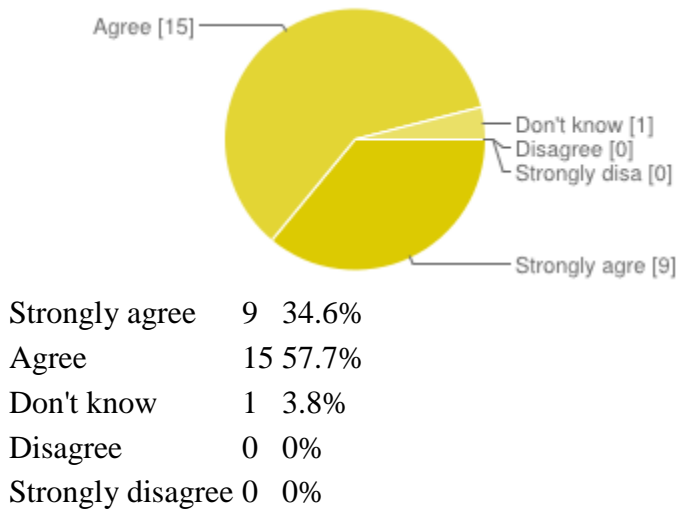
The Board of Management keeps teachers informed about its leadership and management role



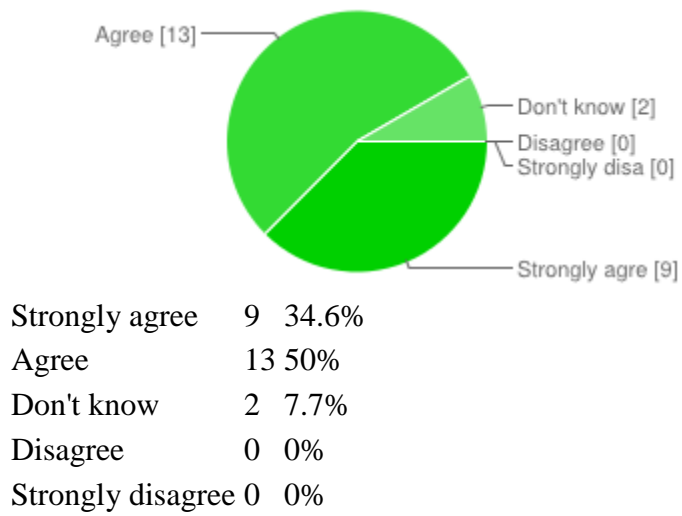
The views of teachers are valued in the decision-making processes in the School



Whole-School Organizational Policies inform day-to-day life in the school



New teachers are well supported when they start in this school



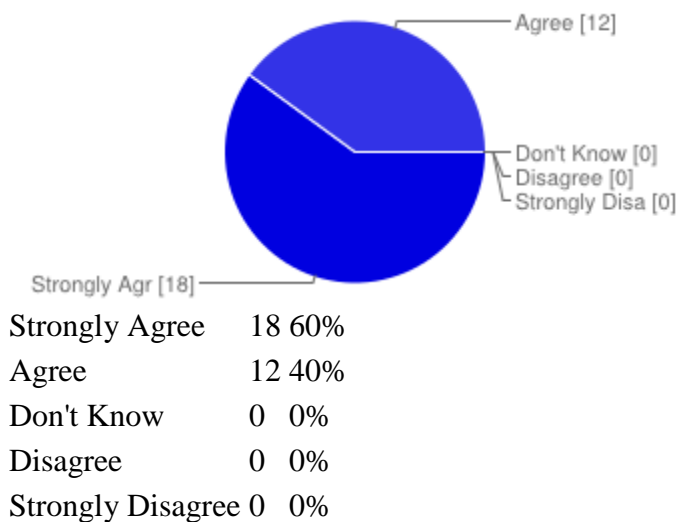
Whole School Survey March 2015

Parent Responses

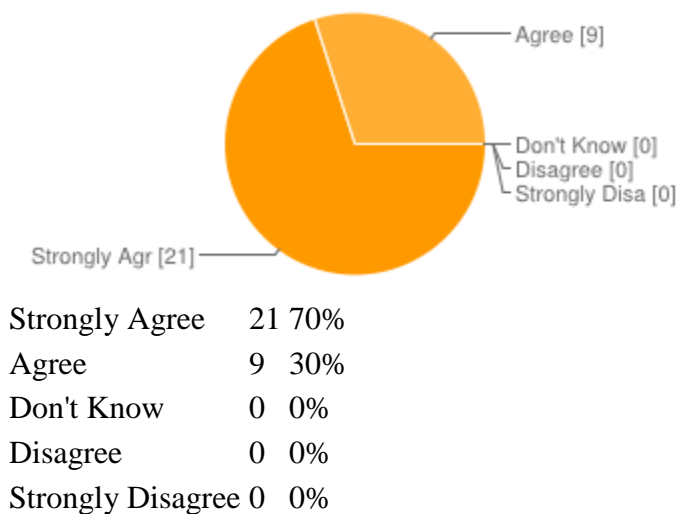
1ST Years Parents

Summary

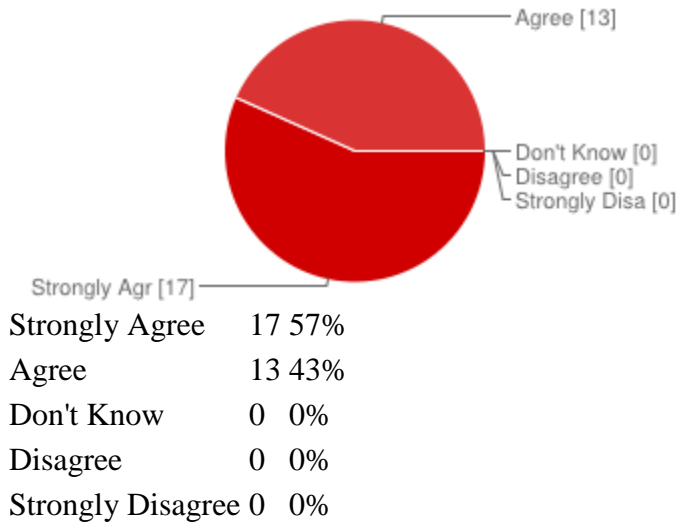
There is a good atmosphere in the school



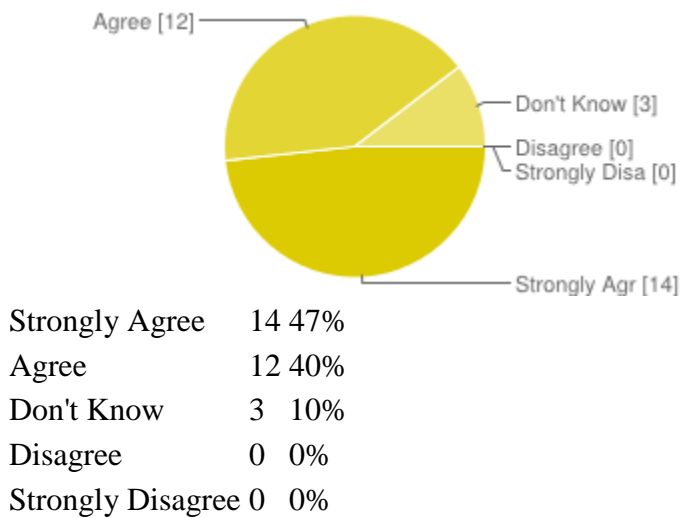
I feel welcome in the school



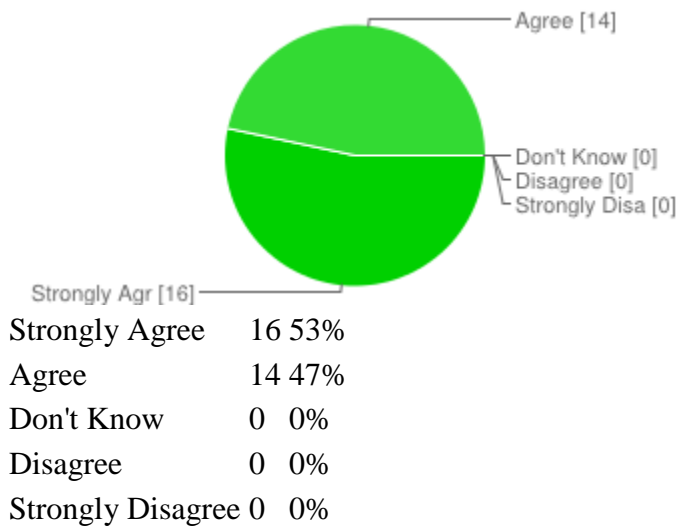
The school is well run



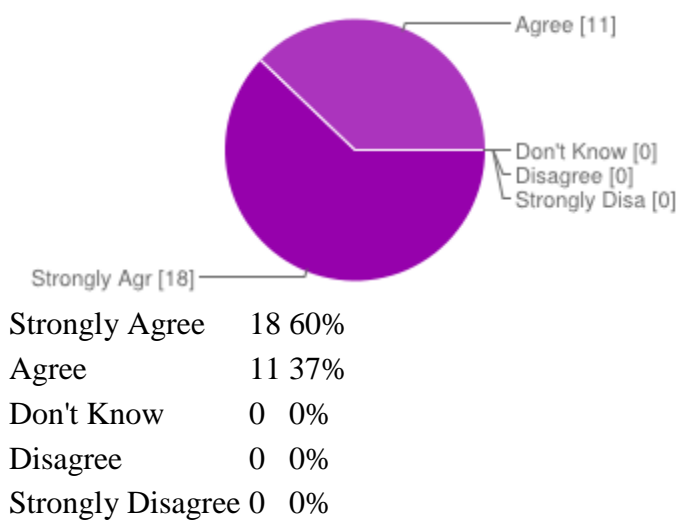
Discipline is good in the school



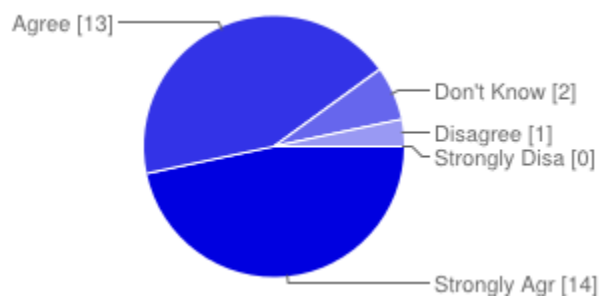
My child feels safe and well looked after in the school



My child is treated fairly and respectfully in the school

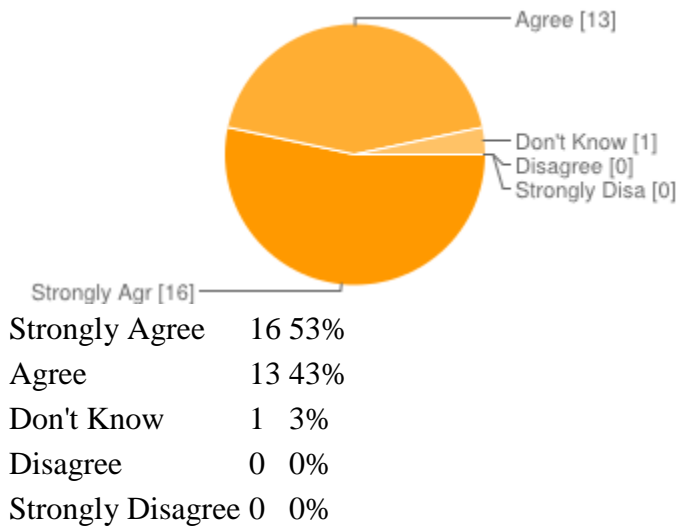


The school helps my child's social and personal development

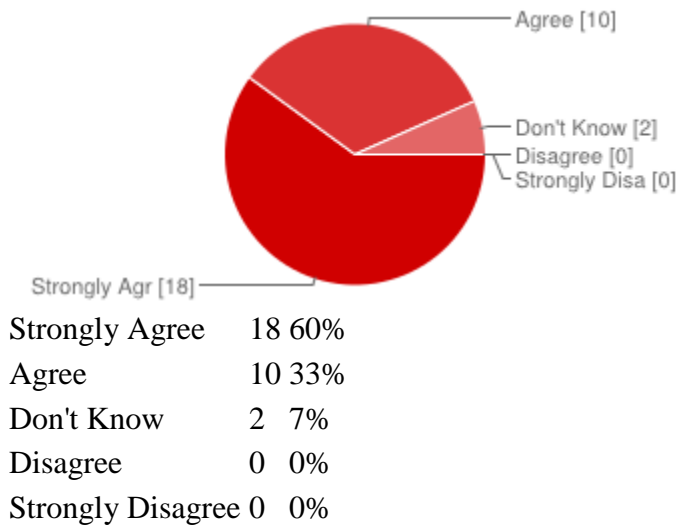


Strongly Agree	14	47%
Agree	13	43%
Don't Know	2	7%
Disagree	1	3%
Strongly Disagree	0	0%

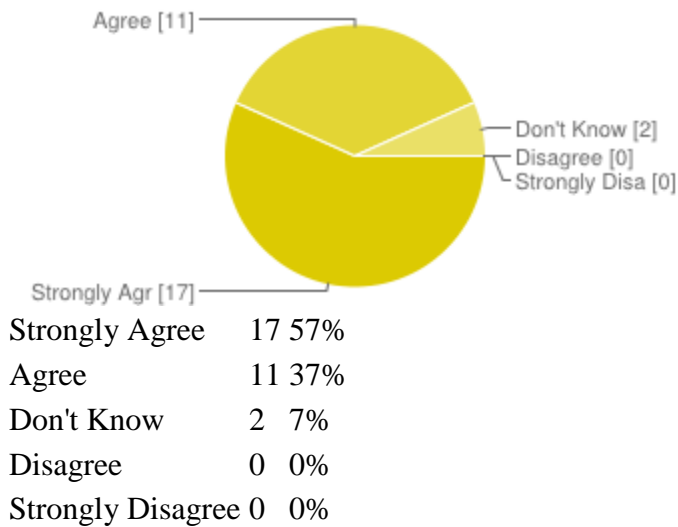
I have been informed of the schools code of behaviour school rules



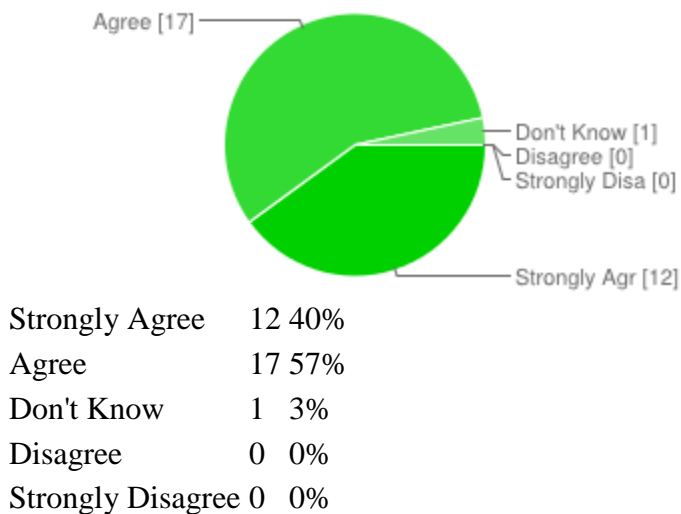
I have been informed of the schools antibullying policy



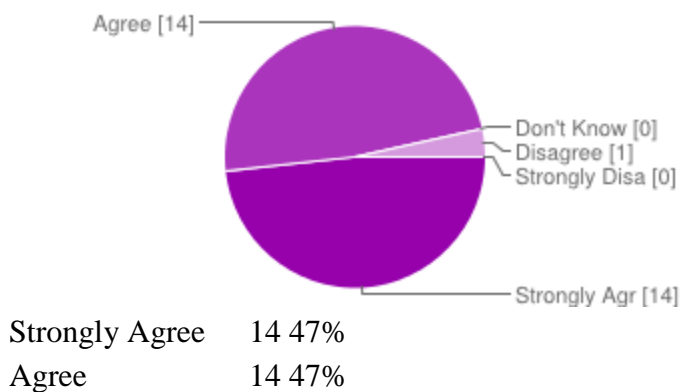
I know who to approach in the school if my child experiences bullying



I am confident that if my child experiences bullying the school will act promptly and effectively

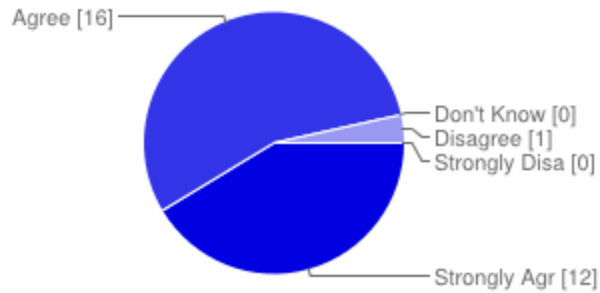


My child enjoys school



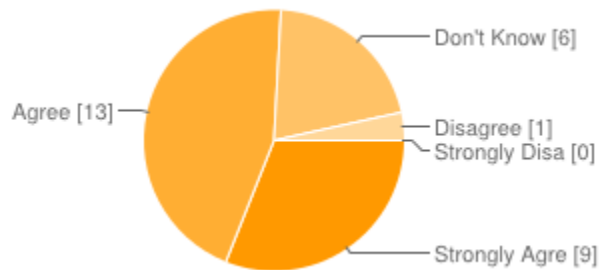
Don't Know	0	0%
Disagree	1	3%
Strongly Disagree	0	0%

Teaching is good in the school



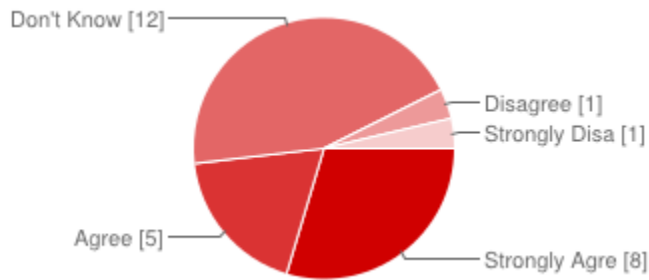
Strongly Agree	12	40%
Agree	16	53%
Don't Know	0	0%
Disagree	1	3%
Strongly Disagree	0	0%

My child has been taught in school about drugs and alcohol issues



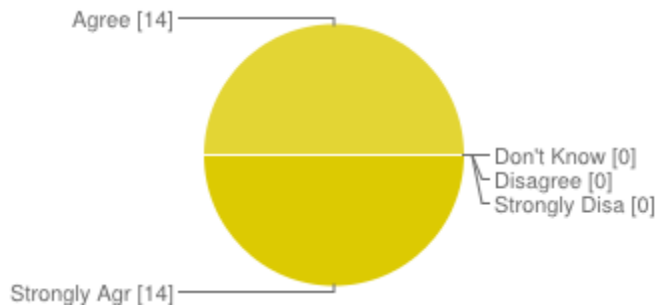
Strongly Agree	9	30%
Agree	13	43%
Don't Know	6	20%
Disagree	1	3%
Strongly Disagree	0	0%

I have been informed of the details of the relationships and sexuality policy of the school



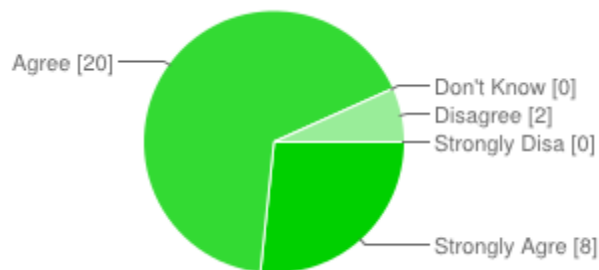
Strongly Agree	8	27%
Agree	5	17%
Don't Know	12	40%
Disagree	1	3%
Strongly Disagree	1	3%

My child is doing well in school



Strongly Agree	14	47%
Agree	14	47%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

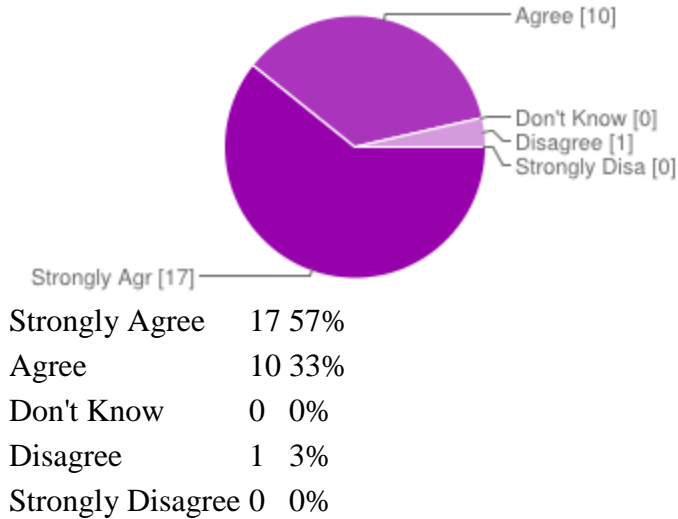
I am happy with the amount of homework my child gets



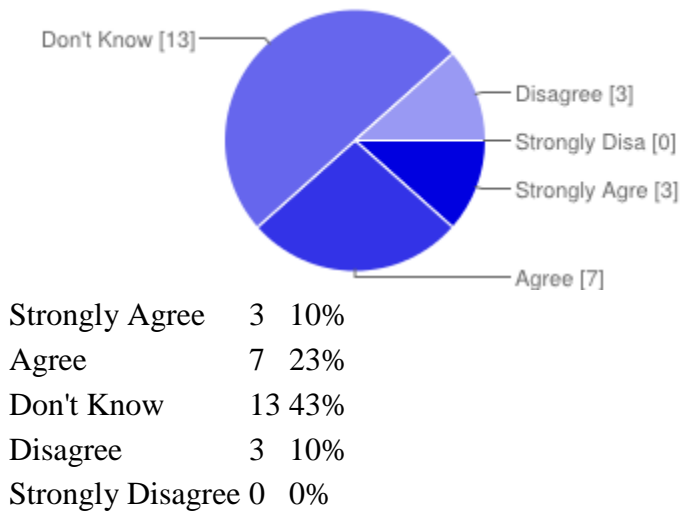
Strongly Agree	8	27%
Agree	20	67%

Don't Know	0	0%
Disagree	2	7%
Strongly Disagree	0	0%

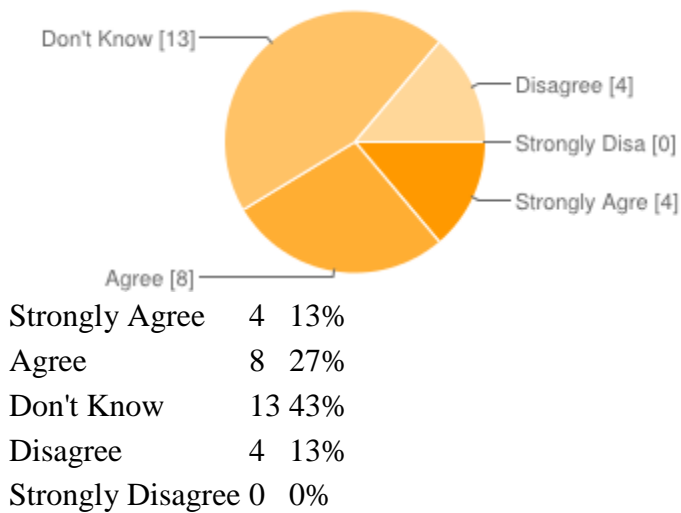
School reports give me a good picture of how my child is doing



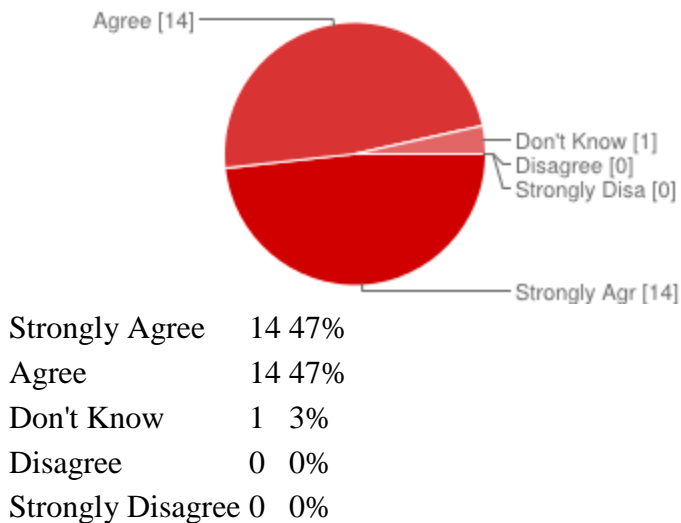
I received helpful advice from the school when my child was choosing subjects



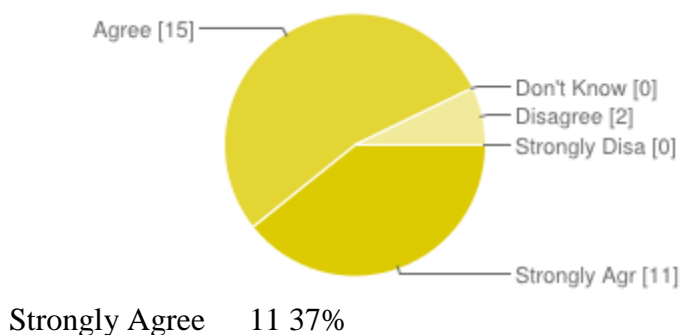
The school consults me if my child needs extra help



I know who to talk to in the school if there is a problem

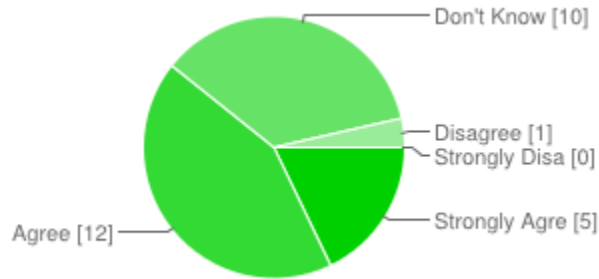


I am satisfied with the arrangements for parent teacher meetings



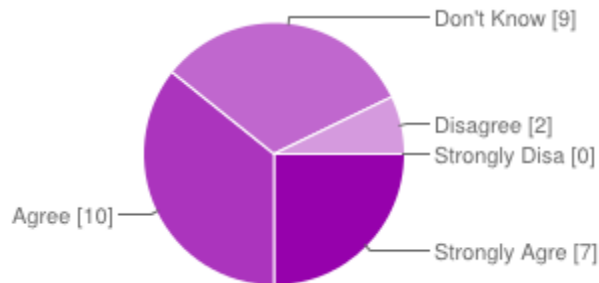
Agree	15	50%
Don't Know	0	0%
Disagree	2	7%
Strongly Disagree	0	0%

The school regularly seeks the views of parents on school matters



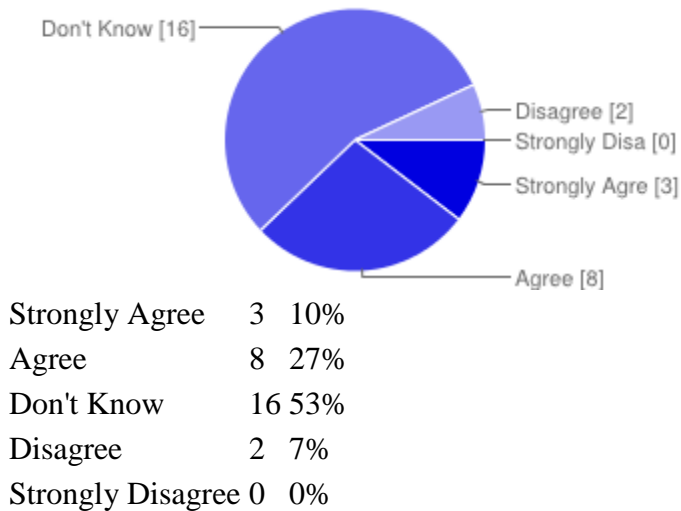
Strongly Agree	5	17%
Agree	12	40%
Don't Know	10	33%
Disagree	1	3%
Strongly Disagree	0	0%

Financial contributions to help the running of the school are voluntary

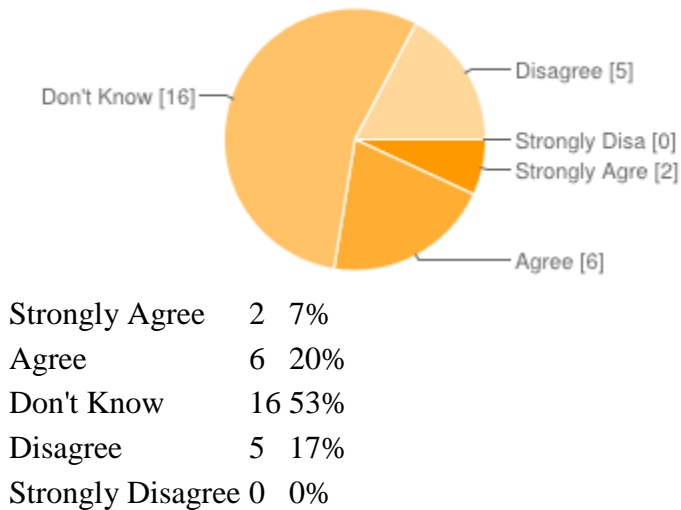


Strongly Agree	7	23%
Agree	10	33%
Don't Know	9	30%
Disagree	2	7%
Strongly Disagree	0	0%

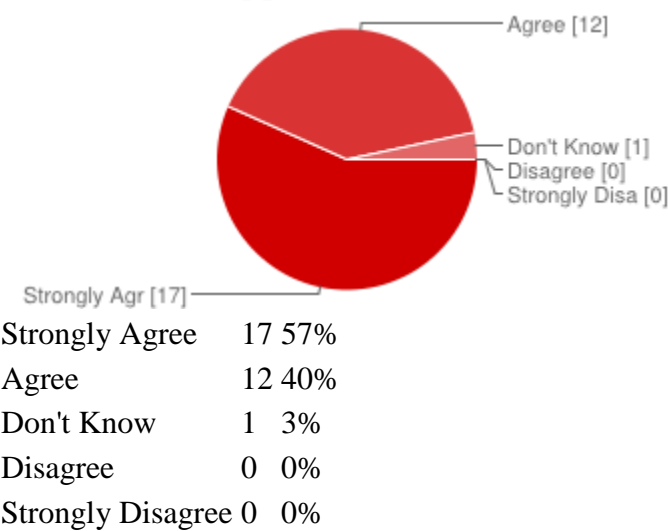
The board of management reports annually to parents on the work of the school



The school parents association keeps me informed about its work



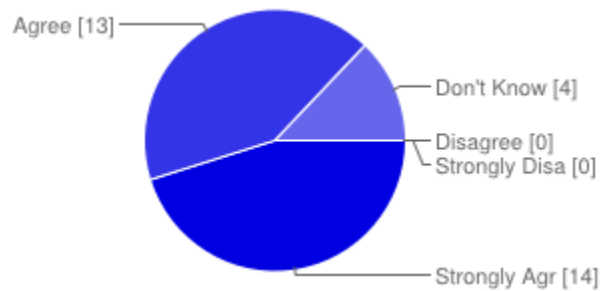
Overall I am happy with the school



2nd Year Parents

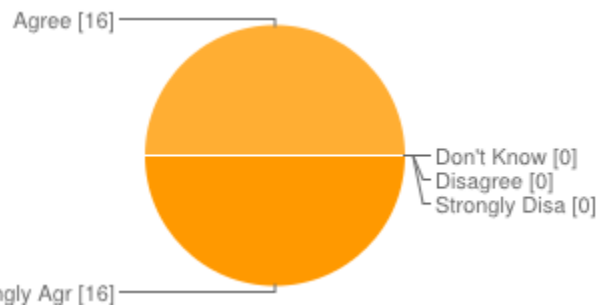
Summary

There is a good atmosphere in the school



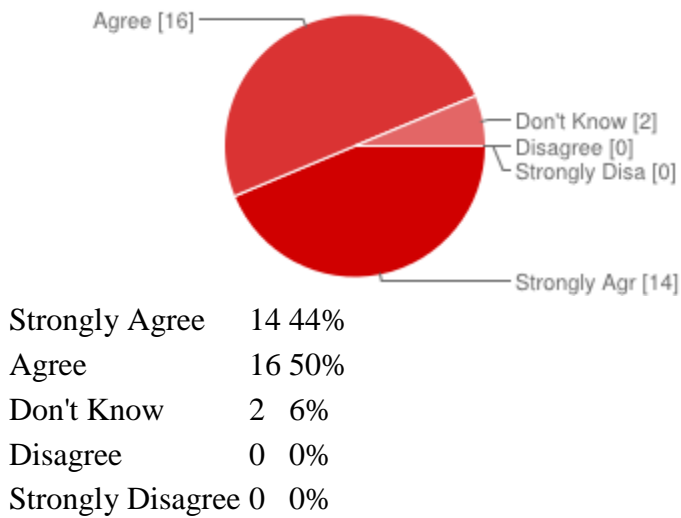
Strongly Agree	14	44%
Agree	13	41%
Don't Know	4	13%
Disagree	0	0%
Strongly Disagree	0	0%

I feel welcome in the school

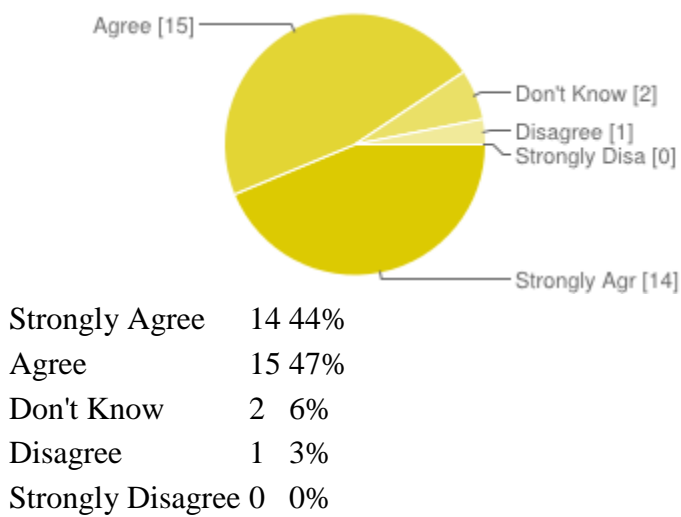


Strongly Agree	16	50%
Agree	16	50%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

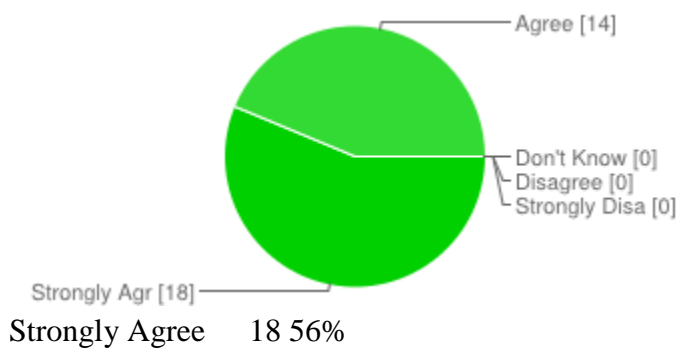
The school is well run



Discipline is good in the school

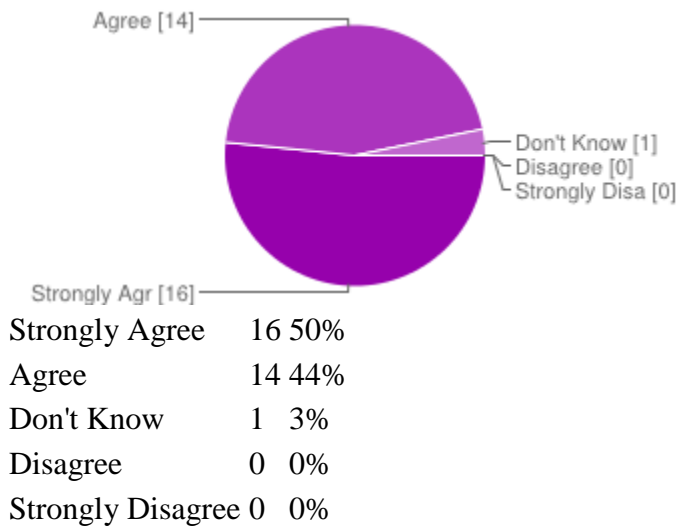


My child feels safe and well looked after in the school

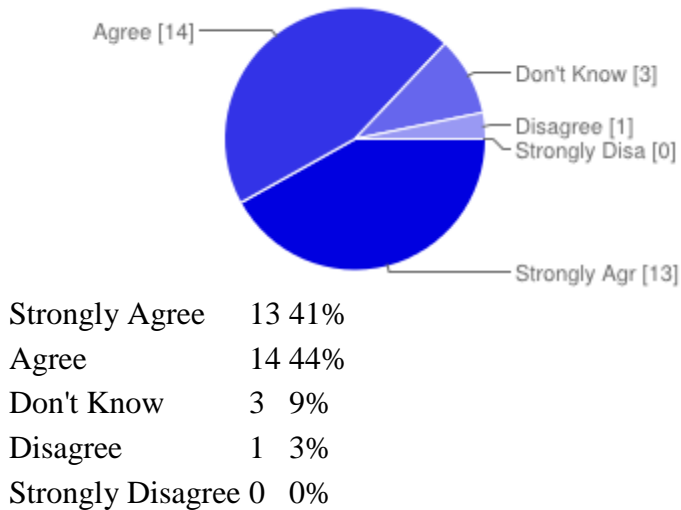


Agree	14	44%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

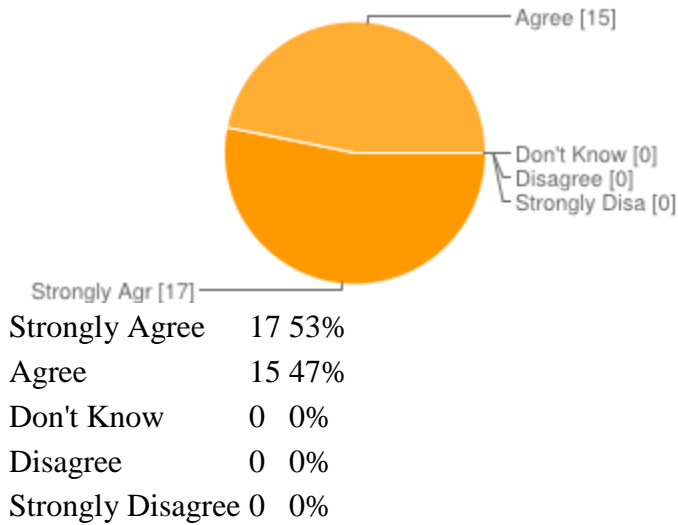
My child is treated fairly and respectfully in the school



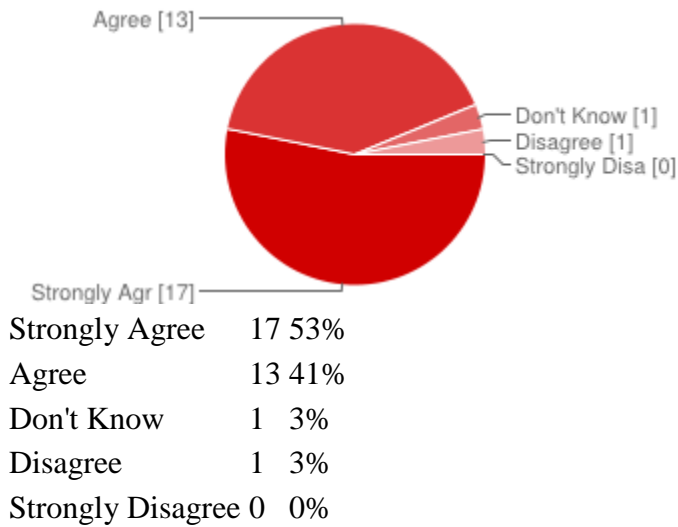
The school helps my child's social and personal development



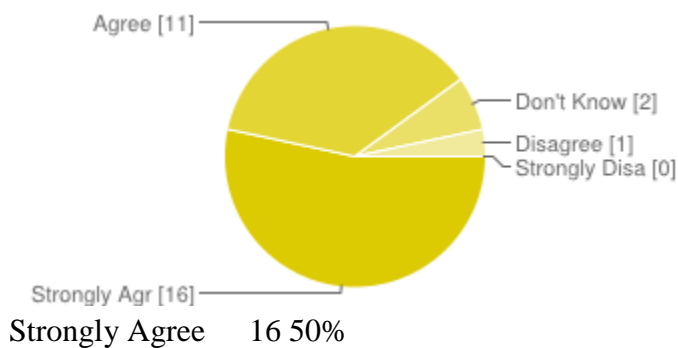
I have been informed of the schools code of behaviour school rules



I have been informed of the schools antibullying policy

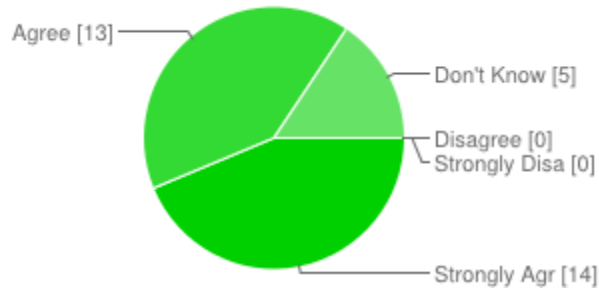


I know who to approach in the school if my child experiences bullying



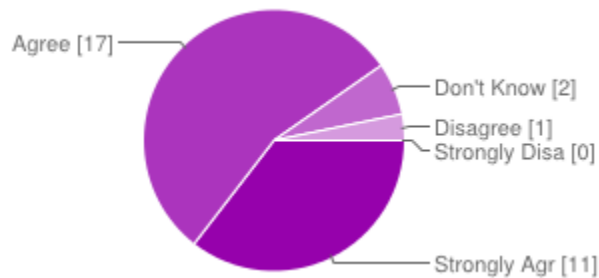
Agree	11	34%
Don't Know	2	6%
Disagree	1	3%
Strongly Disagree	0	0%

I am confident that if my child experiences bullying the school will act promptly and effectively



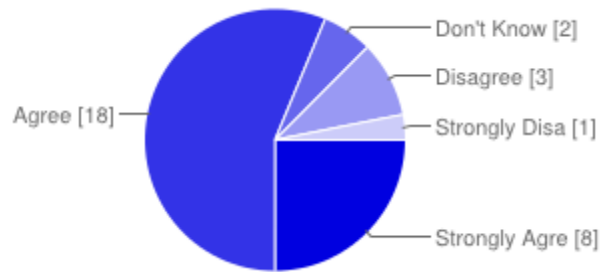
Strongly Agree	14	44%
Agree	13	41%
Don't Know	5	16%
Disagree	0	0%
Strongly Disagree	0	0%

My child enjoys school



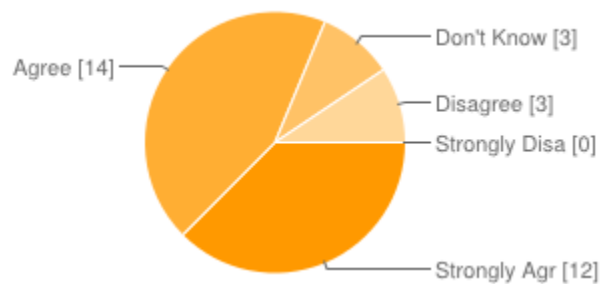
Strongly Agree	11	34%
Agree	17	53%
Don't Know	2	6%
Disagree	1	3%
Strongly Disagree	0	0%

Teaching is good in the school



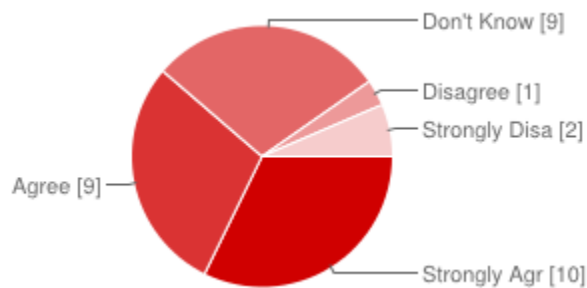
Strongly Agree	8	25%
Agree	18	56%
Don't Know	2	6%
Disagree	3	9%
Strongly Disagree	1	3%

My child has been taught in school about drugs and alcohol issues



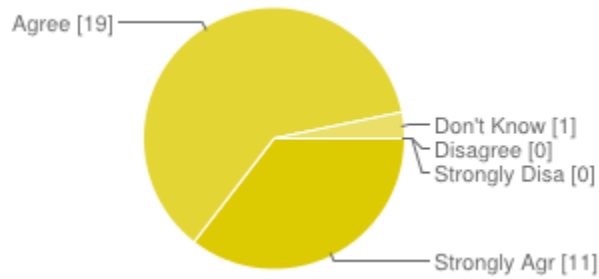
Strongly Agree	12	38%
Agree	14	44%
Don't Know	3	9%
Disagree	3	9%
Strongly Disagree	0	0%

I have been informed of the details of the relationships and sexuality policy of the school



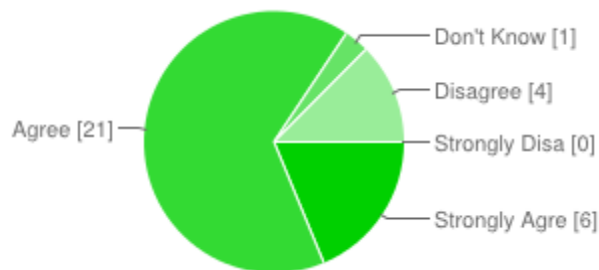
Strongly Agree	10	31%
Agree	9	28%
Don't Know	9	28%
Disagree	1	3%
Strongly Disagree	2	6%

My child is doing well in school



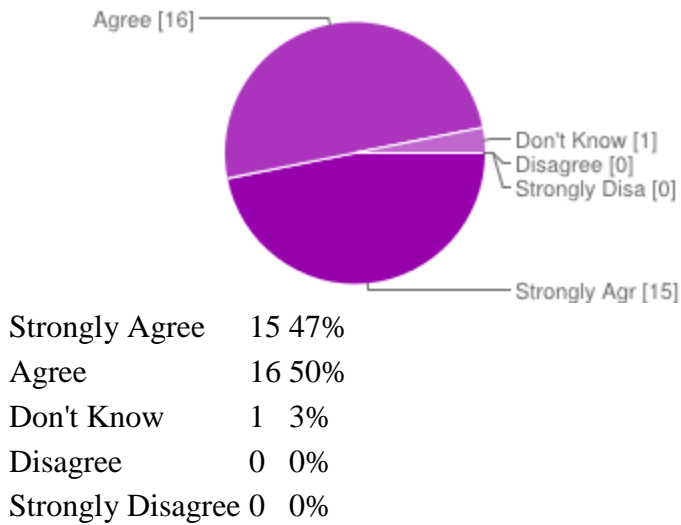
Strongly Agree	11	34%
Agree	19	59%
Don't Know	1	3%
Disagree	0	0%
Strongly Disagree	0	0%

I am happy with the amount of homework my child gets

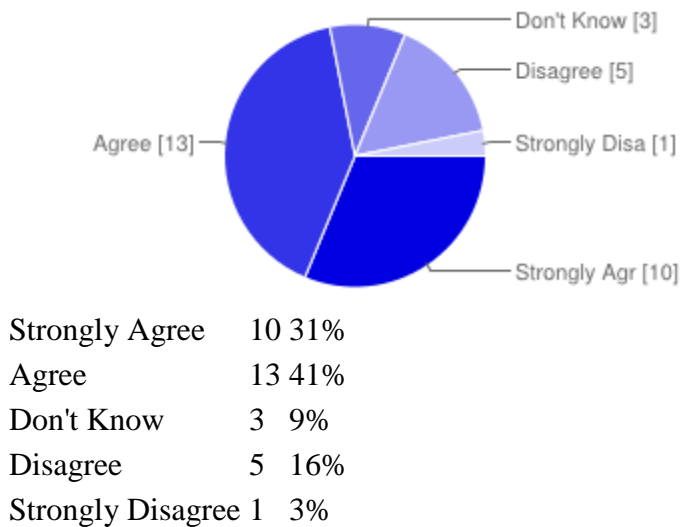


Strongly Agree	6	19%
Agree	21	66%
Don't Know	1	3%
Disagree	4	13%
Strongly Disagree	0	0%

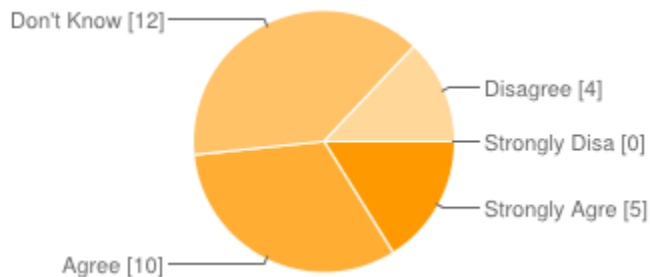
School reports give me a good picture of how my child is doing



I received helpful advice from the school when my child was choosing subjects

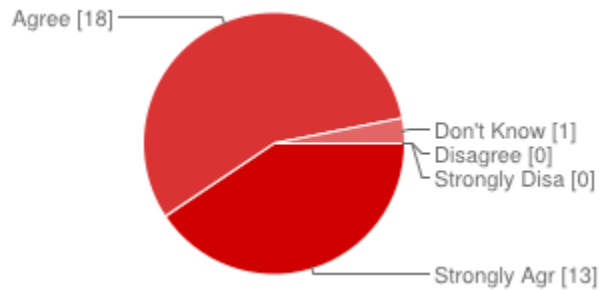


The school consults me if my child needs extra help



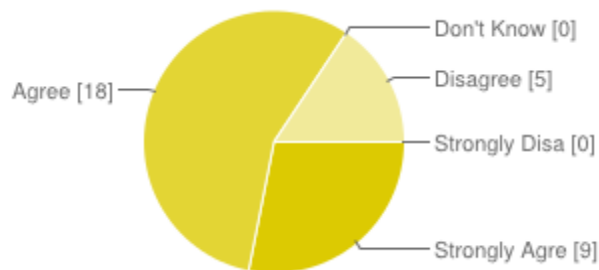
Strongly Agree	5	16%
Agree	10	31%
Don't Know	12	38%
Disagree	4	13%
Strongly Disagree	0	0%

I know who to talk to in the school if there is a problem



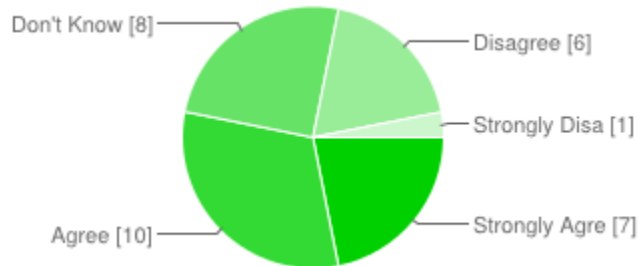
Strongly Agree	13	41%
Agree	18	56%
Don't Know	1	3%
Disagree	0	0%
Strongly Disagree	0	0%

I am satisfied with the arrangements fro parent teacher meetings



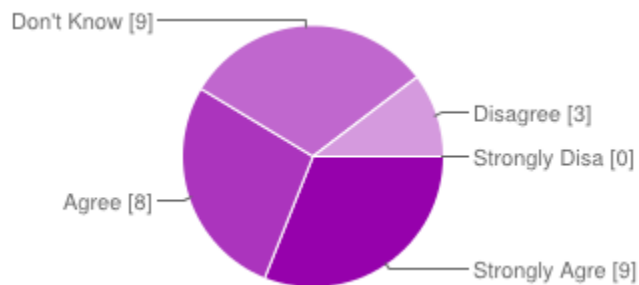
Strongly Agree	9	28%
Agree	18	56%
Don't Know	0	0%
Disagree	5	16%
Strongly Disagree	0	0%

The school regularly seeks the views of parents on school matters



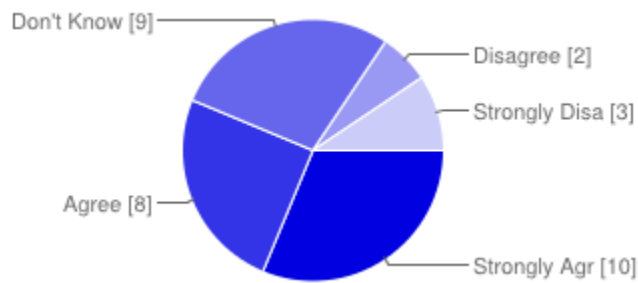
Strongly Agree	7	22%
Agree	10	31%
Don't Know	8	25%
Disagree	6	19%
Strongly Disagree	1	3%

Financial contributions to help the running of the school are voluntary



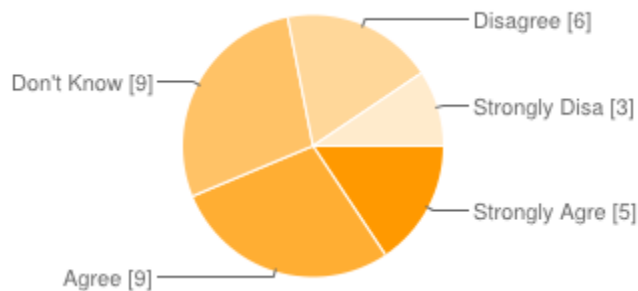
Strongly Agree	9	28%
Agree	8	25%
Don't Know	9	28%
Disagree	3	9%
Strongly Disagree	0	0%

The board of management reports annually to parents on the work of the school



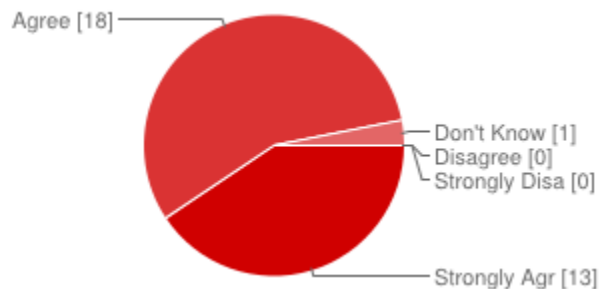
Strongly Agree	10	31%
Agree	8	25%
Don't Know	9	28%
Disagree	2	6%
Strongly Disagree	3	9%

The school parents association keeps me informed about its work



Strongly Agree	5	16%
Agree	9	28%
Don't Know	9	28%
Disagree	6	19%
Strongly Disagree	3	9%

Overall I am happy with the school

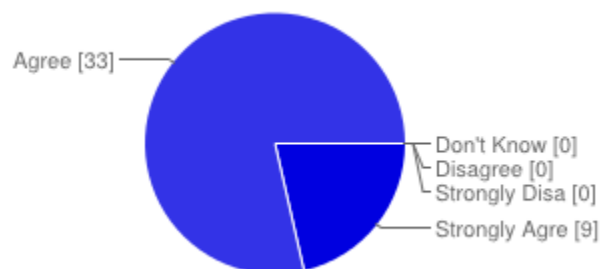


Strongly Agree	13	41%
Agree	18	56%
Don't Know	1	3%
Disagree	0	0%
Strongly Disagree	0	0%

3rd Year Parents Responses

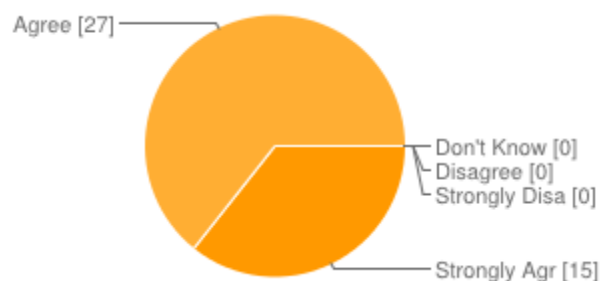
Summary

There is a good atmosphere in the school



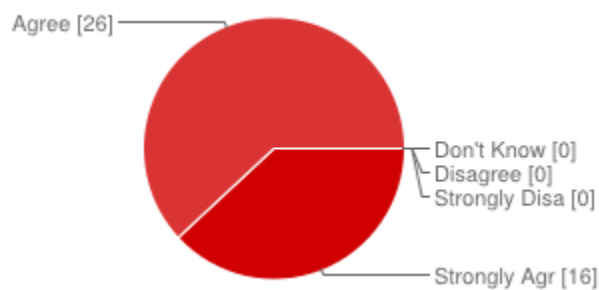
Strongly Agree	9	21%
Agree	33	79%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

I feel welcome in the school



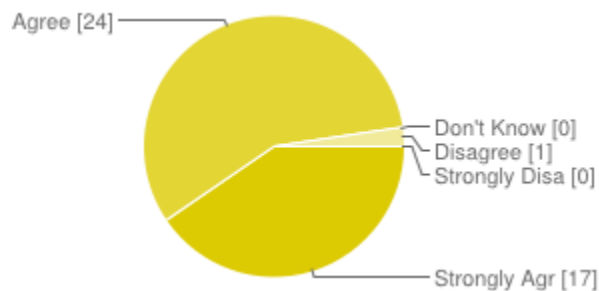
Strongly Agree	15	36%
Agree	27	64%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

The school is well run



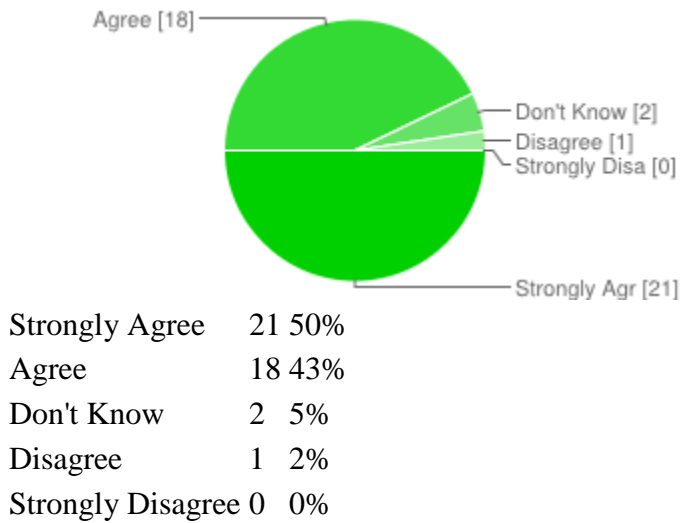
Strongly Agree	16	38%
Agree	26	62%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Discipline is good in the school

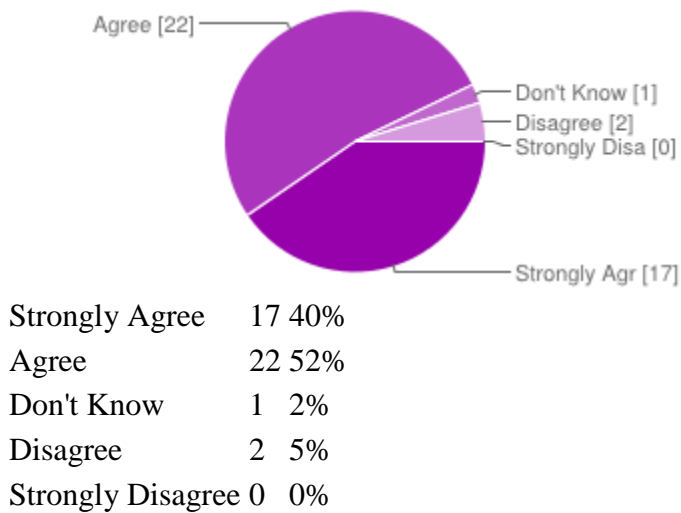


Strongly Agree	17	40%
Agree	24	57%
Don't Know	0	0%
Disagree	1	2%
Strongly Disagree	0	0%

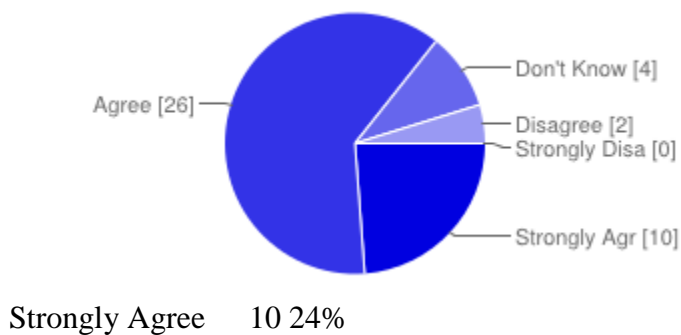
My child feels safe and well looked after in the school



My child is treated fairly and respectfully in the school

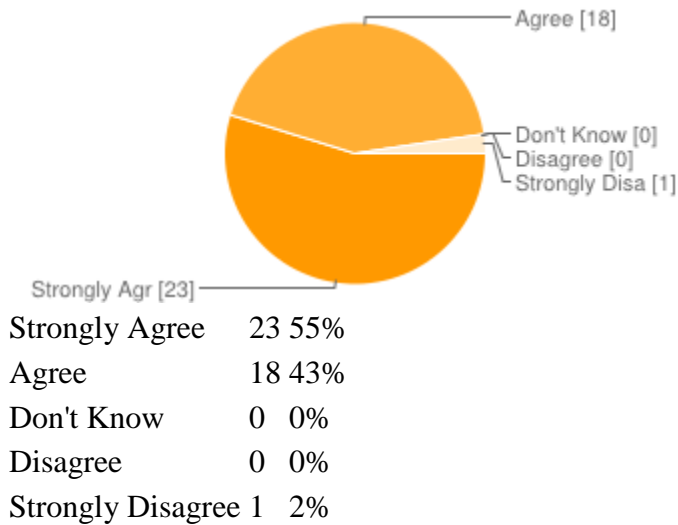


The school helps my child's social and personal development

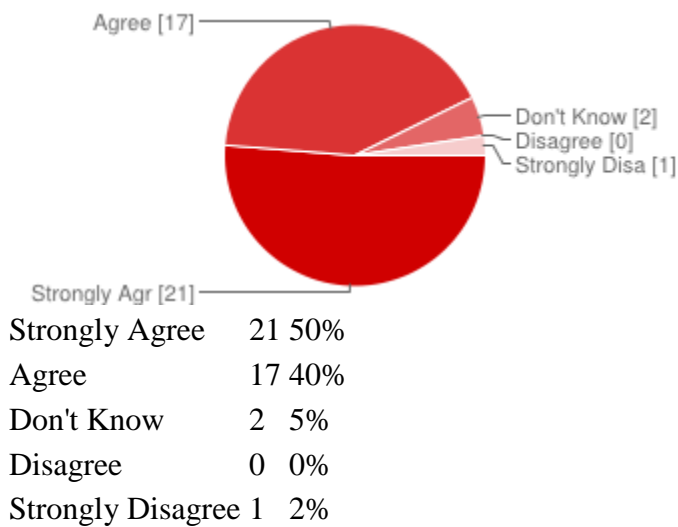


Agree	26	62%
Don't Know	4	10%
Disagree	2	5%
Strongly Disagree	0	0%

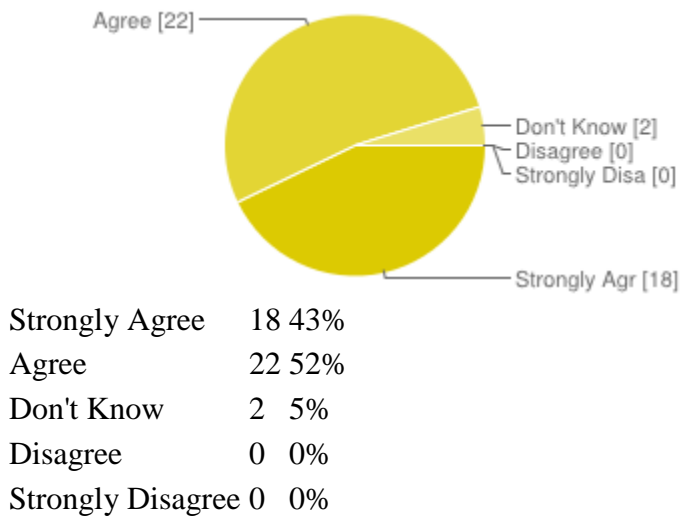
I have been informed of the schools Code of Behaviour school rules



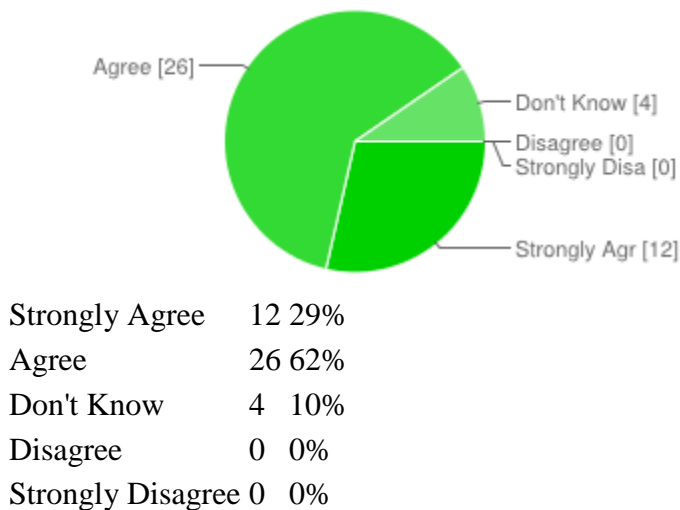
I have been informed of the schools antibullying policy



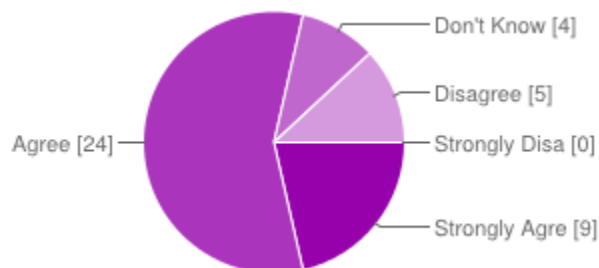
I know who to approach in the school if my child experiences bullying



I am confident that if my child experiences bullying the school will act promptly and effectively

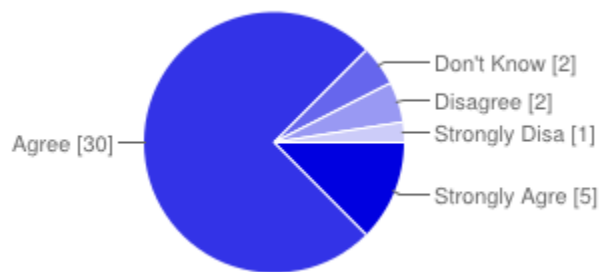


My child enjoys school



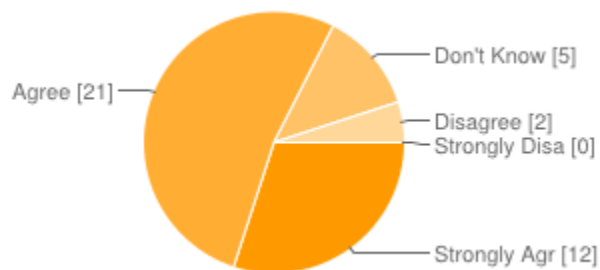
Strongly Agree	9	21%
Agree	24	57%
Don't Know	4	10%
Disagree	5	12%
Strongly Disagree	0	0%

Teaching is good in the school



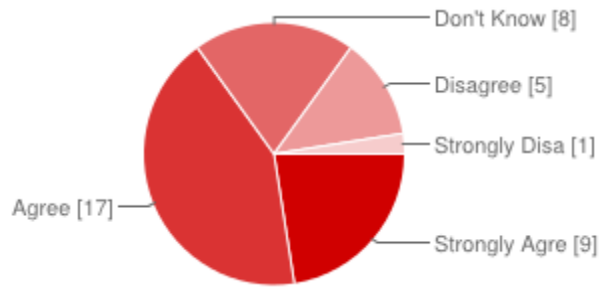
Strongly Agree	5	12%
Agree	30	71%
Don't Know	2	5%
Disagree	2	5%
Strongly Disagree	1	2%

My child has been taught in school about drugs and alcohol issues



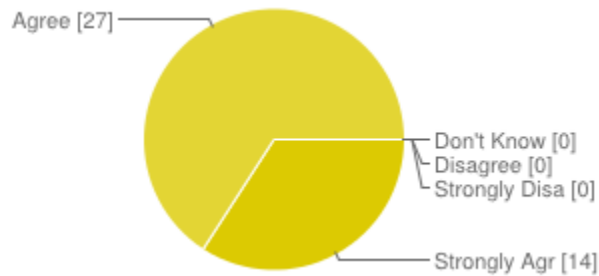
Strongly Agree	12	29%
Agree	21	50%
Don't Know	5	12%
Disagree	2	5%
Strongly Disagree	0	0%

I have been informed of the details of the relationships and sexuality policy of the school



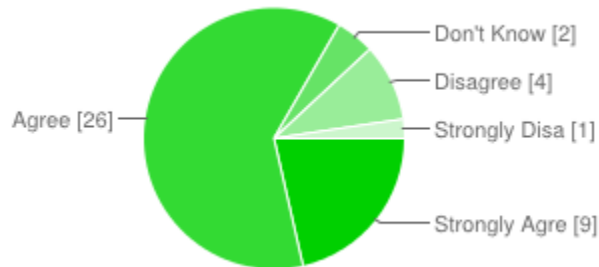
Strongly Agree	9	21%
Agree	17	40%
Don't Know	8	19%
Disagree	5	12%
Strongly Disagree	1	2%

My child is doing well in school



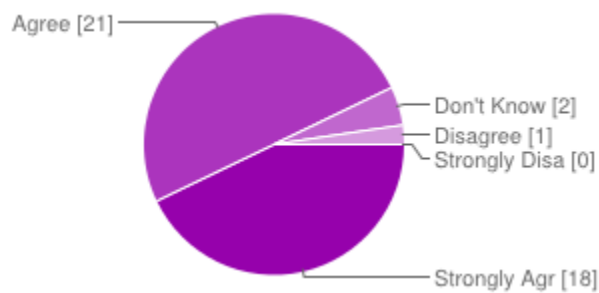
Strongly Agree	14	33%
Agree	27	64%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

I am happy with the amount of homework my child gets



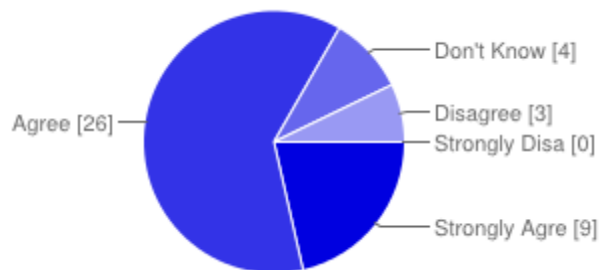
Strongly Agree	9	21%
Agree	26	62%
Don't Know	2	5%
Disagree	4	10%
Strongly Disagree	1	2%

School reports give me a good picture of how my child is doing



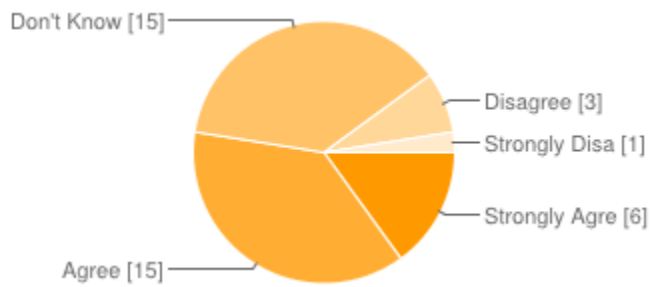
Strongly Agree	18	43%
Agree	21	50%
Don't Know	2	5%
Disagree	1	2%
Strongly Disagree	0	0%

I received helpful advice from the school when my child was choosing subjects



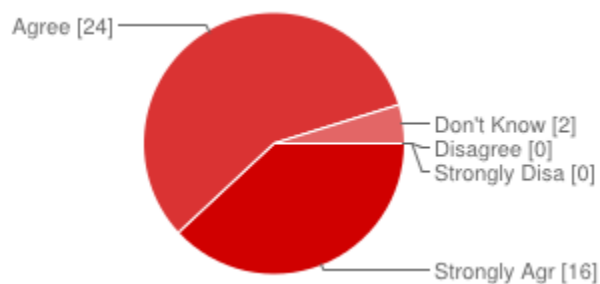
Strongly Agree	9	21%
Agree	26	62%
Don't Know	4	10%
Disagree	3	7%
Strongly Disagree	0	0%

The school consults me if my child needs extra help



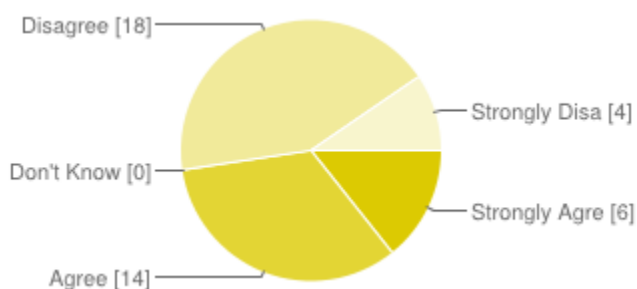
Strongly Agree	6	14%
Agree	15	36%
Don't Know	15	36%
Disagree	3	7%
Strongly Disagree	1	2%

I know who to talk to in the school if there is a problem



Strongly Agree	16	38%
Agree	24	57%
Don't Know	2	5%
Disagree	0	0%
Strongly Disagree	0	0%

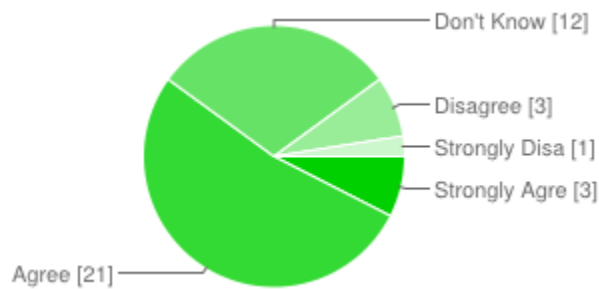
I am satisfied with the arrangements for parent teacher meetings



Strongly Agree	6	14%
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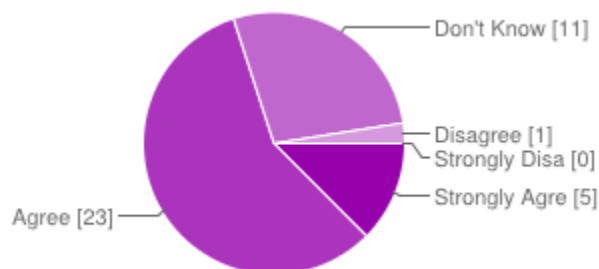
Agree	14	33%
Don't Know	0	0%
Disagree	18	43%
Strongly Disagree	4	10%

The school regularly seeks the views of parents on school matters



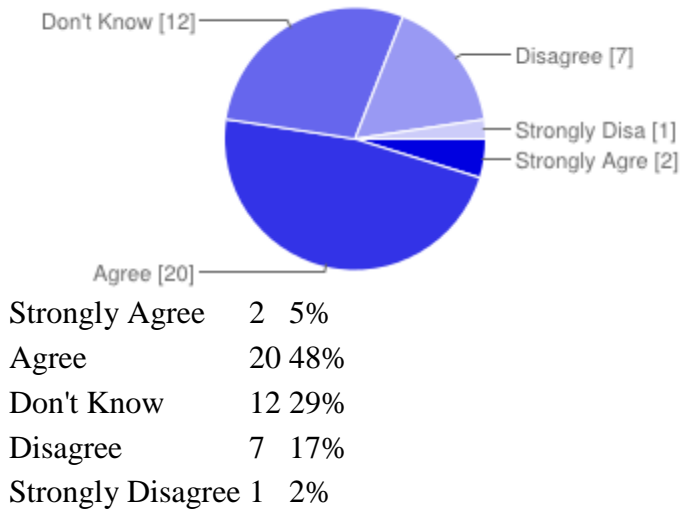
Strongly Agree	3	7%
Agree	21	50%
Don't Know	12	29%
Disagree	3	7%
Strongly Disagree	1	2%

Financial contributions to help the running of the school are voluntary

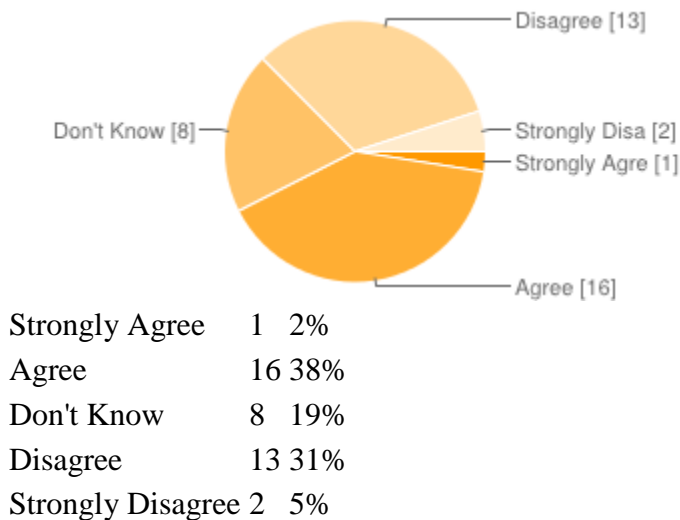


Strongly Agree	5	12%
Agree	23	55%
Don't Know	11	26%
Disagree	1	2%
Strongly Disagree	0	0%

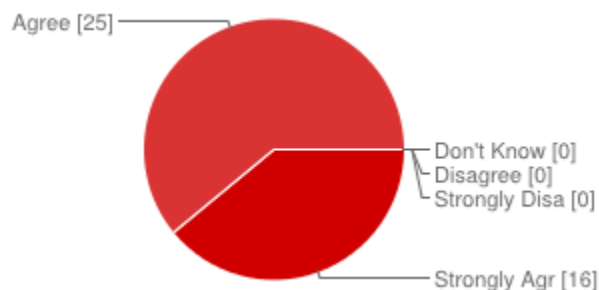
The board of management reports annually to parents on the work of the school



The school parents association keeps me informed about its work



Overall I am happy with the school

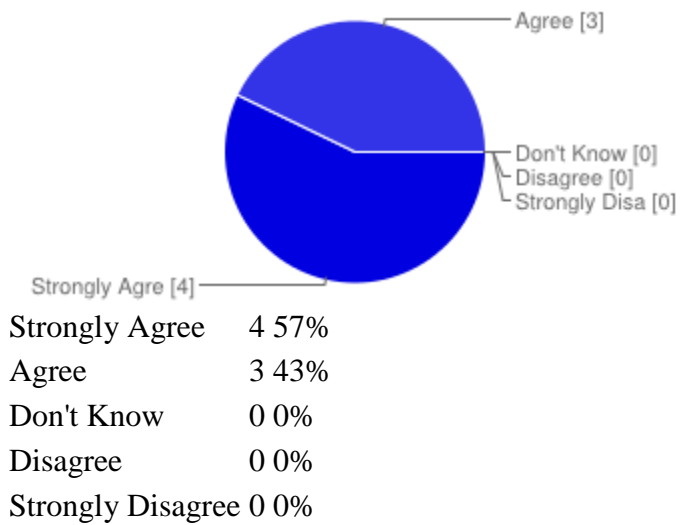


Strongly Agree	16	38%
Agree	25	60%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

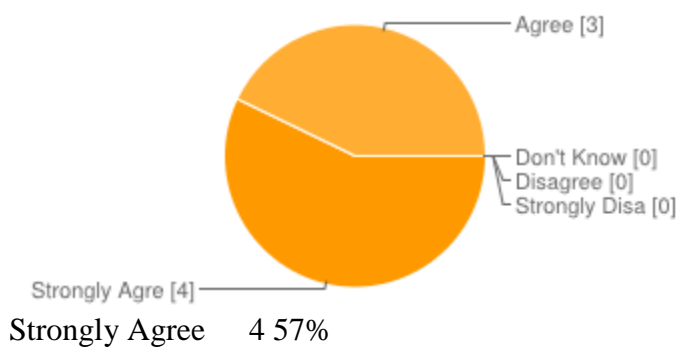
Transition Year Parents

Summary

There is a good atmosphere in the school

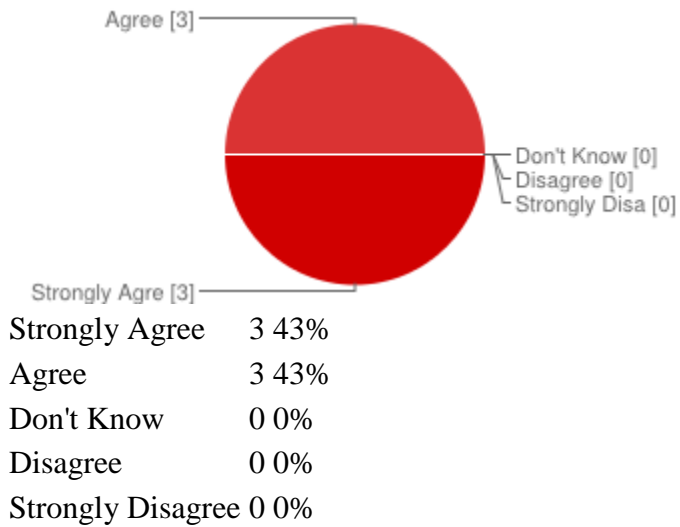


I feel welcome in the school

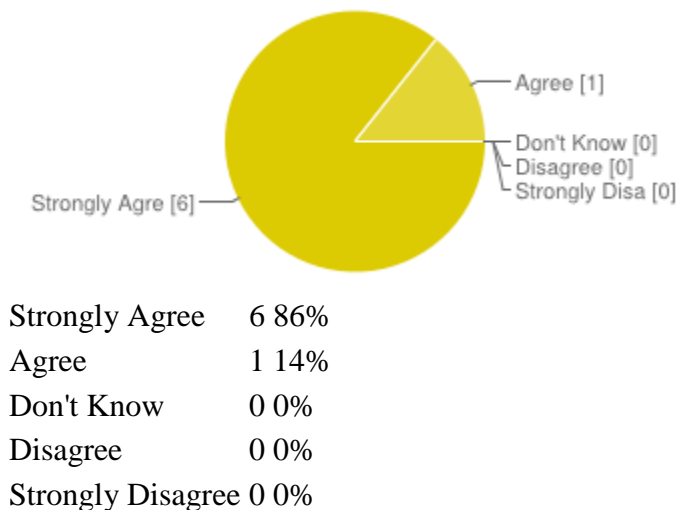


Agree	3 43%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

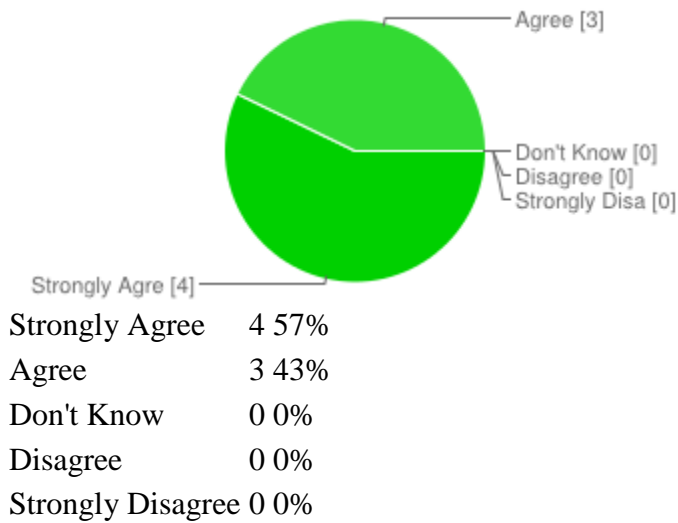
The school is well run



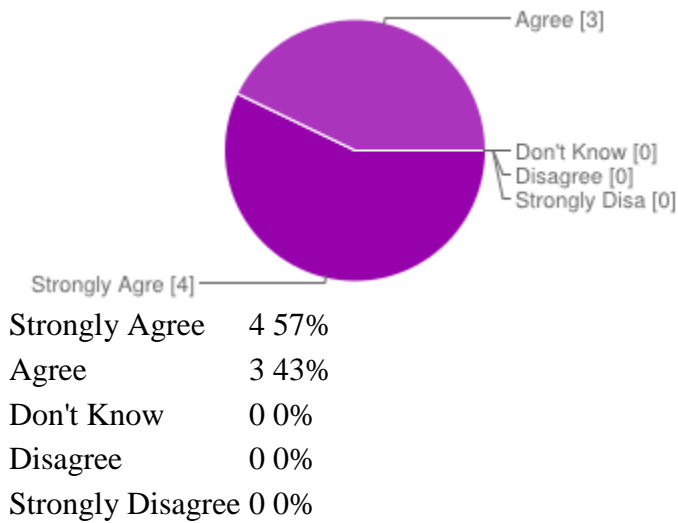
Discipline is good in the school



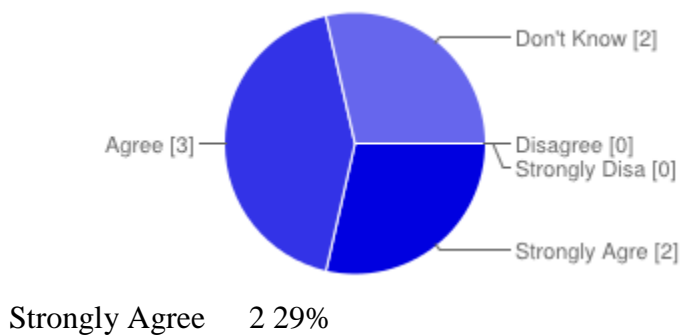
My child feels safe and well looked after in the school



My child is treated fairly and respectfully in the school

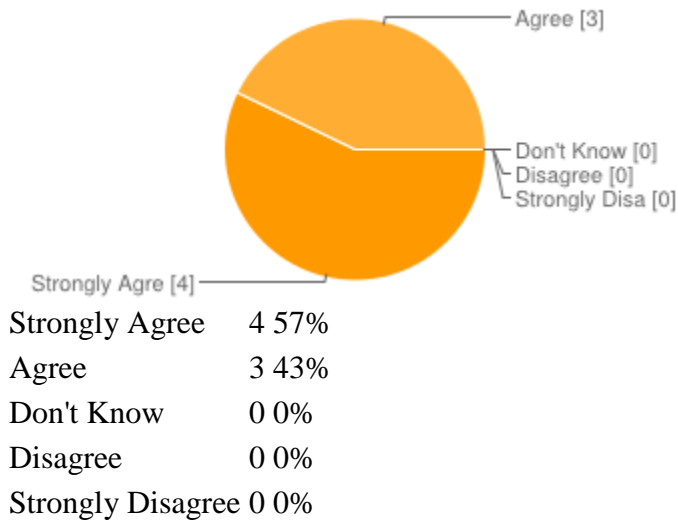


The school helps my child's social and personal development

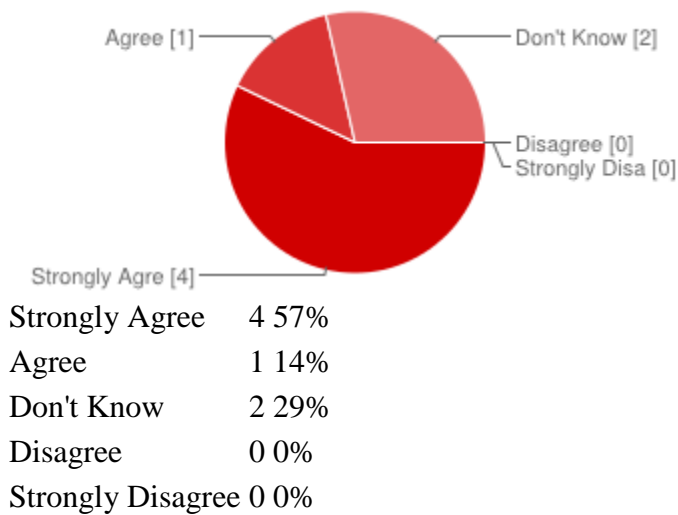


Agree	3 43%
Don't Know	2 29%
Disagree	0 0%
Strongly Disagree	0 0%

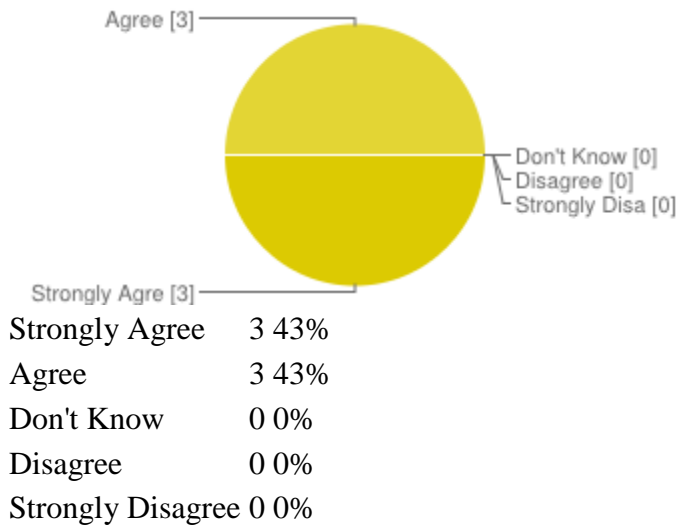
I have been informed of the schools code of behaviour school rules



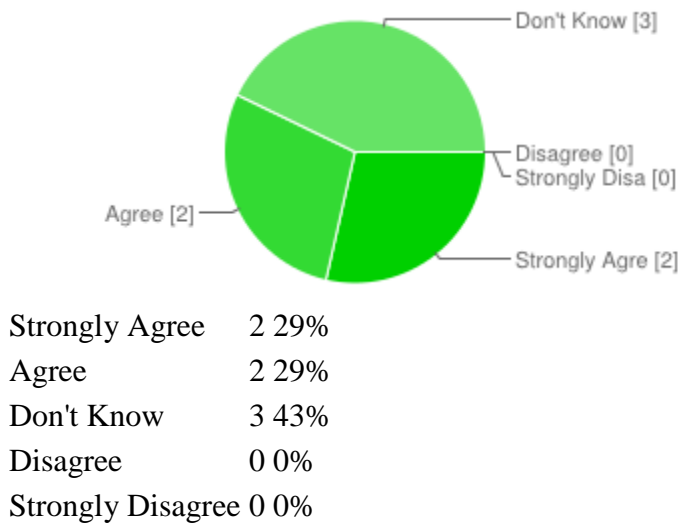
I have been informed of the schools antibullying policy



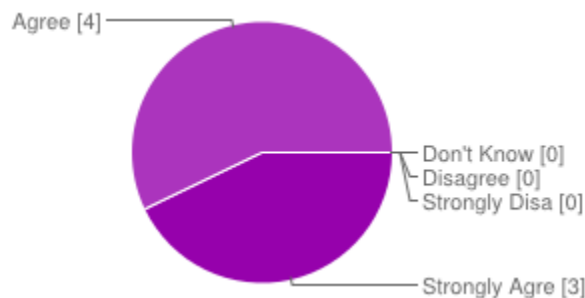
I know who to approach in the school if my child experiences bullying



I am confident that if my child experiences bullying the school will act promptly and effectively

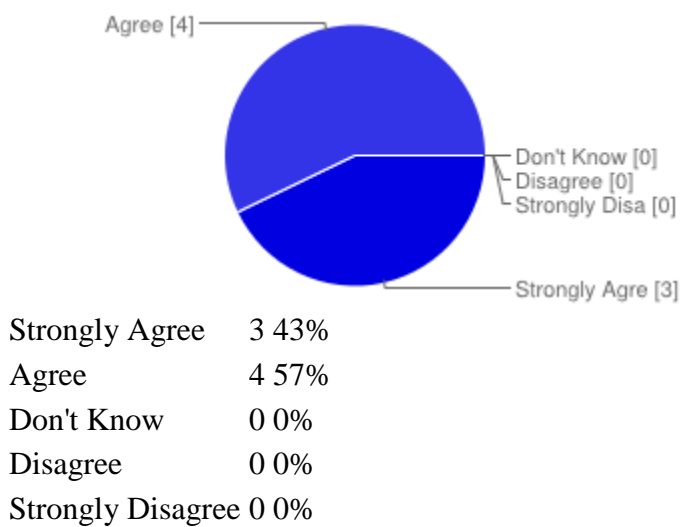


My child enjoys school

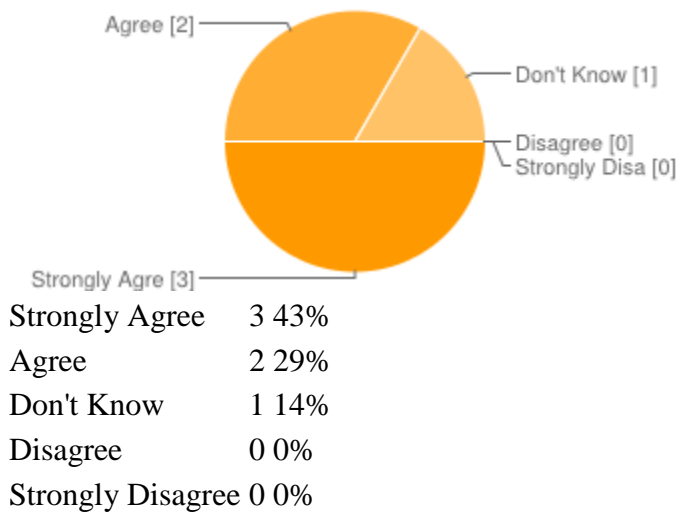


Strongly Agree	3 43%
Agree	4 57%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

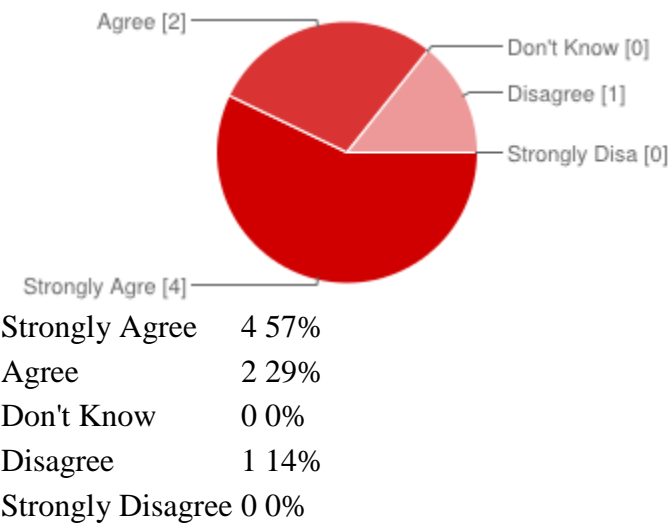
Teaching is good in the school



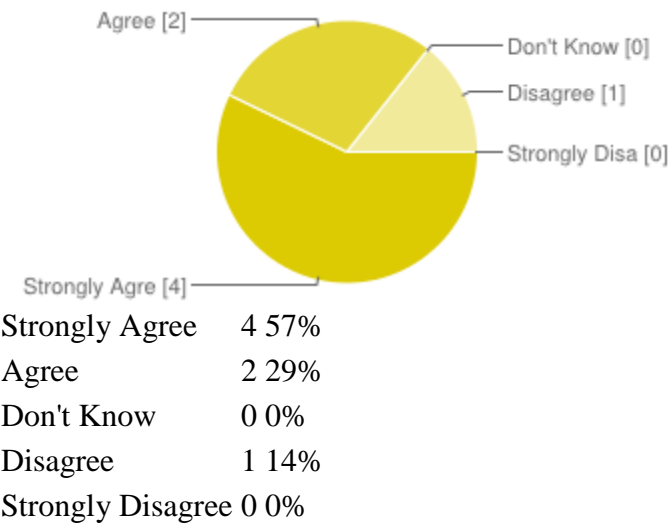
My child has been taught in school about drugs and alcohol issues



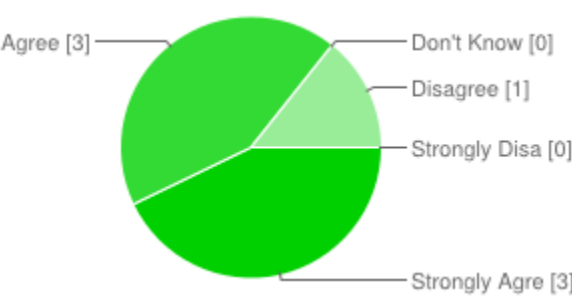
I have been informed of the details of the relationships and sexuality policy of the school



My child is doing well in school

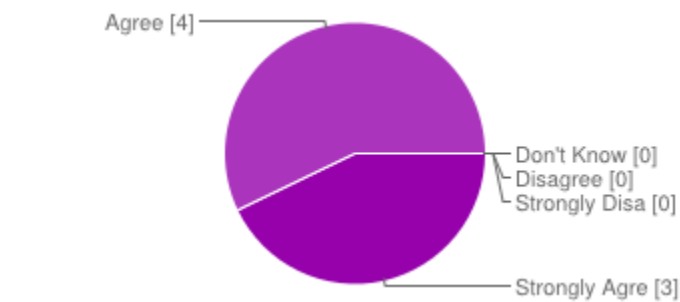


I am happy with the amount of homework my child gets



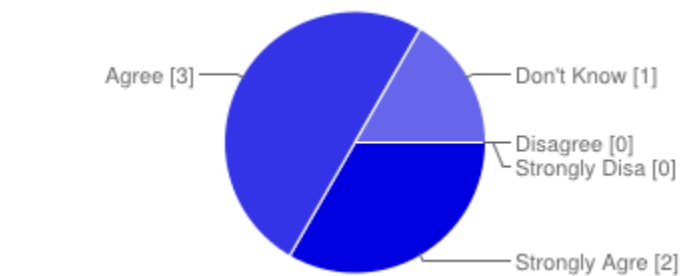
Strongly Agree	3 43%
Agree	3 43%
Don't Know	0 0%
Disagree	1 14%
Strongly Disagree	0 0%

School reports give me a good picture of how my child is doing



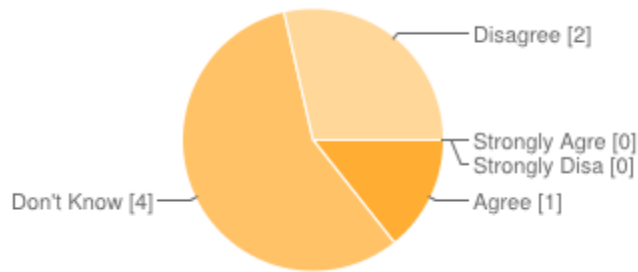
Strongly Agree	3 43%
Agree	4 57%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

I received helpful advice from the school when my child was choosing subjects



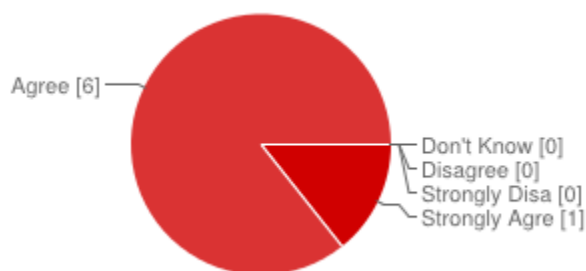
Strongly Agree	2 29%
Agree	3 43%
Don't Know	1 14%
Disagree	0 0%
Strongly Disagree	0 0%

The school consults me if my child needs extra help



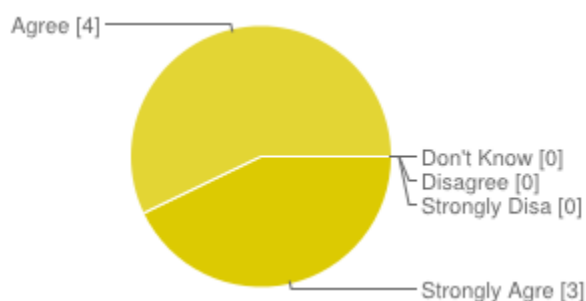
Strongly Agree	0 0%
Agree	1 14%
Don't Know	4 57%
Disagree	2 29%
Strongly Disagree	0 0%

I know who to talk to in the school if there is a problem



Strongly Agree	1 14%
Agree	6 86%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

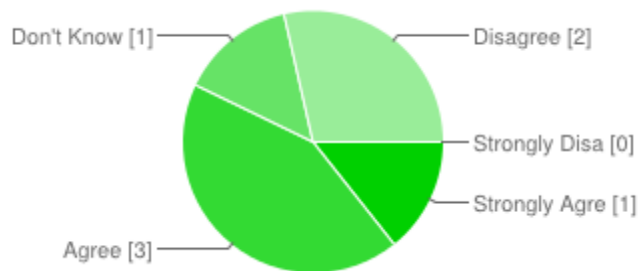
I am satisfied with the arrangements for parent teacher meetings



Strongly Agree	3 43%
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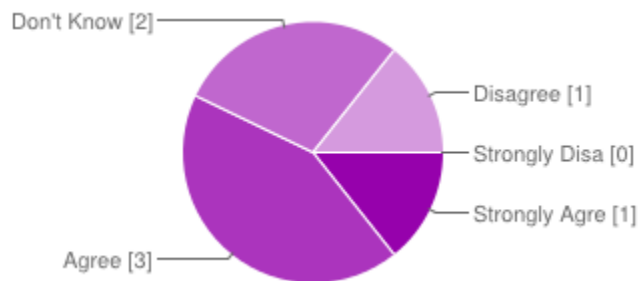
Agree	4	57%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

The school regularly seeks the views of parents on school matters



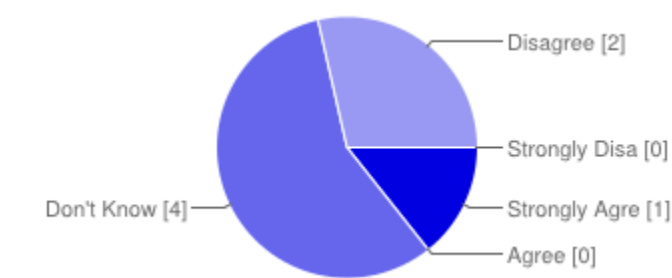
Strongly Agree	1	14%
Agree	3	43%
Don't Know	1	14%
Disagree	2	29%
Strongly Disagree	0	0%

Financial contributions to help the running of the school are voluntary



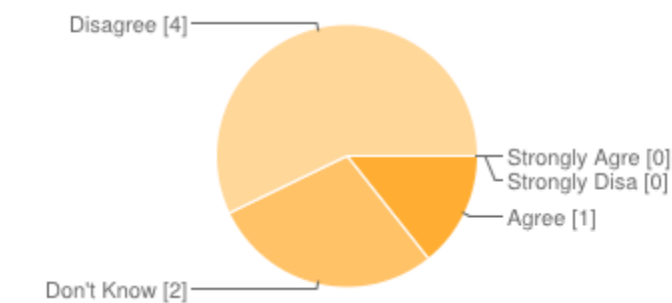
Strongly Agree	1	14%
Agree	3	43%
Don't Know	2	29%
Disagree	1	14%
Strongly Disagree	0	0%

The board of management reports annually to parents on the work of the school



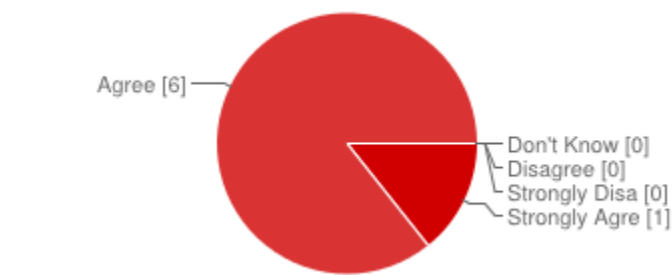
Strongly Agree	1	14%
Agree	0	0%
Don't Know	4	57%
Disagree	2	29%
Strongly Disagree	0	0%

The school parents association keeps me informed about its work



Strongly Agree	0	0%
Agree	1	14%
Don't Know	2	29%
Disagree	4	57%
Strongly Disagree	0	0%

Overall I am happy with the school

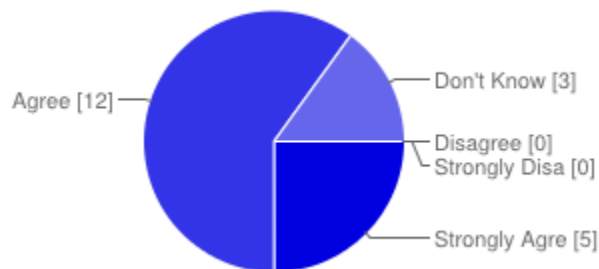


Strongly Agree	1 14%
Agree	6 86%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

5th Year Parents

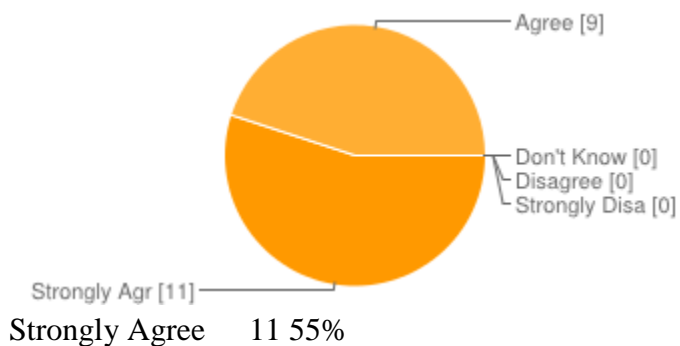
Summary

There is a good atmosphere in the school



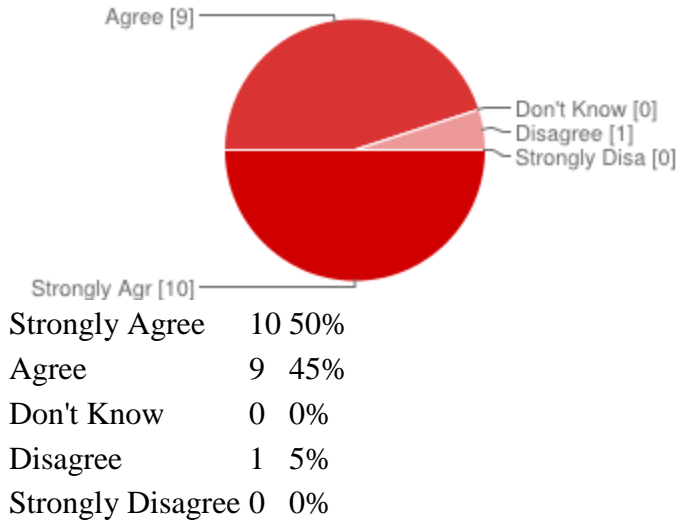
Strongly Agree	5 25%
Agree	12 60%
Don't Know	3 15%
Disagree	0 0%
Strongly Disagree	0 0%

I feel welcome in the school

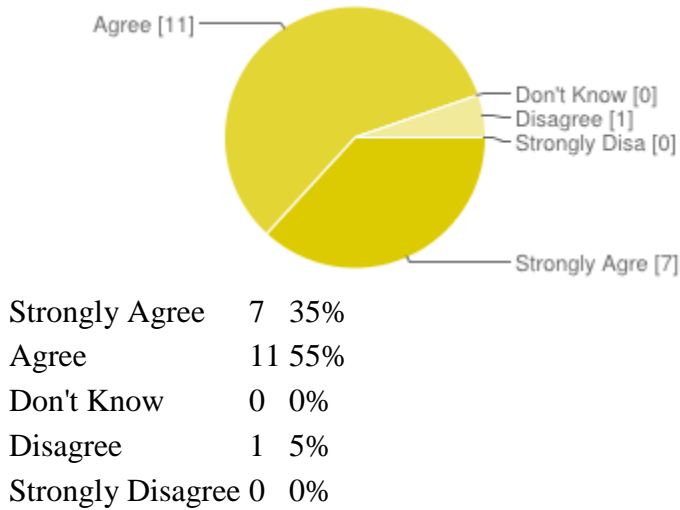


Agree	9	45%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

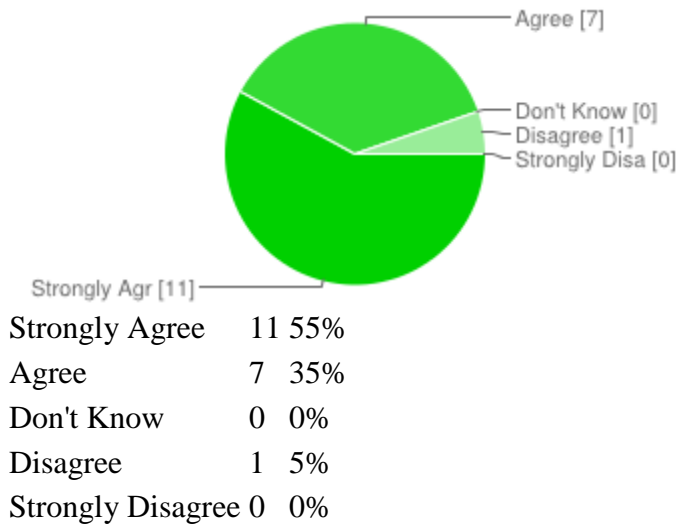
The school is well run



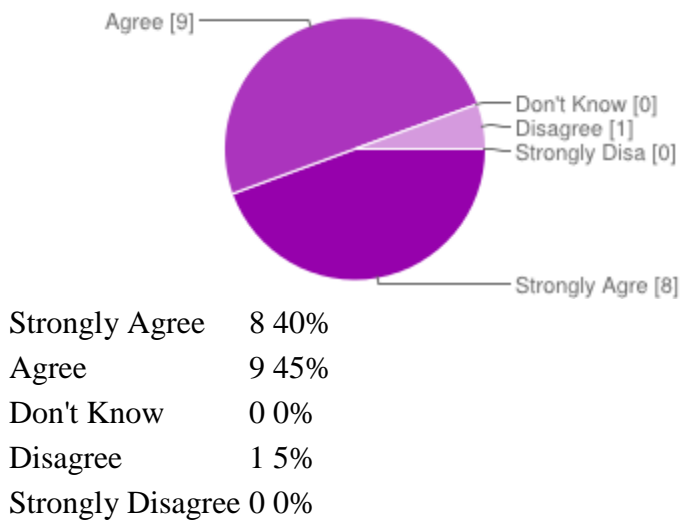
Discipline is good in the school



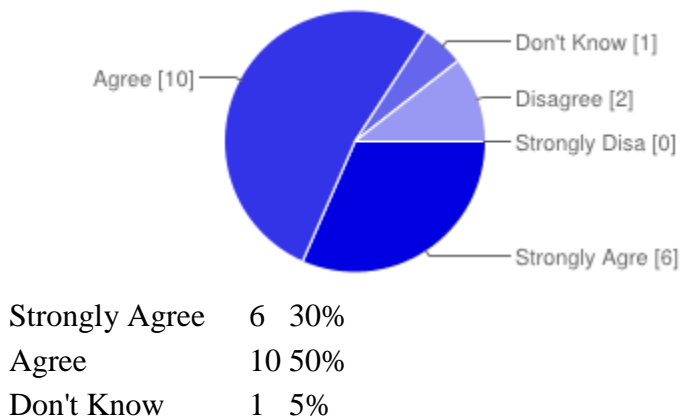
My child feels safe and well looked after in the school



My child is treated fairly and respectfully in the school

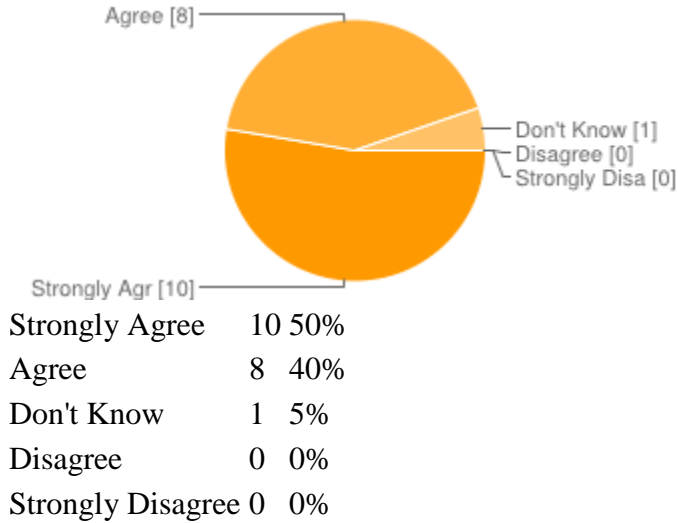


The school helps my child's social and personal development

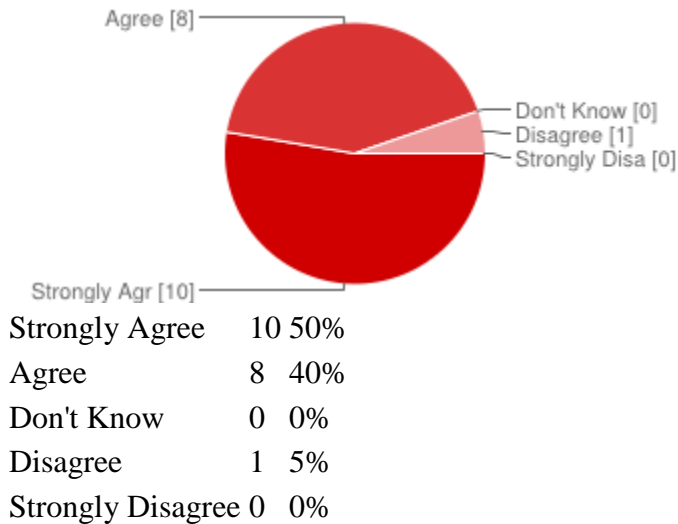


Disagree 2 10%
Strongly Disagree 0 0%

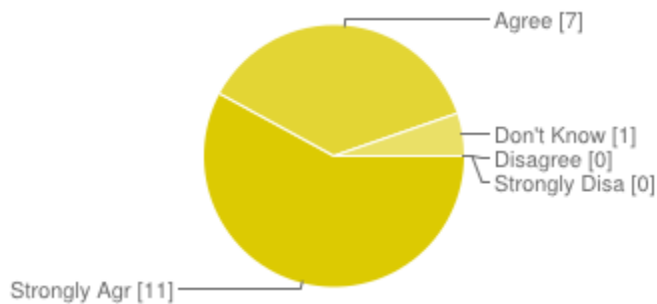
I have been informed of the schools code of behaviour school rules



I have been informed of the schools antibullying policy

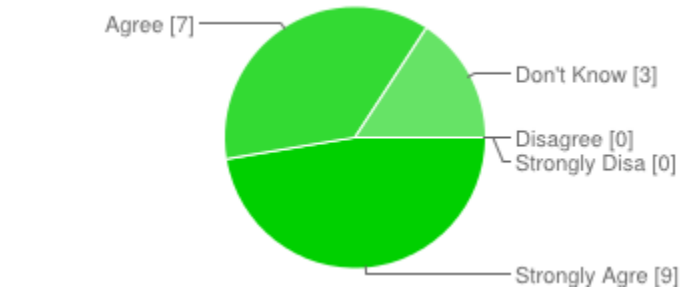


I know who to approach in the school if my child experiences bullying



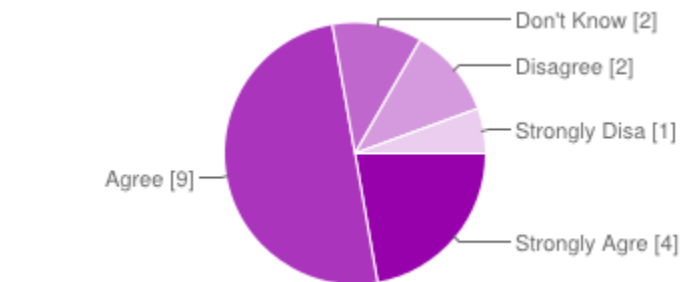
Strongly Agree	11	55%
Agree	7	35%
Don't Know	1	5%
Disagree	0	0%
Strongly Disagree	0	0%

I am confident that if my child experiences bullying the school will act promptly and effectively



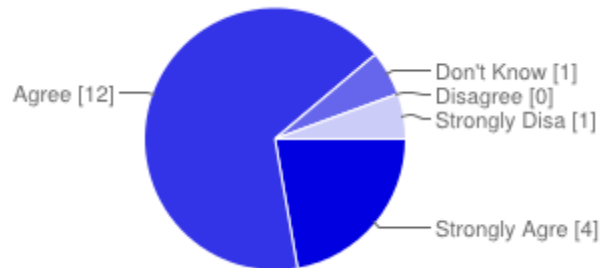
Strongly Agree	9	45%
Agree	7	35%
Don't Know	3	15%
Disagree	0	0%
Strongly Disagree	0	0%

My child enjoys school



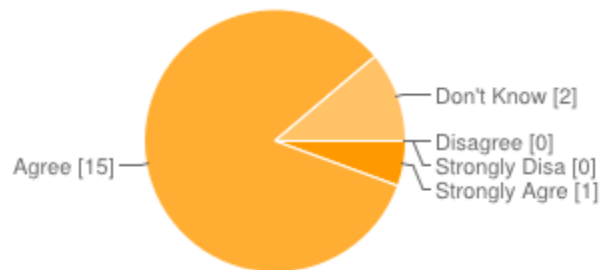
Strongly Agree	4	20%
Agree	9	45%
Don't Know	2	10%
Disagree	2	10%
Strongly Disagree	1	5%

Teaching is good in the school



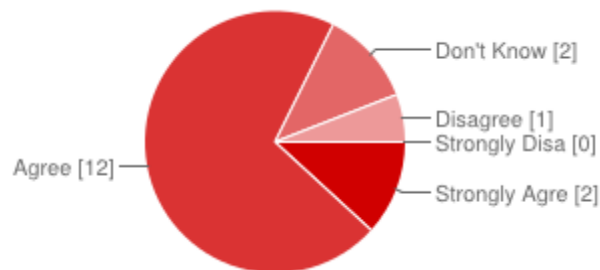
Strongly Agree	4	20%
Agree	12	60%
Don't Know	1	5%
Disagree	0	0%
Strongly Disagree	1	5%

My child has been taught in school about drugs and alcohol issues



Strongly Agree	1	5%
Agree	15	75%
Don't Know	2	10%
Disagree	0	0%
Strongly Disagree	0	0%

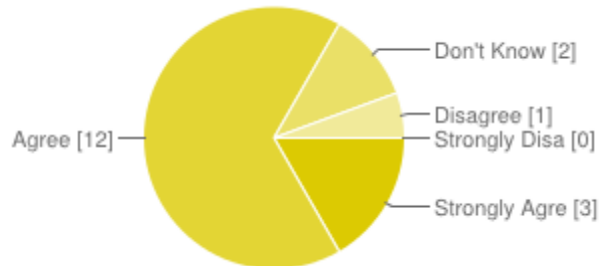
I have been informed of the details of the relationships and sexuality policy of the school



Strongly Agree	2	10%
Agree	12	60%

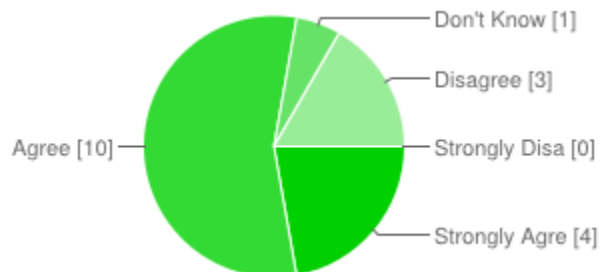
Don't Know	2	10%
Disagree	1	5%
Strongly Disagree	0	0%

My child is doing well in school



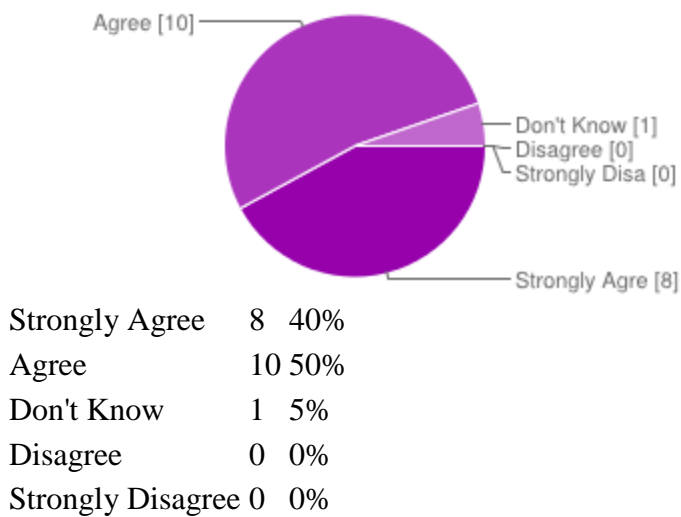
Strongly Agree	3	15%
Agree	12	60%
Don't Know	2	10%
Disagree	1	5%
Strongly Disagree	0	0%

I am happy with the amount of homework my child gets

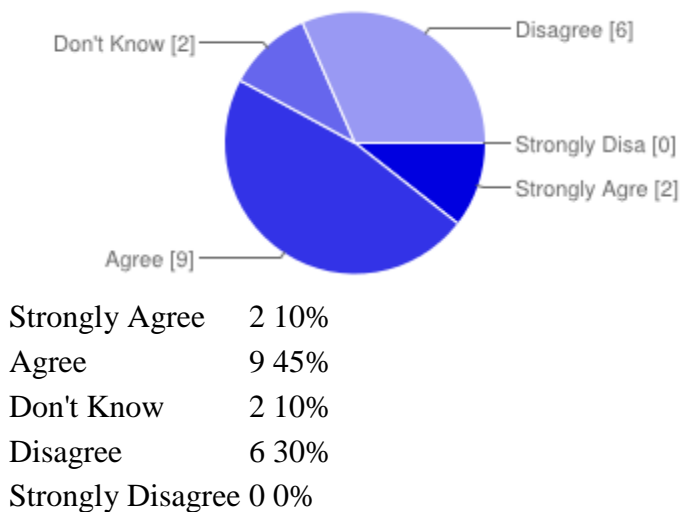


Strongly Agree	4	20%
Agree	10	50%
Don't Know	1	5%
Disagree	3	15%
Strongly Disagree	0	0%

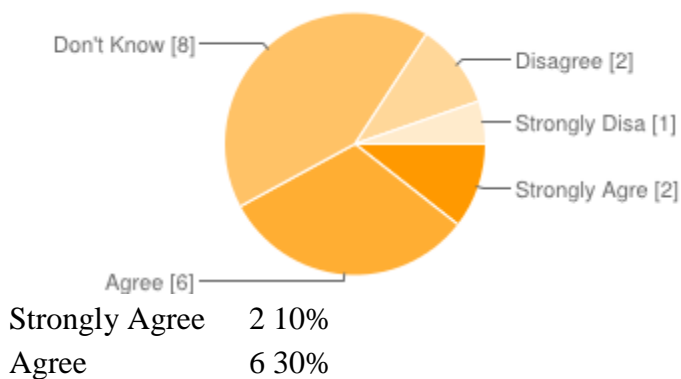
School reports give me a good picture of how my child is doing



I received helpful advice from the school when my child was choosing subjects

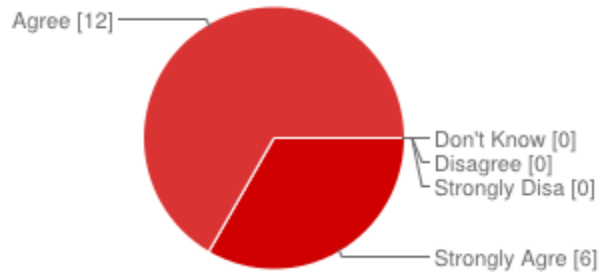


The school consults me if my child needs extra help



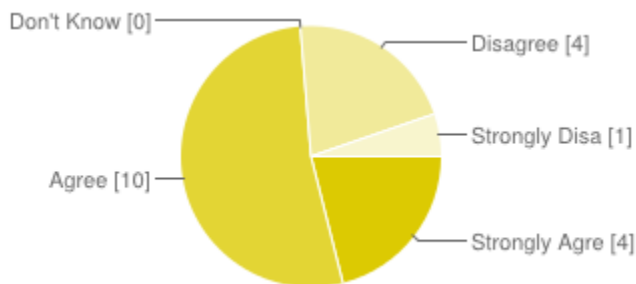
Don't Know	8	40%
Disagree	2	10%
Strongly Disagree	1	5%

I know who to talk to in the school if there is a problem



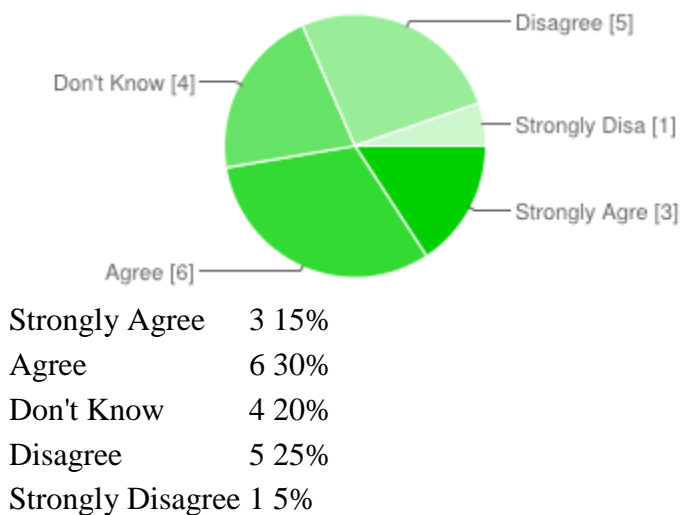
Strongly Agree	6	30%
Agree	12	60%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

I am satisfied with the arrangements fro parent teacher meetings

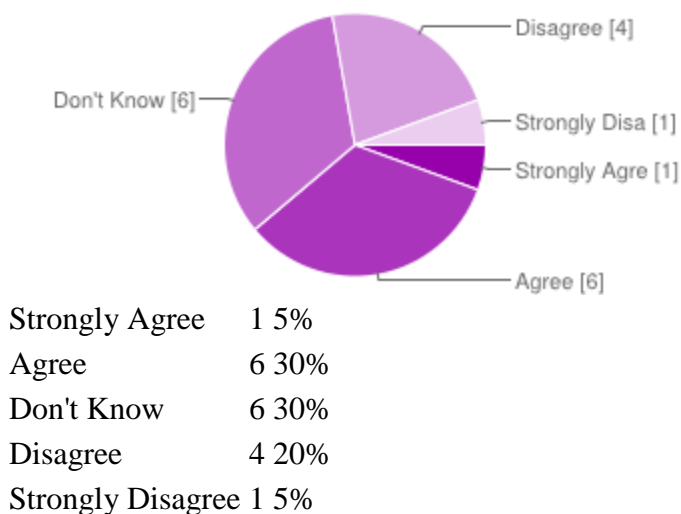


Strongly Agree	4	20%
Agree	10	50%
Don't Know	0	0%
Disagree	4	20%
Strongly Disagree	1	5%

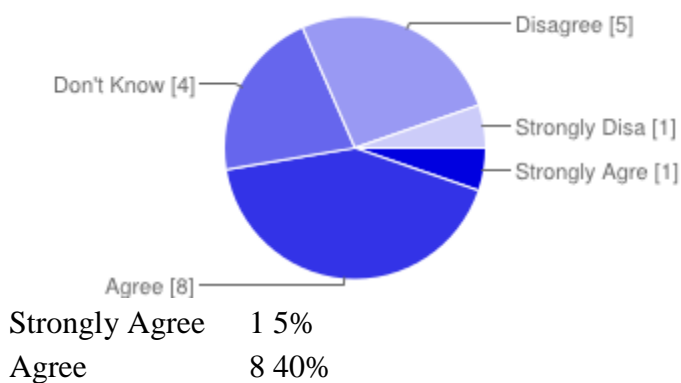
The school regularly seeks the views of parents on school matters



Financial contributions to help the running of the school are voluntary

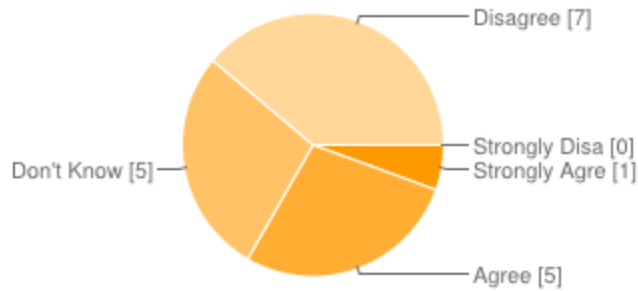


The board of management reports annually to parents on the work of the school



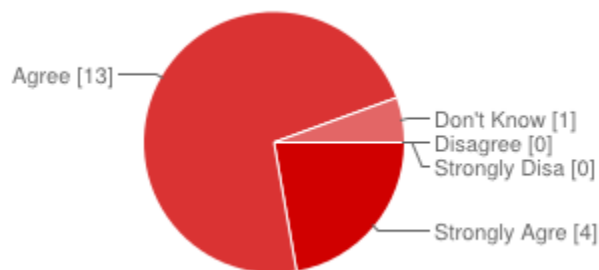
Don't Know	4	20%
Disagree	5	25%
Strongly Disagree	1	5%

The school parents association keeps me informed about its work



Strongly Agree	1	5%
Agree	5	25%
Don't Know	5	25%
Disagree	7	35%
Strongly Disagree	0	0%

Overall I am happy with the school

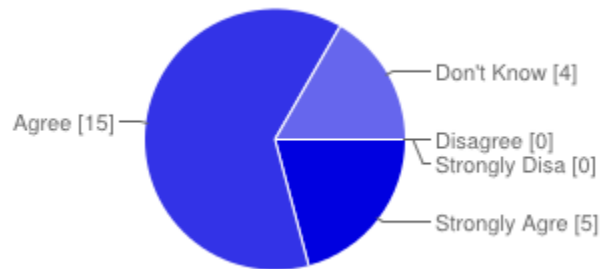


Strongly Agree	4	20%
Agree	13	65%
Don't Know	1	5%
Disagree	0	0%
Strongly Disagree	0	0%

6th Year Parents

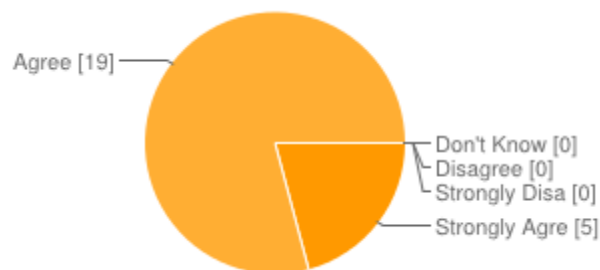
Summary

There is a good atmosphere in the school



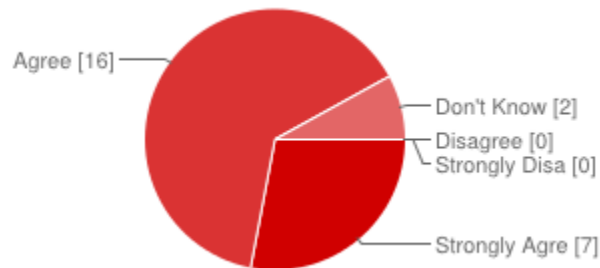
Strongly Agree	5	20%
Agree	15	60%
Don't Know	4	16%
Disagree	0	0%
Strongly Disagree	0	0%

I feel welcome in the school



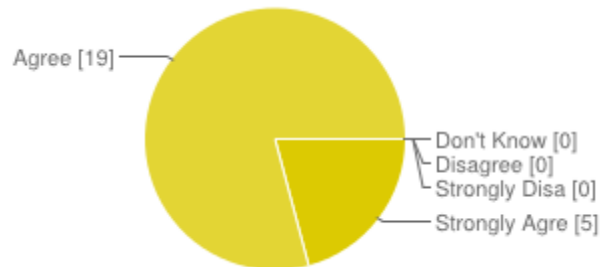
Strongly Agree	5	20%
Agree	19	76%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

The school is well run



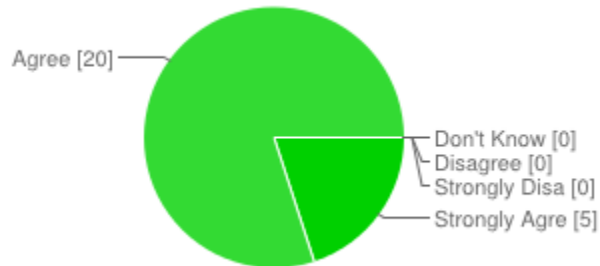
Strongly Agree	7	28%
Agree	16	64%
Don't Know	2	8%
Disagree	0	0%
Strongly Disagree	0	0%

Discipline is good in the school



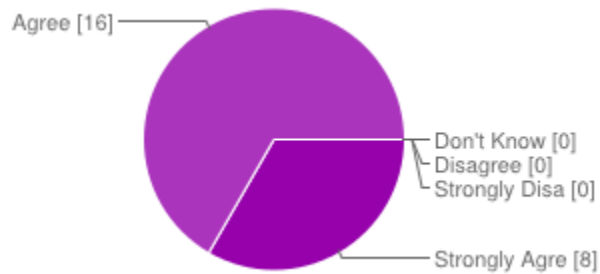
Strongly Agree	5	20%
Agree	19	76%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

My child feels safe and well looked after in the school



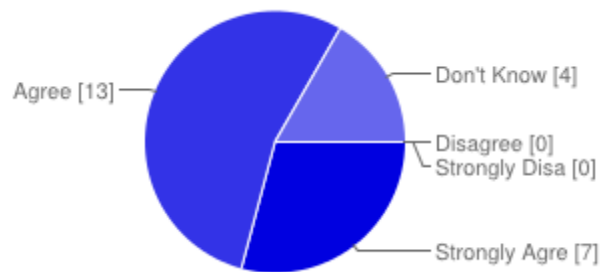
Strongly Agree	5	20%
Agree	20	80%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

My child is treated fairly and respectfully in the school



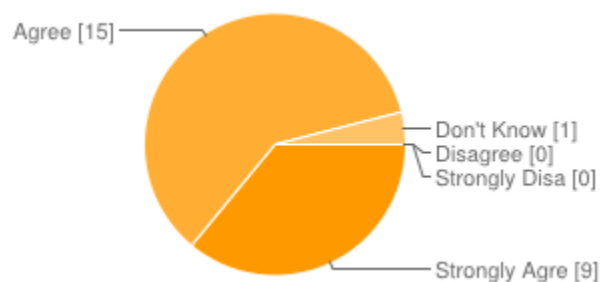
Strongly Agree	8	32%
Agree	16	64%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

The school helps my child's social and personal development



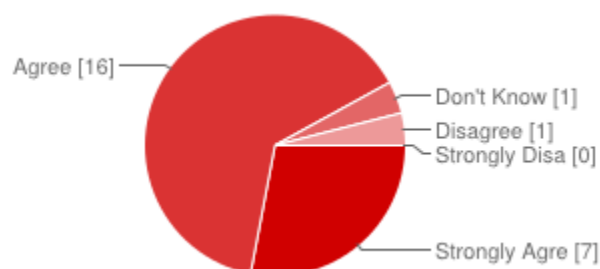
Strongly Agree	7	28%
Agree	13	52%
Don't Know	4	16%
Disagree	0	0%
Strongly Disagree	0	0%

I have been informed of the schools code of behaviour school rules



Strongly Agree	9	36%
Agree	15	60%
Don't Know	1	4%
Disagree	0	0%
Strongly Disagree	0	0%

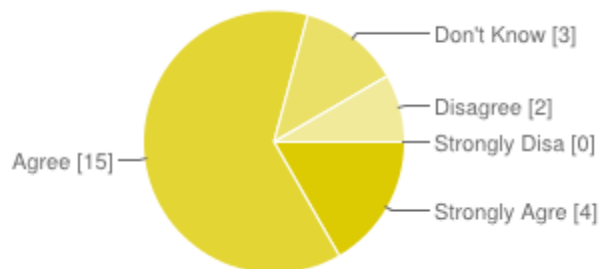
I have been informed of the schools antibullying policy



Strongly Agree	7	28%
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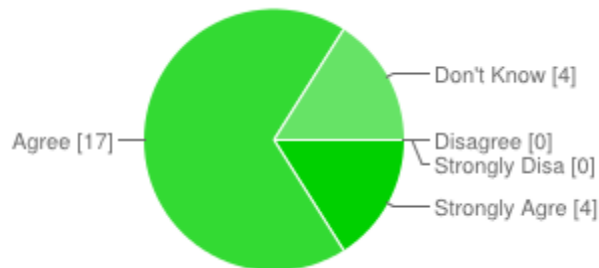
Agree	16	64%
Don't Know	1	4%
Disagree	1	4%
Strongly Disagree	0	0%

I know who to approach in the school if my child experiences bullying



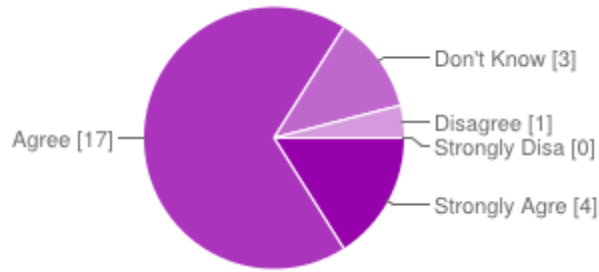
Strongly Agree	4	16%
Agree	15	60%
Don't Know	3	12%
Disagree	2	8%
Strongly Disagree	0	0%

I am confident that if my child experiences bullying the school will act promptly and effectively



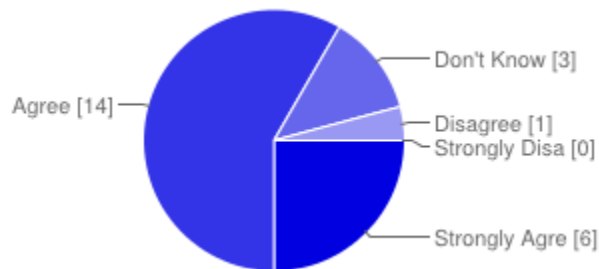
Strongly Agree	4	16%
Agree	17	68%
Don't Know	4	16%
Disagree	0	0%
Strongly Disagree	0	0%

My child enjoys school



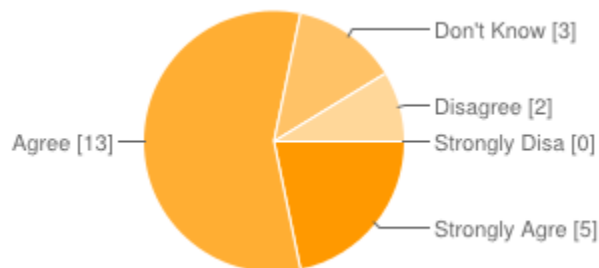
Strongly Agree	4	16%
Agree	17	68%
Don't Know	3	12%
Disagree	1	4%
Strongly Disagree	0	0%

Teaching is good in the school



Strongly Agree	6	24%
Agree	14	56%
Don't Know	3	12%
Disagree	1	4%
Strongly Disagree	0	0%

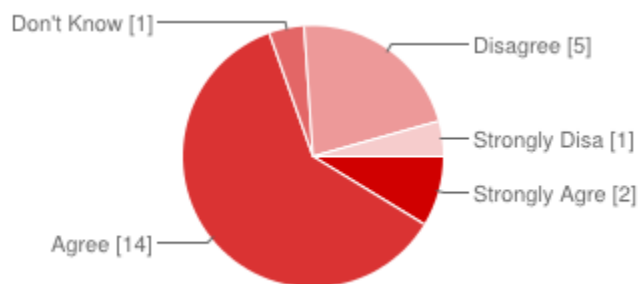
My child has been taught in school about drugs and alcohol issues



Strongly Agree	5	20%
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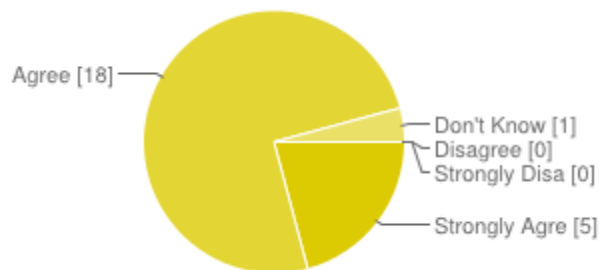
Agree	13	52%
Don't Know	3	12%
Disagree	2	8%
Strongly Disagree	0	0%

I have been informed of the details of the relationships and sexuality policy of the school



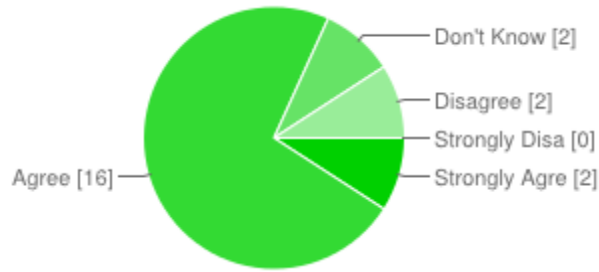
Strongly Agree	2	8%
Agree	14	56%
Don't Know	1	4%
Disagree	5	20%
Strongly Disagree	1	4%

My child is doing well in school



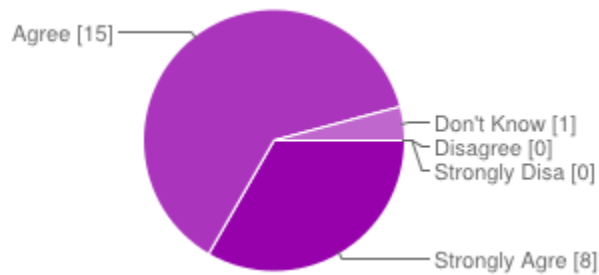
Strongly Agree	5	20%
Agree	18	72%
Don't Know	1	4%
Disagree	0	0%
Strongly Disagree	0	0%

I am happy with the amount of homework my child gets



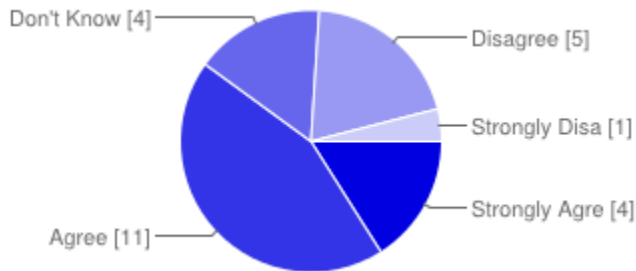
Strongly Agree	2	8%
Agree	16	64%
Don't Know	2	8%
Disagree	2	8%
Strongly Disagree	0	0%

School reports give me a good picture of how my child is doing



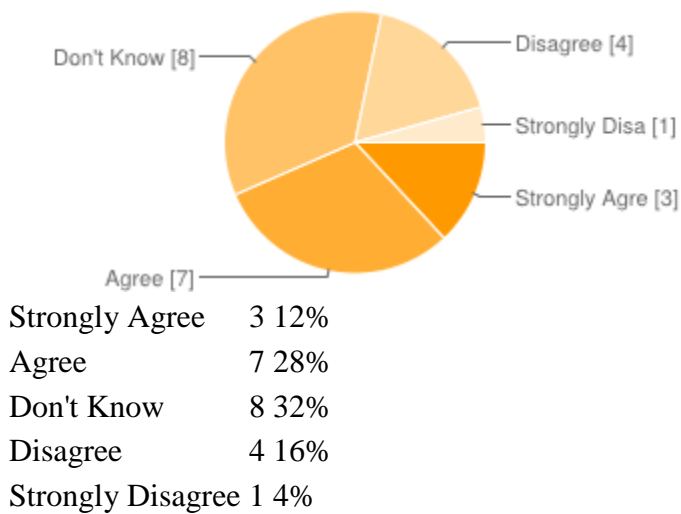
Strongly Agree	8	32%
Agree	15	60%
Don't Know	1	4%
Disagree	0	0%
Strongly Disagree	0	0%

I received helpful advice from the school when my child was choosing subjects

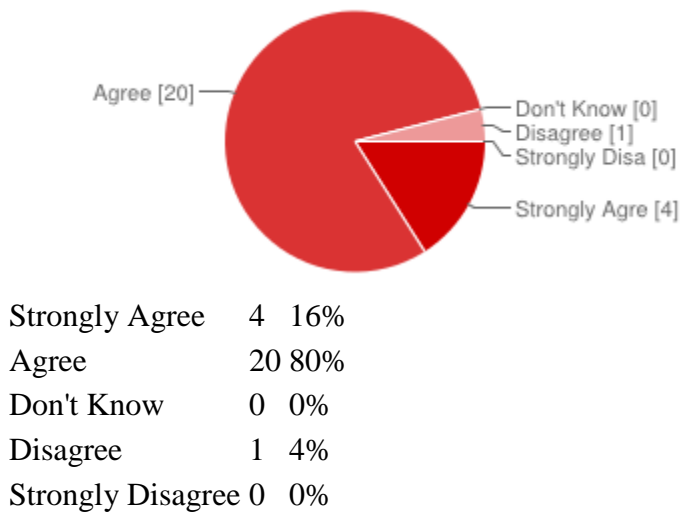


Strongly Agree	4	16%
Agree	11	44%
Don't Know	4	16%
Disagree	5	20%
Strongly Disagree	1	4%

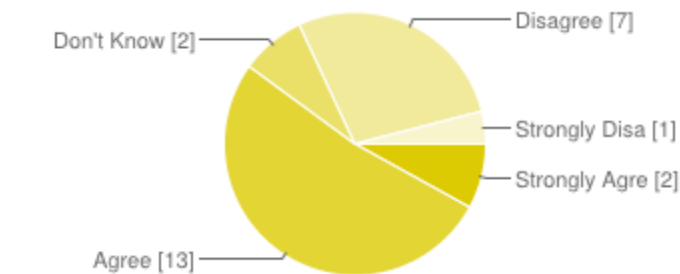
The school consults me if my child needs extra help



I know who to talk to in the school if there is a problem

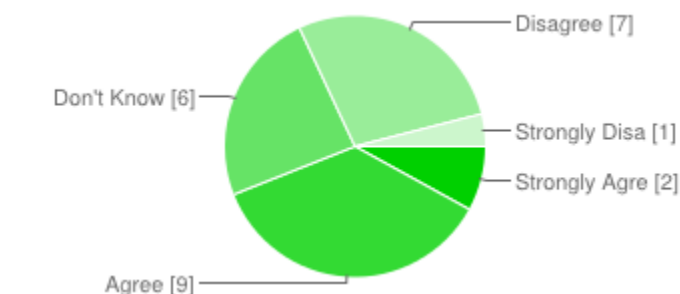


I am satisfied with the arrangements fro parent teacher meetings



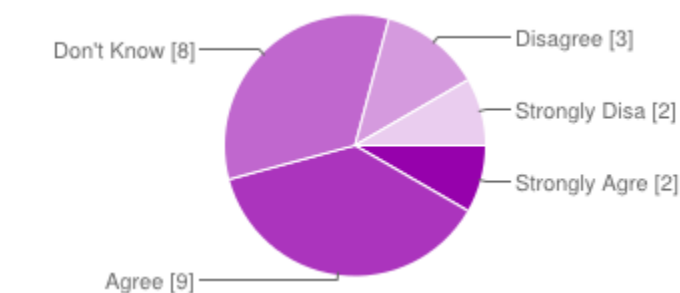
Strongly Agree	2	8%
Agree	13	52%
Don't Know	2	8%
Disagree	7	28%
Strongly Disagree	1	4%

The school regularly seeks the views of parents on school matters



Strongly Agree	2	8%
Agree	9	36%
Don't Know	6	24%
Disagree	7	28%
Strongly Disagree	1	4%

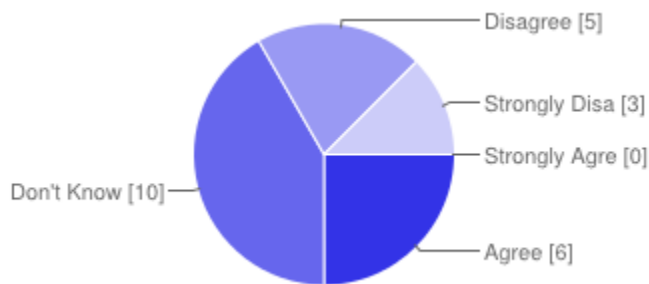
Financial contributions to help the running of the school are voluntary



Strongly Agree	2	8%
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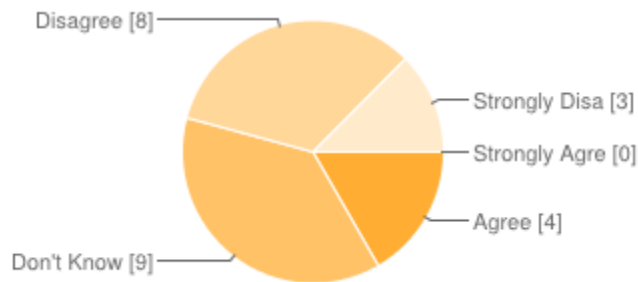
Agree	9	36%
Don't Know	8	32%
Disagree	3	12%
Strongly Disagree	2	8%

The board of management reports annually to parents on the work of the school



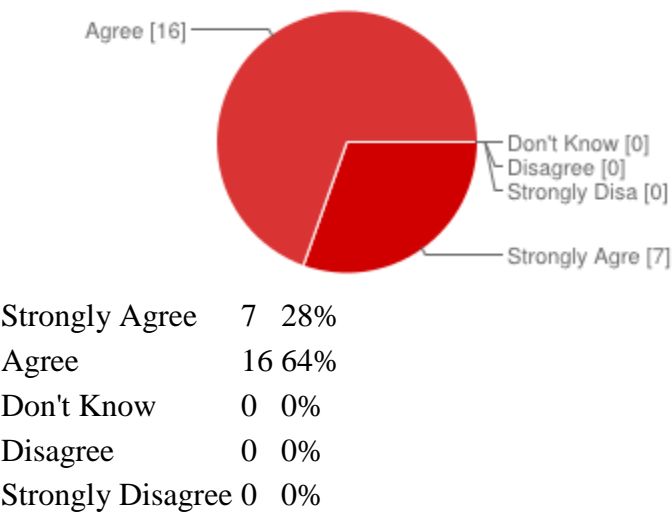
Strongly Agree	0	0%
Agree	6	24%
Don't Know	10	40%
Disagree	5	20%
Strongly Disagree	3	12%

The school parents association keeps me informed about its work



Strongly Agree	0	0%
Agree	4	16%
Don't Know	9	36%
Disagree	8	32%
Strongly Disagree	3	12%

Overall I am happy with the school



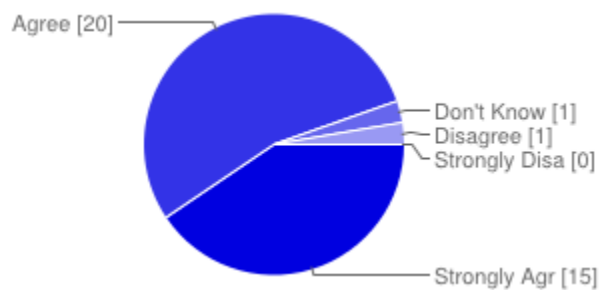
Whole School Surveys March 2015

Student Responses

1st Year Student Survey Responses

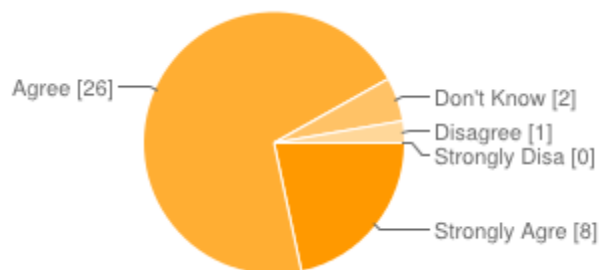
Summary

I am proud to be in this school



Strongly Agree	15	40.5%
Agree	20	54.1%
Don't Know	1	2.7%
Disagree	1	2.7%
Strongly Disagree	0	0%

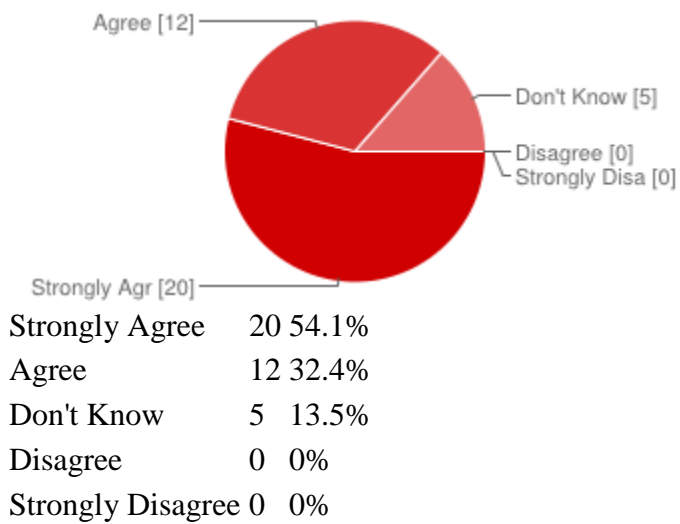
I enjoy going to my classes



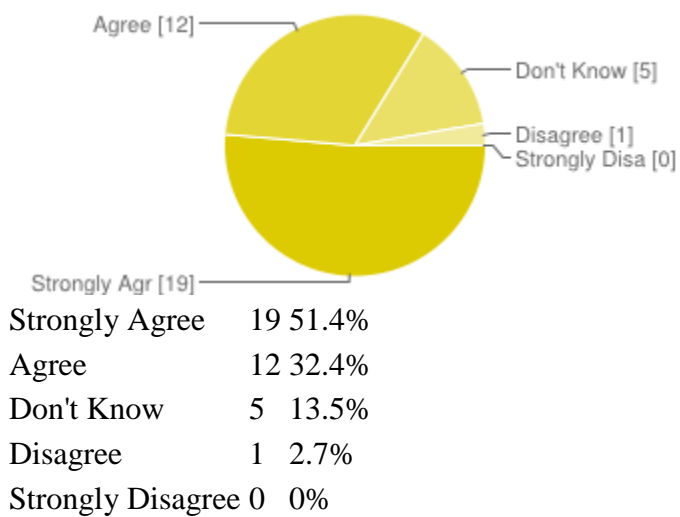
Strongly Agree	8	21.6%
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Agree	26	70.3%
Don't Know	2	5.4%
Disagree	1	2.7%
Strongly Disagree	0	0%

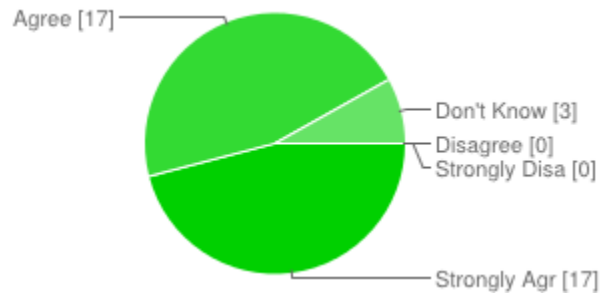
I feel safe and cared for in this school



I get on well with other students in this school

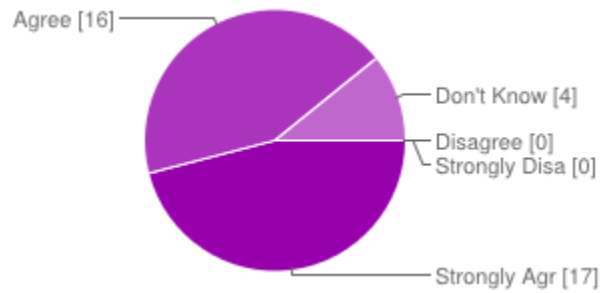


There is a good atmosphere in this school



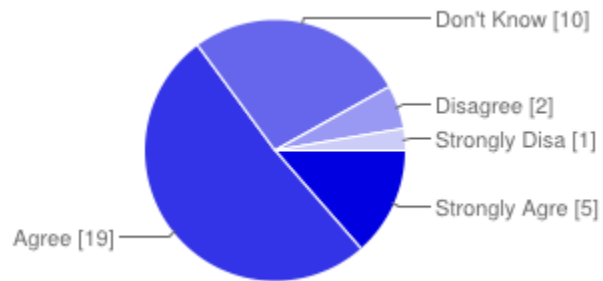
Strongly Agree	17	45.9%
Agree	17	45.9%
Don't Know	3	8.1%
Disagree	0	0%
Strongly Disagree	0	0%

I understand the school rules



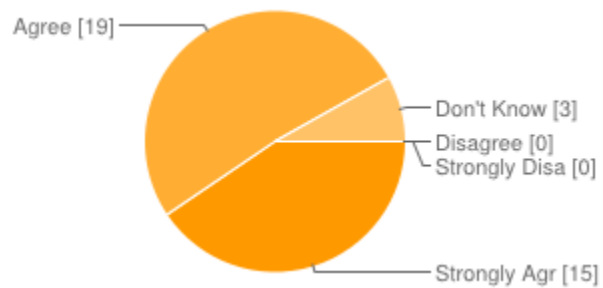
Strongly Agree	17	45.9%
Agree	16	43.2%
Don't Know	4	10.8%
Disagree	0	0%
Strongly Disagree	0	0%

The behaviour of students is good in this school



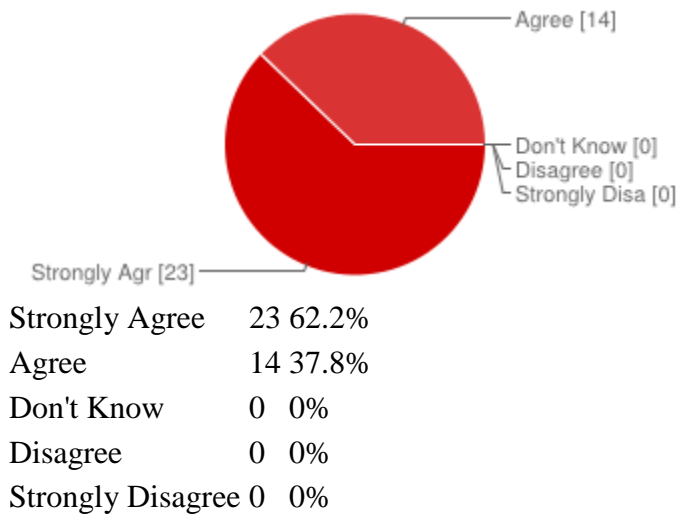
Strongly Agree	5	13.5%
Agree	19	51.4%
Don't Know	10	27%
Disagree	2	5.4%
Strongly Disagree	1	2.7%

All students are treated fairly and respectfully in this school

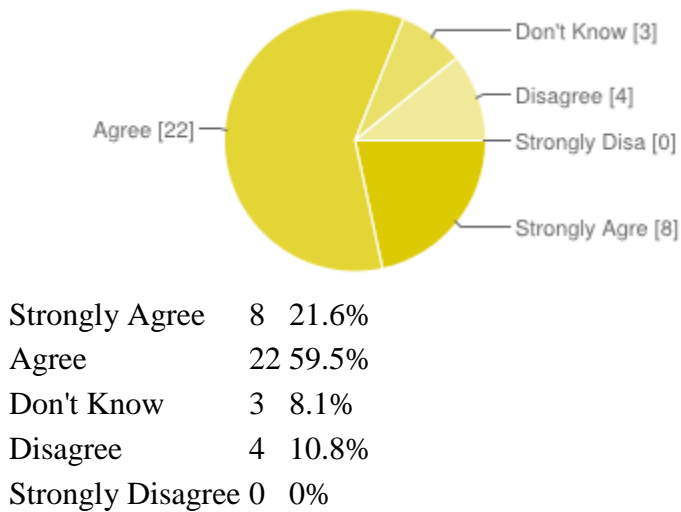


Strongly Agree	15	40.5%
Agree	19	51.4%
Don't Know	3	8.1%
Disagree	0	0%
Strongly Disagree	0	0%

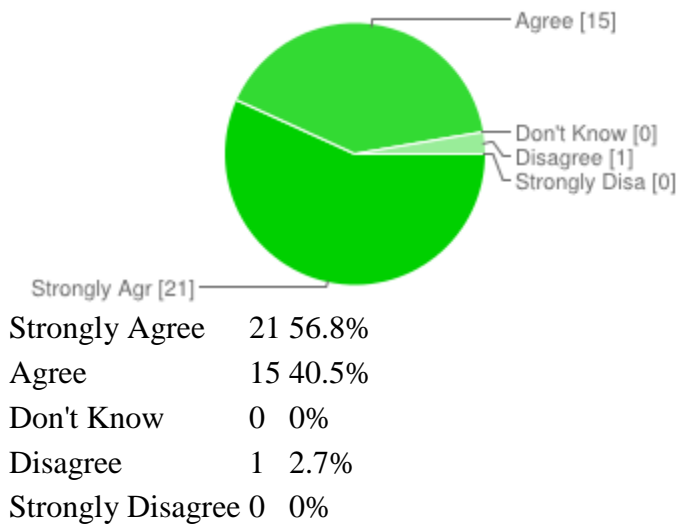
Attendance at classes is checked regularly



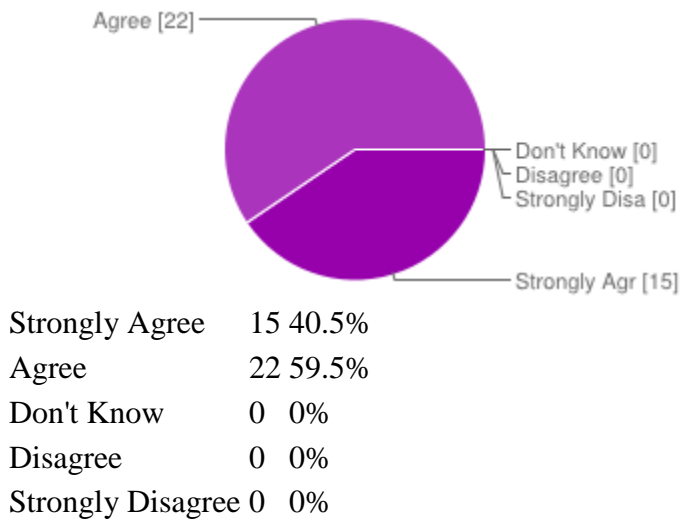
My classes begin on time



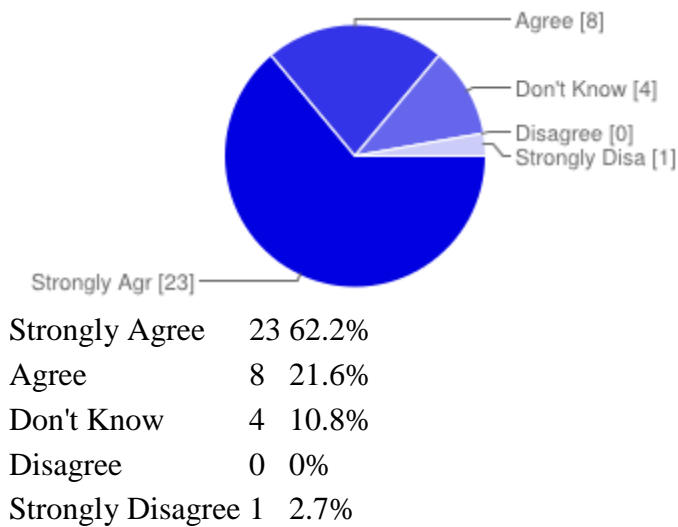
In this school there are clear rules against hurting other people by what we say or do



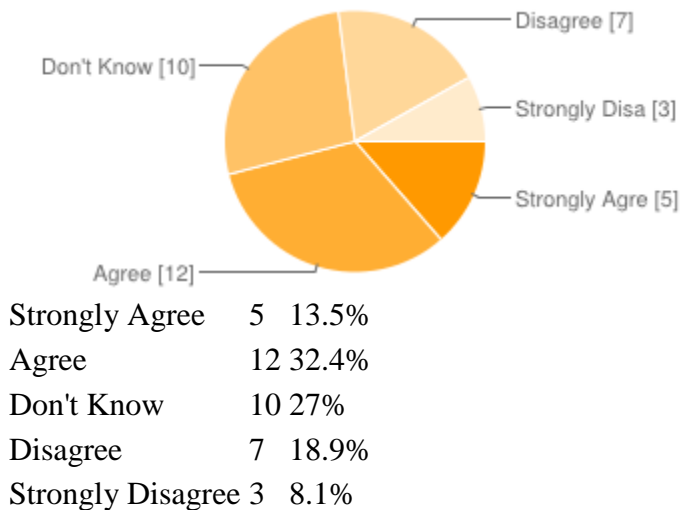
In school I have learned about different types of bullying



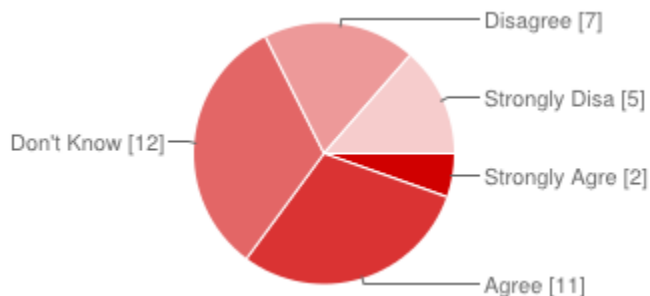
If someone is bullying me I can get help from a teacher or other adult in the school



I learn about drugs and alcohol issues in some lessons

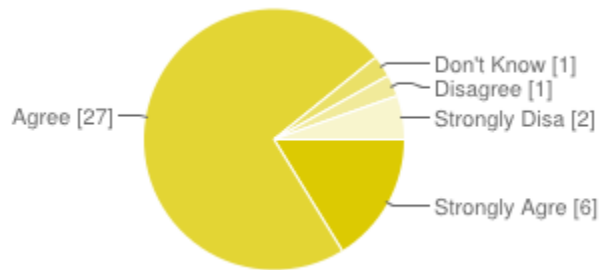


I learn about relationships and sexuality in some lessons



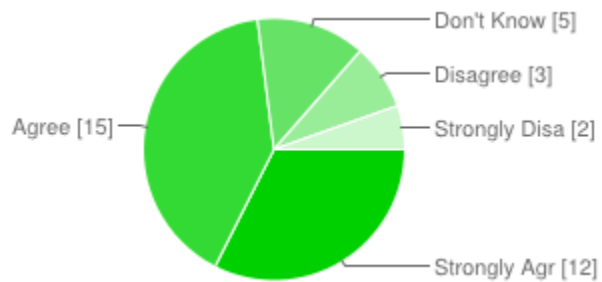
Strongly Agree	2	5.4%
Agree	11	29.7%
Don't Know	12	32.4%
Disagree	7	18.9%
Strongly Disagree	5	13.5%

My classes are interesting



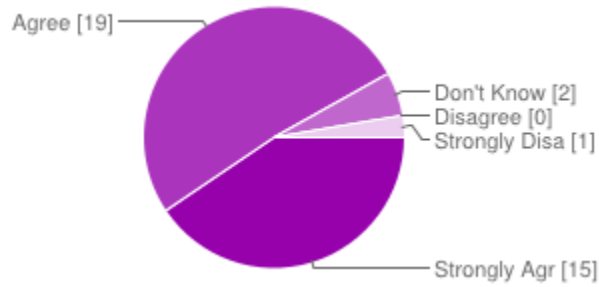
Strongly Agree	6	16.2%
Agree	27	73%
Don't Know	1	2.7%
Disagree	1	2.7%
Strongly Disagree	2	5.4%

I have very few free classes each week



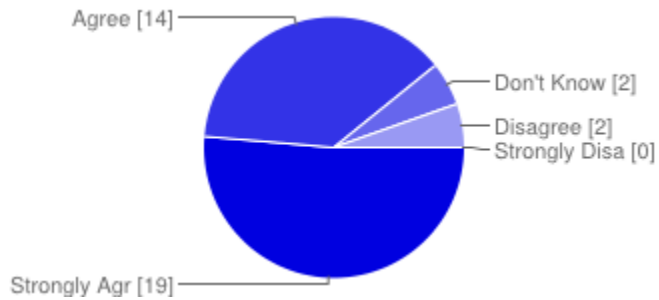
Strongly Agree	12	32.4%
Agree	15	40.5%
Don't Know	5	13.5%
Disagree	3	8.1%
Strongly Disagree	2	5.4%

I am getting on well with my school work



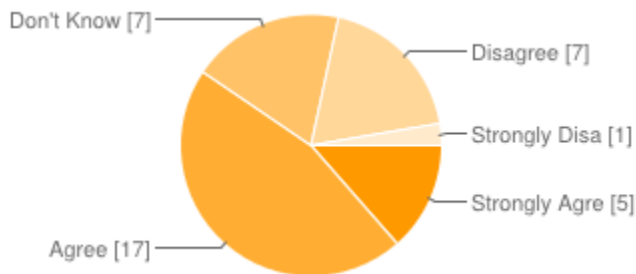
Strongly Agree	15	40.5%
Agree	19	51.4%
Don't Know	2	5.4%
Disagree	0	0%
Strongly Disagree	1	2.7%

Teachers encourage me to do the best I can



Strongly Agree	19	51.4%
Agree	14	37.8%
Don't Know	2	5.4%
Disagree	2	5.4%
Strongly Disagree	0	0%

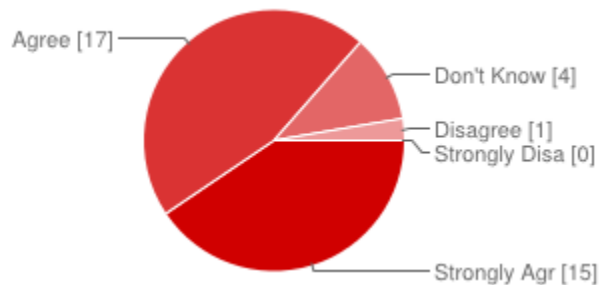
Teachers talk to me about how to improve my learning



Strongly Agree	5	13.5%
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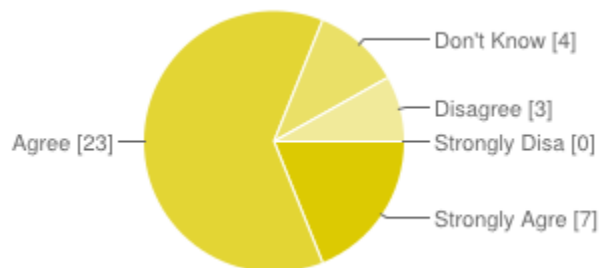
Agree	17	45.9%
Don't Know	7	18.9%
Disagree	7	18.9%
Strongly Disagree	1	2.7%

Teachers listen to me and pay attention to what I say



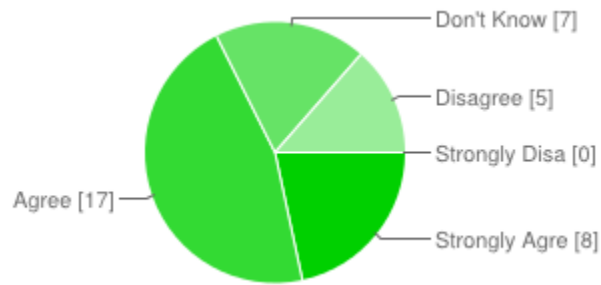
Strongly Agree	15	40.5%
Agree	17	45.9%
Don't Know	4	10.8%
Disagree	1	2.7%
Strongly Disagree	0	0%

I get opportunities to work together with other students in my classes



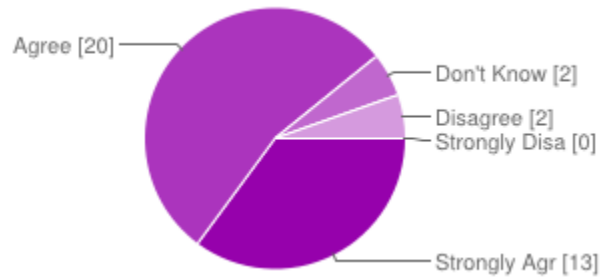
Strongly Agree	7	18.9%
Agree	23	62.2%
Don't Know	4	10.8%
Disagree	3	8.1%
Strongly Disagree	0	0%

We use ICT regularly in classes



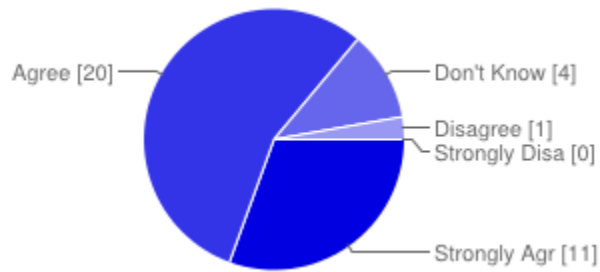
Strongly Agree	8	21.6%
Agree	17	45.9%
Don't Know	7	18.9%
Disagree	5	13.5%
Strongly Disagree	0	0%

My homework is corrected regularly



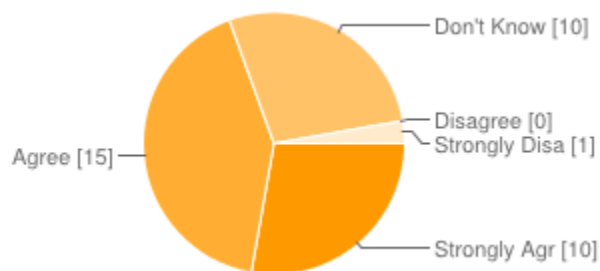
Strongly Agree	13	35.1%
Agree	20	54.1%
Don't Know	2	5.4%
Disagree	2	5.4%
Strongly Disagree	0	0%

Teaching is good in the school



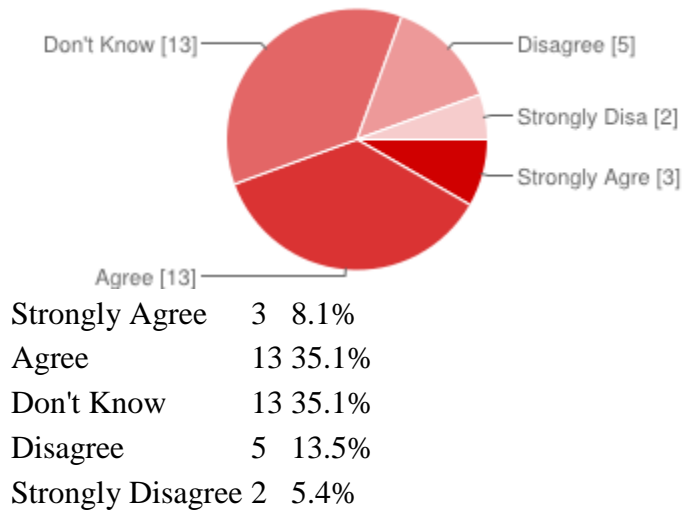
Strongly Agree	11	29.7%
Agree	20	54.1%
Don't Know	4	10.8%
Disagree	1	2.7%
Strongly Disagree	0	0%

I can talk to an adult in the school if I am having problems

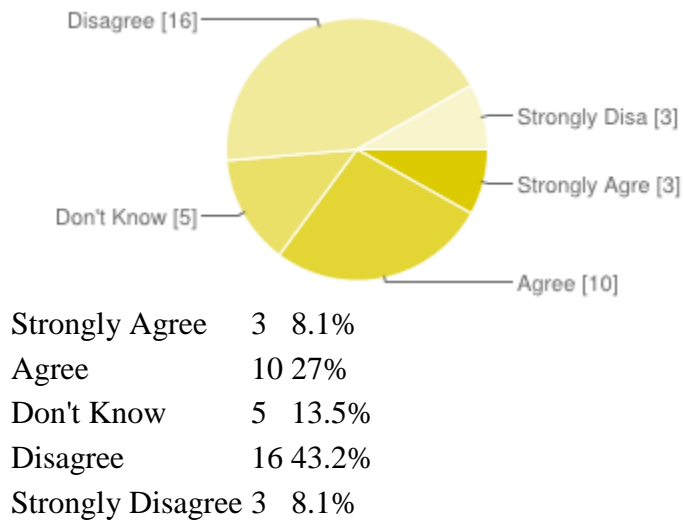


Strongly Agree	10	27%
Agree	15	40.5%
Don't Know	10	27%
Disagree	0	0%
Strongly Disagree	1	2.7%

I got helpful advice and information from teachers when choosing subjects



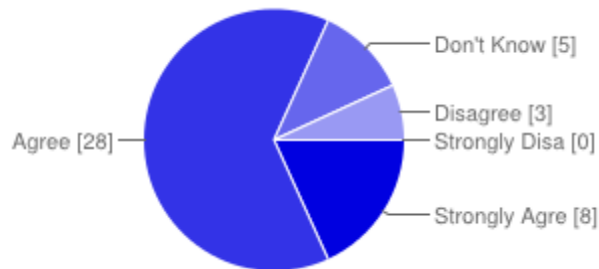
I have a say in how things are done in the school



2nd Year Student Survey Responses

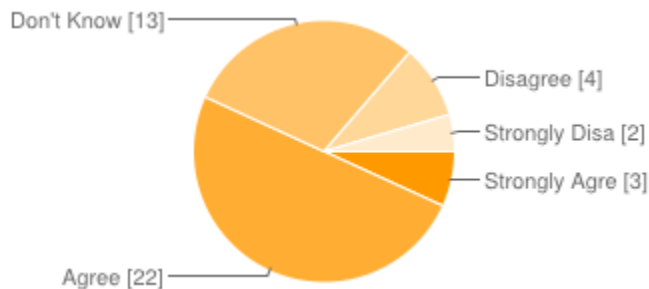
Summary

I am proud to be in this school



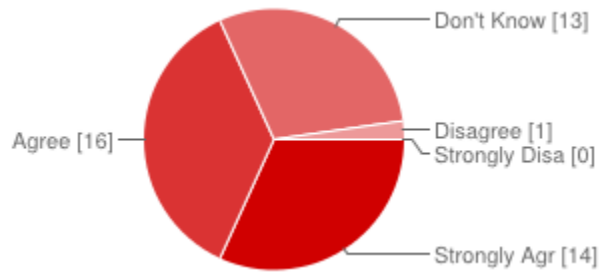
Strongly Agree	8	18.2%
Agree	28	63.6%
Don't Know	5	11.4%
Disagree	3	6.8%
Strongly Disagree	0	0%

I enjoy going to my classes



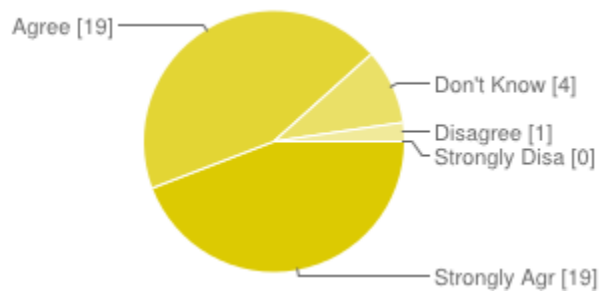
Strongly Agree	3	6.8%
Agree	22	50%
Don't Know	13	29.5%
Disagree	4	9.1%
Strongly Disagree	2	4.5%

I feel safe and cared for in this school



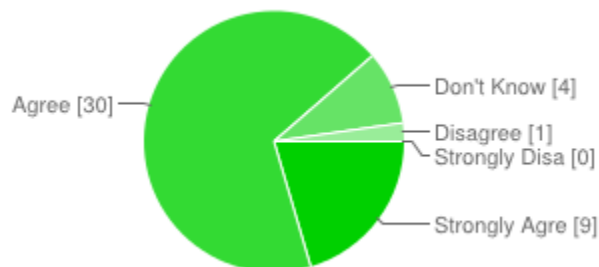
Strongly Agree	14	31.8%
Agree	16	36.4%
Don't Know	13	29.5%
Disagree	1	2.3%
Strongly Disagree	0	0%

I get on well with other students in this school



Strongly Agree	19	43.2%
Agree	19	43.2%
Don't Know	4	9.1%
Disagree	1	2.3%
Strongly Disagree	0	0%

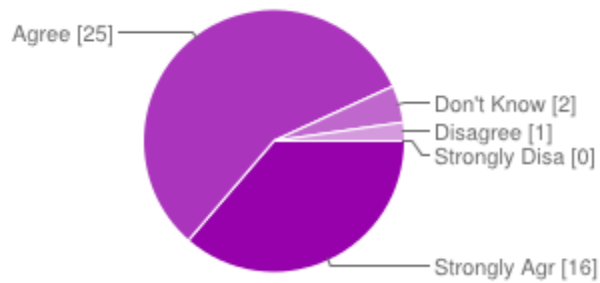
There is a good atmosphere in this school



Strongly Agree	9	20.5%
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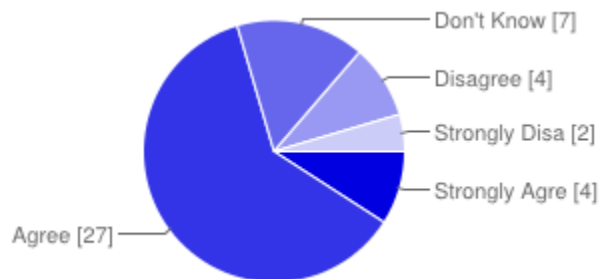
Agree	30	68.2%
Don't Know	4	9.1%
Disagree	1	2.3%
Strongly Disagree	0	0%

I understand the school rules



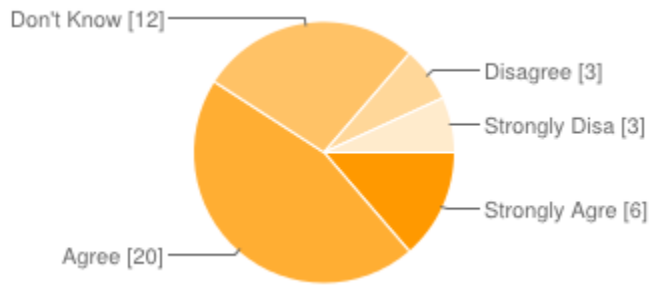
Strongly Agree	16	36.4%
Agree	25	56.8%
Don't Know	2	4.5%
Disagree	1	2.3%
Strongly Disagree	0	0%

The behaviour of students is good in this school



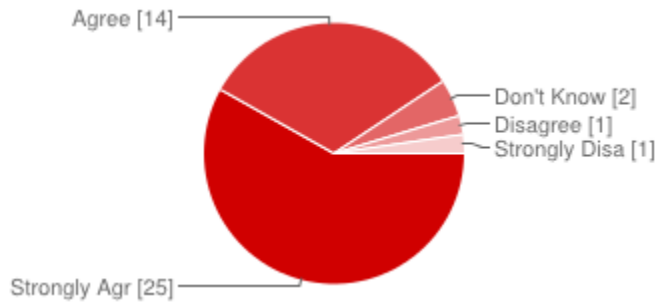
Strongly Agree	4	9.1%
Agree	27	61.4%
Don't Know	7	15.9%
Disagree	4	9.1%
Strongly Disagree	2	4.5%

All students are treated fairly and respectfully in this school



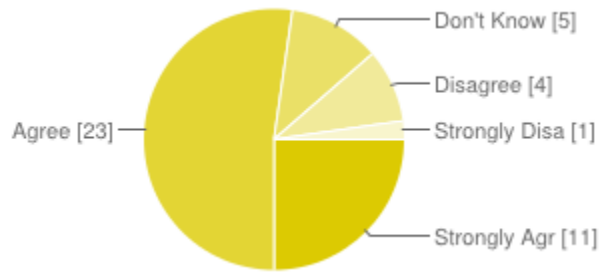
Strongly Agree	6	13.6%
Agree	20	45.5%
Don't Know	12	27.3%
Disagree	3	6.8%
Strongly Disagree	3	6.8%

Attendance at classes is checked regularly



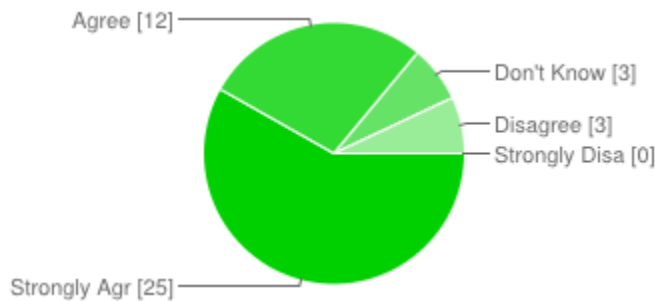
Strongly Agree	25	56.8%
Agree	14	31.8%
Don't Know	2	4.5%
Disagree	1	2.3%
Strongly Disagree	1	2.3%

My classes begin on time



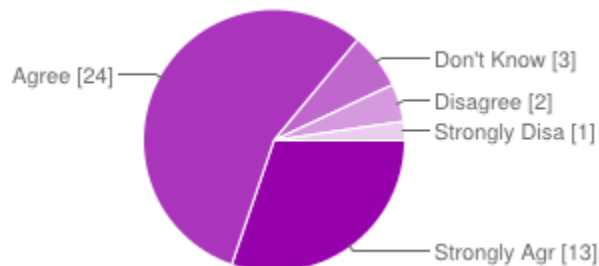
Strongly Agree	11	25%
Agree	23	52.3%
Don't Know	5	11.4%
Disagree	4	9.1%
Strongly Disagree	1	2.3%

In this school there are clear rules against hurting other people by what we say or do



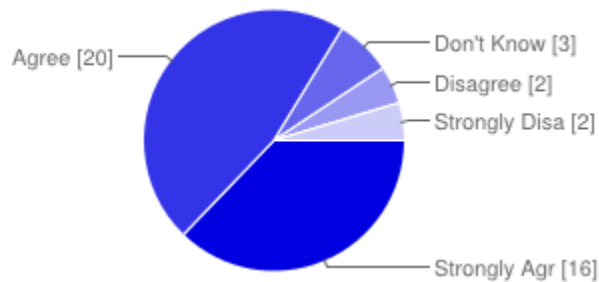
Strongly Agree	25	56.8%
Agree	12	27.3%
Don't Know	3	6.8%
Disagree	3	6.8%
Strongly Disagree	0	0%

In school I have learned about different types of bullying



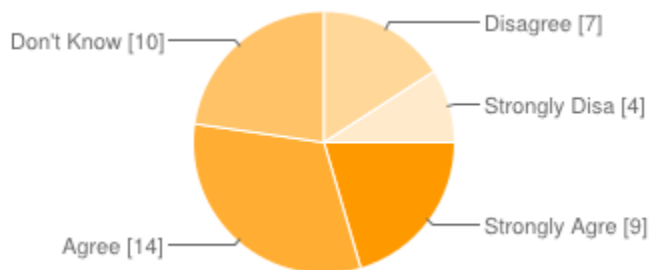
Strongly Agree	13	29.5%
Agree	24	54.5%
Don't Know	3	6.8%
Disagree	2	4.5%
Strongly Disagree	1	2.3%

If someone is bullying me I can get help from a teacher or other adult in the school



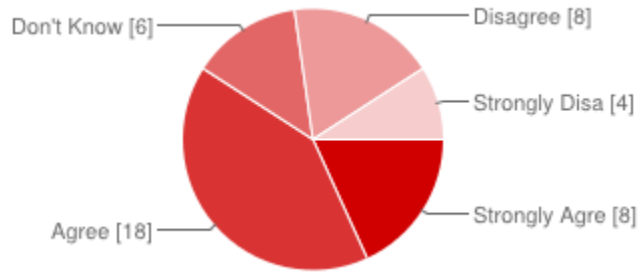
Strongly Agree	16	36.4%
Agree	20	45.5%
Don't Know	3	6.8%
Disagree	2	4.5%
Strongly Disagree	2	4.5%

I learn about drugs and alcohol issues in some lessons



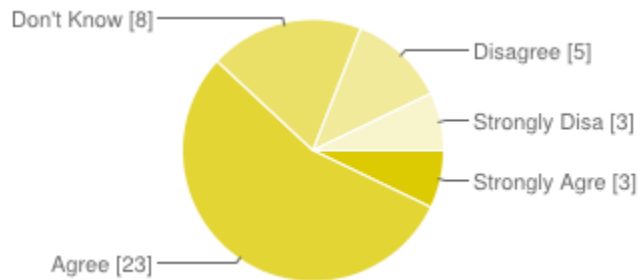
Strongly Agree	9	20.5%
Agree	14	31.8%
Don't Know	10	22.7%
Disagree	7	15.9%
Strongly Disagree	4	9.1%

I learn about relationships and sexuality in some lessons



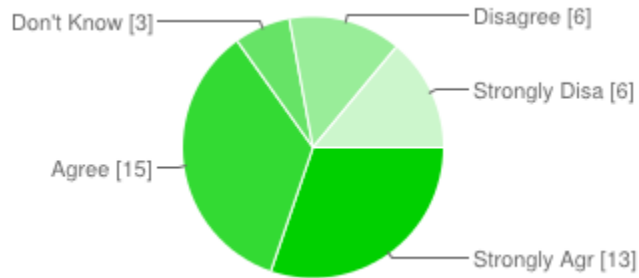
Strongly Agree	8	18.2%
Agree	18	40.9%
Don't Know	6	13.6%
Disagree	8	18.2%
Strongly Disagree	4	9.1%

My classes are interesting



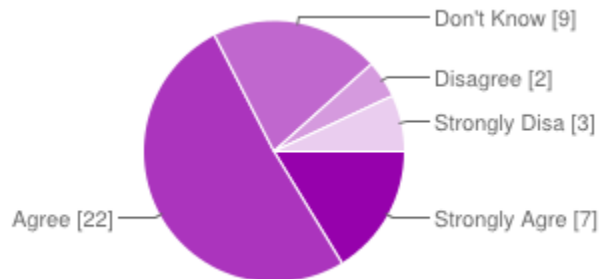
Strongly Agree	3	6.8%
Agree	23	52.3%
Don't Know	8	18.2%
Disagree	5	11.4%
Strongly Disagree	3	6.8%

I have very few free classes each week



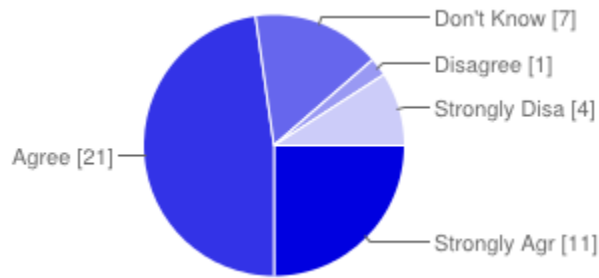
Strongly Agree	13	29.5%
Agree	15	34.1%
Don't Know	3	6.8%
Disagree	6	13.6%
Strongly Disagree	6	13.6%

I am getting on well with my school work



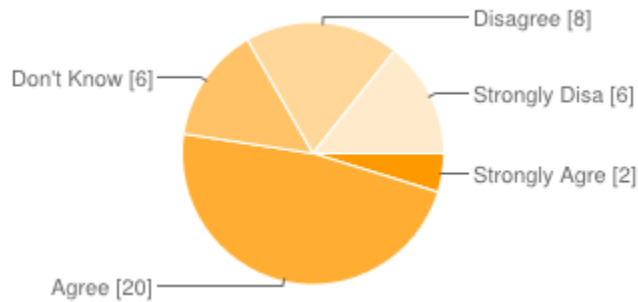
Strongly Agree	7	15.9%
Agree	22	50%
Don't Know	9	20.5%
Disagree	2	4.5%
Strongly Disagree	3	6.8%

Teachers encourage me to do the best I can



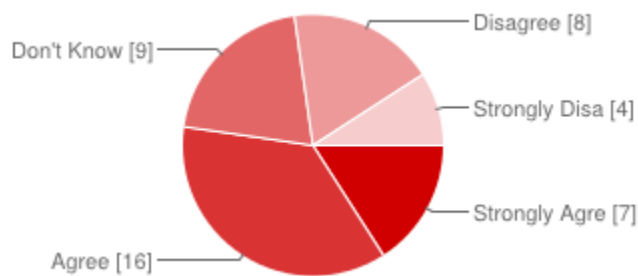
Strongly Agree	11	25%
Agree	21	47.7%
Don't Know	7	15.9%
Disagree	1	2.3%
Strongly Disagree	4	9.1%

Teachers talk to me about how to improve my learning



Strongly Agree	2	4.5%
Agree	20	45.5%
Don't Know	6	13.6%
Disagree	8	18.2%
Strongly Disagree	6	13.6%

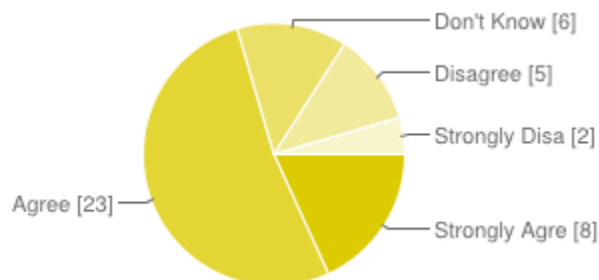
Teachers listen to me and pay attention to what I say



Strongly Agree	7	15.9%
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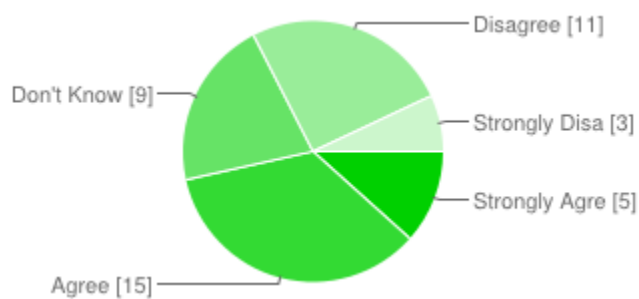
Agree	16	36.4%
Don't Know	9	20.5%
Disagree	8	18.2%
Strongly Disagree	4	9.1%

I get opportunities to work together with other students in my classes



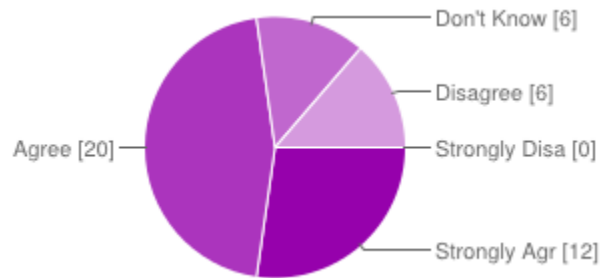
Strongly Agree	8	18.2%
Agree	23	52.3%
Don't Know	6	13.6%
Disagree	5	11.4%
Strongly Disagree	2	4.5%

We use ICT regularly in classes



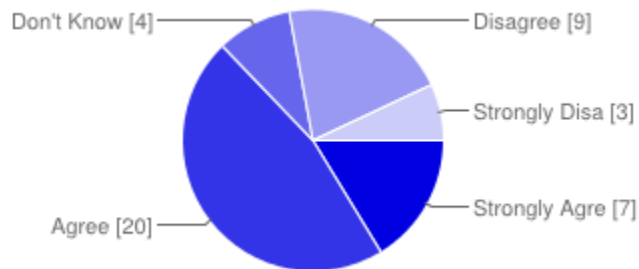
Strongly Agree	5	11.4%
Agree	15	34.1%
Don't Know	9	20.5%
Disagree	11	25%
Strongly Disagree	3	6.8%

My homework is corrected regularly



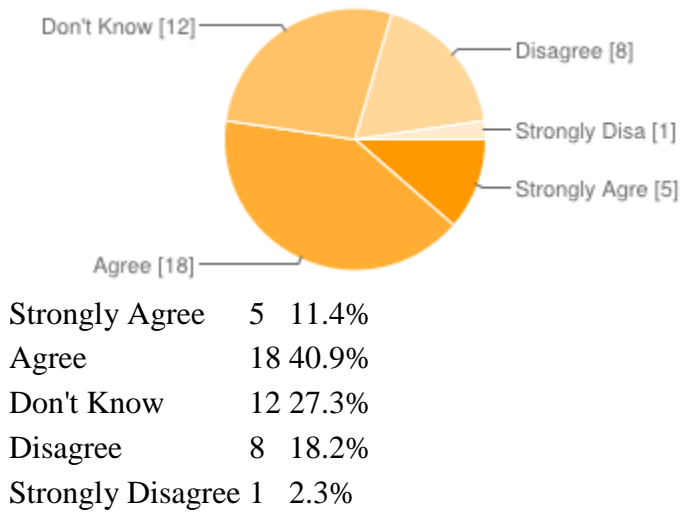
Strongly Agree	12	27.3%
Agree	20	45.5%
Don't Know	6	13.6%
Disagree	6	13.6%
Strongly Disagree	0	0%

Teaching is good in the school

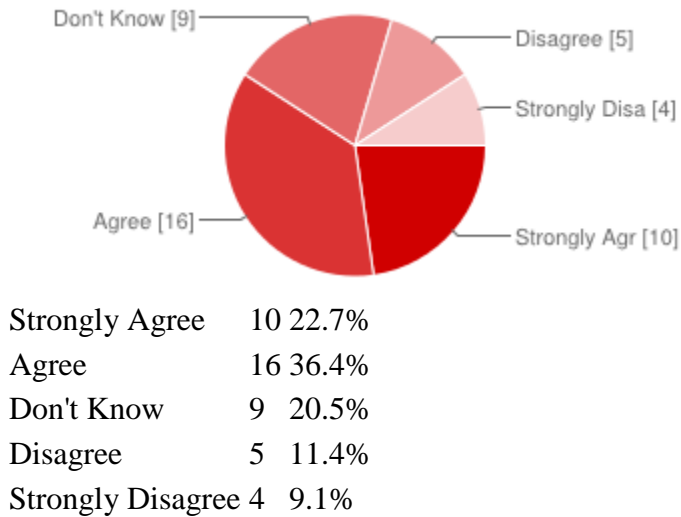


Strongly Agree	7	15.9%
Agree	20	45.5%
Don't Know	4	9.1%
Disagree	9	20.5%
Strongly Disagree	3	6.8%

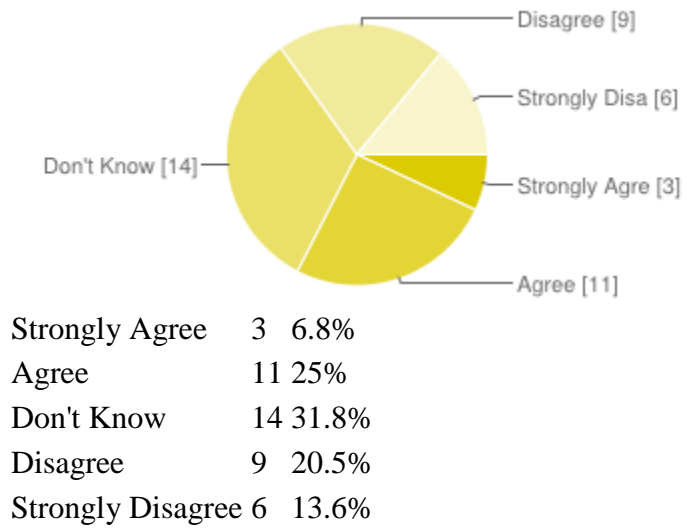
I can talk to an adult in the school if I am having problems



I got helpful advice and information from teachers when choosing subjects



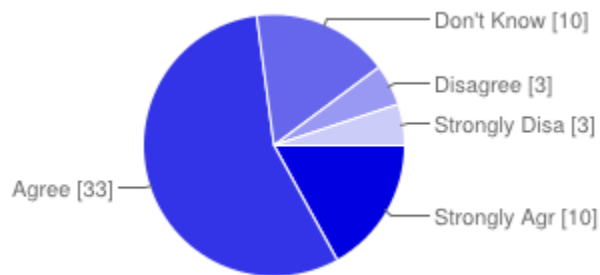
I have a say in how things are done in the school



3rd Year Student Survey Responses

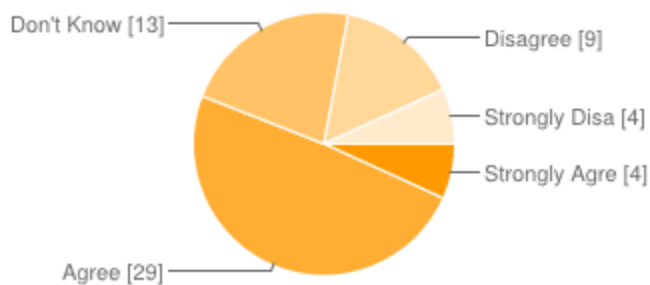
Summary

I am proud to be in this school



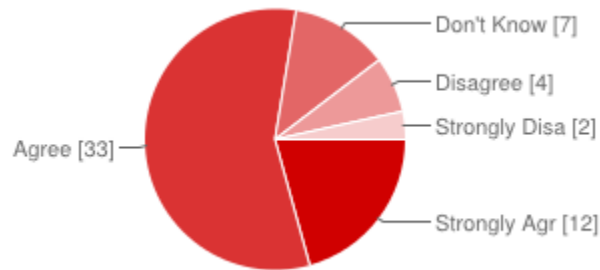
Strongly Agree	10	16.9%
Agree	33	55.9%
Don't Know	10	16.9%
Disagree	3	5.1%
Strongly Disagree	3	5.1%

I enjoy going to my classes



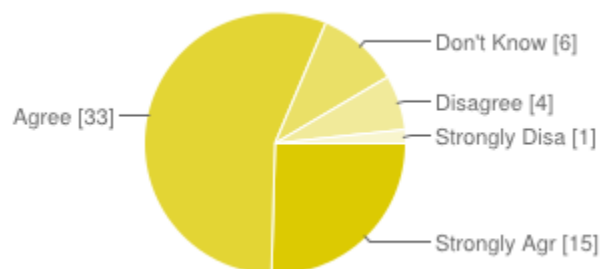
Strongly Agree	4	6.8%
Agree	29	49.2%
Don't Know	13	22%
Disagree	9	15.3%
Strongly Disagree	4	6.8%

I feel safe and cared for in this school



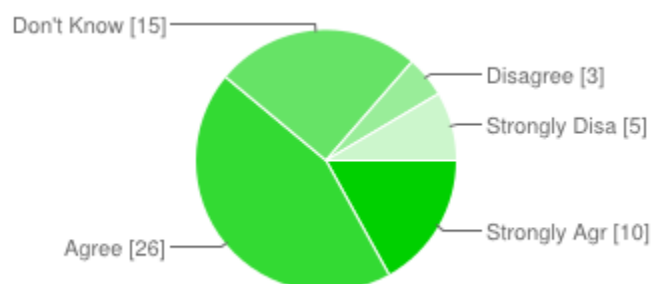
Strongly Agree	12	20.3%
Agree	33	55.9%
Don't Know	7	11.9%
Disagree	4	6.8%
Strongly Disagree	2	3.4%

I get on well with other students in this school



Strongly Agree	15	25.4%
Agree	33	55.9%
Don't Know	6	10.2%
Disagree	4	6.8%
Strongly Disagree	1	1.7%

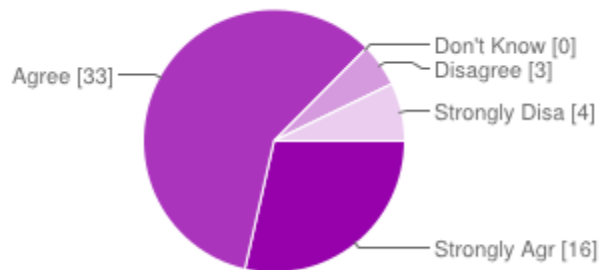
There is a good atmosphere in this school



Strongly Agree	10	16.9%
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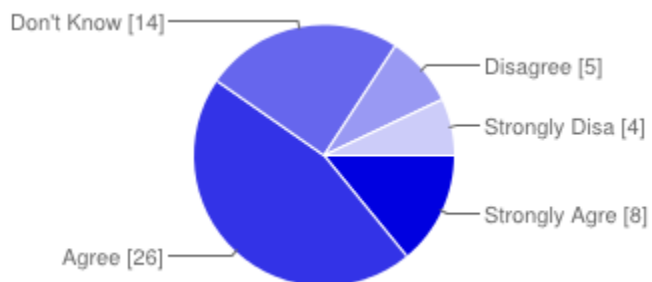
Agree	26	44.1%
Don't Know	15	25.4%
Disagree	3	5.1%
Strongly Disagree	5	8.5%

I understand the school rules



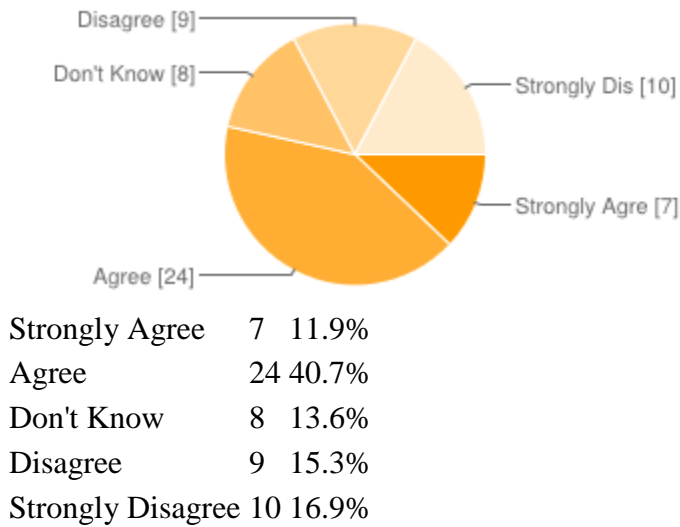
Strongly Agree	16	27.1%
Agree	33	55.9%
Don't Know	0	0%
Disagree	3	5.1%
Strongly Disagree	4	6.8%

The behaviour of students is good in this school

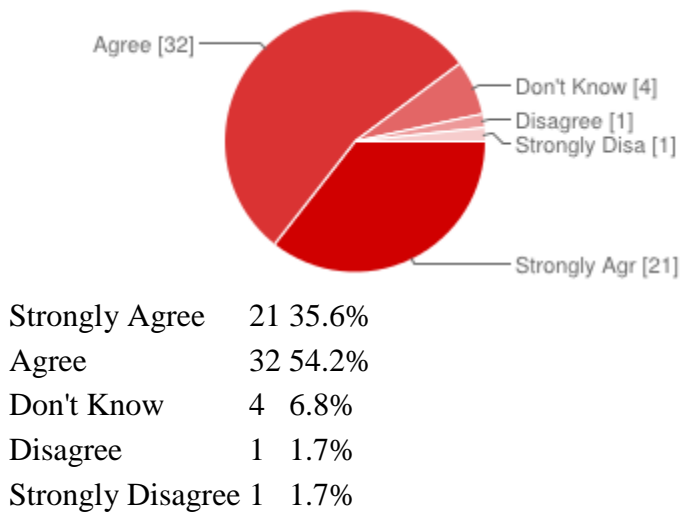


Strongly Agree	8	13.6%
Agree	26	44.1%
Don't Know	14	23.7%
Disagree	5	8.5%
Strongly Disagree	4	6.8%

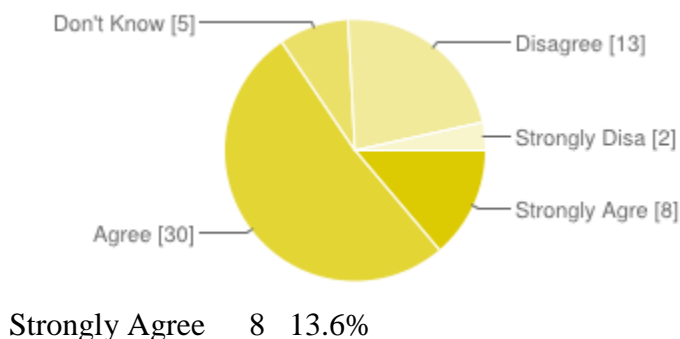
All students are treated fairly and respectfully in this school



Attendance at classes is checked regularly

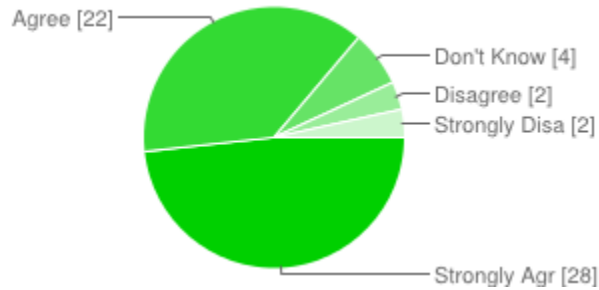


My classes begin on time



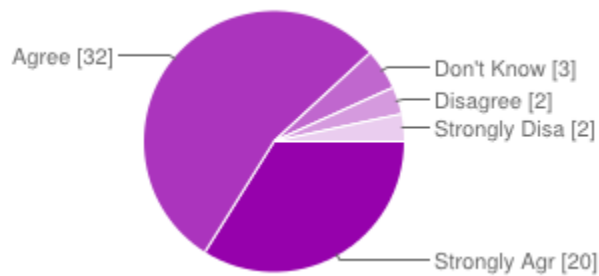
Agree	30	50.8%
Don't Know	5	8.5%
Disagree	13	22%
Strongly Disagree	2	3.4%

In this school there are clear rules against hurting other people by what we say or do



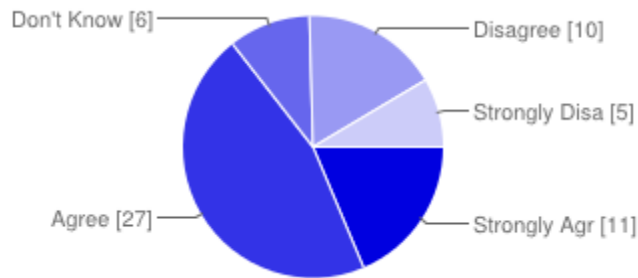
Strongly Agree	28	47.5%
Agree	22	37.3%
Don't Know	4	6.8%
Disagree	2	3.4%
Strongly Disagree	2	3.4%

In school I have learned about different types of bullying



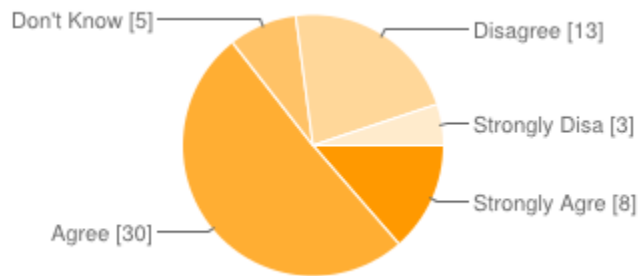
Strongly Agree	20	33.9%
Agree	32	54.2%
Don't Know	3	5.1%
Disagree	2	3.4%
Strongly Disagree	2	3.4%

If someone is bullying me I can get help from a teacher or other adult in the school



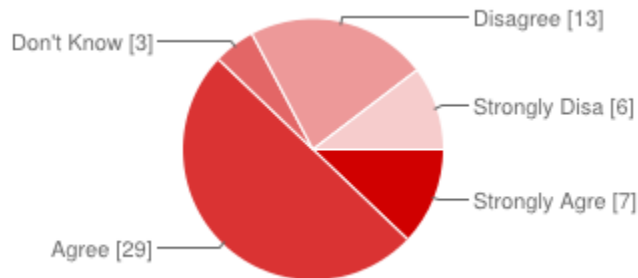
Strongly Agree	11	18.6%
Agree	27	45.8%
Don't Know	6	10.2%
Disagree	10	16.9%
Strongly Disagree	5	8.5%

I learn about drugs and alcohol issues in some lessons



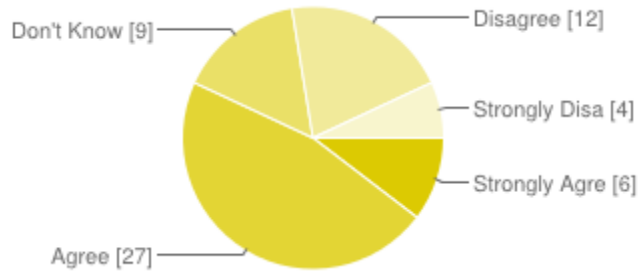
Strongly Agree	8	13.6%
Agree	30	50.8%
Don't Know	5	8.5%
Disagree	13	22%
Strongly Disagree	3	5.1%

I learn about relationships and sexuality in some lessons



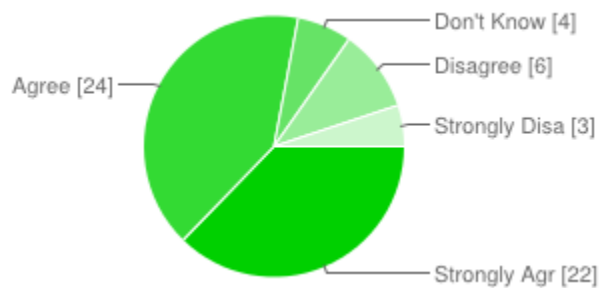
Strongly Agree	7	11.9%
Agree	29	49.2%
Don't Know	3	5.1%
Disagree	13	22%
Strongly Disagree	6	10.2%

My classes are interesting



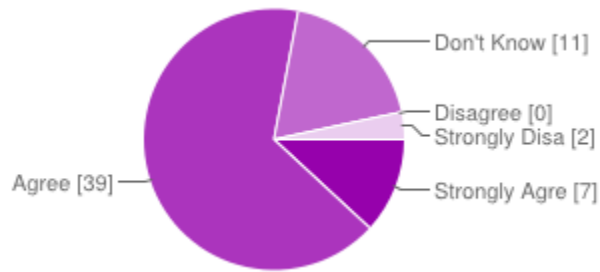
Strongly Agree	6	10.2%
Agree	27	45.8%
Don't Know	9	15.3%
Disagree	12	20.3%
Strongly Disagree	4	6.8%

I have very few free classes each week



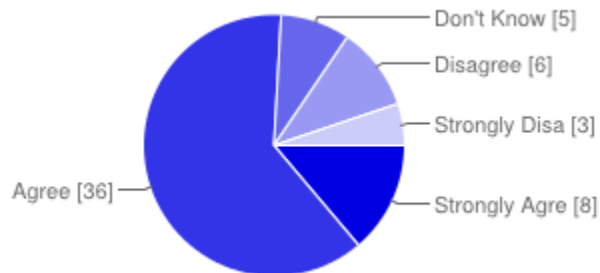
Strongly Agree	22	37.3%
Agree	24	40.7%
Don't Know	4	6.8%
Disagree	6	10.2%
Strongly Disagree	3	5.1%

I am getting on well with my school work



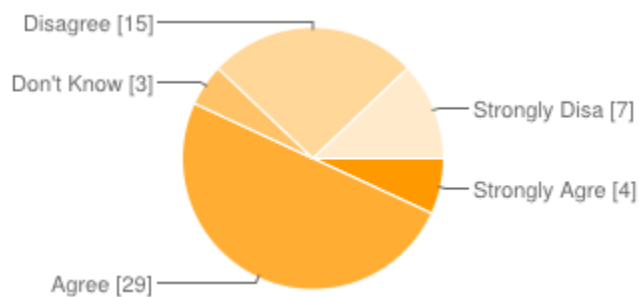
Strongly Agree	7	11.9%
Agree	39	66.1%
Don't Know	11	18.6%
Disagree	0	0%
Strongly Disagree	2	3.4%

Teachers encourage me to do the best I can



Strongly Agree	8	13.6%
Agree	36	61%
Don't Know	5	8.5%
Disagree	6	10.2%
Strongly Disagree	3	5.1%

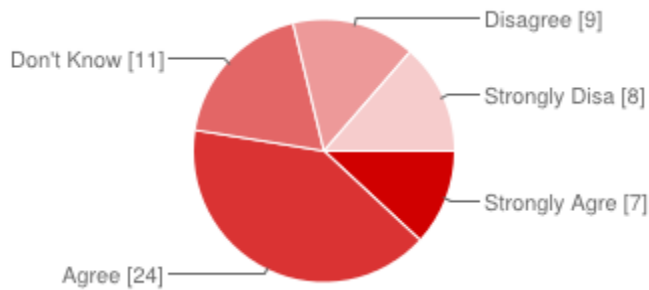
Teachers talk to me about how to improve my learning



Strongly Agree	4	9.5%
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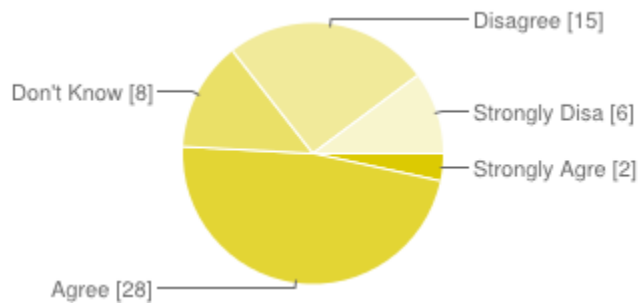
Agree	29	49.2%
Don't Know	3	5.1%
Disagree	15	25.4%
Strongly Disagree	7	11.9%

Teachers listen to me and pay attention to what I say



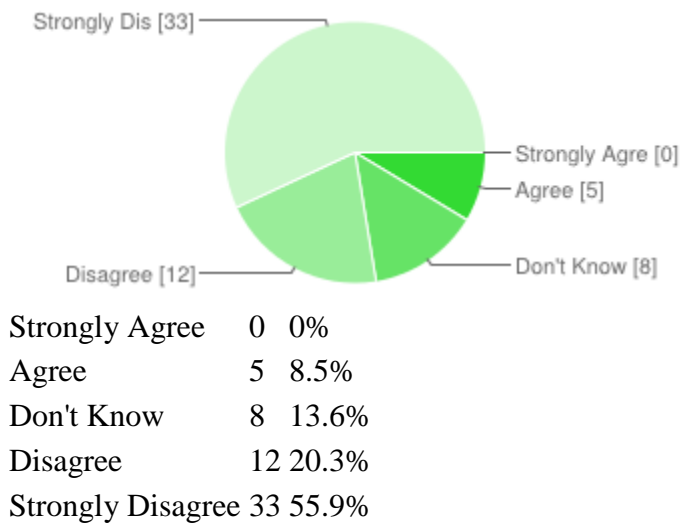
Strongly Agree	7	11.9%
Agree	24	40.7%
Don't Know	11	18.6%
Disagree	9	15.3%
Strongly Disagree	8	13.6%

I get opportunities to work together with other students in my classes

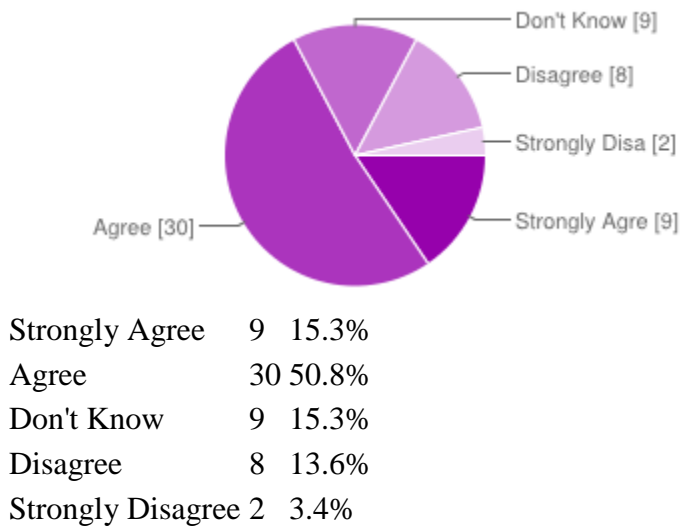


Strongly Agree	2	3.4%
Agree	28	47.5%
Don't Know	8	13.6%
Disagree	15	25.4%
Strongly Disagree	6	10.2%

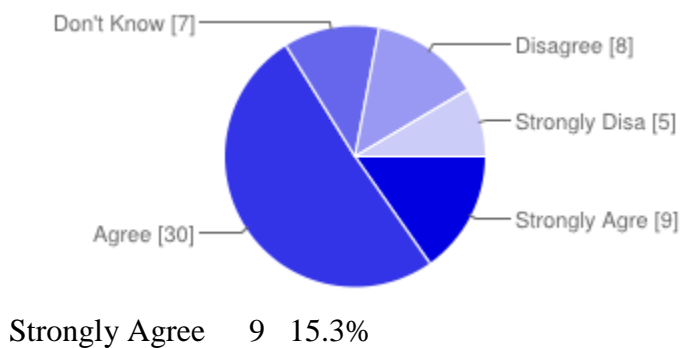
We use ICT regularly in classes



My homework is corrected regularly

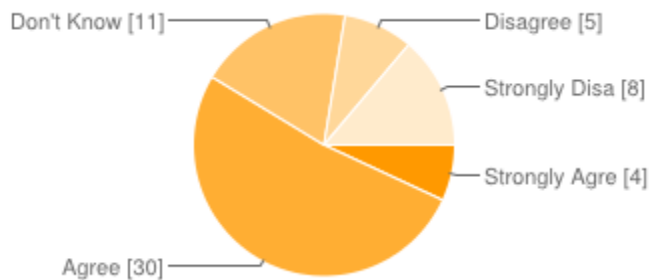


Teaching is good in the school



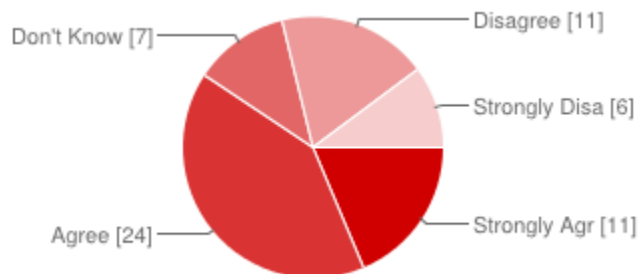
Agree	30	50.8%
Don't Know	7	11.9%
Disagree	8	13.6%
Strongly Disagree	5	8.5%

I can talk to an adult in the school if I am having problems



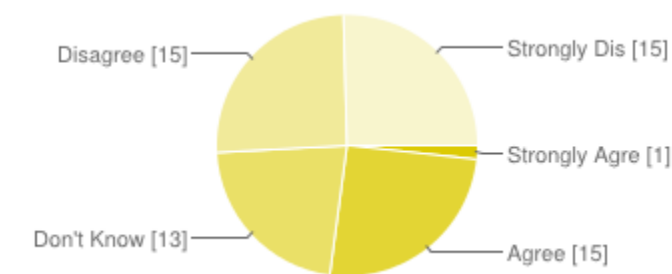
Strongly Agree	4	6.8%
Agree	30	50.8%
Don't Know	11	18.6%
Disagree	5	8.5%
Strongly Disagree	8	13.6%

I got helpful advice and information from teachers when choosing subjects



Strongly Agree	11	18.6%
Agree	24	40.7%
Don't Know	7	11.9%
Disagree	11	18.6%
Strongly Disagree	6	10.2%

I have a say in how things are done in the school

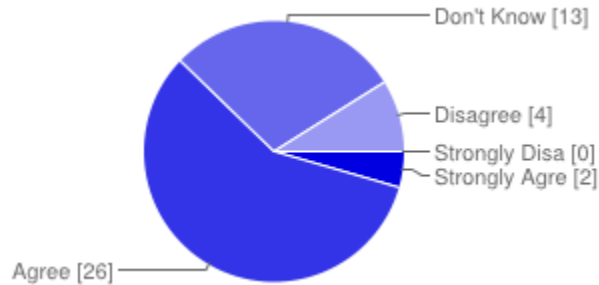


Strongly Agree	1	1.7%
Agree	15	25.4%
Don't Know	13	22%
Disagree	15	25.4%
Strongly Disagree	15	25.4%

5th Years Student Survey Responses

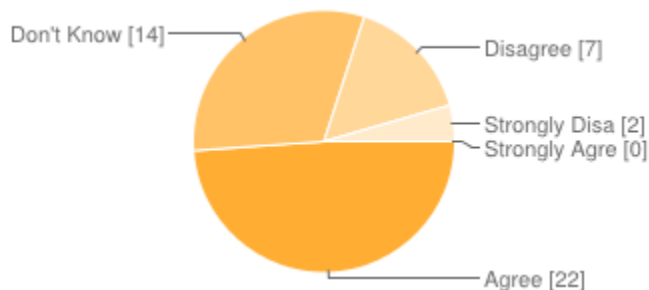
Summary

I am proud to be in this school



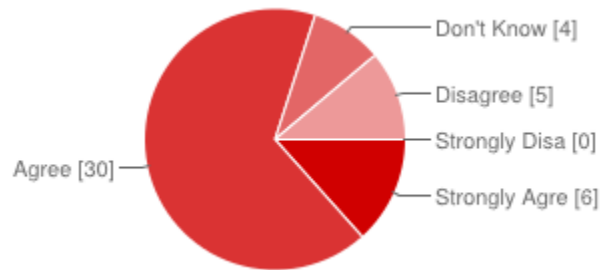
Strongly Agree	2	4.4%
Agree	26	57.8%
Don't Know	13	28.9%
Disagree	4	8.9%
Strongly Disagree	0	0%

I enjoy going to my classes



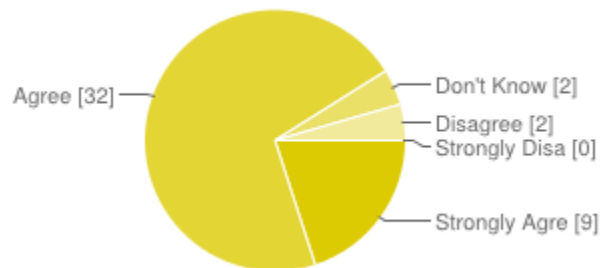
Strongly Agree	0	0%
Agree	22	48.9%
Don't Know	14	31.1%
Disagree	7	15.6%
Strongly Disagree	2	4.4%

I feel safe and cared for in this school



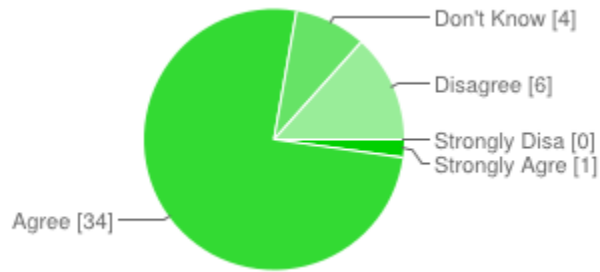
Strongly Agree	6	13.3%
Agree	30	66.7%
Don't Know	4	8.9%
Disagree	5	11.1%
Strongly Disagree	0	0%

I get on well with other students in this school



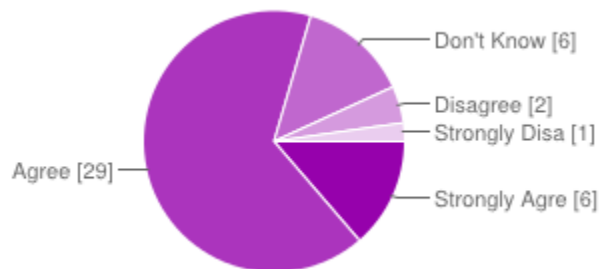
Strongly Agree	9	20%
Agree	32	71.1%
Don't Know	2	4.4%
Disagree	2	4.4%
Strongly Disagree	0	0%

There is a good atmosphere in this school



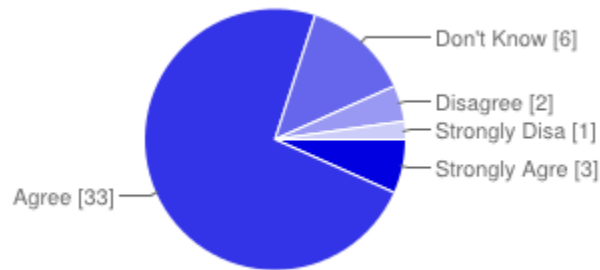
Strongly Agree	1	2.2%
Agree	34	75.6%
Don't Know	4	8.9%
Disagree	6	13.3%
Strongly Disagree	0	0%

I understand the school rules



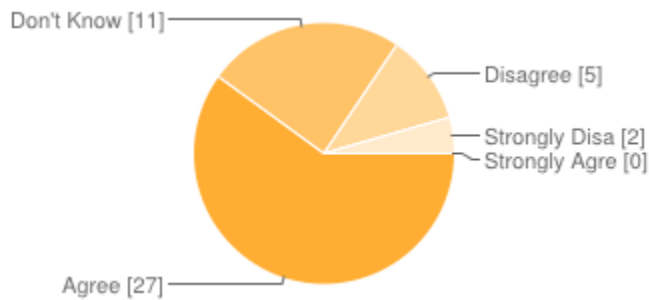
Strongly Agree	6	13.3%
Agree	29	64.4%
Don't Know	6	13.3%
Disagree	2	4.4%
Strongly Disagree	1	2.2%

The behaviour of students is good in this school



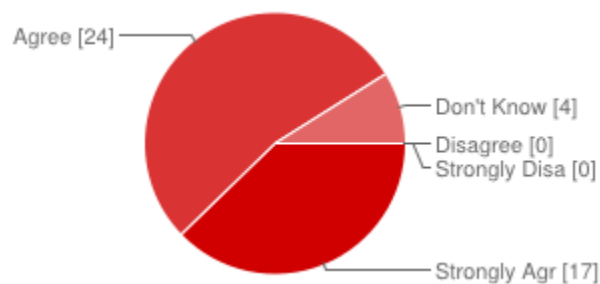
Strongly Agree	3	6.7%
Agree	33	73.3%
Don't Know	6	13.3%
Disagree	2	4.4%
Strongly Disagree	1	2.2%

All students are treated fairly and respectfully in this school



Strongly Agree	0	0%
Agree	27	60%
Don't Know	11	24.4%
Disagree	5	11.1%
Strongly Disagree	2	4.4%

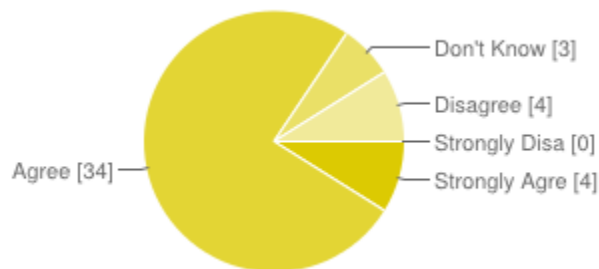
Attendance at classes is checked regularly



Strongly Agree	17	37.8%
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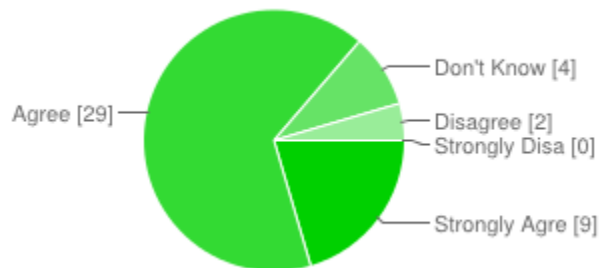
Agree	24	53.3%
Don't Know	4	8.9%
Disagree	0	0%
Strongly Disagree	0	0%

My classes begin on time



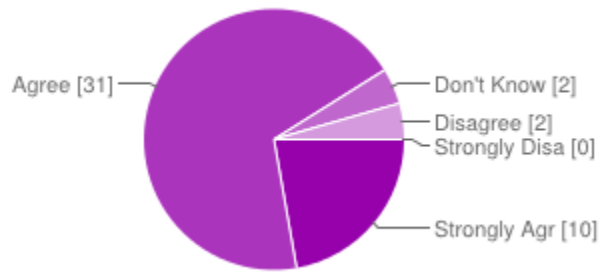
Strongly Agree	4	8.9%
Agree	34	75.6%
Don't Know	3	6.7%
Disagree	4	8.9%
Strongly Disagree	0	0%

In this school there are clear rules against hurting other people by what we say or do



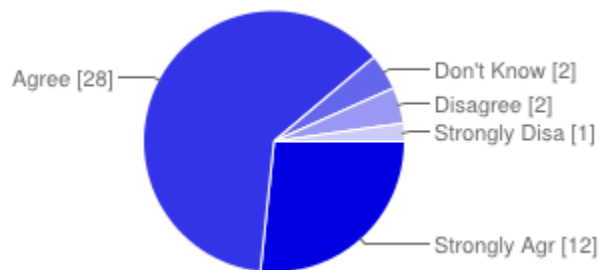
Strongly Agree	9	20%
Agree	29	64.4%
Don't Know	4	8.9%
Disagree	2	4.4%
Strongly Disagree	0	0%

In school I have learned about different types of bullying



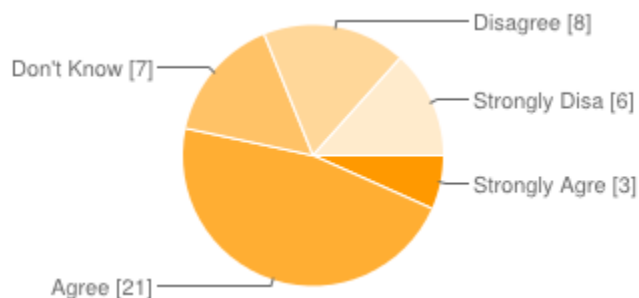
Strongly Agree	10	22.2%
Agree	31	68.9%
Don't Know	2	4.4%
Disagree	2	4.4%
Strongly Disagree	0	0%

If someone is bullying me I can get help from a teacher or other adult in the school



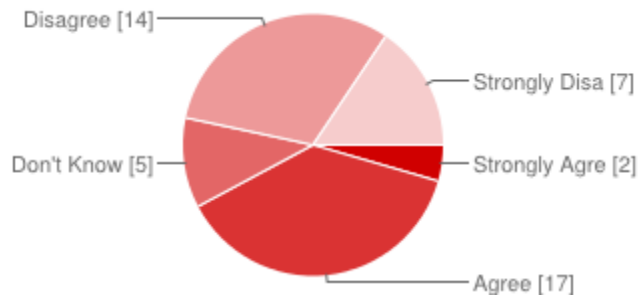
Strongly Agree	12	26.7%
Agree	28	62.2%
Don't Know	2	4.4%
Disagree	2	4.4%
Strongly Disagree	1	2.2%

I learn about drugs and alcohol issues in some lessons



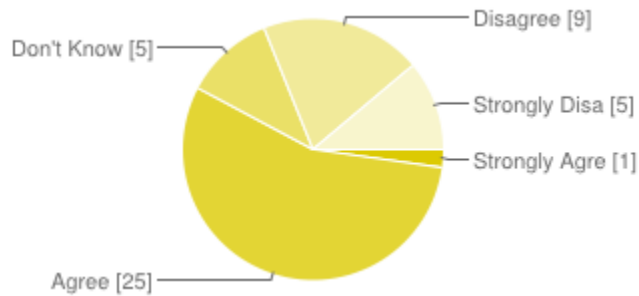
Strongly Agree	3	6.7%
Agree	21	46.7%
Don't Know	7	15.6%
Disagree	8	17.8%
Strongly Disagree	6	13.3%

I learn about relationships and sexuality in some lessons



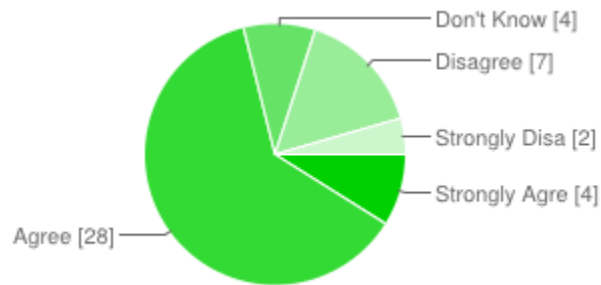
Strongly Agree	2	4.4%
Agree	17	37.8%
Don't Know	5	11.1%
Disagree	14	31.1%
Strongly Disagree	7	15.6%

My classes are interesting



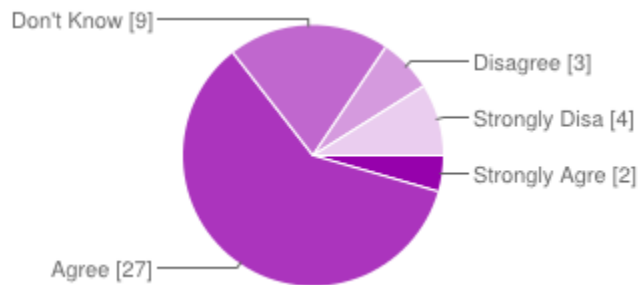
Strongly Agree	1	2.2%
Agree	25	55.6%
Don't Know	5	11.1%
Disagree	9	20%
Strongly Disagree	5	11.1%

I have very few free classes each week



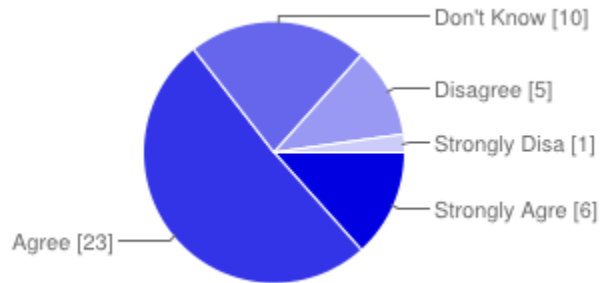
Strongly Agree	4	8.9%
Agree	28	62.2%
Don't Know	4	8.9%
Disagree	7	15.6%
Strongly Disagree	2	4.4%

I am getting on well with my school work



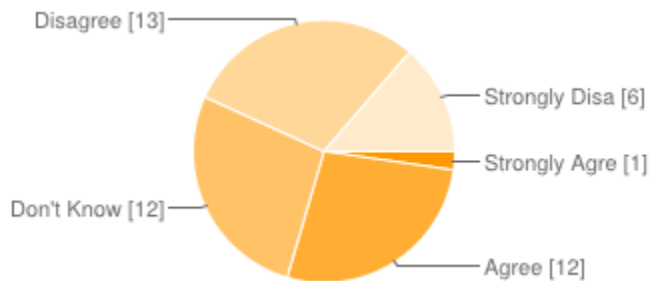
Strongly Agree	2	4.4%
Agree	27	60%
Don't Know	9	20%
Disagree	3	6.7%
Strongly Disagree	4	8.9%

Teachers encourage me to do the best I can



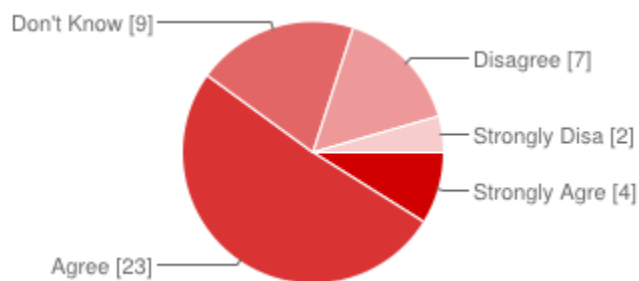
Strongly Agree	6	13.3%
Agree	23	51.1%
Don't Know	10	22.2%
Disagree	5	11.1%
Strongly Disagree	1	2.2%

Teachers talk to me about how to improve my learning



Strongly Agree	1	2.2%
Agree	12	26.7%
Don't Know	12	26.7%
Disagree	13	28.9%
Strongly Disagree	6	13.3%

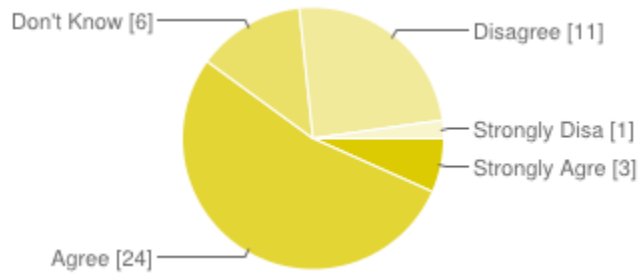
Teachers listen to me and pay attention to what I say



Strongly Agree	4	8.9%
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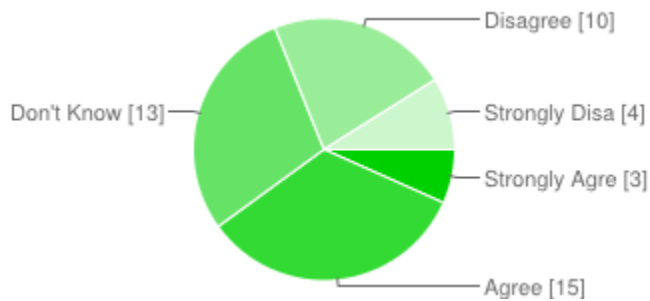
Agree	23	51.1%
Don't Know	9	20%
Disagree	7	15.6%
Strongly Disagree	2	4.4%

I get opportunities to work together with other students in my classes



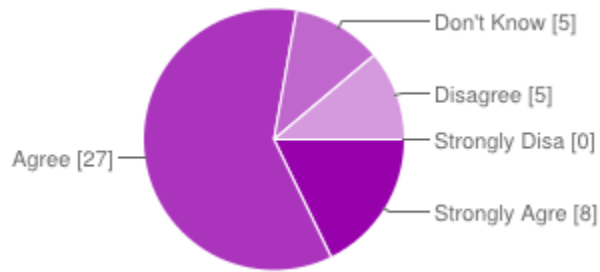
Strongly Agree	3	6.7%
Agree	24	53.3%
Don't Know	6	13.3%
Disagree	11	24.4%
Strongly Disagree	1	2.2%

We use ICT regularly in classes



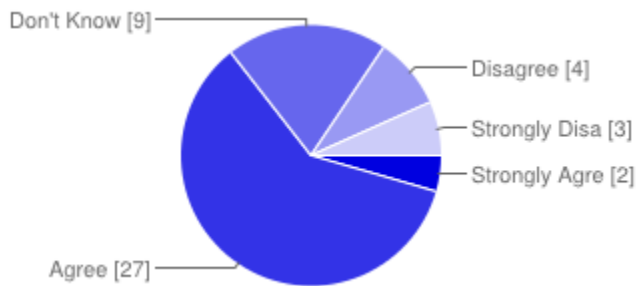
Strongly Agree	3	6.7%
Agree	15	33.3%
Don't Know	13	28.9%
Disagree	10	22.2%
Strongly Disagree	4	8.9%

My homework is corrected regularly



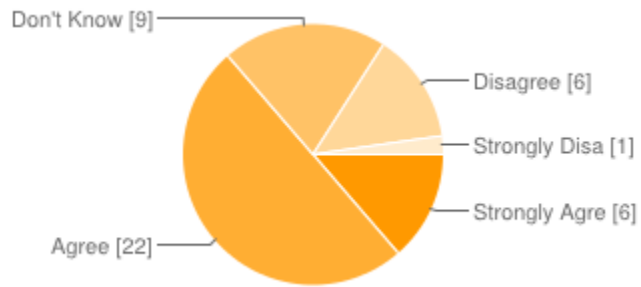
Strongly Agree	8	17.8%
Agree	27	60%
Don't Know	5	11.1%
Disagree	5	11.1%
Strongly Disagree	0	0%

Teaching is good in the school



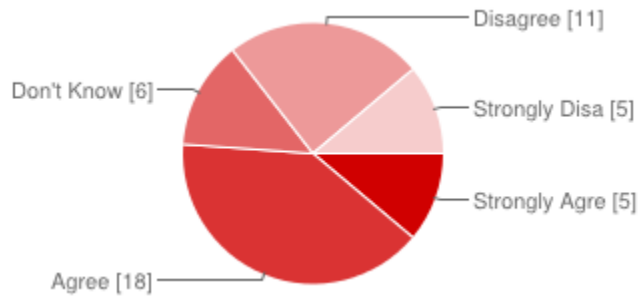
Strongly Agree	2	4.4%
Agree	27	60%
Don't Know	9	20%
Disagree	4	8.9%
Strongly Disagree	3	6.7%

I can talk to an adult in the school if I am having problems



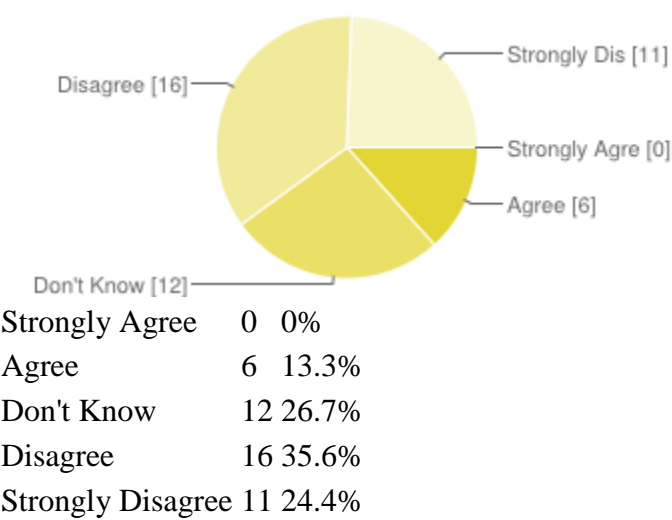
Strongly Agree	6	13.3%
Agree	22	48.9%
Don't Know	9	20%
Disagree	6	13.3%
Strongly Disagree	1	2.2%

I got helpful advice and information from teachers when choosing subjects



Strongly Agree	5	11.1%
Agree	18	40%
Don't Know	6	13.3%
Disagree	11	24.4%
Strongly Disagree	5	11.1%

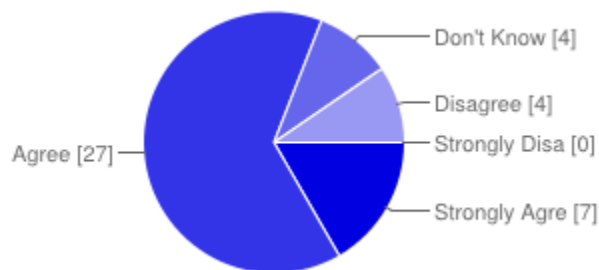
I have a say in how things are done in the school



6th Year Student Survey Responses

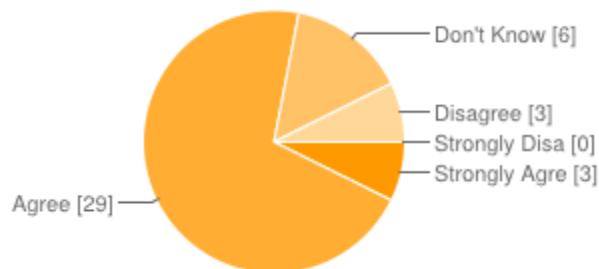
Summary

I am proud to be in this school



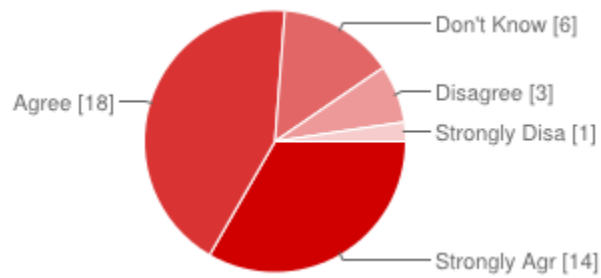
Strongly Agree	7	16.7%
Agree	27	64.3%
Don't Know	4	9.5%
Disagree	4	9.5%
Strongly Disagree	0	0%

I enjoy going to my classes



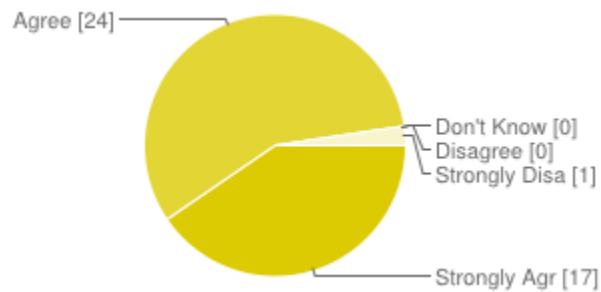
Strongly Agree	3	7.1%
Agree	29	69%
Don't Know	6	14.3%
Disagree	3	7.1%
Strongly Disagree	0	0%

I feel safe and cared for in this school



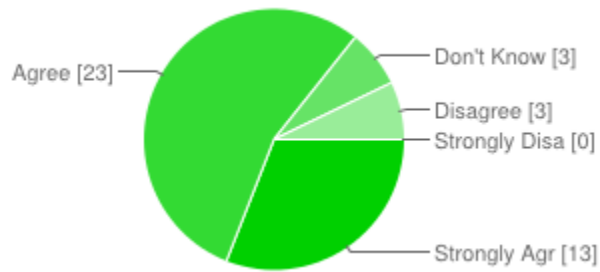
Strongly Agree	14	33.3%
Agree	18	42.9%
Don't Know	6	14.3%
Disagree	3	7.1%
Strongly Disagree	1	2.4%

I get on well with other students in this school



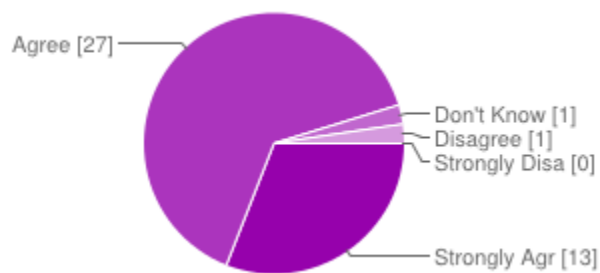
Strongly Agree	17	40.5%
Agree	24	57.1%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	1	2.4%

There is a good atmosphere in this school



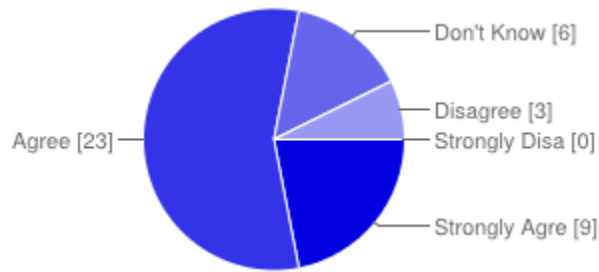
Strongly Agree	13	31%
Agree	23	54.8%
Don't Know	3	7.1%
Disagree	3	7.1%
Strongly Disagree	0	0%

I understand the school rules



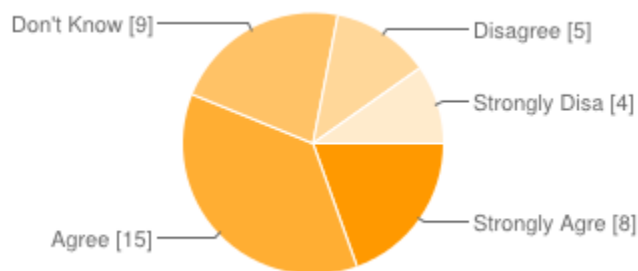
Strongly Agree	13	31%
Agree	27	64.3%
Don't Know	1	2.4%
Disagree	1	2.4%
Strongly Disagree	0	0%

The behaviour of students is good in this school



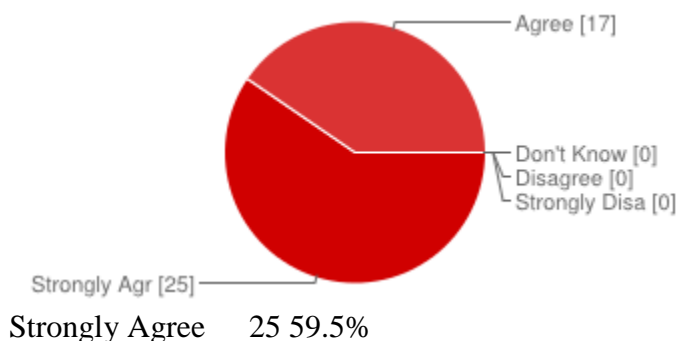
Strongly Agree	9	21.4%
Agree	23	54.8%
Don't Know	6	14.3%
Disagree	3	7.1%
Strongly Disagree	0	0%

All students are treated fairly and respectfully in this school



Strongly Agree	8	19%
Agree	15	35.7%
Don't Know	9	21.4%
Disagree	5	11.9%
Strongly Disagree	4	9.5%

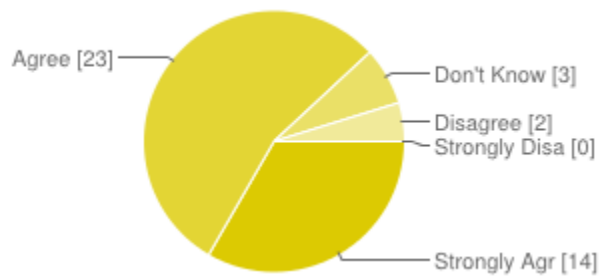
Attendance at classes is checked regularly



Strongly Agree	25	59.5%
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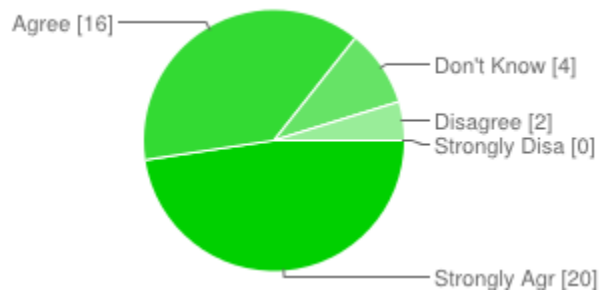
Agree	17	40.5%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

My classes begin on time



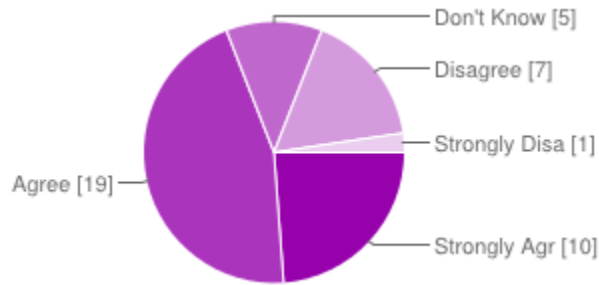
Strongly Agree	14	33.3%
Agree	23	54.8%
Don't Know	3	7.1%
Disagree	2	4.8%
Strongly Disagree	0	0%

In this school there are clear rules against hurting other people by what we say or do



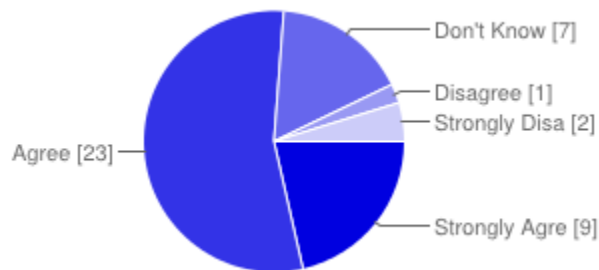
Strongly Agree	20	47.6%
Agree	16	38.1%
Don't Know	4	9.5%
Disagree	2	4.8%
Strongly Disagree	0	0%

In school I have learned about different types of bullying



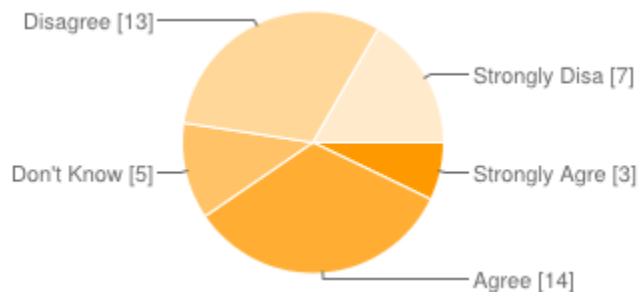
Strongly Agree	10	23.8%
Agree	19	45.2%
Don't Know	5	11.9%
Disagree	7	16.7%
Strongly Disagree	1	2.4%

If someone is bullying me I can get help from a teacher or other adult in the school



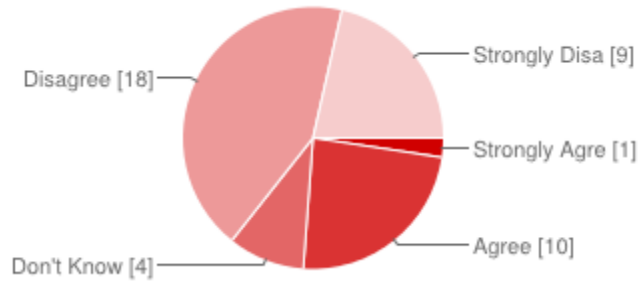
Strongly Agree	9	21.4%
Agree	23	54.8%
Don't Know	7	16.7%
Disagree	1	2.4%
Strongly Disagree	2	4.8%

I learn about drugs and alcohol issues in some lessons



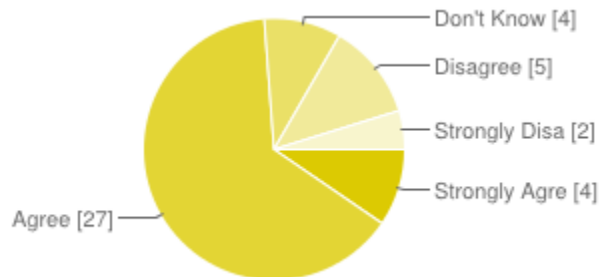
Strongly Agree	3	7.1%
Agree	14	33.3%
Don't Know	5	11.9%
Disagree	13	31%
Strongly Disagree	7	16.7%

I learn about relationships and sexuality in some lessons



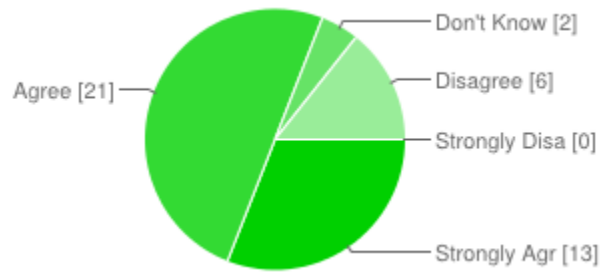
Strongly Agree	1	2.4%
Agree	10	23.8%
Don't Know	4	9.5%
Disagree	18	42.9%
Strongly Disagree	9	21.4%

My classes are interesting



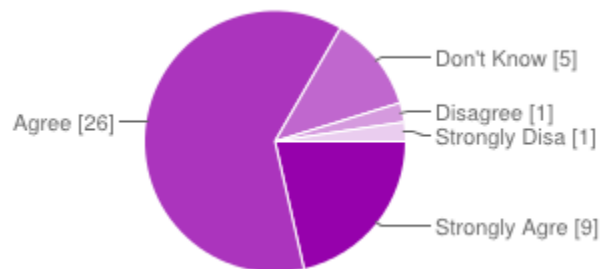
Strongly Agree	4	9.5%
Agree	27	64.3%
Don't Know	4	9.5%
Disagree	5	11.9%
Strongly Disagree	2	4.8%

I have very few free classes each week



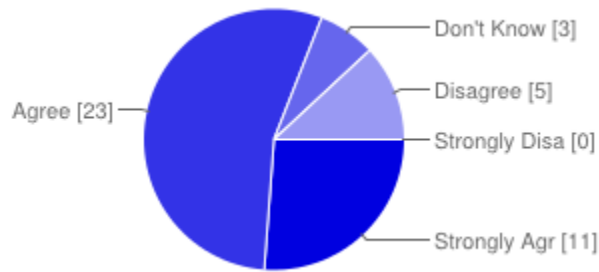
Strongly Agree	13	31%
Agree	21	50%
Don't Know	2	4.8%
Disagree	6	14.3%
Strongly Disagree	0	0%

I am getting on well with my school work



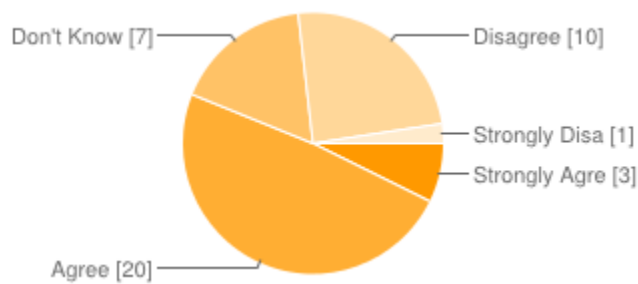
Strongly Agree	9	21.4%
Agree	26	61.9%
Don't Know	5	11.9%
Disagree	1	2.4%
Strongly Disagree	1	2.4%

Teachers encourage me to do the best I can



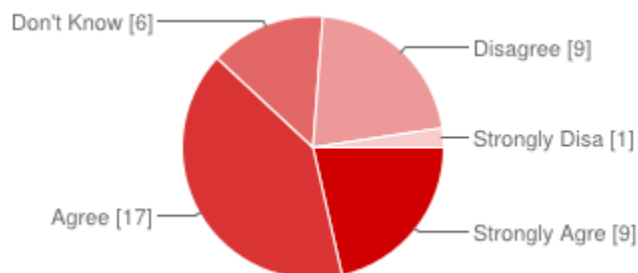
Strongly Agree	11	26.2%
Agree	23	54.8%
Don't Know	3	7.1%
Disagree	5	11.9%
Strongly Disagree	0	0%

Teachers talk to me about how to improve my learning



Strongly Agree	3	7.1%
Agree	20	47.6%
Don't Know	7	16.7%
Disagree	10	23.8%
Strongly Disagree	1	2.4%

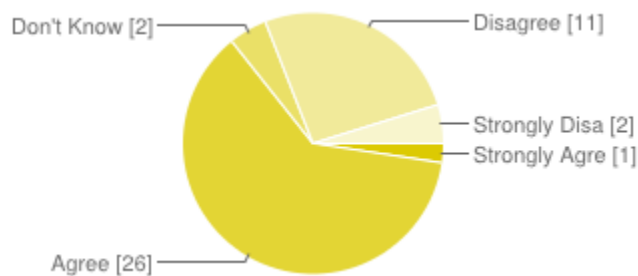
Teachers listen to me and pay attention to what I say



Strongly Agree	9	21.4%
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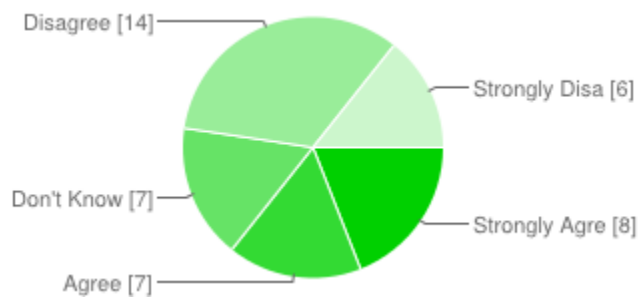
Agree	17	40.5%
Don't Know	6	14.3%
Disagree	9	21.4%
Strongly Disagree	1	2.4%

I get opportunities to work together with other students in my classes



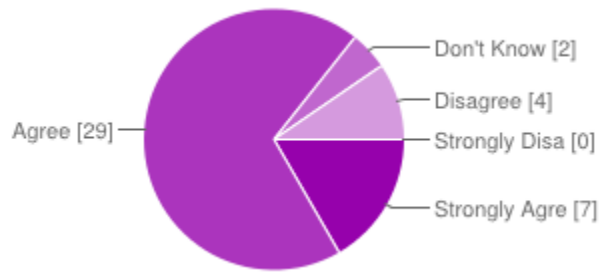
Strongly Agree	1	2.4%
Agree	26	61.9%
Don't Know	2	4.8%
Disagree	11	26.2%
Strongly Disagree	2	4.8%

We use ICT regularly in classes



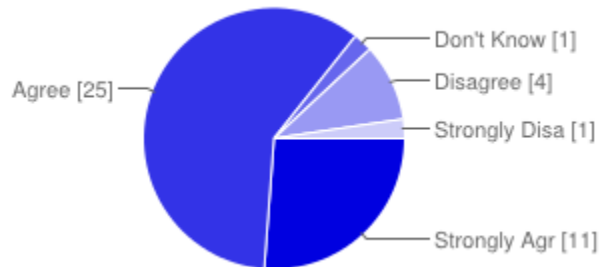
Strongly Agree	8	19%
Agree	7	16.7%
Don't Know	7	16.7%
Disagree	14	33.3%
Strongly Disagree	6	14.3%

My homework is corrected regularly



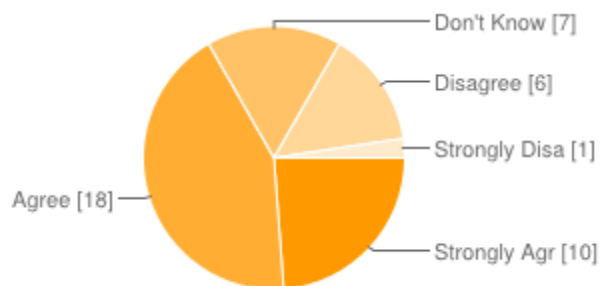
Strongly Agree	7	16.7%
Agree	29	69%
Don't Know	2	4.8%
Disagree	4	9.5%
Strongly Disagree	0	0%

Teaching is good in the school



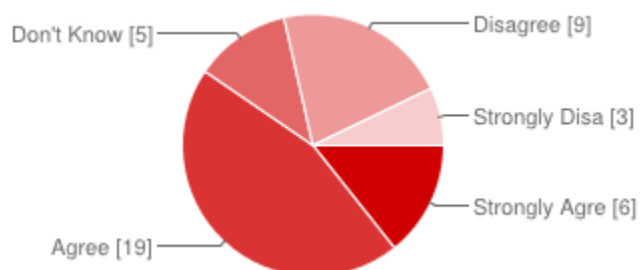
Strongly Agree	11	26.2%
Agree	25	59.5%
Don't Know	1	2.4%
Disagree	4	9.5%
Strongly Disagree	1	2.4%

I can talk to an adult in the school if I am having problems



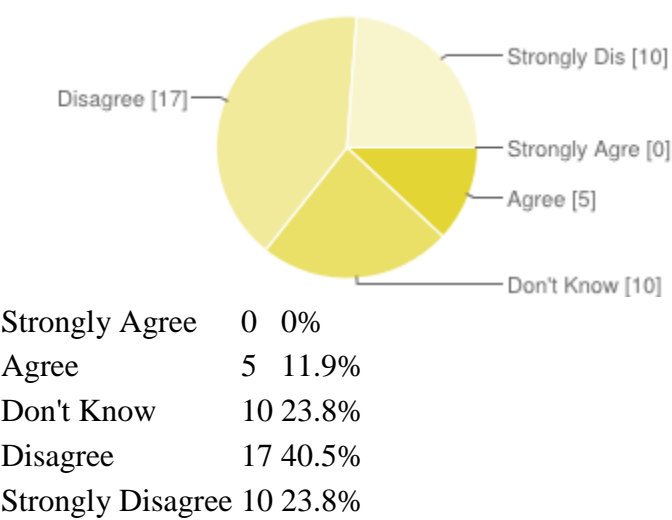
Strongly Agree	10	23.8%
Agree	18	42.9%
Don't Know	7	16.7%
Disagree	6	14.3%
Strongly Disagree	1	2.4%

I got helpful advice and information from teachers when choosing subjects



Strongly Agree	6	14.3%
Agree	19	45.2%
Don't Know	5	11.9%
Disagree	9	21.4%
Strongly Disagree	3	7.1%

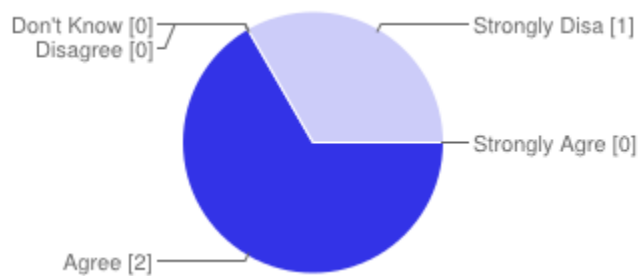
I have a say in how things are done in the school



LCA Student Survey Responses

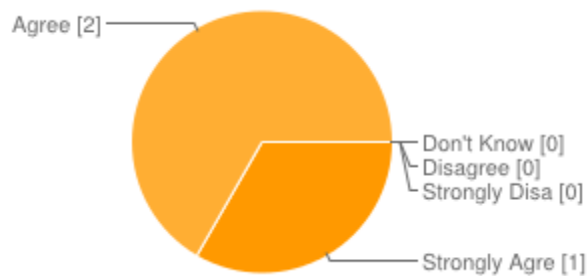
Summary

I am proud to be in this school



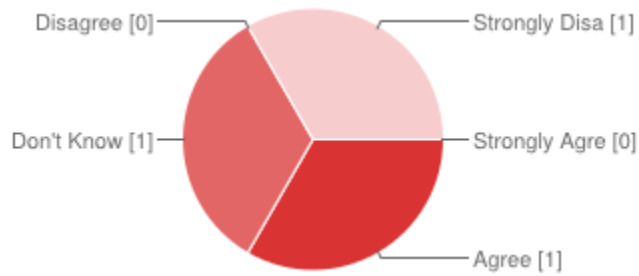
Strongly Agree	0	0.0%
Agree	2	66.7%
Don't Know	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	33.3%

I enjoy going to my classes



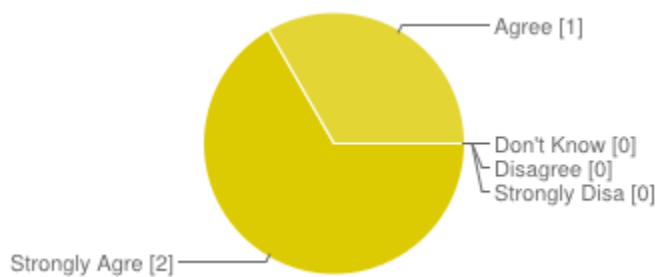
Strongly Agree	1	33.3%
Agree	2	66.7%
Don't Know	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

I feel safe and cared for in this school



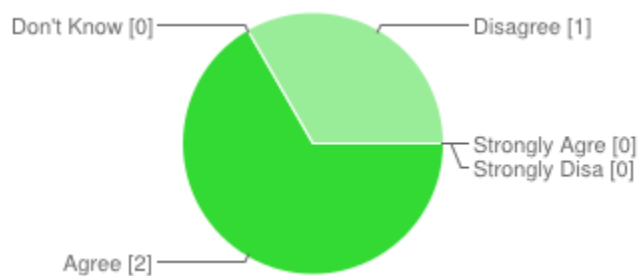
Strongly Agree	0	0%
Agree	1	33.3%
Don't Know	1	33.3%
Disagree	0	0%
Strongly Disagree	1	33.3%

I get on well with other students in this school



Strongly Agree	2	66.7%
Agree	1	33.3%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

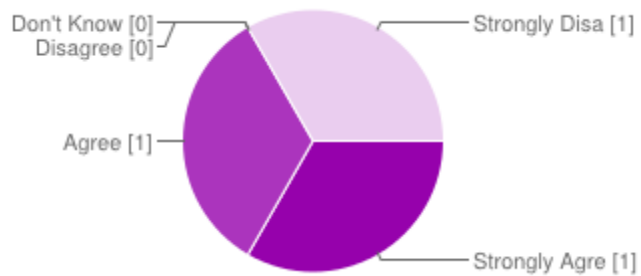
There is a good atmosphere in this school



Strongly Agree	0	0%
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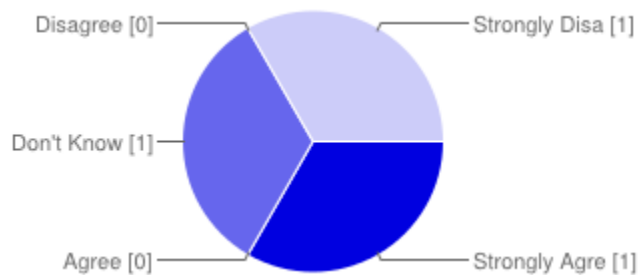
Agree	2 66.7%
Don't Know	0 0%
Disagree	1 33.3%
Strongly Disagree	0 0%

I understand the school rules



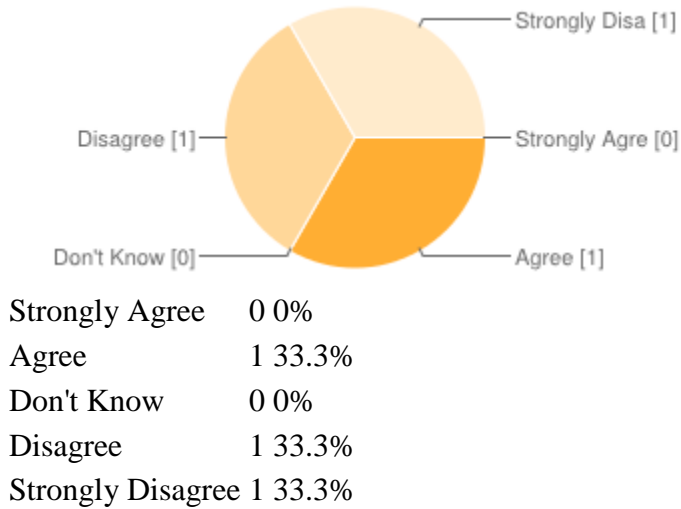
Strongly Agree	1 33.3%
Agree	1 33.3%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	1 33.3%

The behaviour of students is good in this school

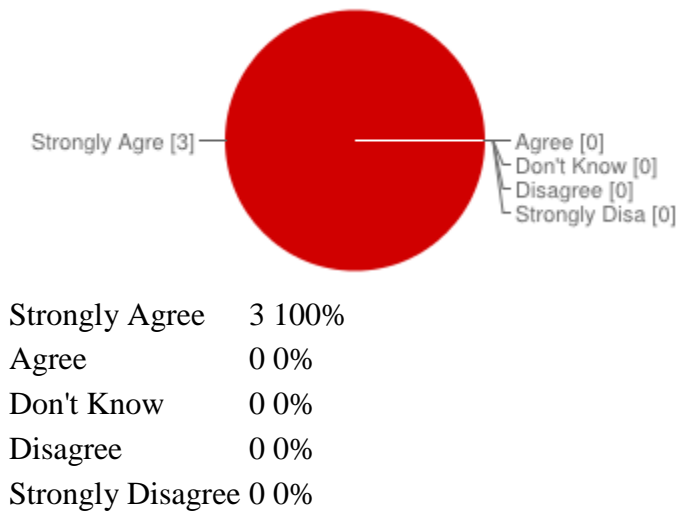


Strongly Agree	1 33.3%
Agree	0 0%
Don't Know	1 33.3%
Disagree	0 0%
Strongly Disagree	1 33.3%

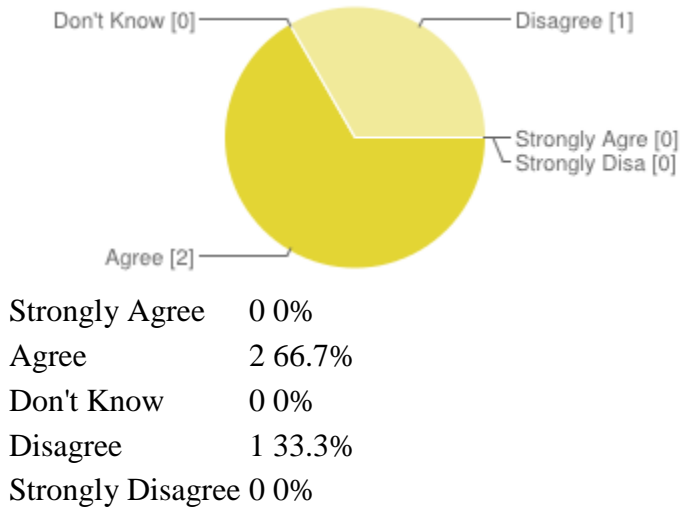
All students are treated fairly and respectfully in this school



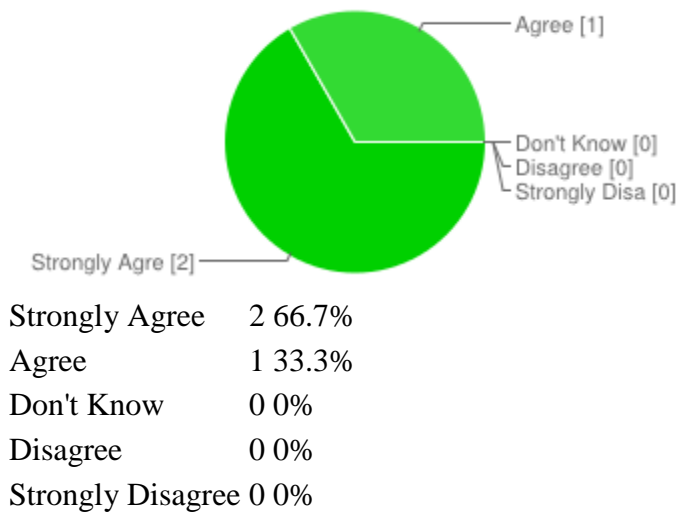
Attendance at classes is checked regularly



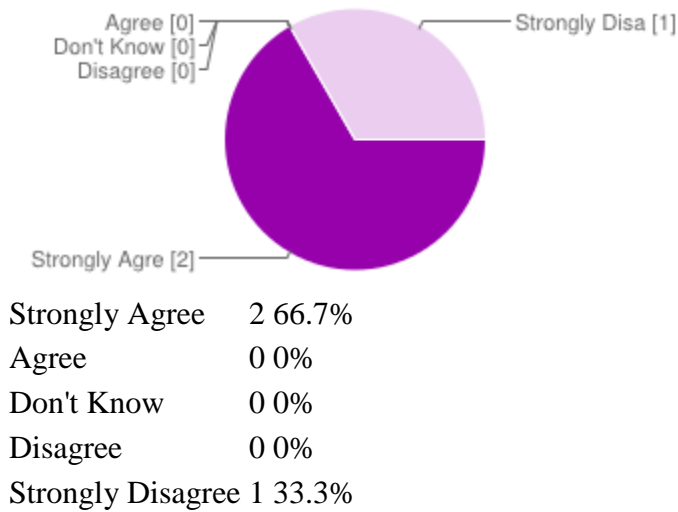
My classes begin on time



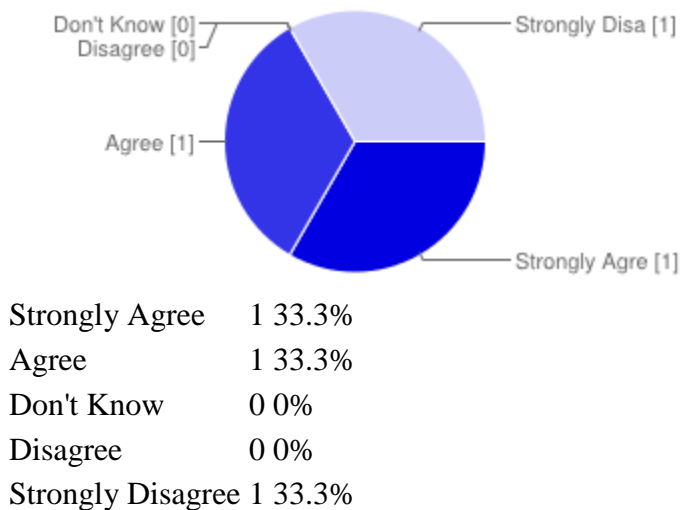
In this school there are clear rules against hurting other people by what we say or do



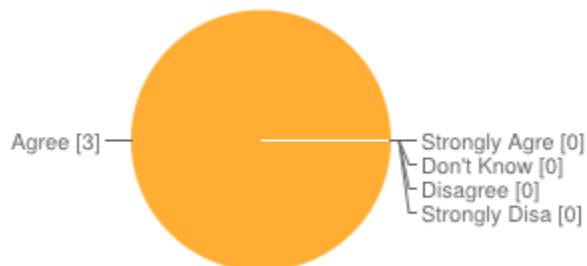
In school I have learned about different types of bullying



If someone is bullying me I can get help from a teacher or other adult in the school

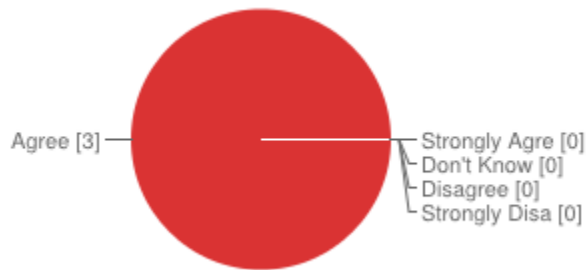


I learn about drugs and alcohol issues in some lessons



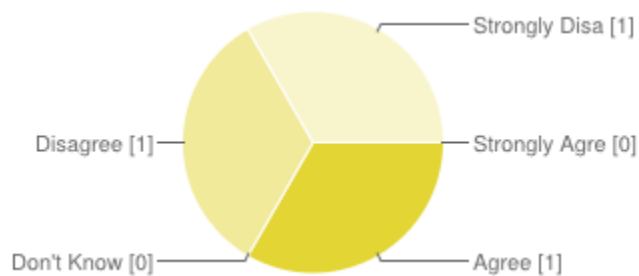
Strongly Agree	0 0%
Agree	3 100%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

I learn about relationships and sexuality in some lessons



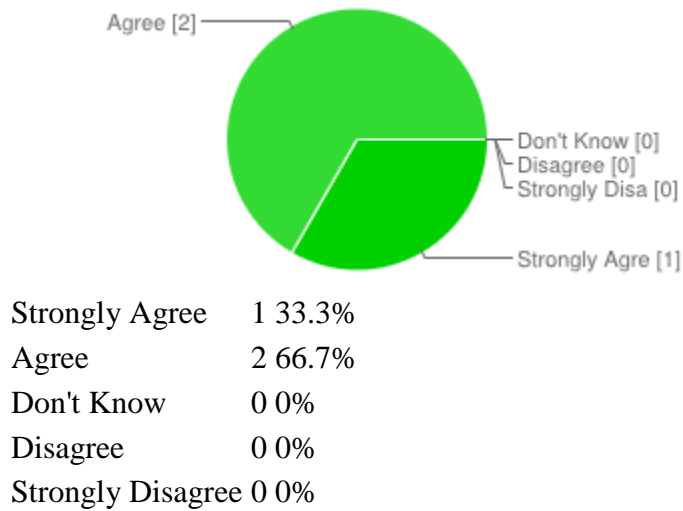
Strongly Agree	0 0%
Agree	3 100%
Don't Know	0 0%
Disagree	0 0%
Strongly Disagree	0 0%

My classes are interesting

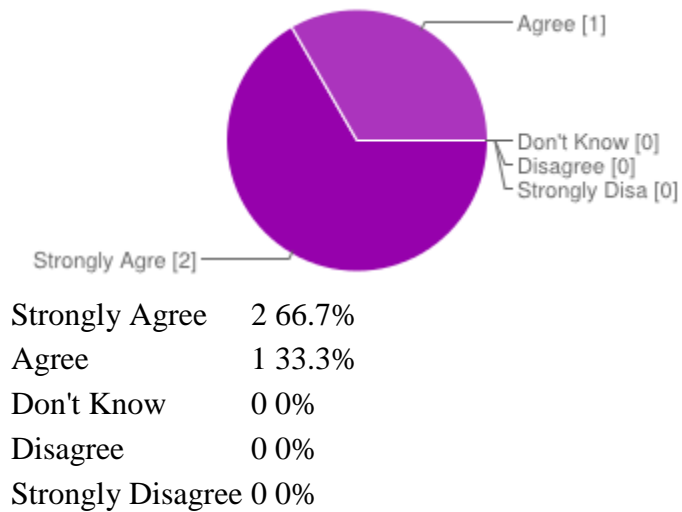


Strongly Agree	0 0%
Agree	1 33.3%
Don't Know	0 0%
Disagree	1 33.3%
Strongly Disagree	1 33.3%

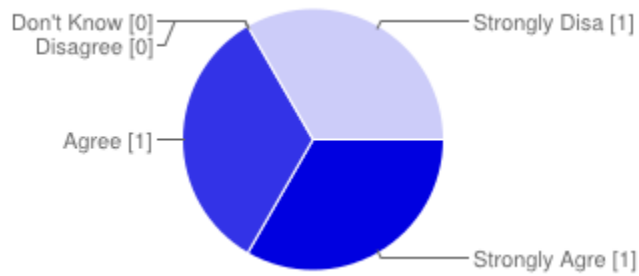
I have very few free classes each week



I am getting on well with my school work

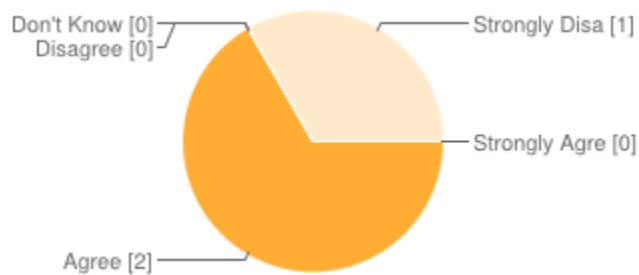


Teachers encourage me to do the best I can



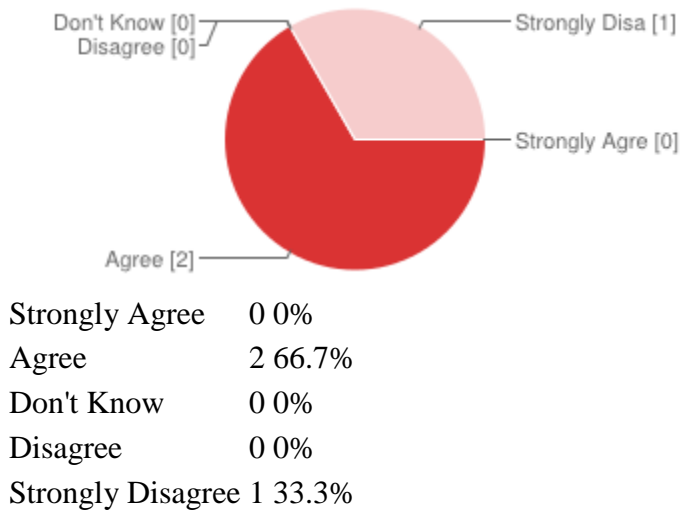
Strongly Agree	1	33.3%
Agree	1	33.3%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	1	33.3%

Teachers talk to me about how to improve my learning

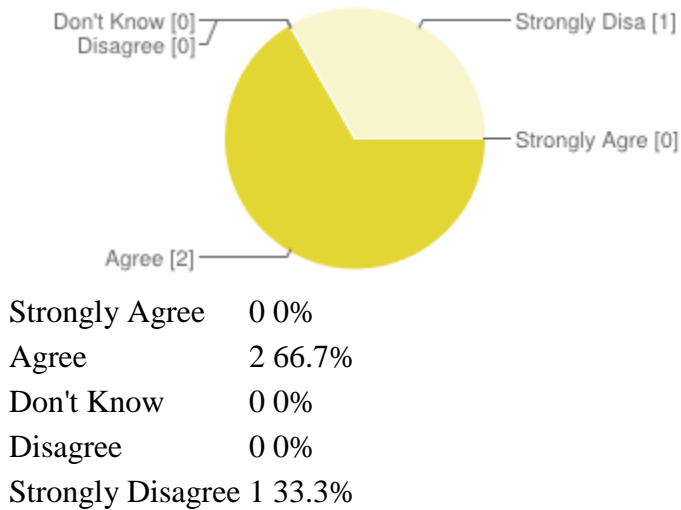


Strongly Agree	0	0%
Agree	2	66.7%
Don't Know	0	0%
Disagree	0	0%
Strongly Disagree	1	33.3%

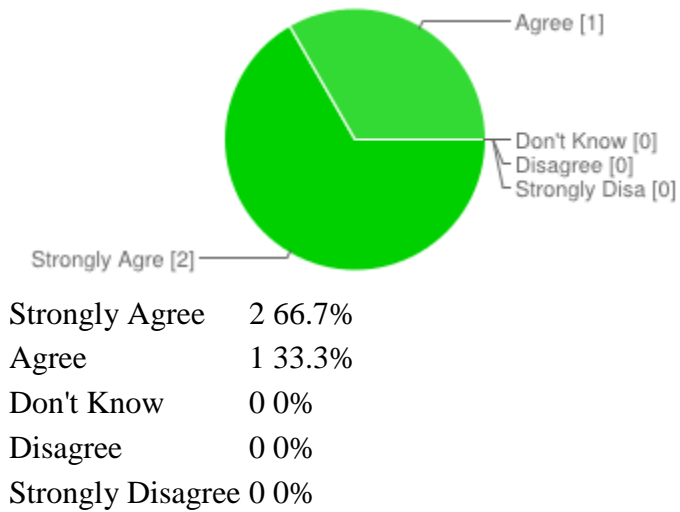
Teachers listen to me and pay attention to what I say



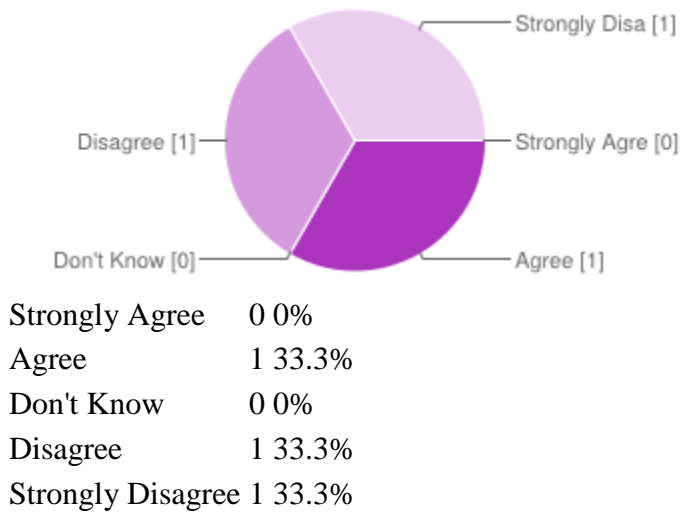
I get opportunities to work together with other students in my classes



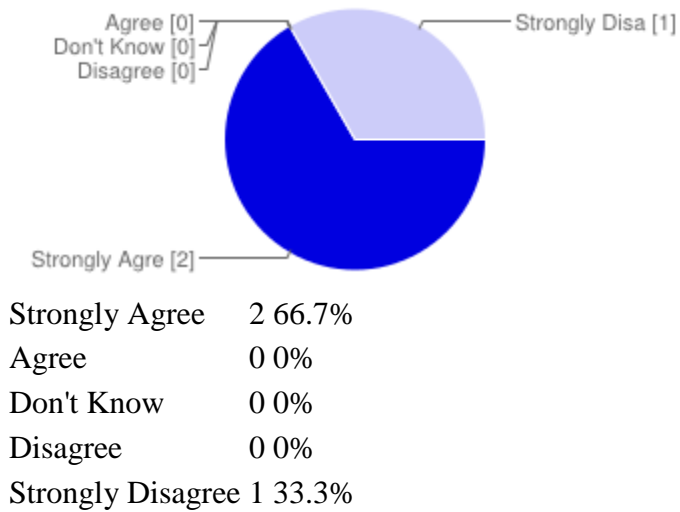
We use ICT regularly in classes



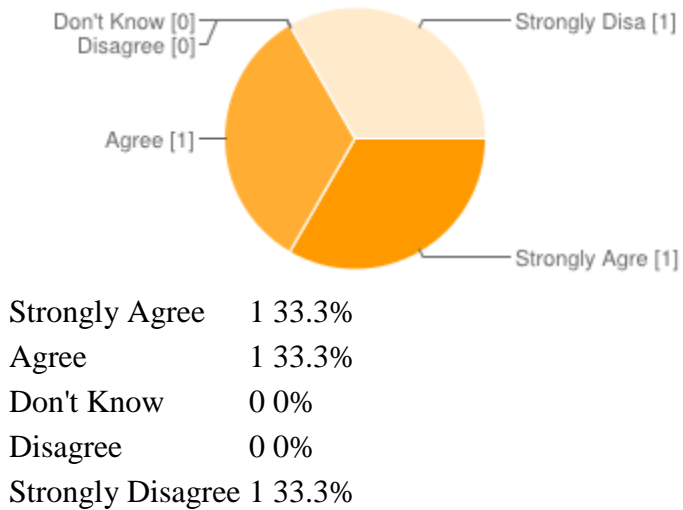
My homework is corrected regularly



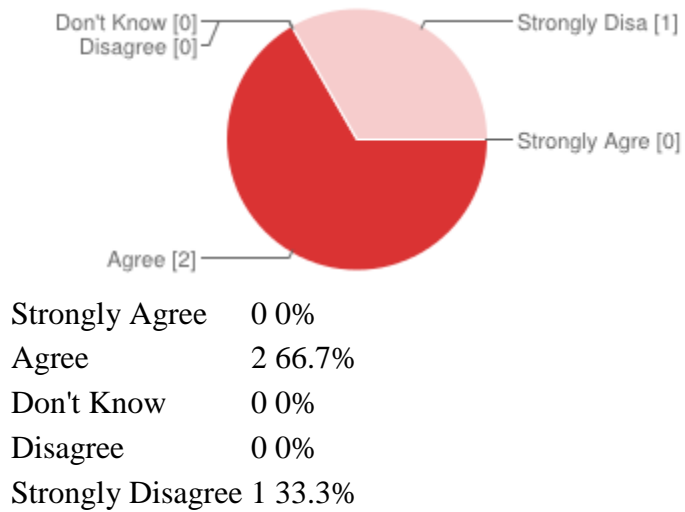
Teaching is good in the school



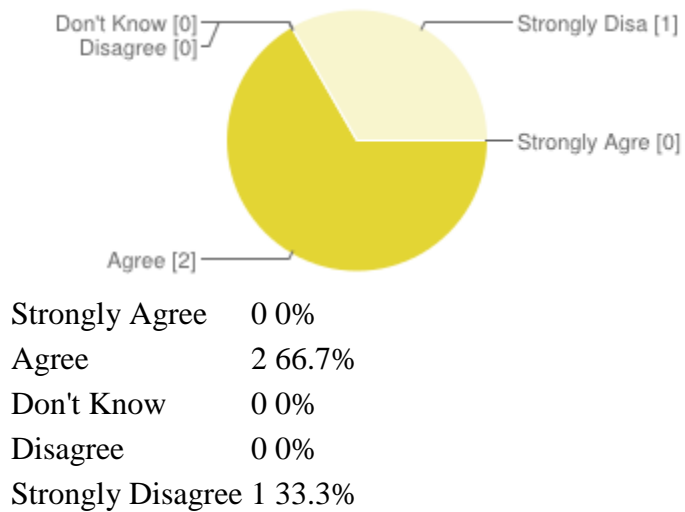
I can talk to an adult in the school if I am having problems



I got helpful advice and information from teachers when choosing subjects



I have a say in how things are done in the school



State Exams 2014

English Leaving Certificate 2014

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	85%	67%	18%			
Taking Ordinary Level	15%	33%	-18%			
HL A	3%	6%	-3%	0%	9%	-9%
HL B	27%	18%	10%	0%	26%	-26%
HL C	37%	27%	10%	0%	41%	-41%
HL Honours	68%	51%	17%	0%	76%	-76%
HL D (Pass)	18%	15%	3%	0%	22%	-22%
HL Fail	0%	1%	-1%	0%	1%	-1%
OL A	0%	2%	-2%	0%	7%	-7%
OL B	6%	10%	-3%	0%	30%	-30%
OL C	6%	13%	-6%	0%	39%	-39%
OL Honours	13%	25%	-12%	0%	76%	-76%
OL D (Pass)	0%	7%	-7%	0%	20%	-20%
OL Fail	2%	1%	1%	0%	3%	-3%

Maths

State Exams 2014

- Student uptake of Junior Cert Higher Level was 51% with the National Average at 54%. We strive to increase this figure in our school to coincide with the National Average.
- Student uptake of Junior Cert Ordinary Level was 44% with the National Average at 40%. We strive to decrease this figure in our school to fall below the National Average.
- Student uptake of Junior Cert Foundation Level was 5% which is 1% below the National Average.

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

Geography

Analysis of Junior Certificate and Leaving Certificate examinations 2014

Leaving Certificate Result

4% of Leaving Certificate geography students attained an A grade which was below the national average this was a surprising result as normally students well exceed the national average.

50% of our students achieved a B grade which was well above the national average. A further 33% achieved a C grade which was again above the national average.

87% of the pupils who took the higher level paper received an honours grade.

No student failed the higher paper.

Only two students sat the geography ordinary level paper, one receiving a B grade and the other a C grade.

Overall, we were very pleased with the results as many of those students who received a C grade were doing ordinary level in many of their other subjects.

Junior Certificate

18 % of our students received an A grade which is above the national average and a further 44% received a B grade , 31% a C grade and of those who took the higher level paper only 8% received a D grade. No student failed.

Only 4 students took the ordinary level paper, two received a C and B grade and the other two a D grade. Overall we were extremely pleased with these results.

Design Communication Graphics

Leaving cert results were excellent with 100% achieving Honours at Higher Level and 50% achieving A's.

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	77%	23%			
Taking Ordinary Level	0%	23%	-23%			
HL A	50%	11%	39%			
HL B	33%	26%	8%			
HL C	17%	25%	-8%			
HL Honours	100%	61%	39%			
HL D (Pass)	0%	13%	-13%			
HL Fail	0%	3%	-3%			
OL A	0%	1%	-1%			
OL B	0%	8%	-8%			
OL C	0%	8%	-8%			
OL Honours	0%	18%	-18%			
OL D (Pass)	0%	4%	-4%			
OL Fail	0%	2%	-2%			

French

General Analysis of State Exams 2014

Leaving Cert - A higher percentage of our students took French at higher level than the national average illustrates. A smaller percentage of our students took French at ordinary level in comparison to the national average. Students scoring A and B grades at higher level were well above the national average. Those scoring C and D grades were just 2% above the national average. There was no fail at higher level. In ordinary level, students awarded a B grade reflected the national trend whereas 2 % more of students at ordinary level received a C grade. There was no D grade and no fail. We are quite pleased with the overall performance of the leaving certificate students in 2014.

Junior Cert - From looking at the 2014 results we feel that more students should have taken Ordinary French for the Junior Certificate. The number of students scoring A- C grades was lower than the national average. The number of students scoring D grades and lower were above the national average. We would hope that the way in which this year's 5th year classes are divided will help students who are struggling as well as encourage those that are doing well.

Home Economics

General overview on analysis of Junior Cert and Leaving Cert 2014

We are delighted with Leaving Cert results 2014. From our group of 30 students 23% got A,s, 23% got B,s, 27% got C,s & 7% got D in the Higher Level paper. On Ordinary level 17% got B & 3% got C.

Our students are encouraged to take Higher level. The number of students who take the Higher level paper is 10% above the national average which is excellent. As a result of this our Ordinary level uptake is 10% below the national average. Higher level results: A,s are 17% above the national average; B,s are 1% above the national average; C,s are on par with the national average; D,s are 7% below the national average as a result of the grades being excellent in the A, B & C grades.

Thirty students sat the Junior Cert Home Economics exam. 86% sat Higher level paper and 14% sat Ordinary level. At Higher level 21% got A,s which is 10% above the national average. 61% got B,s which is 21% above the national average. 4% got D,s which was below the national average due to the high percentage of A,s and B,s. 82% of those taking Higher level got honours which is 4% above the national average. At Ordinary level 4% got A,s which is above the national average. 7% got B,s which is the same as the national average. 4% got a C. All students at Ordinary level got Honours grades.

Leaving Cert Applied

Analysis of Leaving Certificate Applied results – 2014

The LCA results for 2014 were exceptional.

86% (6 students out of 7) of students got a distinction compared to 21% National Average statistics.

14% (1 student received a record of credits) this was just under the National average figure of 15%.

History Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	80%	70%	10%			
Taking Ordinary Level	20%	30%	-10%			
HL A	40%	9%	31%	50%	13%	37%
HL B	40%	22%	18%	50%	32%	19%
HL C	0%	23%	-23%	0%	33%	-33%
HL Honours	80%	54%	26%	100%	77%	23%
HL D (Pass)	0%	13%	-13%	0%	19%	-19%
HL Fail	0%	2%	-2%	0%	4%	-4%
OL A	0%	5%	-5%	0%	17%	-17%
OL B	20%	10%	10%	100%	32%	69%
OL C	0%	9%	-9%	0%	29%	-29%
OL Honours	20%	24%	-4%	100%	77%	23%
OL D (Pass)	0%	6%	-6%	0%	19%	-19%
OL Fail	0%	1%	-1%	0%	4%	-4%

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	75%	25%			
Taking Ordinary Level	0%	25%	-25%			
HL A	11%	15%	-4%	11%	20%	-9%
HL B	0%	21%	-21%	0%	28%	-28%
HL C	78%	19%	59%	78%	25%	53%
HL Honours	89%	54%	34%	89%	72%	16%
HL D (Pass)	11%	15%	-3%	11%	19%	-8%
HL Fail	0%	6%	-6%	0%	8%	-8%
OL A	0%	4%	-4%	0%	15%	-15%
OL B	0%	8%	-8%	0%	31%	-31%
OL C	0%	7%	-7%	0%	28%	-28%
OL Honours	0%	18%	-18%	0%	73%	-73%
OL D (Pass)	0%	4%	-4%	0%	17%	-17%
OL Fail	0%	2%	-2%	0%	9%	-9%

OL D (Pass)	0%	1%	-1%	0%	13%	-13%
OL Fail	0%	0%	0%	0%	2%	-2%

Music Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	92%	8%			
Taking Ordinary Level	0%	8%	-8%			
HL A	10%	13%	-3%	10%	15%	-5%
HL B	40%	49%	-9%	40%	53%	-13%
HL C	40%	25%	15%	40%	27%	13%
HL Honours	90%	87%	3%	90%	95%	-5%
HL D (Pass)	10%	5%	5%	10%	5%	5%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	0%	0%	0%	0%	3%	-3%
OL B	0%	3%	-3%	0%	42%	-42%
OL C	0%	3%	-3%	0%	39%	-39%
OL Honours	0%	7%	-7%	0%	84%	-84%
OL D (Pass)	0%	1%	-1%	0%	13%	-13%

Accounting

Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	88%	71%	17%			
Taking Ordinary Level	13%	29%	-17%			
HL A	0%	14%	-14%	0%	20%	-20%
HL B	25%	27%	-2%	29%	38%	-9%
HL C	25%	16%	9%	29%	23%	6%
HL Honours	50%	57%	-7%	57%	80%	-23%
HL D (Pass)	38%	10%	28%	43%	14%	29%
HL Fail	0%	4%	-4%	0%	6%	-6%
OL A	0%	5%	-5%	0%	18%	-18%
OL B	13%	8%	4%	100%	28%	72%
OL C	0%	6%	-6%	0%	22%	-22%
OL Honours	13%	20%	-7%	100%	67%	33%
OL D (Pass)	0%	5%	-5%	0%	17%	-17%
OL Fail	0%	4%	-4%	0%	13%	-13%

Chemistry Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	84%	16%			
Taking Ordinary Level	0%	16%	-16%			
HL A	60%	17%	43%	60%	21%	40%
HL B	0%	24%	-24%	0%	29%	-29%
HL C	20%	19%	1%	20%	23%	-3%
HL Honours	80%	61%	19%	80%	73%	7%
HL D (Pass)	20%	15%	5%	20%	18%	2%
HL Fail	0%	8%	-8%	0%	9%	-9%
OL A	0%	2%	-2%	0%	10%	-10%
OL B	0%	4%	-4%	0%	25%	-25%
OL C	0%	5%	-5%	0%	29%	-29%
OL Honours	0%	10%	-10%	0%	63%	-63%
OL D (Pass)	0%	3%	-3%	0%	22%	-22%
OL Fail	0%	2%	-2%	0%	15%	-15%

Business Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	71%	29%			
Taking Ordinary Level	0%	29%	-29%			
HL A	50%	8%	42%	50%	11%	39%
HL B	50%	21%	29%	50%	30%	20%
HL C	0%	20%	-20%	0%	28%	-28%
HL Honours	100%	49%	51%	100%	69%	31%
HL D (Pass)	0%	16%	-16%	0%	23%	-23%
HL Fail	0%	5%	-5%	0%	8%	-8%
OL A	0%	3%	-3%	0%	11%	-11%
OL B	0%	9%	-9%	0%	31%	-31%
OL C	0%	10%	-10%	0%	33%	-33%
OL Honours	0%	22%	-22%	0%	74%	-74%
OL D (Pass)	0%	5%	-5%	0%	19%	-19%
OL Fail	0%	2%	-2%	0%	7%	-7%

Biology Leaving Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	85%	74%	11%			
Taking Ordinary Level	15%	26%	-11%			
HL A	18%	10%	8%			
HL B	38%	19%	18%			
HL C	13%	22%	-10%			
HL Honours	68%	51%	16%			
HL D (Pass)	18%	18%	0%			
HL Fail	0%	5%	-5%			
OL A	3%	0%	2%			
OL B	8%	5%	3%			
OL C	3%	10%	-8%			
OL Honours	13%	15%	-3%			
OL D (Pass)	3%	8%	-6%			
OL Fail	0%	2%	-2%			

Irish Leaving Cert 2014

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	cohort	nationa	difference	group	nationa	difference
Taking Higher Level	47%	40%	7%			
Taking Ordinary Level	53%	52%	1%			
Taking Foundation	0%	8%	-8%			
HL A	10%	6%	4%	21%	14%	7%
HL B	20%	16%	4%	42%	40%	2%
HL C	14%	14%	0%	29%	35%	-5%
HL Honours	43%	36%	8%	92%	89%	3%
HL D (Pass)	4%	4%	0%	8%	11%	-2%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	0%	1%	-1%	0%	2%	-2%
OL B	27%	16%	12%	52%	31%	21%
OL C	24%	22%	2%	44%	42%	2%
OL Honours	51%	39%	12%	96%	75%	21%
OL D (Pass)	0%	11%	-11%	0%	22%	-22%
OL Fail	2%	2%	0%	4%	4%	0%
FL A	0%	1%	-1%	0%	6%	-6%
FL B	0%	3%	-3%	0%	34%	-34%
FL C	0%	3%	-3%	0%	38%	-38%
FL Honours	0%	7%	-7%	0%	78%	-78%
FL D (Pass)	0%	1%	-1%	0%	18%	-18%

Leaving Cert & College Numbers 2014

Total sitting Leaving Cert 2014: 62. College places as follows:

UCD 2 , TCD 4 , UCC 20 , NUIG 3 , UL 11 , Galway Mayo 1 , LIT 4 , Tralee 16 , Mary Immaculate College 3 , St Patricks Institute 1 , Total of main colleges 69.

Junior Cert Statistics 2014

Science

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	cohort	nationa	difference	group	national	differene
Taking Higher Level	89%	78%	11%			
Taking Ordinary Level	11%	22%	-11%			
HL A	22%	9%	13%	25%	11%	14%
HL B	33%	24%	9%	38%	31%	6%
HL C	28%	28%	-1%	31%	36%	-5%
HL Honours	83%	62%	22%	94%	79%	15%
HL D (Pass)	3%	15%	-12%	3%	20%	-16%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	0%	0%	0%	0%	2%	-2%
OL B	8%	7%	2%	75%	31%	44%
OL C	3%	10%	-7%	25%	47%	-22%
OL Honours	11%	17%	-6%	100%	79%	21%
OL D (Pass)	0%	4%	-4%	0%	16%	-16%
OL Fail	0%	1%	-1%	0%	4%	-4%

Irish Junior Cert

Overview for 2014

	Among School Cohort/Nation			Within each level		
	cohort	nationa	difference	Group	national	difference
Taking Higher Level	68%	54%	14%			
Taking Ordinary Level	26%	43%	-17%			
Taking Foundation	5%	2%	3%			
HL A	11%	6%	4%	15%	12%	4%
HL B	37%	18%	19%	54%	33%	20%
HL C	21%	20%	1%	31%	37%	-6%
HL Honours	68%	44%	24%	100%	82%	19%
HL D (Pass)	0%	9%	-9%	0%	16%	-16%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	5%	2%	4%	20%	4%	16%
OL B	18%	14%	5%	70%	32%	38%
OL C	3%	17%	-15%	10%	40%	-30%
OL Honours	26%	33%	-7%	100%	76%	24%
OL D (Pass)	0%	9%	-9%	0%	20%	-20%
OL Fail	0%	2%	-2%	0%	4%	-4%
FL A	0%	0%	0%	0%	11%	-11%
FL B	0%	1%	-1%	0%	33%	-33%
FL C	3%	1%	2%	50%	34%	16%
FL Honours	3%	2%	1%	50%	78%	-28%
FL D (Pass)	3%	0%	2%	50%	19%	32%
FL Fail	0%	0%	0%	0%	4%	-4%

German Junior Cert 2014

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	69%	54%	15%			
Taking Ordinary Level	15%	43%	-28%			
Taking Foundation	15%	2%	13%			
HL A	8%	6%	1%	11%	12%	0%
HL B	8%	18%	-10%	11%	33%	-22%
HL C	15%	20%	-4%	22%	37%	-14%
HL Honours	31%	44%	-13%	44%	82%	-37%
HL D (Pass)	38%	9%	30%	56%	16%	39%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	0%	2%	-2%	0%	4%	-4%
OL B	8%	14%	-6%	50%	32%	18%
OL C	0%	17%	-17%	0%	40%	-40%
OL Honours	8%	33%	-25%	50%	76%	-26%
OL D (Pass)	0%	9%	-9%	0%	20%	-20%
OL Fail	8%	2%	6%	50%	4%	46%
FL A	0%	0%	0%	0%	11%	-11%
FL B	0%	1%	-1%	0%	33%	-33%
FL C	8%	1%	7%	50%	34%	16%
FL Honours	8%	2%	6%	50%	78%	-28%

Geography Junior Cert

Overview for 2014

	Among School Cohort/Nation			Within each level		
	cohort	nationa	difference	Group	National	difference
Taking Higher Level	91%	84%	7%			
Taking Ordinary Level	9%	16%	-7%			
HL A	16%	7%	9%	18%	9%	9%
HL B	40%	26%	13%	44%	31%	12%
HL C	28%	27%	1%	31%	32%	-1%
HL Honours	84%	61%	23%	92%	72%	20%
HL D (Pass)	7%	19%	-12%	8%	23%	-15%
HL Fail	0%	0%	0%	0%	5%	-5%
OL A	0%	1%	-1%	0%	9%	-9%
OL B	2%	6%	-3%	25%	36%	-11%
OL C	2%	5%	-3%	25%	33%	-8%
OL Honours	5%	12%	-8%	50%	78%	-28%
OL D (Pass)	5%	3%	2%	50%	17%	33%
OL Fail	0%	1%	-1%	0%	4%	-4%

History Junior Cert

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	cohort	nation	difference	group	national	difference
Taking Higher Level	72%	73%	-1%			
Taking Ordinary Level	28%	27%	1%			
HL A	19%	12%	7%	26%	16%	10%
HL B	19%	20%	-1%	26%	27%	-1%
HL C	23%	20%	3%	32%	28%	4%
HL Honours	60%	52%	9%	84%	70%	14%
HL D (Pass)	7%	16%	-9%	10%	22%	-12%
HL Fail	5%	0%	5%	6%	8%	-2%
OL A	5%	3%	2%	17%	11%	6%
OL B	5%	8%	-4%	17%	31%	-14%
OL C	5%	8%	-4%	17%	32%	-15%
OL Honours	14%	19%	-6%	50%	73%	-23%
OL D (Pass)	12%	6%	6%	42%	22%	19%
OL Fail	2%	1%	1%	8%	4%	4%

Maths Junior Cert

Overview for 2014

	Among School Cohort/Nation			Within each level		
	cohort	nationa	difference	group	national	difference
Taking Higher Level	51%	54%	-3%			
Taking Ordinary Level	44%	40%	4%			
Taking Foundation	5%	6%	-1%			
HL A	9%	6%	4%	18%	11%	7%
HL B	9%	15%	-6%	18%	28%	-10%
HL C	21%	18%	3%	41%	34%	7%
HL Honours	40%	39%	0%	77%	73%	4%
HL D (Pass)	12%	12%	0%	23%	23%	0%
HL Fail	0%	0%	0%	0%	5%	-5%
OL A	2%	3%	0%	5%	6%	-1%
OL B	30%	13%	17%	68%	33%	35%
OL C	7%	14%	-7%	16%	35%	-20%
OL Honours	40%	30%	9%	89%	75%	15%
OL D (Pass)	5%	8%	-4%	11%	21%	-10%
OL Fail	0%	2%	-2%	0%	5%	-5%
FL A	0%	1%	-1%	0%	11%	-11%
FL B	2%	2%	0%	50%	35%	16%
FL C	2%	2%	0%	50%	35%	15%
FL Honours	5%	5%	0%	100%	80%	20%
FL D (Pass)	0%	1%	-1%	0%	17%	-17%
FL Fail	0%	0%	0%	0%	3%	-3%

Technical Graphics

Overview for 2014

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	cohort	nationa	difference	group	national	difference
Taking Higher Level	92%	73%	20%			
Taking Ordinary Level	8%	27%	-20%			
HL A	8%	11%	-3%	8%	15%	-6%
HL B	50%	23%	27%	54%	32%	22%
HL C	27%	22%	5%	29%	31%	-1%
HL Honours	85%	56%	29%	92%	77%	15%
HL D (Pass)	8%	13%	-6%	8%	18%	-10%
HL Fail	0%	0%	0%	0%	5%	-5%
OL A	0%	3%	-3%	0%	11%	-11%
OL B	4%	10%	-6%	50%	35%	15%
OL C	0%	7%	-7%	0%	27%	-27%
OL Honours	4%	20%	-16%	50%	73%	-23%
OL D (Pass)	4%	5%	-1%	50%	19%	31%
OL Fail	0%	2%	-2%	0%	8%	-8%

Home Economics

Overview for 2014

	Among School Cohort/Nation			Within each level		
	cohort	nationa	difference	group	national	difference
Taking Higher Level	86%	82%	3%			
Taking Ordinary Level	14%	18%	-3%			
HL A	21%	11%	10%	25%	14%	11%
HL B	61%	40%	20%	71%	49%	22%
HL C	0%	25%	-25%	0%	30%	-30%
HL Honours	82%	77%	6%	96%	93%	3%
HL D (Pass)	4%	5%	-2%	4%	6%	-2%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	4%	0%	3%	25%	2%	23%
OL B	7%	7%	1%	50%	38%	12%
OL C	4%	8%	-4%	25%	44%	-19%
OL Honours	14%	15%	0%	100%	83%	17%
OL D (Pass)	0%	2%	-2%	0%	12%	-12%
OL Fail	0%	1%	-1%	0%	4%	-4%

Kerry Life Skills Workshops 2014-2015

Seamus Whitty

Feedback



POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

1 Aodán – FEBRUARY 2015

MY RATING OF THE SESSIONS – <ul style="list-style-type: none"> • EXCELLENT • VERY GOOD • GOOD • FAIR • UNSATISFACTORY 	SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS	SOMETHING I ENJOYED ABOUT THESE SESSIONS	ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT	FURTHER COMMENTS OR IDEAS
Excellent	The videos as they really showed the importance of being there for one another	The game of thumb wars	Nope	More physical games
Excellent	About caring for others	Everything	Nope	Come back again!
Excellent	Everything	Games	Nothing	More games, quizzes, videos.

				Make sessions longer
Excellent	He tells us to be ourselves	They were fun & interesting	I would have liked more time	-
Excellent	Learning about everybody seeing things differently	The music & games	-	-
Excellent	Learning to be yourself and accepting others	The music, the games, everything else not listed	Putting random people together rather than best friends	Put people together to see how well they work together. Discuss how people are bullied in greater detail
Excellent	Seamus	Music	Longer time	More games
Excellent	The cooperation with the other girls	The videos of people working together	Not to have seen the bear and the lioness	Come back again
Very Good	It showed us to be unique	Full of fun	More games	-
Excellent	That it's okay to be yourself	The paper catch game that we played	That we played more games	-
Excellent	We learnt not to judge people from just looking	I enjoyed the video clips that he showed us. I liked the music too	-	-
Excellent	People can communicate	Thumb of war game	Nothing, I loved every moment of it	-
Excellent	Helping people find their talents	Playing the games & Listening to the music	No	-
Excellent	That it's okay to be different and unique and not to judge people	It was fun because we did activities and listened to music and watched videos and talked about being different	Nothing it was very good everything was great	Maybe talking about other things
Excellent	I learned a lot and can now find myself in my own way, not what other people want what I want	We had lots of fun and I loved all the videos	No I liked everything but I would have liked more time	Traveller community, more bullying
Very Good	Everyone's not the same	The games and watching the videos	More games	-
Excellent	That everyone's different	Videos and playing with the electronic red and grey quizdoms	Play some more games	It was excellent. To do it again
Excellent	I found a lot of things useful like to be yourself and everyone has a talent	I enjoyed everything but my favourite was listening to music, playing games and I	-	-

		liked the powerpoints		
Excellent	Finding out about talents, what makes you unique	The quiz and the game	-	-
Excellent	They taught us a lot about getting older	The videos you showed	Nothing, everything was great	You should come again
Excellent	It helped me understand people's talents	Everything	Nothing	-
Excellent	They taught me about self esteem	The quizzes, the videos, the drawing wouldn't have	It was very fun	-

POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

2 Fearghal – FEBRUARY 2015

MY RATING OF THE SESSIONS – <ul style="list-style-type: none"> • EXCELLENT • VERY GOOD • GOOD • FAIR • UNSATISFACTORY 	SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS	SOMETHING I ENJOYED ABOUT THESE SESSIONS	ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT	FURTHER COMMENTS OR IDEAS
Excellent	I found my strengths	Looking at different peoples strengths	Nothing	Bring food next time
Excellent	You don't have to be like anyone else	Doing teamwork and watching videos	No	No
Excellent	The use of video helped me remember a lot	I loved the fun interactive talks. I loved the quiz and the videos	Nothing	I really enjoyed myself and maybe more mind teasers would be fun
Very Good	Learned a lot from the and learned everybody is different and everybody has a spark	They were fun and learned lots from them	Nothing really	-
Excellent	When you showed us the videos it made us understand more	Fun, interesting, helpful	Nothing	-
Good	The helped us to make better decisions	Group work	More videos	-
Very good	I found it useful to know that you don't have to be the same as everyone	I really enjoyed listening to music and watching the videos	It was all really good	More activities like the thumb war
Excellent	The different types of way of being smart	The music	Longer time with him	None☺
Excellent	He is very friendly and maked us all work together	I liked the music and the videos	Nope	To come again to second years 2 Fearghal
Very good	Learning different strengths, being able to express yourself without being judged	The activities we did	No	For Seamus to come back again
Excellent	The games to mix with other people	The BMX & the videos	No I would have left everything the way it is	No
Excellent	The videos	The games & videos we watched	-	-
Excellent	How everyone is different in their own way	He was funny and it was great fun	More time	-

POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

3 Cillian – FEBRUARY 2015

MY RATING OF THE SESSIONS – <ul style="list-style-type: none"> • EXCELLENT • VERY GOOD • GOOD • FAIR • UNSATISFACTORY 	SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS	SOMETHING I ENJOYED ABOUT THESE SESSIONS	ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT	FURTHER COMMENTS OR IDEAS
Very good	It was relaxing but we still learned lots of new things such as how to manage stress and that we all have different intelligences	Dealing with stress and breathing techniques	For it to have been a longer session and more games and moving around because it helps concentration	-
Excellent	Learning how to cope with stress and seeing what my strengths are	The games we played and the stories you told us	Have more time with him,	Tell us more stories
Excellent	About being yourself☺	The videos and stories	Nothing	-
Excellent	How to deal with stress how to be happy	The stories, the videos, songs	Nothing	Have more sessions☺
Excellent	How to reduce my stress levels	Listening to the music and the healthy exercises	No I enjoyed all of it	More music longer breathing techniques
Excellent	How to make the best use of my talents, how to cope with stress, how to have a positive mental attitude	The music	-	-
Excellent	It was very useful in the matter of how to deal with stress and how to ground myself in stressful times	It was very amusing and Seamus is quite entertaining	More time	Great work!
Very good	I found out how to be more happy with myself	The activities and music	-	More sessions
Very good	How to manage stress	It was fun, it was nice to try something different	-	I thought it was very beneficial
Excellent	Learn a lot of useful things	Learned how to deal with stress	-	-
Excellent	Relieve stress	Quiz	More time	-
Excellent	How to breathe properly	The fun stuff	-	-
Good	You can do it and become	How to cope	-	-

	more happier. Do what you want			
Excellent	Listening to loud music to relieve stress	Everything😊	-	It's very entertaining and the way it's presented makes it easy to remember

POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

1 Breánann – FEBRUARY 2015

MY RATING OF THE SESSIONS – <ul style="list-style-type: none"> • EXCELLENT • VERY GOOD • GOOD • FAIR • UNSATISFACTORY 	SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS	SOMETHING I ENJOYED ABOUT THESE SESSIONS	ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT	FURTHER COMMENTS OR IDEAS
Very good	I liked videos	Yes very good	Cinema	-
Excellent	I found the lesson you are who you want to be and don't mind being different	I enjoyed the game and different stories that were told to us	No, I wouldn't like it to be done differently	-
Excellent	It made me learn everybody is unique	I enjoyed everything e.g. music videos talking co-operating	Nothing it was very good☺	-
Excellent	To be myself and not to care about what other people say	I enjoyed most of the videos except for the one about the bear because it stressed me out a little bit. I also liked the quiz remote things because you could say what you thought but nobody else would know what you said	No I thought it was excellent	More quizdom remote things
Good	How to work as a team	Listening to music	-	To do more games
Excellent	Working together	Playing games	-	-
Good	Try to be unique	Working as a team	No, it was all good	More teamwork activities
Very Good	How to work well in groups, it's okay to be unique	Playing the game with the paper balls and getting out of class☺	Listening to more music	-
Very Good	Noticed things i never knew I had (strengths)	The music, Christian and the lion	More physical activities	None
Very Good	It helped express myself and my personality (My strengths)	The group work	None	-
Excellent	Tips on how to be me and caring for others	Games with life lessons	Nothing☺	I loved both sessions with Seamus. I really enjoyed the help

				and appreciate it a lot
Excellent	I learned that everyone has unique skills and qualities	I really enjoyed the groupwork	I would like more games and more music	More games and more music
Excellent	How to work well in a group	Best part of the sessions were watching the videos, playing games in groups and listening to some good songs	If we did more games in groups	I really enjoyed the two sessions
Excellent	To be proud of my differences from other people, to care and be nice to people and that we all matter	It was very relaxing and I liked the cool remotes	Nope it was very good (actually, if the sessions were longer)	Do more on the topic of school
Excellent	I can now be who I want to be	They were fun and helpful	If we had more time for each activity	Maybe more videos
Excellent	I thought when we were showed the video of the guy on the BMX was useful because he did what he wanted and not what everyone else was doing	I enjoyed the videos, funny stories and the music	-	More videos
Excellent	To always be yourself and to work well in groups & to be aware of others	Watching the vieos (especially about the boy and the whale) & the quizzes with the remote	Nope	-
Excellent	The videos	Everything, videos	Nothing	-
Excellent	What I found useful was when he was showing us different ways to show how to be yourself	Getting together with my classmates and learning new things and having a laugh	-	It was brilliant. Thank you for coming
Excellent	If you did something nice to someone they will always remember you for that	Christian the lion	If we were not always in groups	-

POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

3 Dympna – FEBRUARY 2015

<i>MY RATING OF THE SESSIONS –</i> <ul style="list-style-type: none"> • <i>EXCELLENT</i> • <i>VERY GOOD</i> • <i>GOOD</i> • <i>FAIR</i> • <i>UNSATISFACTORY</i> 	<i>SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS</i>	<i>SOMETHING I ENJOYED ABOUT THESE SESSIONS</i>	<i>ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT</i>	<i>FURTHER COMMENTS OR IDEAS</i>
Very good	I found the breathing exercises very useful as it helps me to calm down if I get stressed or worries	I enjoyed a lot of the games that we did especially trying to get someone to open their hand	I don't think I would have changed anything because I found everything he said was useful and very helpful	I think it was a great class and would be very happy if he was to come back again
Excellent	The stories about celebrities having a hard time in their past life	The music being played while we played games	Nothing	-
Very good	Told us how to breathe etc.	The stories	Nope	-
Excellent	The games and the stories about other schools	The music	No	I really enjoyed the workshops and it was way better than class
Excellent	How to deal with stress	I enjoyed the games & videos	I would've liked to have a longer timing of the sessions	-
Excellent	How to deal with stress	The sessions were very interesting and really related to teenage topics	I would like longer sessions	-
Excellent	How to deal with stress	The video	No	-
Excellent	How to deal with stress and mental health	The videos and music	No	-
Very good	Learning how to look at things differently	Hearing about celebrities childhoods	If the music played wasn't from the charts	It was fun
Very good	How to change your mindset	Using the controllers, the use of celebrities as examples for different stuff	Different music	Less teamwork
Excellent	Learning how to cope with stress and making the right decisions	Quiz	More time	-
Excellent	How to breathe properly	The entertaining	I wouldn't change	-

		videos showed and the stories Seamus told	anything I thought it was a good experience	
Very Good	Inproving my mental health	The videos	No	-
Very good	To try and be yourself, don't always follow the crowd	The drawing of houses	-	-
Very good	The way he explained everything	They were relaxed, not very rushed	More time with him	Should do sessions in our school more often
Excellent	His idea on breathing...on looking at things positively	The stories	Nothing	Nothing
Excellent	I found the breathing exercises really helpful and will definitely use them if <i>get stressed out in my exams</i>	I enjoyed the different ideas and stories Seamus told us as they were humorous and helpful	There was nothing I found unsatisfactory about the sessions and I wouldn't change anything about them	-
Excellent	Helped me to deal with stress, made me look at things differently, helped me to make the right decisions	The atmosphere, relaxed, played music, topics – interesting, helped me deal with stress - breathing	I really enjoyed the sessions and wouldn't change anything	

POST PRIMARY STUDENT FEEDBACK INFORMATION COLLATION

Student Feedback (Feedback Forms) Listowel Presentation

2 Mel – FEBRUARY 2015

MY RATING OF THE SESSIONS – <ul style="list-style-type: none"> • EXCELLENT • VERY GOOD • GOOD • FAIR • UNSATISFACTORY 	SOMETHING I FOUND USEFUL ABOUT THESE SESSIONS	SOMETHING I ENJOYED ABOUT THESE SESSIONS	ANYTHING I WOULD HAVE LIKED TO BE DIFFERENT	FURTHER COMMENTS OR IDEAS
Excellent	Learning about how everyone is unique and that friendship is important	I liked the games, like the thumb war and throwing the paper balls	Nothing	-
Excellent	That everyone is different and embrace who you are and don't change for other people	The music Keenan Philips video, games	More time, more sessions	-
Excellent	That everyone is different and we shouldn't be afraid of that	The music and games	No	No
Very Good	I learned how to support others better, it's okay to be different, co-operation, work on strengths	Games, talk about the BMX guy	Have more games	Have more of these workshops
Excellent	I found how he was saying about being yourself useful. I also liked watching the videos	Videos Quiz	More games	-
Excellent	We learned that everyone has different strengths	I liked the guy with the BMX bike because he made good use of what he had	Nothing	-
Excellent	It made me think about my talents and that I should practice them	The paper ball game, the remote controls	Show more videos and people with cool talents	-
Excellent	To be careful what you say and to be different	The games & songs	To have the workshop more than 2 times	-
Excellent	How to deal with life	I enjoyed the fun	No	More quiz questions
Very good	Everything	The music	The fact that everyone was shouting	N/A
Excellent	It taught us about friendship and that we all have a talent	I enjoyed having the remotes to answer the quiz and I liked the different games & videos	I wouldn't like anything to be different	Play more games
Excellent	Getting closer with classmates, quizzes, games	I enjoyed the games and watching videos	No change	Use the remotes more

Excellent	Made me realise that no matter who you are you can become anything you want if you put in the time and practice	I enjoyed the music and the games, the videos and the quiz	-	-
Very good	Could be honest	The music/the quiz	-	-
Very good	He told us that we don't have to be born talented and that with practice we could achieve whatever we wanted	Watching videos and listening to music, games	-	-
Excellent	About the small things that people like you to do like invite them somewhere	The games that we played	To have more than 2 sessions	Have more games & stories
Excellent	About being yourself	The music the games	For Seamus to come more often😊	Come back to our school
Excellent	Helped think about how you treat others more than usual, The questionnaire with the remotes	The videos we watched, games played, music	More often	-
Excellent	Well they gave me a break from school which is the best thing but the sessions were so well done by you. It made me more aware of bullying and it made me show the real side of me. It made me think about my talents	The most I enjoyed was working together as a team, enjoying the comfort and enjoyment of everyone around me	Nothing	-



Presentation Secondary School

Review of the Bullying Policy – 1st Year student responses

This questionnaire will help us to make our school a safer and better school. It is an anonymous questionnaire, if this questionnaire makes you feel uncomfortable or you know of a friend that found it uncomfortable, please know that you can talk to us.

Survey on Bullying to be given to all students

- | | | |
|--|---------------|--------------|
| 1. Do you think bullying is an issue in this school? | Yes 11 | No 26 |
| 2. Have you ever been bullied in this school? | Yes 3 | No 35 |
| • If yes, did you tell a teacher/SNA/management? | Yes 1 | No 2 |
| • If yes, was the issue dealt with to your satisfaction. | Yes 1 | No 2 |
| • If no, why didn't you tell a teacher, SNA, Deputy Principal or Principal? | | |

- **Briefly describe what happened to you.**

name calling that i didn't like

- | | | |
|---|---------------|--------------|
| 3. Have you seen other girls being bullied in this school? | Yes 10 | No 28 |
|---|---------------|--------------|

- **If yes, what have you seen**

Name Calling

Hitting

Pulling Hair

Picking on people

Calling names

Threatening people

Pulling hair

Laughing at people

Mocking

Shouting

Saying bad things about people behind their backs

Girls been mocked

Giving out about girls behind their backs

Girls in older years giving out to 1st years

Older girls interrogating younger girls

Being mean

Name calling

Making fun of someone

- 4. Do you know what steps are followed when a student tells a teacher/SNA/management that they are being bullied ?**

Yes 26 No 12

- 5. Describe what you think bullying is, what type of behaviour are bullying behaviour ?**

name calling

physical bullying

Hurting peoples feelings

Cyber bullying

Putting people down

Isolating someone

Hitting

Imitating a person

Making someone feel uncomfortable

Doing something mean repeatedly to make someone feel bad

Hitting

Name calling

Excluding someone

Been physically mean

Making someone feel emotionally depressed

Been unfriendly
Making someone feel scared or frightened
Isolating someone
Hitting
Making someone feel bad
Saying mean things to someone
Pushing
Leaving someone out
Causing pain for fun
Being disrespectful towards others
Hurtful behaviour
Isolating someone
Been disrespectful
Name calling
Threatening behaviour
Been mean to someone for no reason
Pushing
Picking on people for fun
Someone or a group who have no respect for others
Saying hurtful things

Wanting to inflict pain on others
Wanting to make someone feel bad
The feeling of having power over someone

6. What would make it easier for you or for other girls to talk about bullying?

Tell someone
Group discussions with the teachers
Bullying advice on screen in the social area
Make people aware how bad bullying is
Tell friends

Tell a teacher you trust
Tell a parent
Talk to someone in private
Write it down
Talk to someone who has been bullied before
A female guidance counsellor
A weekly session with a guidance counsellor

7. Who/what do you think could help/support you if you were being bullied in this school?

Year Head
Class Teacher
A friend you can trust
Parent
A kind teacher
A close friend
Family
Have a week of meditation
Staff
Friends
Family
Stand up yourself for the person been bullied
Parent
Having somewhere private to go to talk to someone
Teachers
Family
Friends
My class teachers

Talk to someone you trust

Talk to the vice principal and principal

Talk to someone you trust

Presentation Secondary School

Review of the Bullying Policy – 2nd Year student responses

All the answers given are recorded – 37 completed surveys (some girls missing due to choir practice)

This questionnaire will help us to make our school a safer and better school. It is an anonymous questionnaire, if this questionnaire makes you feel uncomfortable or you know of a friend that found it uncomfortable, please know that you can talk to us.

Survey on Bullying to be given to all students

8. Do you think bullying is an issue in this school? Yes 13 No 23

9. Have you ever been bullied in this school? Yes 6 No 30

• If yes, did you tell a teacher/SNA/management? Yes 2 No 6

• If yes, was the issue dealt with to your satisfaction. Yes 3 No 3

• If no, why didn't you tell a teacher, SNA, Deputy Principal or Principal?

Because I didn't want to

Because I thought it was nothing until it progressed

Too shy it happened at the end of the year

People may be hurting people without even knowing it

• Briefly describe what happened to you.

My friend and I had a falling out.

**I was been called names, teased, shouted at, made fun of, rumours
Being picked on by someone 3 years above me, calling me names, elbowing
me in the halls, mocked me and spread rumours.
Had a fight with my best friend
Are my friends really my “friends”**

10. Have you seen other girls being bullied in this school? Yes 14 No 24

- **If yes, what have you seen**

People calling names

People calling names

People been pushed

People been left out

Ignoring

Talking about people behind their back

Calling names

Pushing

Shouting

Bad comments and peer pressure

**I have seen a lot of girls in my year get bullied by their own friends and girls
in an older year – like using offensive words, name calling and laughing at
her appearance**

Name calling

Teasing

Pushing

Exclusion during break time

Exclusion

Cyber bullying

Cyber bullying and girls been mean to others and excluding them

Girls fighting

A nasty note with something written on it was left in a locker of a girl in my class

11. Do you know what steps are followed when a student tells a teacher/SNA/management that they are being bullied ?

Yes 24 No 15

12. Describe what you think bullying is, what type of behaviour are bullying behaviour?

Going against someone

Making fun of someone on a regular basis

Calling names

Pushing

Internet

Calling people names

Been mean

Hurting people so they don't even want to come to school

Picking on someone

Excluding someone

Making comments to hurt someone

Calling people names

Calling people things behind their back

Sending bad messages

Name calling

Pushing

Calling someone names

Mocking someone about their appearance

Treating someone unfairly

Calling people names

Texting mean things on the internet

Making people feel inferior and like they can't tell anyone

Picking on someone for no reason
Been mean to one person and nice to others
Leaving someone out
Ignoring them
Name calling
Been mean
Leaving someone out
Calling someone names
Making someone feel bad about themselves
Making someone feel left out by exclusion, gossiping, hitting, cyber bullying
Picking on an individual or a group because of their appearance or life style
Sometimes bullies just want to have fun
I think bullying is both physical and mental, pushing, hitting, kicking, name calling, rumours
Teasing, making someone feel unsafe or scared
Physically or mentally hurting someone else
Name calling
Mistreating someone badly
Calling you names, mocking, pushing
Mean unfair
Discrimination
Putting someone down, making them feel unwelcome or bad
The bullying is taking her own problems out on someone else
The bully just wants to be cool in front of people
Name calling
Been rough to someone
Always telling someone what their flaws are therefore lowering their self esteem
Making fun of someone, calling them names, making them feel so bad about themselves
Saying things on social media

Making someone feel they are alone by social exclusion
Name calling
Physical abuse
People continuously hurting others
Calling names
Leaving people out all the time
Making someone else feel uncomfortable in what they say and do
Cyber bullying
Exclusion
Name calling
Leaving someone out
Making fun of people
Verbal or physical abuse
Been mean to someone

13. What would make it easier for you or for other girls to talk about bullying?

been with people you know
Been with friends
Talking to a teacher
Have a workshop on bullying
To talk up and tell the bully to stop
Talks to students
Teachers to ask students if they are being bullied
More school talks about it
Sort out bullying problems as soon as possible
Talk to someone you know
Teachers to listen
Talking to someone you trust
Talking to your class tutor
Not to mention the victims name to the bully
Speak to teachers in private

Ask parents to talk more about it at home
To do activities showing how hard it is for someone been a victim of bullying
To tell friends, teachers, family the minute it happens to you
Talk with a friend or if telling a teacher that a friend would be present
Talk to teachers in private
Write it down
Class talks
Having to someone to go to too tell
More fun activities with our year
Talk to the counsellor
Solve the bullying without a whole group of people having to be involved.
Talking to someone who cares about you
Tell a teacher
Talk to students who have been bullied in the past

14. Who/what do you think could help/support you if you were being bullied in this school?

friends and teachers

Teachers

Teachers

Teachers

Talk to teachers and management

Talk to teachers, deputy principal, principal and close friends

Talk to parents

Talk to a nice teacher who is kind and listens to every word you have to say

Talk to another student

Talk to principal, teachers, year head and guidance counsellor

Talk to a teacher or a friend
Tell a teacher, parents, friends
Having friends and an assertive attitude towards people doing the bullying
Talk to people who you trust
Talk to the person who is bullying you
Talk to teacher and friends
Talk to teachers, friends, class tutor and year head
Talk to a teacher you trust
Talk to teachers and friends.
Tell a teacher
Tell a teacher, parents, friends
Talk to people who you trust
Go to someone who would help you
Talk to friends
Tell a teacher, parents, friends
My mom or my friends
Guidance counsellor
An older student
Guidance counsellor
Teacher and friends
Teacher and friends
Tell the teachers by leaving a note
Knowing there is someone to talk to and knowing you are not alone

Presentation Secondary School

Review of the Bullying Policy – 3rd year student responses

This questionnaire will help us to make our school a safer and better school. It is an anonymous questionnaire, if this questionnaire makes you feel uncomfortable or you know of a friend that found it uncomfortable, please know that you can talk to us.

Survey on Bullying to be given to all students

15. Do you think bullying is an issue in this school? Yes 20 No 34

16. Have you ever been bullied in this school? Yes 9 No

51

• **If yes, did you tell a teacher/SNA/management?** Yes 5 No 5

• **If yes, was the issue dealt with to your satisfaction.** Yes 3 No 2

• **If no, why didn't you tell a teacher, SNA, Deputy Principal or Principal?**

Awkward and embarrassing

I wanted to get advice from others prior to contacting the school and to try resolve the situation myself

Briefly describe what happened to you.

Been laughed at, hearing stuff about me behind my back

17. Have you seen other girls being bullied in this school? Yes 13 No

43

• **If yes, what have you seen**

Name calling

Spreading rumours

Starting arguments for no reason

Been excluded

Name calling

Shouting at someone

Name calling

Girls picking on others girls
Talking about and laughing at a student
Name calling
A girl been excluded
People making fun of another girl
Talking behind a girls back
Mocking a girl
Been followed
Getting text messages
Laughing at them and spreading rumours
Someone been excluded

18. Do you know what steps are followed when a student tells a teacher/SNA/management that they are being bullied ?

Yes 26 No 29

19. Describe what you think bullying is, what type of behaviour are bullying behaviour ?

Picking on someone
Making them feel down and bad about themselves
Name calling
Been aggressive and violent
Emotional, verbal, physical abuse
Name calling
Putting someone down for no reason
Physical violence
Cyber bullying
Aggressive behaviour that makes others upset
Pushing or shoving in the hall way

Name calling
Making people feel constantly down and alone
Someone been treated differently
Hurting someone emotionally and physically
Continuously targeting a particular person verbally, physically and online
Deliberately hurting and upsetting someone
Name calling
Starting rumours
Physically hurting someone
Picking on someone
Leaving people out
Name calling
Been mean and hurtful
Make people feel worthless
Isolating someone
Hitting and punching someone
Intentionally hurting someone physically and mentally
Making someone feel miserable
Laughing at someone
Name calling
Disrespecting someone
Hurting someones feelings
Picking on someone
Excluding people
Putting someone down
Not supporting the victim
Belittling someone for the way they look, their religion or if they are clever or
not
Name calling
Lowering someones self esteem
Making someone feel uncomfortable.

Aggressive behaviour
Mocking
Ignoring
Name calling
Mental abuse
Making someone feel scared and uncomfortable
Gossiping
Hurting someones feeling
Been homophobic
Excluding people
Laughing at others
Punching and kicking
Sending them mean messages

20. What would make it easier for you or for other girls to talk about bullying?

to talk to a trusting teacher
To talk about it individually rather than in a group
Sharing with a class
To do more about it in SPHE
To dedicate a class to it once a month
Outside speaker to come in to do a talk on it
to know that been bullied is not their fault
guidance counsellor
having lots of posters up
guidance counsellor
a group talk
victim and bully to meet
parent of friend we trust
talk to the bully
class discussion
for the staff to believe us

21. Who/what do you think could help/support you if you were being bullied in this school?

talk to someone you can trust

The bully should be punished

A trusting teacher

Communicating with other students

Friends, teachers, family

Principal

A Class teacher, a teacher you get on well with

Having a friend to be there for you

Friends and family

A supportive and kind teacher

Friends

Parents

Teacher

Principal

Teachers or friends

Friends and staff

Closet friends

Someone you trust

Guidance counsellor

Teachers

Challenge the bully

The anti bullying policy

Family

Counsellor

Senior students

Team building days

